

CURRICULUM FOR THE BACCALAUREATE DEGREE

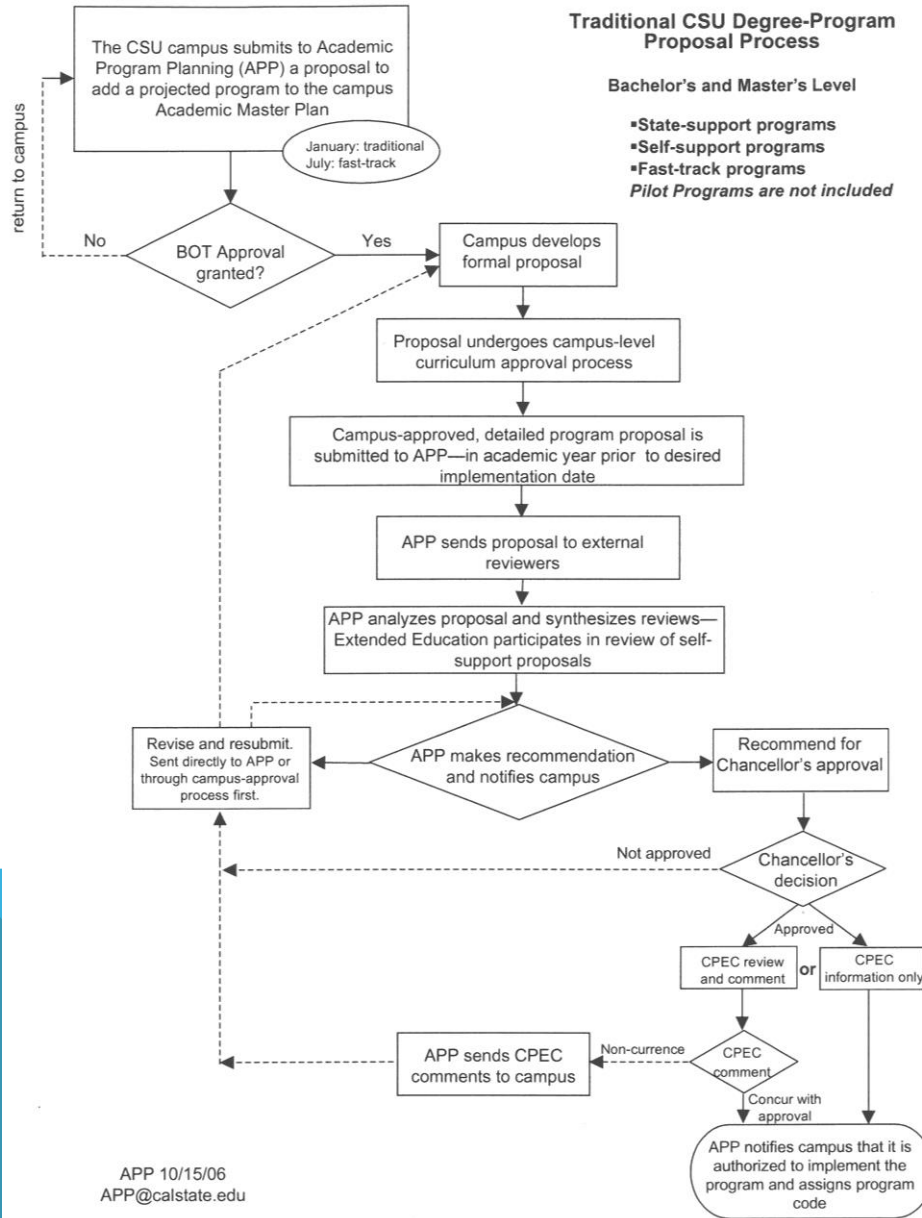
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OVERVIEW

- Upper Division Courses
- Baccalaureate Degree Program Requirements
- Local Curriculum Approval Process
- State Curriculum Approval Process

UPPER DIVISION COURSES



UC APPLICATION SAMPLE

COURSE – NEW – UPPER-DIVISION/GRADUATE

(Please type complete 6-line course description per the guidelines below - delete this parenthetical field.)

