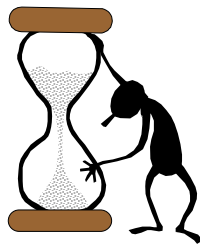


New Course Form in ACRES

The New Course form in ACRES is for the development of a COURSE that has only been taught as a selected topic; has never been in the course bank before; OR was taught many years ago and later deleted from the course bank.



Hint:

The review process takes approximately nine months to a year from submission to articulation! If you want to offer the course before the permanent course is approved, you should submit a Selected Topic form.

What information is needed to propose a New Course?

On the next page, you will find a copy of an electronic form with all the information you will need to propose a new course in ACRES. You may request the form from the Curriculum Office or you can logon on to the CAC website and download the electronic copy (http://www.centralaz.edu/Home/About_Central/Curriculum_Development/ACRES_Planning_Worksheets.htm).

After the form is saved on your computer, you may type the information into the form without logging on to ACRES at this time. (If you choose this method, we strongly urge you to save this form on your computer until your proposal has been approved.) When the form is complete and you are satisfied with your proposal, simply logon to ACRES, then cut, and paste the information from your form into the New Course form.

Hint:

While working in ACRES, click the “save” button at the bottom of the page often! Then wait for the process to complete, i.e. check the green fill box at the bottom right which fills from left to right.

For those who prefer to work in ACRES, but only need a little guidance, simply pencil your ideas in the form found on page 267, open the New Course form in ACRES and begin typing. You may want to make a copy of the blank worksheet for each new course you plan to propose.

New Course Form Planning Worksheet

Required information:	Proposed information:
Department:	Department and Prefix should be the same.
Division:	ACRES provides a drop down menu for your convenience. If your division is not listed, please contact the Curriculum Office at x5206.
Course Prefix:	Prefix and Department should be the same.
Course Number:	If you don't know, please enter the level of the course and two XX's. Example: 1XX or 2XX, etc.
Credit Hours:	See page 231 for additional help with credits.
Course Title:	Please try to keep the title short, 32 characters is the maximum for Banner. If you go over 32 characters, the Curriculum Office will shorten the title for you.
Effective Year:	This is usually the fall of next calendar year.
Effective Semester:	Please remember, if you request the course to be effective for the upcoming spring semester, it will not be included in the catalog until the following fall.

Terms Offered:	<p>Select the semester(s) you will be offering this course:</p> <p>All Terms Fall only Fall and Spring Spring Summer Session I Summer Session II OE/OX</p>
Teaching Methods:	<p>This is directly related to your credit breakdown. If your credit breakdown is 2 lectures and 3 labs, select both “Lecture” and “Lab.” If the credit breakdown is only 3 lectures, you need only select “Lecture.” Please check the appropriate methods according to your proposed credit breakdown:</p> <p>Internship Lab Lecture Practicum Recitation Studio</p>
Modalities:	<p>Check the appropriate modality:</p> <p>Correspondence Face to Face Hybrid ITV Online</p>
Supplemental Materials:	<p>What types of supplemental materials will you be using?</p>
Interaction with Instructor:	<p>Are there appropriate means and opportunities for all students to interact with the instructor? How?</p>
Special Requirements:	<p>Are there any special requirements for this online/ITV/hybrid course (i.e. lab, small group work, student presentations, etc.)? Are there other special requirements?</p>

Special Billing Information:	Are there special billing requirements for this course such as third party billing?
Prerequisites:	What course(s) must the student complete before enrolling in this course? Choose courses that will help the student be successful in this course. (Example: if the textbook is written at a college level, should RDG094 be a prerequisite?)
Corequisites:	What course(s) must the student take at the same time they are enrolled in this course?
Catalog Description:	The description should be clear and concise, no more than 2-3 sentences in length and should describe what the student will learn by completing this course. Please refrain from making the description an advertisement.
Grading Options:	A – F (typically used for all 100 and 200 level courses) S/U (typically used for 70, 80 and some 90 level courses) Credit/No Credit (typically used for 80 and 90 level courses) Both A-F and S/U (Be careful with this one. It may be used for 100 and 200 level courses; however, you need to remember courses included in a degree or certificate must have a letter grade – not S/U.)
Times for Credit:	How many times may a student take this course for credit? One time is generally the correct answer.
Justification for Repeat Credit:	Please explain why a student should be able to retake this course for additional credit. If no repeat credit is allowed, enter “N/A.”
Credit Breakdown:	Please see page 231 for additional information regarding correct credit breakdowns.

