**Course, Certificate and Degree Change Process (per** [**OPPM**](#OPPM) **4000)**

Changes to a course, certificate, or degree?

Course Development & Course Changes

New or Significant Changes to a Degree or Certificate

[Minor Changes](#Minor_Change) to name, numbering, error corrections or coding changes.

[New Course Proposals, Modifications or Deletions](#Course_Dev_Changes)

[Certificate <45 Credits](#Certs_Less_Than_45_Credits)

[Certificate >45 Credits](#Certs_More_Than_45_Credits)

Degrees

[BAS](#BAS_Degree)

[Transfer](#Transfer_Degrees)

[AA/AAS](#AA_AAS_Degree)

Note: Changes for upcoming academic year must be submitting to Instruction Committee by January 15th. Keep this timeline in mind as you plan and communicate with SVC colleagues and prospective transfer institutions. Approvals will be processed by February 15th.

**Minor Course Changes**

Minor course changes such as course names, numbering, error corrections, and small coding changes may be submitted as information items and do not require a formal recommendation or vote by the Instruction Committee.

**Course Development and Course Changes**

New course proposals, modifications, or deletions originate with a faculty department chair or equivalent, using the College’s course outline system, and require review by department chairs and the appropriate Dean. Upon the Dean’s approval, all new courses and course modifications must be submitted to the Instruction Committee for review and approval.

Submitted to appropriate Dean for formal approval.

Upon approval, enter relevant course details as well as supporting documentation to [COS](#COS)

Department Chair verbally proposes changes to appropriate Dean

If course changes impact SVC’s local degree requirements changes must be submitted to the [General Education Committee](#GenEd_Com)

Upon confirming IC approval, Vice President of Instruction reviews and approves changes

Upon approval, changes are submitted to the   
[Instruction Committee](#Instruction_Com)   
for review.

Catalog Change/Update Process

**Certificates <45 Credits**

Certificates of less than 45 credits shall be proposed and recommended through the department chair, appropriate dean, and the Instruction Committee.

Submitted to appropriate Dean for formal approval.

Enter relevant course details as well as supporting documentation to [COS](#COS)

Department Chair verbally proposes changes to appropriate Dean

Upon confirming IC approval, Vice President of Instruction reviews and approves changes

[Instruction Committee](#Instruction_Com) reviews and/or approves course creation, equivalency, and/or designation via [COS](#COS)

Upon approval, changes are submitted to the   
[Instruction Committee](#Instruction_Com)   
for review.

Catalog Change/Update Process

**Certificates >45 Credits**

New or significant changes to certificates of 45 credits or more shall be proposed and recommended through the colleges operational planning process. They shall be submitted by the appropriate department chair and/or Dean to the General Education Committee for deliberation. All actions of the General Education Committee will be sent to the supervising Dean and the Vice President for Instruction for review, comment, and approval.

Upon approval, enter relevant course details as well as supporting documentation to [COS](#COS)

Certificate and/or certificate changes proposal through college’s [OPP](#OPP)

Department Chair verbally proposes changes to appropriate Dean

Submitted to appropriate Dean for formal approval.

Submitted to   
[General Education Committee](#GenEd_Com)  
for review. Proposal can also be sent to the [SBCTC](#SBCTC) simultaneously to expedite process.

Upon confirming GEC approval, appropriate Dean and Vice President of Instruction reviews and approves changes

Vice President of Instruction initiates the [SBCTC](#SBCTC) approval process.

Catalog Change/Update Process

**AA/AAS Degrees**

The Associate of Arts General Studies Degree (AA) is appropriate for students whose primary goal is to earn a two-year college degree. It may be suitable to apply credit by challenge, independent study, CLEP, professional/technical, or military programs to courses not included in the Direct Transfer Agreement (DTA) where applicable. This degree is not designed to be a transfer degree.

The Associate in Applied Science (AAS) degree is designed for students who are preparing to enter a career field. Although certain courses in this degree may transfer to baccalaureate institutions (i.e. some general education course), many courses in this degree are not usually transferable because of their specialized nature.

(Add map)

**AA-DTA/AST/AAST Degrees (Transfer Degrees)**

The Associate of Arts Direct Transfer Agreement (AA-DTA) degree is designed to transfer to four-year colleges and universities in Washington state.