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<p>Course Catalog Guidelines: Line 1 – Catalog Title Line –Prefix; Course Number with period; Course Title; Units in parentheses Line 2 – Short Title Line – Max 30 spaces or leave blank for Enrollment Services to provide Short Title Line 3 – Prerequisite(s); and Corequisite(s): Line 4 – Course Description – forty words maximum Line 5 – Course Supplemental Information (in the following order) – Grading, Repetition, Fees, Multiple Offering, Contact Hours Statement (Double space between lines 5 and 6) Line 6 – Classification – Units @ Classification</p>	<p>Example: ART 343B. Advanced Wheel Throwing (3) Advanced Wheel Throw Prerequisite: ART 241B or consent of instructor. Advanced studies in ceramic form employing the potter's wheel. Letter grade only (A-F). Course fee may be required. (6 hours activity) 3 units @ C-7</p>
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Please fill out the following information.

REPLACEMENT – Is this new course replacing an existing course in degree requirements?

Select an option:

If "yes", which course will it replace? Prefix and Course Number: _____ A program change form will be required in addition to this form.

GRADING – (Delete all but the appropriate information. If 'Letter grade only (A-F)' or 'Credit/No Credit grading only', include in supplemental information on Line 5.)

Letter grade only (A-F).

Credit/No Credit grading only.

Both grading options.

RP - Report in Progress. (For courses requiring multiple enrollment beyond one academic term.)

COURSE REPETITION – (Delete all but the appropriate information. If course "may be repeated," fill in the blank to reflect appropriate units and include in supplemental information on Line 5.)

Not applicable.

May be repeated to a maximum of -- units in different semesters.

May be repeated to a maximum of -- units in the same semester.

May be repeated to a maximum of -- units, with different topics in different semesters.

May be repeated to a maximum of -- units, with different topics in the same semester.

May be repeated to a maximum of -- units, with same topic in the different semesters.

May be repeated to a maximum of -- units, with the same topic in the same semester.

COURSE FEES - (Delete all but the appropriate information. If fee has been approved, include in supplemental information on Line 5. If initiating a new course fee or modifying a component of an existing course fee, i.e., course title, classification or number, please attach the approved "Request to Establish a Course Fee" form and contact your ASM.)

Not applicable.

Course fee may be required.

MULTIPLE OFFERING (CROSS-LISTING) - (Delete all but the appropriate information. If cross-listed, include in supplemental information on Line 5. Notify other participating department of change. To request cross-listing, the same GE status must already be established.)

Not applicable.

Same course as:

UNITS/CLASSIFICATION –

units at C or S
 classification)

and unit at C

and unit at C

(1st shaded box: units, outlined square: C or S, 2nd shaded box:

(If units or classification is changing, include the new classification on Line 6. If contact hours exceed units, include that information in supplemental information on Line 5 – ex. "Lecture 2 hours, Lab 4 hours")

SPECIAL BEGIN DATE

SPECIAL END DATE

Recommended:

Chair / Director

Date

Associate Dean

Date

FILENAME:

Filename Format: Course Prefix (2-4 spaces) A (for NEW Course) Number (include suffix) . (a period)

College Abbreviation (3 or 4 spaces) - Example: ENGLA370A.CLA

DISTINGUISHING BETWEEN LOWER-UPPER DIVISION COURSES – REVIEW GUIDELINES

It is usually easy to separate beginning or introductory courses (usually 100-level) from highly specialized undergraduate classes (generally 400-level) that require students enter with substantial knowledge and **skill** in the field. However, for departments and faculty creating new courses, it can be difficult to decide where to place some intermediate courses on the 100-400 scale. In addition, as the Common Course Numbering Committee concluded in 2001, "it is impossible to specify all criteria that each discipline can use to determine whether a course is defined" as lower or upper division.

- Lower-division courses, often designed with **freshmen and sophomores** in mind, may also be suitable for juniors or seniors with little or no background in a particular discipline.
- Although lower-division courses sometimes serve as **prerequisites** for upper-division courses, they are not always stepping-stones to more advanced study. Rather, they may be ends in themselves, providing breadth, enrichment, or general knowledge.
- Although lower-division courses often deal with **skills**, this is not always the case; also, some upper-division courses may be skills-oriented as well.
- Proper **sequencing** of the curriculum and the requirements of professional **accrediting** bodies may also have an impact on course numbering.