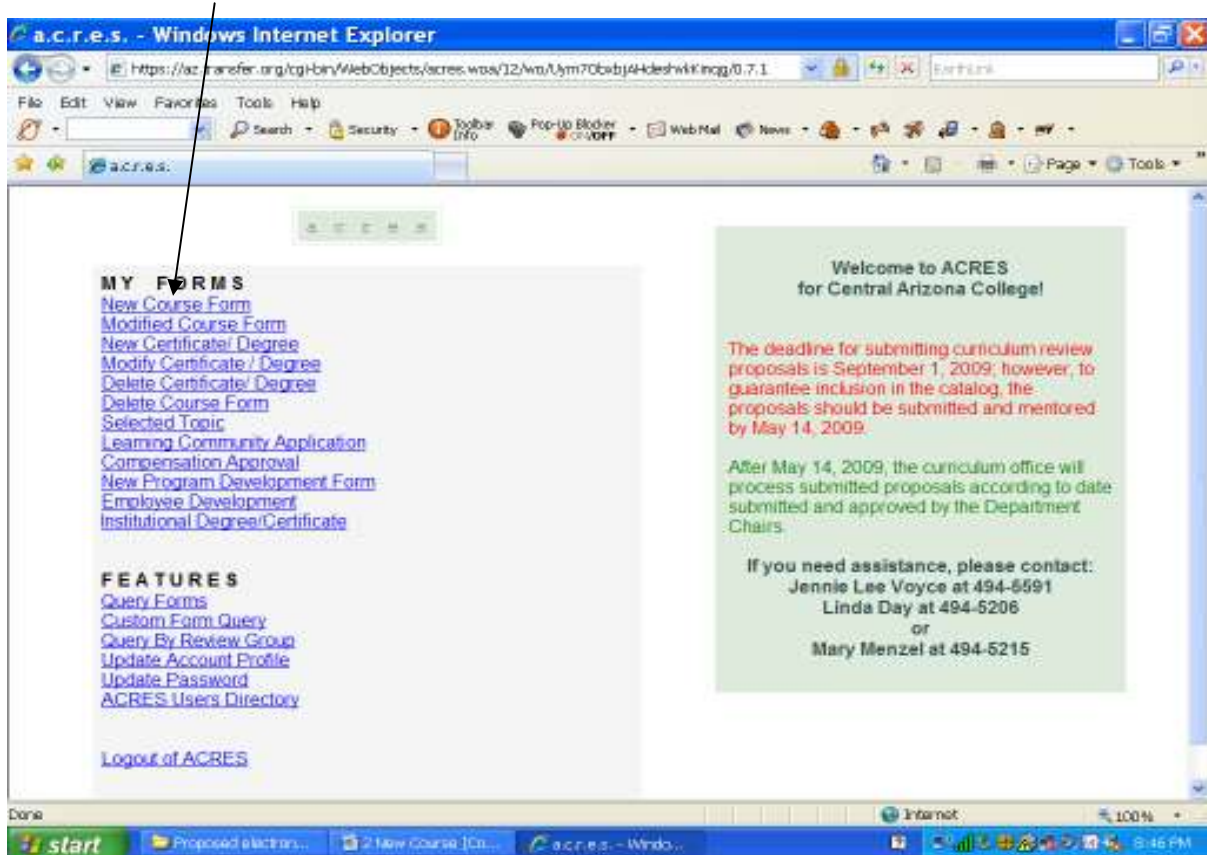
Cross Listed:	<p><i>Please contact the Curriculum Office before asking for a cross listing.</i></p> <p>Enter all prefixes that are cross listed. Please remember the only difference between cross listed courses is the prefix and division. All other information must be <i>exactly</i> the same – including the course number.</p> <p>Leave blank if not cross listing.</p>
Recommendations:	<p>These recommendations would be from an advisory committee, a task force, accrediting agencies, or universities. Minutes may be attached to the ACRES proposal to help the reviewing groups, i.e. division chairs, deans, and the Curriculum Committee. Please see page 145 to attach the documents.</p>
Enrollment:	<p>Enter projected enrollment numbers and target population per the needs assessment.</p>
Impact Statement:	<p>Enter the impact on existing programs, courses, other departments and other campuses as well as Pinal County and the region.</p>
Budget Impact:	<p>Enter the impact on space, equipment, personnel, and budget.</p>
Learning Outcomes:	<p>Remember there should be 2 or 3 student learning outcomes for EACH credit requested.</p> <p>Please use the objectives builder found at: http://radiojames.com/ObjectivesBuilder/ or the Bloom’s Taxonomy action verbs.</p> <p>Remember you can cut and paste directly from the Objectives Builder to ACRES. In doing so, please include the level. Starting this year (2009), the Curriculum Office is requiring the level on all outcomes (objectives), i.e. 1. (Comprehension) Explain...</p> <p>For more information on the Objectives Builder, go to page 208.</p> <p>For clarity, please remember to number the outcomes.</p>

