

Forms, Forms and More Forms

In the following pages you will find all the forms mentioned in this Curriculum Development Guide. As you work with these forms, if you notice errors that need to be corrected or if you have suggestions to make the forms better, please let the curriculum office know. We would love to hear your suggestions.

Because there are so many forms in this chapter, we have included a short index here to help you find the right form quickly. Please feel free to copy the forms you need and use them as tools to help you build better curriculum.

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CENTRAL ARIZONA COLLEGE

AGEC Checksheet for Arts and Humanities

COURSE _____
Prefix/Number Title

DEFINITION AND RATIONALE

The arts and humanities serve as records of the human experience. They investigate human constructs and values. The goal of arts and humanities courses is to help students understand the wide variety of human experiences by studying the imaginative products, intellectual traditions, cultural achievements and historical processes. More specifically, arts and humanities courses help foster:

- an appreciation of artistic works (i.e. cultural artifacts, fine arts, literature, performances) through learning the skills for interpreting, analyzing, and critically evaluating the content, form, and style of artistic works;
- an understanding of the significance of art forms, intellectual traditions, and cultural achievements to the society which created them (i.e. understanding the values conveyed, as well as the relationship of those values to historical, intellectual, or cultural movements);
- an understanding of the questions, issues, and concepts basic to the formation of character and the establishment of values in a human context; and
- contexts which provide literary, aesthetic, and intellectual experiences which enrich and enlighten human life.

Each Arts and Humanities Course must:

Transfer to all three Arizona state universities as elective (E), departmental elective credit (DEC), or an equivalent course. Show transfer designation from the most current Course Equivalency Guide.

ASU:

NAU:

U of A:

All AGECE courses must have a reading prerequisite of RDG094 or higher.

This course requires reading in the following manner:

Requires RDG094 or higher as a prerequisite.

RDG094 is required for another prerequisite.

Indicate which outcome(s) or standard(s) on the attached course outline supports each of the following criteria:

1. Provide full historical and cultural contexts for the areas the course studies.

Outcome #:

Standard #:

2. Increase student's capacities for making informed and independent evaluation pertaining to the nature of knowledge, language and representation, and concerning the formation of ethical or aesthetic concepts or in the ways in which values are manifested within diverse theoretical or conceptual frameworks.

Outcome #:

Standard #:

3. Cultivate curiosity and empathy for the diversity and ambiguity of humanistic endeavor.

Outcome #:

Standard #:

4. Introduce the student to substantial and coherent bodies of historical, cultural, literary or philosophical knowledge as a means of increasing and understanding the complexities and varieties of human events.

Outcome #:

Standard #:

5. Promote examination of human issues that transcend divisions among people.

Outcome #:

Standard #:

CENTRAL ARIZONA COLLEGE

AGEC Checksheet for Cultural (Ethnic/Race/Gender) Awareness (Special Requirements)

COURSE _____
Prefix/Number Title

DEFINITION AND RATIONALE:

Courses meeting requirements of the Cultural (Ethnic/Race/Gender) Awareness areas are designed to:

- encourage critical thinking and analytical skills;
- develop in students an appreciation of the complexity and ambiguity of human culture, behavior and society;
- foster an empathy towards and a tolerance for individuals with whom students may not share the same world-view; and
- assist students in developing an enhanced understanding of themselves and the world in which they live.

These courses are designed to foster independent, creative, and interactive learning, inspiring students to think about themselves, others, and social organizations in new and insightful ways. Students are exposed to various areas of study and acquire valuable skills and knowledge applicable to their everyday lives.

Courses that place intensive emphasis on cultural (ethnic/race/gender) awareness must:

Transfer to all three Arizona state universities as elective (E), departmental elective credit (DEC), or an equivalent course. Show transfer designation from the most current Course Equivalency Guide. It is strongly recommended that at least one university includes their equivalent course in the same category.

ASU:

NAU:

U of A:

All AGECE courses must have a reading prerequisite of RDG094 or higher.