Nevertheless, these general distinctions between lower- and upper-division courses may serve as guidelines for course planning and review at UNR:

LOWER DIVISION COURSES (100-299)

Breadth: students gain some understanding of the extent of a field or discipline;
OR students learn how one field fits into or relates to other fields.

Foundation: students become acquainted with principles, terms, methods, and perspectives of a discipline or professional field, as a basis for more advanced or specialized study. Lower-division courses are those that majors are expected to complete in their first two years of study in the subject.

General education: students develop essential skills, attitudes, and practices (e.g., basics of critical thinking, numeracy, communication, problem solving) important in many different fields of higher education (e.g., lower-division Core) and perhaps in everyday life.

Preparation: lower-division courses may assume some basic entry-level knowledge, such as high school preparation in the field.

UPPER DIVISION COURSES (300-400)

Depth/Focus: students make in-depth study of a discipline's theories and methods, developing an understanding of the applications and limitations of those theories.

Specialization: students develop specific intellectual and professional abilities that will enable them to succeed or progress in a particular field or professional practice.

Refinement: students build upon the "general education" background noted above, applying these skills more discerningly or in more challenging contexts.

Preparation: prerequisites may include more general courses, student class standing, GPA requirements, or admission to a pre-professional program. Thus, majors and minors generally take upper-division courses in their junior and senior years.

A note on General Capstone courses: These courses, though not necessarily specialized or focused on in-depth study of one discipline, have an **integrative** function. Because one of the primary goals of these courses is to integrate knowledge gained from earlier studies, these are necessarily offered at the upper-division level and limited to juniors and seniors or, in some cases, seniors only.

RIO HONDO CURRICULUM SAMPLE

Item Number: _____

Rio Hondo College
Curriculum Committee

Upper Division
New Course

Division/Department:

Degree Applicable (#300-399): []

Course Number:

(#400-499): []

Course Title:

Units:

Method of Grading: Graded [] Pass/No Pass []

Prerequisite:

Corequisite:

Advisory: (sample, delete, ENGL 035 or ENLA 100 or appropriate assessment and READ 023 or appropriate assessment, erase instructions)

May This Course Be Repeated for Credit? Yes [] No []

If Yes, How Many Times?

Qualification For Repetition: (Check Appropriate Box)

[] A. It is a skills class in which it is reasonable to expect the skill level to increase with each repetition.

[] B. The content of the course changes from semester to semester so that the course is essentially different.

Class Access: Is this class open to all students who meet the prerequisite? Yes [] No []

Total Hours (1 unit of lecture=18 hours or 1 unit of lab=54 hours):

Lecture/Discussion: Arranged Time:

Lecture/Demonstration: Arranged Time Activity:

Laboratory Activity: Individualized Instruction:

Rio Hondo College
Baccalaureate Degree
[Your Division Here]

[Your Course Prefix and Number Here (e.g., MATH 160)]
[Your Course Title Here (e.g., College Algebra)]

To Be Completed by Division Dean and Originator

Computer Title (Will appear in Schedule of Classes):

CIP Code: SAM Code (CB 09):

Course Classification Code (CB 11): Y

SOC Code:

Course Description

[Your Course Description here; note that what you write here will appear in both the catalog and the schedule of classes. Be sure to identify the target audience in your course description]

? Units/? Total Hours

[Catalog Year]

LOWER DIVISION COURSES - SAMPLE

TCED 044 - OSHA Workplace Safety

This course is intended for the individual who needs and overview and/or certification of both the California and Federal OSHA Safety Regulations for the General Industry Workplace. This course will cover a detailed overview of the rules and regulations, and discuss fire protection and prevention, material handling/storage/use and disposal, hand and power tools, welding and cutting, electrical safety, and fall protection. Upon completion of this course, (as well as passing the final exam), the student will receive a 10-hour OSHA Training Certificate of completion, which is good for life.

1 Unit

TCED 054 - OSHA Workplace Safety II

This course is intended for the individual who needs an intermediate-level overview and/or the number of hours required for certification of both the California and Federal OSHA Safety Regulations for the General Industry and Construction Workplace. The course will cover a detailed overview of the rules and regulations, fire protection and prevention, material handling/storage and disposal, hand and power tools, welding and cutting, electrical safety, fall protection, scaffolds, excavations, concrete and masonry construction, steel erection, demolition, cranes/hoists/elevators and conveyors, lockout/tagout procedures, industrial hygiene and emergency action plans. Powered Industrial Trucks will also be covered during the course, meeting the requirement for OSHA Standard 1910.178. Upon completion of this course, (as well as passing the final exam and the powered industrial trucks operator safety training), the student will receive a 30-hour OSHA Training Certificate of Completion, which is good for life, and a powered industrial truck Certified Operator Card, which is good for 3 years.