Standards/Assessments:	<p>Please make sure the standards are measurable and cover all the outcomes. Please number these also. They do not have to match the outcomes on a one-to-one basis.</p> <p>You may use national or state standards, but please make sure a copy of the standards is on file in the Curriculum Office. For more help writing standards, see page 214.</p>
Attachments:	<p>Please include any documentation that will help the Curriculum Committee or other reviewers make an informed decision. For example, you may attach the minutes from an advisory group meeting, minutes from an ATF meeting, or other pertinent documentation.</p> <p>Please see page 145 for specific information on how to attach a file to your ACRES proposal.</p> <p>It is never appropriate to propose a new course for AGEC approval. For more information about the AGEC, see page 223.</p>
Campuses:	<p>Check all campuses/centers where this course may be offered. If the course is to be taught online or is appropriate for all locations, please choose “Statewide/District – DSP” instead of checking each individual location.</p>
Recommended Equivalency:	<p>Do you know how this course will transfer to the three Arizona public universities? Has the ATF representative given you an equivalency? Please list the university, prefix, and number so we can ask for a direct equivalency when we articulate the course.</p>

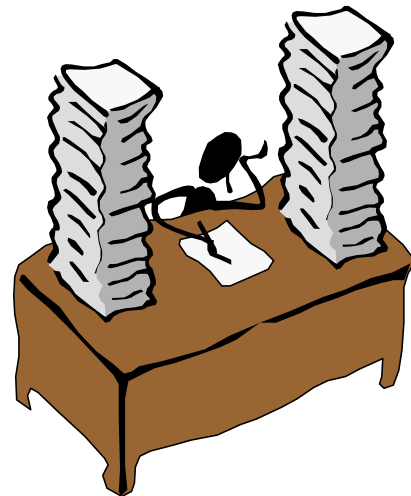
Under NO circumstances will the Curriculum Office accept your electronic form in lieu of an ACRES submission!



Once you have all the information needed for the course(s), logon to ACRES, and select the New Course Form.