This course requires reading in the following manner:

- Requires RDG094 or higher as a prerequisite.
- RDG094 is required for another prerequisite.

Indicate which outcome(s) or standard(s) on the attached course outline supports each of the following criteria.

1. Discuss theoretical, historical or intellectual traditions and/or ways of knowing from a racial, ethnic or gender based perspective.

Outcome #:

Standard #:

2. Analyze issues of difference with respect to race, ethnicity or gender to discern the consequences of prejudice and discrimination.

Outcome #:

Standard #:

3. Include study of the social, economic, political, cultural, historic or psychological dimensions of relationships between and among ethnic racial and/or gender groups.

Outcome #:

Standard #:

4. Foster in students an awareness of the varying perspectives of ethnicity, race and gender to gain a greater understanding of themselves and respect for the complex identities of others.

Outcome #:

Standard #:

5. Analyze, interpret and evaluate the values and conditions of our society more deeply and fully by understanding its multicultural basis.

Outcome #:

Standard #:

6. Encourage questioning of ethnocentric attitudes and the clarification of racially, ethnically, and gender-based values which challenge traditional values of society.

Outcome #:

Standard #:

7. Foster an understanding of the contributions that racial ethnic groups and/or women have made to our society and/or world.

Outcome #:

Standard #:

CENTRAL ARIZONA COLLEGE

AGEC Checksheet for Global/International Awareness (Special Requirements)

COURSE _____
Prefix/Number Title

DEFINITION AND RATIONALE

Global and International Awareness courses are designed to:

- encourage critical thinking and analytical skills;
- develop an appreciation for and understanding of the complexity and interconnectivity of human cultures, behaviors, and societies;
- develop in students an appreciation for the art, history, politics, philosophies, religious beliefs, and customs of cultures other than their own; and
- encourage students to develop a world view which incorporates a discernment of the ethical consequences of decisions and actions on the global community.

Global/International Awareness courses are designed to foster independent, analytical and creative thinking about global issues from an informed perspective. These courses encourage students to identify and define their own world view.

Courses that place intensive emphasis on global/international awareness must:

Transfer to all three Arizona state universities as elective (E), departmental elective credit (DEC), or an equivalent course. Show transfer designation from the most current Course Equivalency Guide.

ASU:

NAU:

U of A:

All AGECE courses must have a reading prerequisite of RDG094 or higher.

This course requires reading in the following manner:

Requires RDG094 or higher as a prerequisite.

RDG094 is required for another prerequisite.

Indicate which outcome(s) or standard(s) on the attached course outline supports each of the following criteria:

1. Exposes students to different cultural, economic, religious, social and/or political systems to provide the background necessary for developing a global perspective.

Outcome #:

Standard #:

2. Fosters an understanding of the complexity of the global community and the interconnectivity of global concerns such as health, political systems, war and terrorism, ecology, multinational corporations, human rights, international organizations, information exchange, and technology transfer.

Outcome #:

Standard #:

3. Develops a perspective of contemporary global topics which emphasizes the interdependence among people of the world.

Outcome #:

Standard #:

4. Analyzes how perceptions, values, beliefs, and customs influence individual and societal behaviors and decisions in the global arena.

Outcome #:

Standard #:

5. Integrate an understanding of and respect for the ideas, values, elements, and societal processes of other cultures.

Outcome #:

Standard #:

CENTRAL ARIZONA COLLEGE

AGEC Checksheet for Historical Awareness (Special Requirements)

COURSE _____
Prefix/Number Title

DEFINITION AND RATIONALE

Historical Awareness courses are designed to:

- provide an understanding of local, national, and world issues and events from a global and multicultural perspective;
- assist learners in developing an in-depth understanding of past human events; and
- encourage learners to view themselves and their communities, as well as all cultures and all nations as full participants in the creation of historical events.

Historical Awareness courses will expose learners to the multicultural and global, socio-economic, cultural, religious and political practices and ideologies of past individuals, communities, and nation states, while encouraging them to investigate the connection between past, present, and future.