4 Units

ETC 403 – Construction Safety (3)

Logical problem-solving using safety engineering in construction, counseling safety legislation, OSHA Safety programs, accident prevention and public safety.

Prerequisite(s): ETC 304 or (CE 304, CE 301, CE 305, CE 332/332L, and CE 362/362A

Component(s): 3 lectures/problem-solving

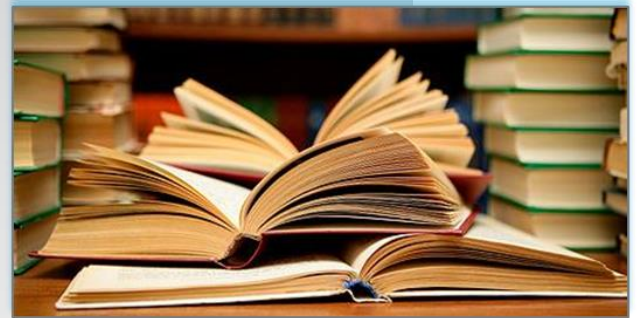
BACCALAUREATE PROGRAM REQUIREMENTS

Program Description for the
Baccalaureate Degree

Special Accreditation if Applicable

Program Goals

Program Learning Outcomes



BACCALAUREATE PROGRAM REQUIREMENTS

Career Options

Program Contact Information

Special Requirements
(directed clinical practice,
fingerprinting, etc.)

Prerequisites and/or recency
requirements



BACCALAUREATE PROGRAM REQUIREMENTS CONTINUED

Core Coursework

(if BS program is a 2 + 2 program include lower division course requirements or make them clear)

Elective Requirements if applicable

General Education Requirements

Basic Graduation Requirements



BACCALAUREATE PROGRAM REQUIREMENTS WISH LIST

Special Admissions Requirements or
Program Eligibility

Application Process

- Fees
- Deadlines
- Other requirements
(portfolio, licensures, etc.)



LOCAL CURRICULUM APPROVAL PROCESSES

Course Outlines for New Courses

- Possible Changes to the COR

Discuss with Department, Curriculum Representatives, Articulation Officer, Librarian, and other impacted areas.

- Curriculum Subcommittee
- Curriculum Partners

LOCAL CURRICULUM APPROVAL PROCESSES

Before Submitting to Curriculum Committee

- Department Approval and Curriculum Subcommittee (advisory)
 - Minimum Qualifications
 - Upper Division + General Education

Courses put on Curriculum Committee Agenda.

LOCAL CURRICULUM APPROVAL PROCESSES

If approved by the Curriculum Committee, the courses are presented to the Academic Senate for approval. Academic Senate ratifies the courses.

The courses are presented to the Board of Trustees for inclusion in the College's curriculum.

STATE CURRICULUM APPROVAL PROCESS

Chancellor Office staff

- Njeri Griffin and Jackie Escajeda

Two potential options for curriculum submission

- Old Fashion Way (approval outside of CI)
 - Keep lower division courses and A.S. Degrees in CI
 - Establish an email for the colleges to submit upper division courses and Baccalaureate Degree Program
 - Work with MIS to obtain:
 - Control numbers
 - Approval letters

STATE CURRICULUM APPROVAL PROCESS

- New System – Develop a new online format
 - Parallel system between upper division Courses and Baccalaureate Degree with lower division courses and A.S. Degrees
 - Next steps include CO staff to create a workflow to determine the steps and needs for the new system
 - First upper division courses to be offered Fall of 2016; therefore, we have approximately 9 months for planning and implementation

STATE CURRICULUM APPROVAL PROCESS

- Required Documents for a Baccalaureate Degree Program
 - Program Form - Chancellor's staff will create a form to capture required data elements
 - Attach lower and upper division courses
 - Program Requirements
 - Include a sequence of lower division and upper division courses
 - Calculate units

QUESTIONS



THANK YOU!