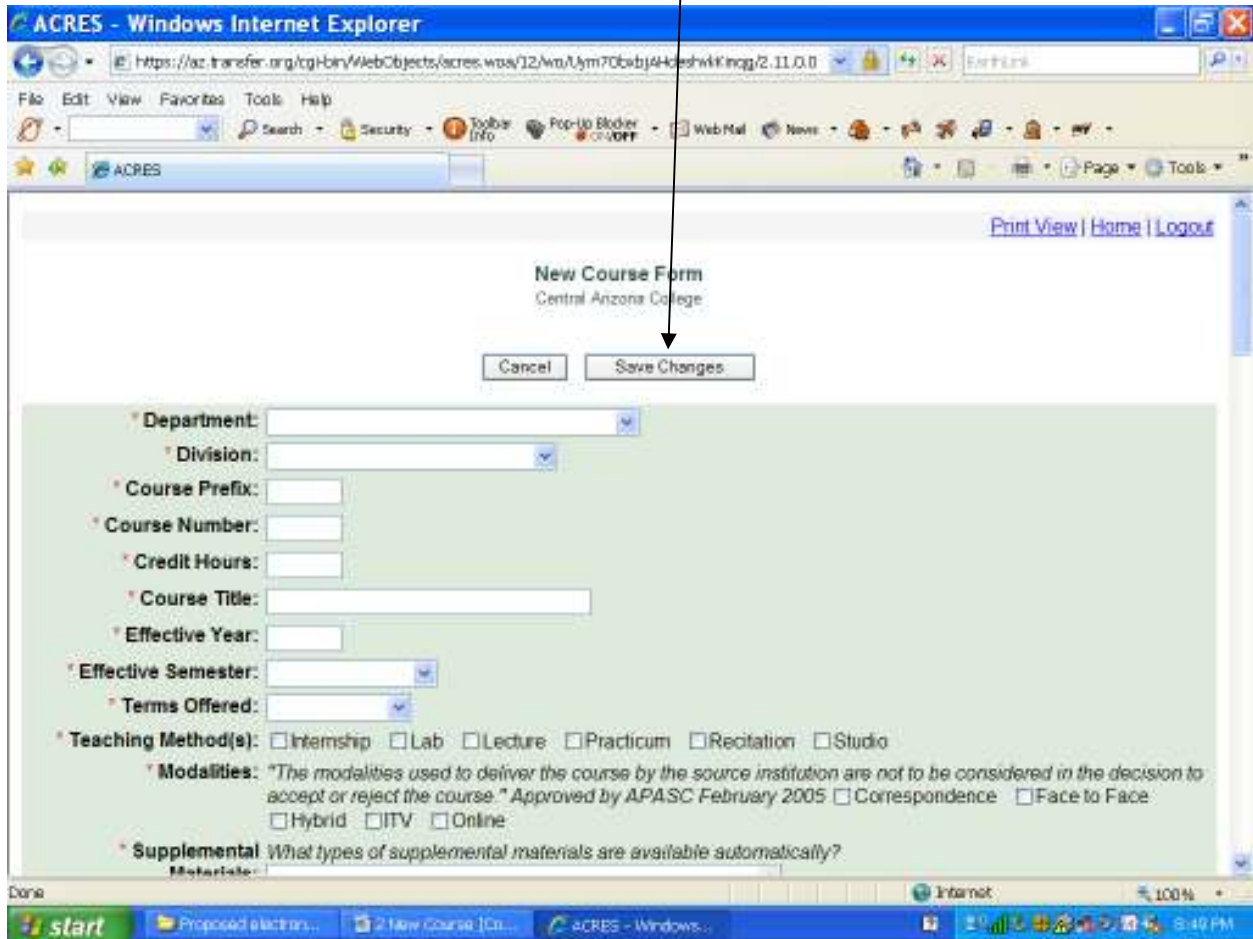
Begin typing in the information or cut and paste from the planning worksheet, or cut and paste from your spell and grammar checked Word document, but remember to save your work in ACRES often!



Q & A:

How do I save my document?

Save by clicking on the “Save Changes” button at the top or bottom of the ACRES form at least every 60 minutes (and regularly).