The Associate in Science - Transfer (AST) degree is intended to prepare students to transfer to Washington’s public four-year colleges and universities and many private colleges with junior standing and the majority of the prerequisites for selected science, mathematics, and engineering majors completed. This degree partially fulfills the general education requirements as explained in the Associate in Arts-Direct Transfer Agreement degree. This degree does not guarantee admission into the major.

The Associate in Applied Science Transfer (AAST) degree is not a general transfer degree. Transfer agreements are specific to the schools that accept them.

(Add map)

**BAS Degrees**

Bachelor of Applied Science (BAS) degrees are designed to serve professional and technical degree-holding students who have limited access to bachelor degree programs after completing their associate of applied science degree or its equivalent. They provide opportunities for working adults who are place-bound to a specific geographic region and want to earn a baccalaureate degree. They also designed to fill skills and credentials gaps and needs in specific occupations, particularly specific professional and technical fields requiring applied knowledge and skills.

(Add map)

**Standing Committees (per** [**OPPM**](#OPPM) **2000)**

***Instruction Committee (IC)***

The Instruction Committee provides the College community with expertise, leadership, research and analyses of College instructional programs. The Instruction Committee is charged with ensuring that the curriculum is current, relevant and data-informed, and results in expected student learning outcomes at the course and program levels, including collaboration with the Assessment Committee in the mapping of courses to program level outcomes, assessment, and planning for improvement. Specifically, the Instruction Committee:

1. Reviews and makes recommendations on additions and changes to course and program-level learning outcomes.
2. Reviews and makes recommendations on academic standards and policies as they relate to College instructional programs.
3. Collaborates with the Student Services Committee where these committees have a vested interest in and responsibility for policies and/or procedures.
4. Addresses other instructional policies and procedures as requested through the GSC by the President or the Vice President for Instruction.

***General Education Committee (GEC)***

The General Education Committee (GEC) provides the College community with expertise, leadership, research and analyses regarding the General Education program to ensure that the curriculum is current, relevant and data-informed and results in expected student learning outcomes. The General Education program consists of all course requirements common across most SVC degrees, including First Quarter Experience, diversity, communication, quantitative, and other college-wide requirements. The GEC is responsible to evaluate and maintain the rigor of degree requirements as they relate to the general education learning outcomes, including collaboration with the Assessment Committee in the mapping of courses to the general education outcomes, assessment, and planning for improvement. Specifically, the GEC:

1. Reviews and makes recommendations on new degree programs and certificates per OPPM 4000 section 4000.05.
2. Reviews and makes recommendations on graduation and degree requirements per OPPM 4000 section 4000.05 & 4100.05.
3. Reviews and makes recommendations on academic standards and policies as they relate to general education learning outcomes and assessment.
4. Collaborates with the Student Services Committee where these committees have a vested interest in and responsibility for policies and/or procedures.
5. Addresses other instructional policies and procedures as requested through the GSC by the President or the Vice President for Instruction.

***Assessment Committee***

The Assessment Committee will oversee and help coordinate the College’s assessment of course, program, and general education learning outcomes, including the use of assessment results in planning and improvement. The Assessment Committee reviews and makes recommendations on academic standards, policies, and practices as they relate to learning outcomes assessment. Specifically, the Assessment Committee:

1. Reviews and makes recommendations on academic standards, policies, and practices as they relate to the assessment of student learning outcomes at the course, program, and general education levels.
2. Assists with the training and coordination of student learning outcomes assessment and supports the role of assessment in the program review process.
3. Collaborates with the Instruction and General Education Committees to ensure meaningful assessment of student learning outcomes and to plan for improvement.
4. Addresses other instructional policies and procedures as requested through the GSC by the President or the Vice President for Instruction.

**Course Outline System (COS)**

The College’s course outline system is the official resource for developing, approving, and referencing College course information. Course records in this system are the source for course information in the College catalog and schedule (both printed and on-line), and serve as the foundation for faculty instruction, establishing credits, title, intent, degree distribution or program requirements, course description, prerequisites, course content, and student learning outcomes (discipline-specific and general education). All faculty must adhere to the course outcomes in their instruction. All College faculty, staff, students, and community members have access to course information in this system.