Courses that place intensive emphasis on Historical Awareness must:

Transfer to all three Arizona state universities as elective (E), departmental elective credit (DEC), or an equivalent course. Show transfer designation from the most current Course Equivalency Guide.

ASU:

NAU:

U of A:

All AGECE courses must have a reading prerequisite of RDG094 or higher.

This course requires reading in the following manner:

Requires RDG094 or higher as a prerequisite.

RDG094 is required for another prerequisite.

Indicate which outcome(s) or standard(s) on the attached course outline supports each of the following criteria:

1. Provide as a major focus the examination of past human events from a global perspective and in a chronological or topical order.

Outcome #:

Standard #:

2. Demonstrate the interconnectedness of socio-economics, politics, religion, culture, gender, and science.

Outcome #:

Standard #:

3. Encourage students to critically examine past issues and events from a multitude of perspectives, form conclusions about impact or effect of those issues or events and apply those lessons to the present day.

Outcome #:

Standard #:

CENTRAL ARIZONA COLLEGE

AGEC Checksheet for Intensive Writing and Critical Inquiry

COURSE _____
Prefix/Number Title

DEFINITION AND RATIONALE

Intensive Writing/Critical Inquiry courses:

- use writing as a means to help students learn course material. To this end, these courses should distribute writing assignments throughout the term and implement a combination of formal (researched, documented essays; lab reports; polished, publication-ready web-pages) and informal writing (learning logs, in-class writing, discussion board postings, essay exams) to help achieve the course outcomes (see sample assignment sequences below);
- provide opportunities for students to participate in the recursive nature of the writing process;
- emphasize writing as a means to analyze, apply, question, and create new ideas and information, not just as a means to disseminate information; and
- should help prepare students for the types of writing assignments they will encounter in upper-division collegiate courses or in their careers **and** help students learn how to effectively communicate discipline-specific knowledge to a non-expert audience.

Each course applying for designation as “Writing Intensive” must:

1. Transfer to all three Arizona state universities as elective (E), departmental elective credit (DEC), or an equivalent course. Show transfer designation from the most current Course Equivalency Guide. It is strongly recommended that at least one university includes their equivalent course in the same category.

ASU:

NAU:

U of A:

2. Require English 102 as a corequisite or a prerequisite.

Confirmed for this course [] YES [] NO

3. Have an enrollment cap of no more than 20 students.

Confirmed for this course [] YES [] NO

All AGECE courses must have a reading prerequisite of RDG094 or higher.

This course requires reading in the following manner:

- Requires RDG094 or higher as a prerequisite.
- RDG094 is required for another prerequisite.

Indicate which outcome(s) or standard(s) on the attached course outline supports each of the following criteria:

1. Require no fewer than 5,000 words of total written discourse – approximately 18-20 pages. (*See sample assignment sequences below.*)
 - a. Of that amount, at least 50% must be polished (publishable), formal prose.
 - b. Formal writing assignments must require students to gather, interpret, evaluate, and synthesize information and demonstrate competency in the documentation formats, academic conventions, or styles appropriate to the discipline or actual writing task.

Outcome #:

Standard #:

2. Provide several opportunities for students to receive instructor and/or peer feedback as part of the writing process, thus allowing students ample time for substantive revision before submitting a final product.

Outcome #:

Standard #:

3. Use writing as the major means by which students demonstrate that they have mastered the outcomes and standards of the course. (A list of potential assignments and/or a detailed sample syllabus must be provided.)

Outcome #:

Standard #:

SAMPLE ASSIGNMENT SEQUENCES

Please note: *These are not meant to be prescriptions or required assignments. Rather, the list below provides examples of the range of assignment types one might incorporate into an Intensive Writing course.*

- A) Five 1 to 2 page response papers; one 10-page paper with drafts evolving from a response paper and commented-on drafts.
- B) Two 3-page papers, one of which can be revised; one in-class midterm essay; one webpage of 1,500 words that requires documentation of multiple drafts and revisions based on instructor feedback.
- C) Two 3-page group reports; one 5-page individual project report with draft; one 1-page take home final exam.
- D) Graded interactive discussion board postings; two 6-page papers, each with a draft and revision.
- E) One 4-page paper with draft and revision; one 6-page paper requiring prospectus, draft, revision; one in-class essay final exam.