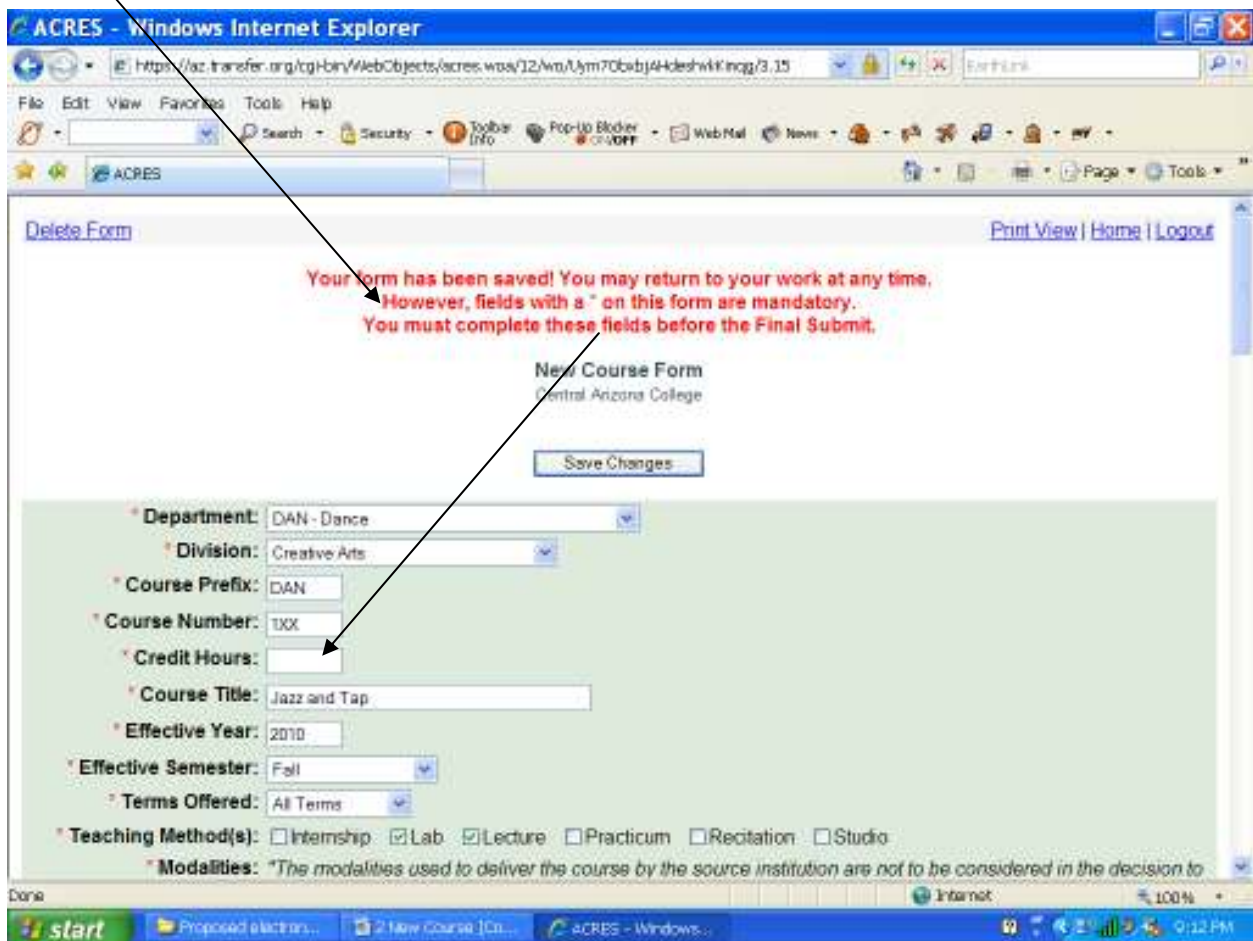


ACRES will time out after 60 minutes if you are not moving from page to page or saving on a regular basis. If you don't save, you take the risk of losing all your work! This is why typing and saving the information in the electronic form provided by the Curriculum Office can be a great time and sanity saver if you are timed out!

IMPORTANT:

The lower tool bar includes a fill box which indicated the status of your SAVE command. Wait! The fill box must be completely green, or your changes have not been made.