**Changing an Existing Course:**

Department Chair enters relevant course changes, as well as all supporting documentation if needed, in the Course Outline System (COS). Documentation can be entered directly into the textbox provided. Assess [Learn Outcomes](#Learning_Outcomes) for format.

**Creating a New Course:**

Before entering course details -

* 1. Consult with the ICRC Handbook to determine whether this course will be an academic course or a Gray Area Elective.
  2. If transfer equivalency is required:
     1. Faculty determines if course is currently listed as an equivalent at proposed transfer institutions via each institution’s course equivalency guide.
     2. If **no equivalency exists,** faculty work with Area Dean to contact appropriate academic department at least two transfer institutions (one being Western Washington) requesting review, feedback, and approval for transfer. [[1]](#footnote-1) Once faculty receive feedback and approval for transfer, notify instruction office.
  3. Distribution Areas
     1. Determine if similar courses are distribution courses at other colleges.
     2. Include criteria by which we would determine if a course should be in a distribution area.
  4. Diversity requirement

Determine Gen.ed’s policy for designating diversity courses

Department Chair enters relevant course details, as well as all supporting documentation, in the Course Outline System (COS). Documentation can be entered directly into the textbox provided.

<http://courseoutline.mv.skagit.edu/>

**Operational Policy and Procedures Manual (OPPM)**

[OPPM 2000](https://www.skagit.edu/wp-content/uploads/2018/06/2000-section-op-governance.pdf)

OPPM 4000 (need to find link)

**Operational Planning Process (OPP)**

(link or definition?)

**SVC Organization Chart**

*<link when one exists>*

**Learning Outcomes**

*Purpose of Learning Outcomes*

* Identify knowledge, skills, & abilities
* Guide curriculum planning
* Communicate expectations to learners

*Components of Learning Outcomes*

When designing learning outcomes, it is important to include the following components in order to ensure that the learning outcomes are meaningful and measureable.

1. A phrase or sentence beginning "Students will”
2. A verb that states the action that demonstrates the desired knowledge (articulate, explain, describe, etc.) or desired skill (analyze, design, write, develop, create, perform, etc.)
3. A concluding phrase that elaborates on the verb (useful words to begin this elaboration phrase are words like by and using)

**Learning Outcome Template**

*Students will* be able to *measureable verb* by *specific details*.

**Learning Outcome Example**

*Students will* demonstrate ability to *access and interpret technical information*, using *various sources, for use in vehicle testing, diagnosis and repair*.

*Outcomes Used to Assess for Understanding*

Learning outcomes should always be measureable. This can be the most challenging part of writing learning outcomes because instructors cannot observe whether or not a student is learning something, nor can they measure the extent to which students are understanding a concept just by simply looking at a student. As such, learning outcomes used to assess for understanding need to include a specific tasks that demonstrates students’ understanding of a concept. The example below illustrates the difference between an unmeasurable learning outcome and a measurable learning outcome.

**Example of Unmeasurable Outcome**

*Students will understand fundamental baking techniques.*

**Example of Measurable Outcome**

*Students will demonstrate fundamental baking techniques by executing a recipe using weights, measurements, and baking apparatus.*

*Learning Outcomes Checklist*

Use the checklist below to ensure that your outcomes meet the criteria for quality learning outcomes:

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| The learning outcome is student-centered. It focuses on what students should know and what students should be able to do when they complete your class. The outcome uses action verbs to state the actions and behaviors that students should be able to demonstrate. |  |  |
| The learning outcome is observable and measurable. |  |  |
| The learning outcome allows for multiple modes of assessment (project, paper, test, etc.). |  |  |
| The learning outcome communicates a single desired behavior or action, rather than multiple behaviors or actions. |  |  |
| The learning outcome is realistic. |  |  |

**SCBTC Policy Manual** Chapter 4: Instructional Program and Course Development

<https://www.sbctc.edu/colleges-staff/policies-rules/policy-manual/chapter-4.aspx>

**Intercollege Relations Commission**

<https://www.washingtoncouncil.org/icrc>

**ICRC Handbook**

<https://www.washingtoncouncil.org/2019-20%20%20ICRC%20Handbook.pdf>

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