CENTRAL ARIZONA COLLEGE

AGEC Checksheet for Mathematics

COURSE _____
Prefix/Number Title

- AGEC A (minimum level: College Algebra/Mathematics)**
- AGEC B (minimum level: Brief Calculus)**
- AGEC S (minimum level: First Year Calculus)**

DEFINITION AND RATIONALE

Mathematics courses are designed to develop and/or promote the students' ability to think critically; to use mathematics to solve real-world problems; to use quantitative processes to analyze, evaluate, and interpret solutions; and to communicate ideas using mathematical language and symbols.

Each Mathematics course must:

Transfer to all three Arizona state universities as elective (E), departmental elective credit (DEC), or an equivalent course. Show transfer designation from the most current Course Equivalency Guide.

ASU:

NAU:

U of A:

Require Math 121 as a prerequisite.

Confirmed for this course YES NO

All AGECE courses must have a reading prerequisite of RDG094 or higher.

This course requires reading in the following manner:

Requires RDG094 or higher as a prerequisite.

RDG094 is required for another prerequisite.

Indicate which outcome(s) or standard(s) on the attached course outline supports each of the following criteria:

1. Demonstrate the ability to solve mathematical computational problems including manipulating mathematical expressions or equations.

Outcome #:

Standard #:

2. Apply mathematical computational concepts and principles.

Outcome #:

Standard #:

3. Apply mathematical skills in the solution of real life problems.

Outcome #:

Standard #:

4. Use technology effectively in problem solving.

Outcome #:

Standard #:

5. Demonstrate quantitative literacy.

Outcome #:

Standard #:

CENTRAL ARIZONA COLLEGE

AGEC Checksheet for Oral Communications

COURSE _____
Prefix/Number Title

DEFINITION AND RATIONALE

- Provide a background in theoretical and pragmatic applications in the formulation, interpretation, transmission, analysis, and evaluation of effective messages in any context.
- Emphasize the process in direct verbal and nonverbal interaction between people of all backgrounds.

Each Oral Communications course must:

Transfer to all three Arizona state universities as elective (E), departmental elective credit (DEC), or an equivalent course. Show transfer designation from the most current Course Equivalency Guide.

ASU:

NAU:

U of A:

All AGECE courses must have a reading prerequisite of RDG094 or higher.

This course requires reading in the following manner:

Requires RDG094 or higher as a prerequisite.

Has RDG094 embedded in another prerequisite.

Indicate which outcome(s) or standard(s) on the attached course outline **supports at least 12 (80%) of the following 15 criteria:**

1. Demonstrate knowledge and understanding of communication theory and the communication process.

Outcome #:

Standard #:

- Analyze how personal perception affects the quality and effectiveness of communication.

Outcome #:

Standard #:

- Demonstrate the role of communication in critical thinking and decision making.

Outcome #:

Standard #:

- Identify and use different listening skills appropriate for diverse listening situations.

Outcome #:

Standard #:

- Select, effectively use, and adapt to different forms of verbal communication.

Outcome #:

Standard #:

- Select, effectively use, and adapt to different forms of nonverbal communication.

Outcome #:

Standard #:

- Perform audience analysis and adaptation.

Outcome #:

Standard #:

- Perform Situation analysis and adaptation.

Outcome #:

Standard #:

- Demonstrates the ability to communicate with confidence.

Outcome #:

Standard #:

10. Develops and organizes messages according to specific communication goals.

Outcome #:

Standard #:

11. Produces a variety of message types (relational, informative, persuasive, etc.).

Outcome #:

Standard #:

12. Demonstrates the ability to effectively choose and use appropriate communication channels in order to express a message.