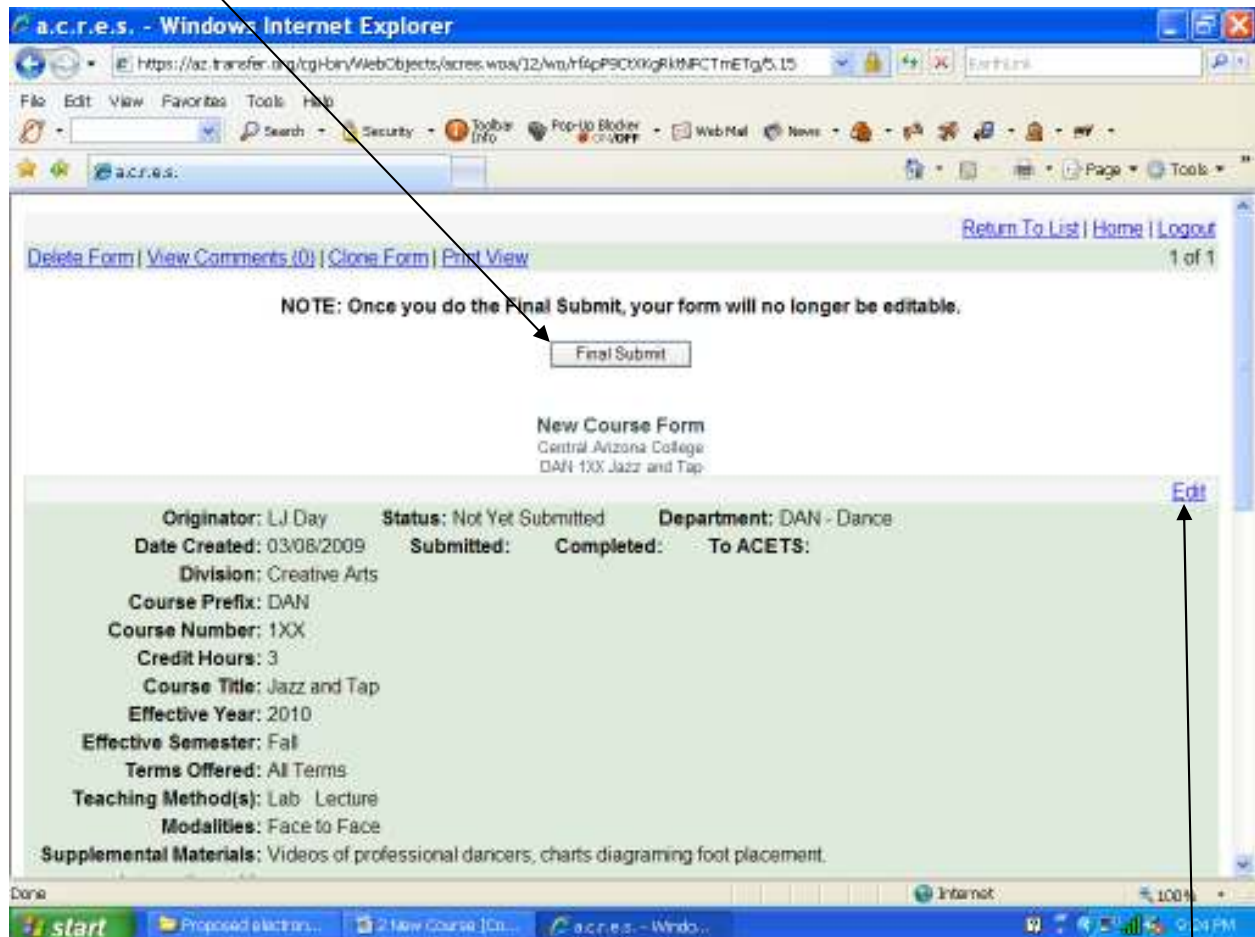
If you do not see a “Final Submit” button at the top of the page, there must be missing information in a required field marked with a red asterisk. This is what the message in red is telling you.



The screenshot shows a web browser window titled "ACRES - Windows Internet Explorer". The address bar displays a URL starting with "https://az-transfer.org". The browser's menu bar includes "File", "Edit", "View", "Favorites", "Tools", and "Help". The browser's toolbar shows various icons for search, security, and navigation. The main content area displays a "New Course Form" for Central Arizona College. At the top of the form, a red message reads: "Your form has been saved! You may return to your work at any time. However, fields with a * on this form are mandatory. You must complete these fields before the Final Submit." Below the message is a "Save Changes" button. The form fields include: "Department" (DAN - Dance), "Division" (Creative Arts), "Course Prefix" (DAN), "Course Number" (TXX), "Credit Hours" (empty), "Course Title" (Jazz and Tap), "Effective Year" (2010), "Effective Semester" (Fall), "Terms Offered" (All Terms), and "Teaching Method(s)" (checkboxes for Internship, Lab, Lecture, Practicum, Recitation, Studio). A "Modalities" note is also present at the bottom of the form. A black arrow points from the text above to the "Credit Hours" field, which is marked with a red asterisk.

Look at all the fields carefully and verify all required fields have information in them. When you've found the one needing additional information, enter it, and click “Save Changes” again.

The “Final Submit” button should be at the top of the next screen. If you do not see the “Final Submit” button, you will need to repeat the last step until all required fields are populated with information.



When all information is entered in ACRES, review the form for typos, additional corrections, or missing information. If you are completely satisfied with the information, click the “Final Submit” button and ACRES will automatically route the form to the next group or person for review.

Before clicking “Final Submit,” if you need to make a change, click on the blue “Edit” button on the right hand side of the screen. It will take you back to the page where you can edit any of the information in any of the fields.

Once all the information is complete and accurate, click “Save Changes” and then click “Final Submit” to begin the review process.

Please be aware that when you submit the proposal in ACRES, it becomes read-only and you will not be able to make changes to it unless a reviewer marks it as “Needs Revision.” After submission, if you need to make changes, please call the Curriculum Office. We will either make minor corrections for you or send it back to you for editing.

Where does my New Course proposal go when I click “Final Submit?”



The following table is taken directly from ACRES and shows the path your proposal will follow to be reviewed, approved, articulated, and activated in the course bank. Each line lists the name of the group or person reviewing the proposal. The “Help Text” gives you a short description of what that named group or person will be doing with the proposal.

New Course Form Routing Chain:

Order	Name:	Explanation:
1	Curriculum Mentor	Curriculum Mentor will review and either "approve" or mark as "needs revision" after discussions with the proposer. Under no circumstance is the Curriculum Mentor to mark this proposal as "Not Approved." If there are unresolved issues, the Curriculum Mentors will make note of them by clicking on "submit comments."
2	District Chair or Program Manager	District Chair or Program Manager will review the proposal and approve, disapprove, or return for more information or revisions.
3	CLASS Office (Curriculum Bulletin)	Curriculum Office Program Assistant will add proposal to the curriculum bulletin and move forward.
4	Notice of Curriculum Change	Anyone with an ACRES account will be able to review and enter comments relative to the development of this new course.
5	Curriculum Comm. Agenda	Curriculum Office Program Assistant adds the proposal to the Curriculum Committee agenda for review and discussion.

6	Curriculum Committee	The Curriculum Committee reviews all components of the course proposal. Committee determines if they approve, approve with minor modifications, table for additional information, return for revisions, or disapprove.
7	Dean of Academic Services	Academic Deans will review and approve, request revisions, or disapprove the proposal.
8	Banner Information System	Curriculum Support Analyst will upload course data to Banner.
9	Outline Management	Curriculum Office will create an outline and convert it to a pdf file for uploading to ACETS and the CAC website.
10	CLASS Office (catalog)	Curriculum Support Analyst will document changes in the "working catalog."
11	CAS Coursebank/U.Select	Curriculum Support Analyst will upload information to U.Select (previously known as CAS) course bank.
12	CLASS Office (ACETS)	Curriculum Support Analyst uploads the data to ACETS which triggers articulation review at the university level. Documented internally for ATF notification.

Under NO circumstances will the Curriculum Office accept your electronic form in lieu of an ACRES submission!

Again, please don't forget to SAVE OFTEN when you're working in ACRES!

ACRES will time out after approximately 60 minutes and you will lose everything that hasn't been saved!

So, what's next?

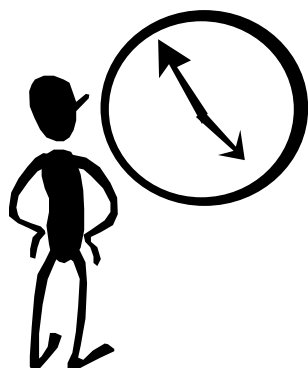
Yeah! I've submitted my proposal. Is that all I have to do?
Am I finished?

If it were only that simple! Sorry, but no. The good news is that we are in this together. You can rely on the Curriculum Office to be by your side every step of the way.



Your proposal will begin the journey to becoming a permanent course in the course bank by following the routing chain above. The curriculum office will contact you regarding a curriculum mentor and will send you an invitation to the Curriculum Committee meeting when your proposal is to be reviewed.

It takes time!



If you wonder where your proposal is and why you haven't heard anything about it, logon to ACRES and query the proposal. Once you find it, view it, and see where it is on the routing chain. If it is awaiting division chair or dean's approval, you should contact them directly to see if there is an issue they need to discuss with you. If the proposal is at another stop and you're not sure who to contact, please call the Curriculum Office. We will be happy to research the proposal and let you know its status as soon as we possibly can.

Approximately sixty days after you received notice that the proposal has been approved by CAC, you should go to https://az.transfer.org/cgi-bin/WebObjects/Admin_CEG and verify the course and its equivalency has been updated on the Course Equivalency Guide (CEG). See page 217 for more details about the CEG.

Before you know it, the proposal will be approved by the Curriculum Committee and this whole process will become a distant memory....

Well, until it's time to review and update it!

But that's another chapter (page 205).