Outcome #:

Standard #:

13. Analyze and evaluate verbal and nonverbal messages.

Outcome #:

Standard #:

14. Understand the role of research in facilitating informed communication.

Outcome #:

Standard #:

15. Integrates ethics into communication interactions.

Outcome #:

Standard #:

CENTRAL ARIZONA COLLEGE

AGEC Checksheet for the Physical and Biological Sciences

COURSE _____
Prefix/Number Title

DEFINITION AND RATIONALE

Physical and Biological Science courses are designed to:

- promote scientific inquiry using the scientific method,
- stimulate critical thinking and deductive reasoning,
- promote learning utilizing observational skills and data collection,
- develop data analysis skills and interpret results,
- foster scientific literacy and technical competency, and
- instill a sense of global awareness to current and future issues.

Each Physical and Biological Science course must:

Transfer to all three Arizona state universities as elective (E), departmental elective credit (DEC), or an equivalent course. Show transfer designation from the most current Course Equivalency Guide.

ASU:

NAU:

U of A:

All AGECE courses must have a reading prerequisite of RDG094 or higher.

This course requires reading in the following manner:

Requires RDG094 or higher as a prerequisite.

RDG094 is required for another prerequisite.

Indicate which outcome(s) or standard(s) on the attached course outline supports each of the following criteria:

1. Implement the process of scientific inquiry.

Outcome #:

Standard #:

2. Apply the strengths of scientific inquiry to problem solving.

Outcome #:

Standard #:

3. Apply the scientific method to possible explanations or solutions to issues facing the world today.

Outcome #:

Standard #:

4. Demonstrate hands-on experience with scientific inquiry (laboratories, field trips, or participation in similar exercises) by keeping observation records, performing data analysis, and writing reports with data-supported conclusions.

Outcome #:

Standard #:

CENTRAL ARIZONA COLLEGE

AGEC Checksheet for Social and Behavioral Sciences (Distribution Area)

COURSE _____
Prefix/Number Title

DEFINITION AND RATIONALE

The Social and Behavioral Sciences focus on:

- studying, conceptualizing, theorizing, understanding, and explaining human culture and behavior across a range of historical periods, places, culture, and social structures;
- exploring interactions between and reactions to individuals, groups and the environment; and
- understanding the manifest and latent functions of institutions (educational, political, economic, socio-cultural) that evolve from and serve as an integral part of human society.

An end goal of Social and Behavioral Science courses is to allow students to grasp the underlying reciprocal forces shaping and shaped by individuals and society thus helping students to function effectively within an environment that includes other individuals with whom they may not share the same world-view. Courses examine theoretical, personal, popular, and practical-applied aspects of the discipline.

Each Social and Behavioral Science course must:

Transfer to all three Arizona state universities as elective (E), departmental elective credit (DEC), or an equivalent course. Show transfer designation from the most current Course Equivalency Guide. It is strongly recommended that at least one university includes their equivalent course in the same category.

ASU:

NAU:

U of A:

All AGECE courses must have a reading prerequisite of RDG094 or higher.

This course requires reading in the following manner:

Requires RDG094 or higher as a prerequisite.

Has RDG094 embedded in another prerequisite.

Indicate which outcome(s) or standard(s) on the attached course outline supports each of the following criteria:

1. Advance understanding and knowledge of historical, cultural and theoretical aspects of human development.

Outcome #:

Standard #:

2. Emphasize methods of inquiry and knowledge used in the social and behavioral sciences and emphasize the student's ability to apply these methods to critically evaluate new information.

Outcome #:

Standard #:

3. Critically evaluate new information to which students are exposed by the popular media.

Outcome #:

Standard #:

4. Determine effects of incentives and deterrents on people's choices and behavior.

Outcome #:

Standard #:

5. Address one or more of the following within a social science context or from a social science perspective:

- a. Motives for and consequences of individual actions, choices, and behaviors;

Outcome #:

Standard #:

- b. Challenges of contemporary life (such as responsible sexual behavior or stress management); and/or

Outcome #:

Standard #:

- c. Public policy issues (such as substance abuse, educational reform, criminal behavior, fiscal responsibility).

Outcome #:

Standard #:

6. Encourage and develop students' civic responsibility by having students apply theories and explanations for human behavior to global, national, or local controversies, questions, problems, personal or social issues.

Outcome #:

Standard #:

7. Identify and understand differences between and commonalities within diverse cultures.

Outcome #:

Standard #:

8. Provide information from a variety of perspectives so that students obtain and evaluate various explanations of human behavior.

Outcome #:

Standard #:

CENTRAL ARIZONA COLLEGE

Checksheet for Computer Competency Requirements

COURSE _____
Prefix/Number Title

DEFINITION AND RATIONALE

Computer Competency Courses are designed to:

- provide a thorough understanding of computer concepts and how computers impact our world, and
- allow the student the opportunity to examine and gain knowledge in computer languages and how it applies to various tasks.

Courses that meet the requirements for Computer Competency must:

Transfer to all three Arizona state universities as elective (E), departmental elective credit (DEC), or an equivalent course. Show transfer designation from the most current Course Equivalency Guide.

ASU:

NAU:

U of A:

All AGECE courses must have a reading prerequisite of RDG094 or higher.

This course requires reading in the following manner:

Requires RDG094 or higher as a prerequisite.

Has RDG094 embedded in another prerequisite.

Indicate which outcome(s) or standard(s) on the attached course outline supports each of the following criteria:

1. Involve the use of computer programming languages or software programs for quantitative analysis, modeling, simulation, animation OR statistics.

Outcome #:

Standard #:

2. Require students to analyze and implement procedures that are applicable to **at least one of the following problem domains** (check those that apply)
- Spreadsheet analysis, systems analysis and design, and decision support system
 - Graphic/artistic design using computers
 - Music design using computer software
 - Modeling, making extensive use of computer simulation
 - Statistics studies stressing the use of computer software

Outcome #:

Standard #:

NOTE:

The computer applications requirement cannot be satisfied by a course the content of which is restricted primarily to word processing or report preparation skills, learning a computer programming language or a computer software package, or the study of the social impact of computers. Courses that emphasize the use of a computer software package or the learning of a computer programming language are acceptable, provided the students are required to understand the theoretical principles embodied in the operation of the software and are required to construct, test and implement procedures that use the software to accomplish tasks in the applicable problem domains.

New Course Form Planning Worksheet

Required Information:	Proposed Information:
Department:	
Division:	
Course Prefix:	
Course Number:	
Credit Hours:	
Course Title:	Please limit to 32 characters is possible.
Effective Year:	
Effective Semester:	Fall, Spring, Summer Session I, or Summer Session II
Teaching Methods:	Check the appropriate methods: Internship Lab Lecture Practicum Recitation Studio

Modalities:	Check the appropriate modality: All Modalities Correspondence Face to Face Hybrid ITV Online
Special Billing Information:	
Prerequisite(s):	
Corequisite(s):	
Catalog Description:	
Grading Option:	A – F S/U Credit/No Credit Both A-F and S/U None (use None only is course is offered for No Credit)
Times for Credit:	

Justification for Repeat Credit:	
Credit Breakdown:	
Cross Listed:	
Recommendations:	
Enrollment:	
Impact Statement:	
Budget Impact:	
Measurable Learning Outcomes:	
Standards/Assessments (Optional):	
Attachments:	<i>Please submit any attachment such as ATF minutes, advisory group minutes, or other documents that will help the reviewers. You may upload the document(s) by clicking the "add attachment" button in ACRES.</i>
Recommended Equivalencies:	

Modify Course Form Planning Worksheet

Required Information:	Proposed Information:
Old Course Prefix:	
Old Course Number:	
Old Credit Hours:	
Old Course Title:	
Old Catalog Description:	
Old Pre/Corequisites:	
Division:	
Department:	
Course Prefix:	
Course Number:	
Credit Hours:	
Course Title:	

Effective Semester:	
Effective Year:	
Teaching Methods:	Check the appropriate methods: Internship Lab Lecture Practicum Recitation Studio
Modalities:	Check the appropriate modality: All Modalities Correspondence Face to Face Hybrid ITV Online
Prerequisite(s):	
Corequisite(s):	

Times for Credit:	
Justification for Repeat Credit:	
Catalog Description:	
Grading Options:	A – F S/U Credit/No Credit Both A-F and S/U None (use None only is course is offered for No Credit)
Credit Breakdown:	
Cross Listed:	
Proposed Changes:	
Rationale for Change:	
Measureable Learning Outcomes:	

Standards/Assessments (Optional):	
AGEC/Special Requirements:	<i>If you want this course to be considered for AGEC standing, please attach the appropriate AGEC form to your proposal in ACRES.</i>
Attachments:	<i>Please submit any attachment such as ATF minutes, advisory group minutes, or other documents that will help the reviewers. You may upload the document(s) by clicking the "add attachment" button in ACRES.</i>
Recommended Equivalencies:	

Delete Course Form Planning Worksheet

Required Information:	Proposed Information:
Department:	
Division:	
Course Prefix:	
Course Number:	
Credit Hours:	
Course Title:	
Effective Semester:	
Effective Year:	
Rationale for Deletion:	
Impacted Programs:	

New Degree/Certificate Form Planning Worksheet

Required Information:	Proposed Information:
Department:	
Title:	
Effective Year:	
Effective Semester:	
Justification for Development of the Degree/Certificate:	
Target Populations:	
Projected Student Enrollment:	
Projected Employment Opportunities:	
Projected Impact on Existing Programs within the District or State:	

Evidence to Support Major Institutional Planning Priorities and Directions:	
Timeline for Implementation:	
Similar Community College Programs:	
Limitations or Delivery of Degree/Certificate at other Locations in the District:	
Advisory Committee support:	Recommendations from advisory committee, task force, accrediting agencies, or universities.
List of New Courses Developed for this Degree/Certificate:	
Program Description for the Catalog:	
Semester Hours:	
Prerequisites:	

Corequisites:	
Recommended Proficiencies:	
List of Course Requirements for the Catalog:	
Measureable Learning Outcomes:	<p>Remember there should be enough outcomes to adequately cover the degree or certificate. You might want to copy and paste a few outcomes from the main courses and then add some that are general enough to cover the degree or certificate.</p>
Standards/Assessments (Optional):	

Modify Degree/Certificate Form Planning Worksheet

Required Information:	Proposed Information:
Department:	
Title:	
Proposed Changes:	
Rationale for Changes:	
Previous Title:	
Program Description for the Catalog:	
Effective Year:	
Effective Semester:	

Semester Hours:	
Prerequisites:	
Corequisites:	
Recommended Proficiencies:	
List of Course Requirements for the Catalog:	
Measureable Learning Outcome Statements for the Program:	<i>Remember there should be enough outcomes to adequately cover the degree or certificate. You might want to copy and paste a few outcomes from the main courses and then add some that are general enough to cover the degree or certificate.</i>
Standards/Assessments (Optional):	

Delete Degree/Certificate Form Planning Worksheet

Required Information:	Proposed Information:
Department:	
Title:	
Effective Year:	
Effective Semester:	
Rationale for Deletion of Degree/Certificate	
Result of Discussions with District Counterparts:	
List of Courses Impacted by the Deletion of this Degree/Certificate:	

Selected Topic Planning Worksheet

Required Information:	Proposed Information:
Division:	
Department:	
Semester:	
Year:	
Suggested Prefix:	
Course Level:	078 – non-credit self interest; 088 – personal development; 098 – developmental; 198 – freshman level; or 298 – sophomore level)
Credit or Non Credit:	
Course Title:	
Number of Credits:	

Course Description:	
Modalities:	Check the appropriate modality: All Modalities Correspondence Face to Face Hybrid ITV Online
Days and Times the Class Meets:	
Lecture/Lab Breakdown:	
Start Date:	
End Date:	
Number of Class Sessions:	
Maximum Enrollment:	
Instructor's Full Name:	
Specific Location: site, building, room number	

Special Fees:	
Special Fee Type:	
Fee Amount:	
Revenue Code:	
Additional Billing Information:	
Other Comments or Explanations:	
Measureable Learning Outcomes:	
Standards/Assessments (Optional):	

New Program Development Form Planning Worksheet

Required Information:	Proposed Information:
Department:	
New Program Name:	
Type:	<input type="checkbox"/> Degree <input type="checkbox"/> Certificate <input type="checkbox"/> Both
Program Description:	
Proposed Courses:	<i>List all the courses that will be required in this new program of study. If the courses are not in the course bank, briefly describe each course.</i>
Main Target Audience:	<i>Describe the main group of stakeholders this program would interest. Who are you targeting?</i>
Projected Start Date:	
Current Job Market Demand:	<i>See the Arizona Department of Commerce and the US Bureau of Labor Statistics websites or professional associations for data and justification. The Office of Institutional Research at CAC might be able to help also.</i>
Future Market Demand:	<i>Projected number of jobs to be available in Pinal County or in the state over the next three years.</i>

<p>Projected Starting Salary of Program Completers:</p>	<p><i>Please describe the starting salary ranges for those individuals entering the workforce with a certificate/associate's degree in this field. What are those projections?</i></p>
<p>Projected Budget Required:</p>	<p><i>List the line items and amounts needed for the first and second years of the program.</i></p>
<p>Potential Grant Sources or External Funds Available:</p>	<p><i>Are there any grants or external funds available for this project? If so, what are they?</i></p>
<p>Space required to Support the Program:</p>	<p>Check all that apply:</p> <p><input type="checkbox"/> Classroom <input type="checkbox"/> Equipment required to initiate the program</p> <p><input type="checkbox"/> Faculty and/or support personnel <input type="checkbox"/> Lab</p>
<p>Description of the space and support requirements:</p>	<p><i>Describe the number and size of classrooms, labs, equipment, and personnel needed.</i></p>
<p>Site:</p>	<p><i>Check appropriate locations:</i></p> <p><input type="checkbox"/> Aravaipa - AVC <input type="checkbox"/> AZ State Prison – ASP <input type="checkbox"/> Casa Grande Ctr - CGC</p> <p><input type="checkbox"/> Coolidge Ctr - CC <input type="checkbox"/> Corporate Center – CCC <input type="checkbox"/> Florence Ctr - FLC</p> <p><input type="checkbox"/> Maricopa - MAR <input type="checkbox"/> San Tan – SAT <input type="checkbox"/> Signal Peak Campus - SPC</p> <p><input type="checkbox"/> Saddlebrooke Ctr – SBC <input type="checkbox"/> Statewide/District - DSP</p> <p><input type="checkbox"/> Superstition Mountain - SMC</p>

Partners:	<i>List any employers/industry partners that are interested in collaborating with CAC on this venture. Provide company and contact name information.</i>
Donations:	<i>Explain any donations or support that these partners might be willing or interested in providing. Include equipment, technical support, marketing, etc.</i>
Transfer Operations:	<i>Describe how this program might transfer to the state universities.</i>
Marketing Plan:	<i>Describe the marketing plan for this program (resources, plans, strategies).</i>
Pricing Consideration:	<i>Describe tuition and any added fees, if appropriate.</i>
Projected FTSE per Year for Two Years:	
Additional Information:	<i>Please include any additional information you feel is relevant and will help administration make a sound decision.</i>

Learning Community Application Form Planning Worksheet

Required Information:	Proposed Information:
Department:	
Instructors:	
Courses:	
Name or Theme of Learning Community:	
Semester:	
Academic Year:	
Targeted Students:	
Repeat Offerings:	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, please justify:	
Recruitment:	

Number of Students:	
Enrollment Justification:	
Time Blocks:	
Additional Costs:	
Special Rooms/Equipment:	
Cost Analysis:	
Outside Resources:	
Support Staff:	
Estimated Number of Staff Hours:	
Instructional Supplies – Additional Costs:	
Additional Funds Request:	

ACRES Username: _____

ACRES Password: _____

NOTES:

