

Instructions for Submitting Curriculum Packets

Curriculum Development Committee 2013

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Course/Program Changes: Required Documentation

Action	Signature Page	Request for Action	Program of Study Check Sheet	Course Objectives and Plan Summary	Course Outcome Summary	Lab Fee Justification	Program Catalog Page
New Course (AA)	✓	✓		✓	✓	✓	
Deletion of Course (AA)	✓	✓				✓	
Change in Course (AA)	✓	✓		✓	✓	✓	
New Course (Technical/AS/BAS)	✓	✓	✓	✓	✓	✓	✓
Deletion of Course (Technical/AS/BAS)	✓	✓	✓			✓	✓
Change in Course (Technical)	✓	✓	✓	✓	✓	✓	✓
New Program	✓	✓	✓	✓	These will be developed as program becomes established	These will be developed as program becomes established	✓
Change in Program <i>(Minor programmatic changes effecting less than 25% of program – includes adding, deleting, removing, and revising courses attached to a program)</i>	✓	✓	✓	✓	✓	✓	✓
Deletion of Program	✓	✓	✓				✓
Lab Fee Changes Only	✓	✓				✓	

A course currently consists of three components:

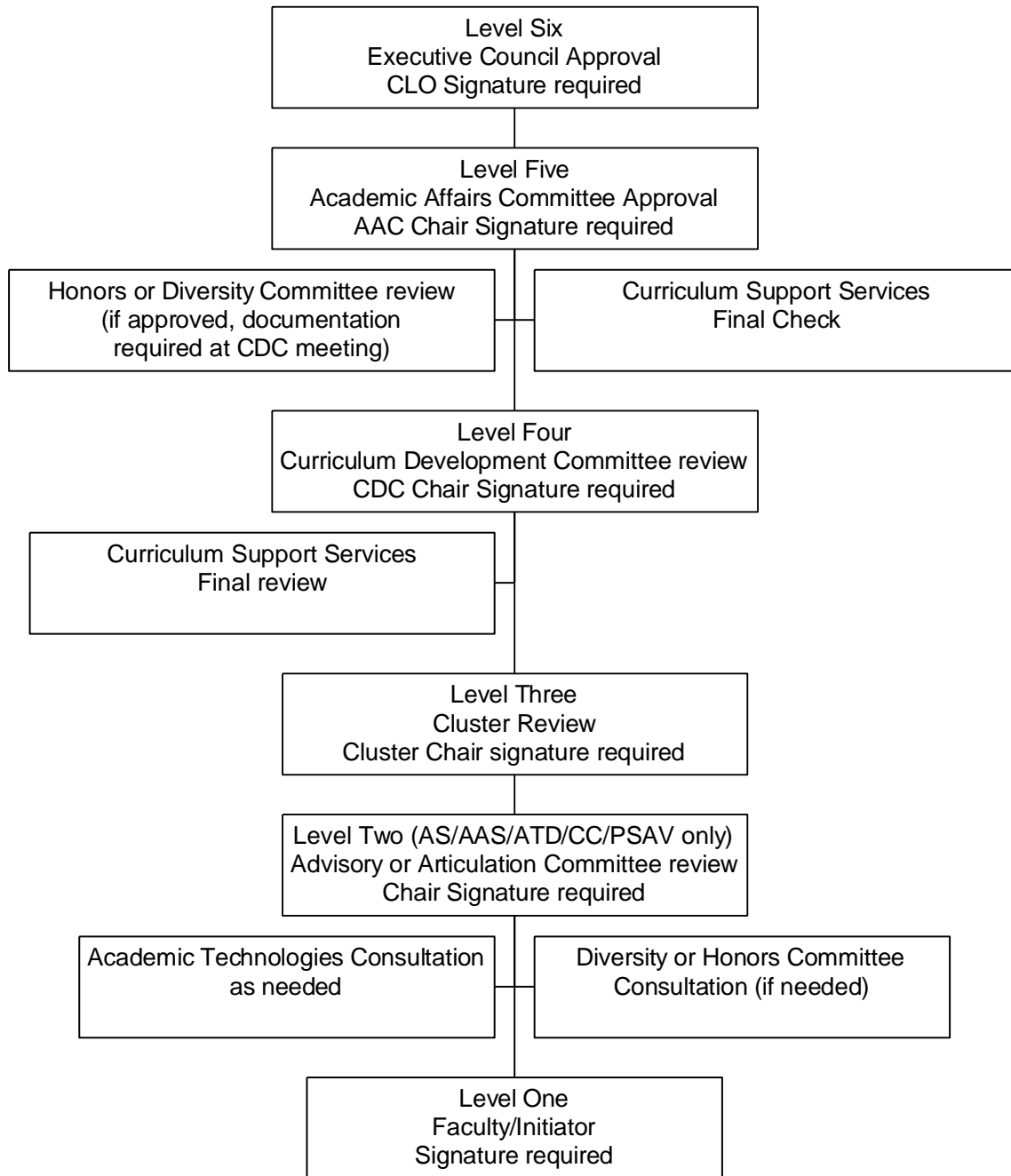
Course Objectives and Plan Summary (COPS)

Course Outcome Summary (COS to be developed in WIDS)

Lab Fee Justification Form

To maintain accurate, complete records for a course, all three components must be submitted to Curriculum Support Services each time any one component is revised.

Curriculum Flow Chart



Signature Page Instructions

The signature page must have all appropriate signatures completed prior to submission of the packet to the next level. Signatures should be accompanied by the printed/typed name and the 4-digit phone number of the responsible party. The Signature Page must be signed, scanned, and submitted electronically to the correct person at each review level. All suggested changes to the packet must be made prior to submission to the next level. The Signature Pages and Change Forms will be downloaded to the AAC folder on the datastor by Cher Woolley. Each submitted packet will have a folder on datastor designated by the numerical semester it is initiated and the course number. To access this folder type smb://datastor/aac into the browser on any school computer. All forms in the datastor will be dated to prevent confusion.

Level one: Faculty/Initiator

The faculty or staff initiating the course or program change is the person responsible for making sure that the packet is complete and follows the protocol. This is the person who will be responsible for ensuring that any revisions and/or corrections are input into WIDS, that the packet is presented for review and signatures to the appropriate committees, and that all paperwork is in order for final submission. At each level, revisions may be suggested and sent back to the initiator for changes in WIDS or other paperwork.

Between levels one and two:

If you have questions about adherence to state guidelines, course numbering systems and effects on other programs, Curriculum Support Services can assist. Contact: Cher Woolley at woolleyc@easternflorida.edu.

Send the COS (Course Outcome Summary) generated in WIDS to Academic Technologies for consultation. Academic Technologies will check the submission for performance based language, assist the faculty with adherence to format, and provide training for faculty not familiar with WIDS. <http://www.easternflorida.edu/faculty-staff/academic-technology/>.

If applicable, the Diversity Committee and/or Honors Committee should also evaluate the proposed packet at this level. Please access the Diversity paperwork on the Curriculum Forms site. <http://www.easternflorida.edu/faculty-staff/academic-affairs-council/documents/blankdiversitychecklist.pdf>. Assistance with the guidelines can be obtained by contacting a member of the Diversity Committee.

Level two: Advisory or Articulation Committee Chair

BAS/AS/ATD/CC/PSAV programs all have advisory committees that should agree to all proposed curriculum changes. The committee chair's signature is required.

AA courses should be reviewed by the discipline prior to sending the packet to the cluster. *No signature is required at level two for AA courses.*

Level three: Cluster Chair

The Cluster will meet for review of curricula a minimum of once a semester. All proposed changes will be reviewed at the cluster level prior to being sent on to the Curriculum Development Committee. The Cluster Chair's signature is required as proof of this review.

Between levels three and four:

Send the packet to Curriculum Support Services for review.

If the course has been submitted for Diversity, approved paperwork should be submitted to the CDC along with the packet.

Level four: Curriculum Development Committee (CDC) Chair

The Curriculum Development Committee will consist of faculty, administration and staff specializing in curriculum, state course numbering, and articulation. They will be the final set of eyes for assessment of curriculum. They will meet a minimum of once a semester. The Curriculum Development Committee Chair's signature will constitute proof of committee review and approval at this level. Packets will be placed in the datastor for final review by the AAC.

Level five: Academic Affairs Council Chair

The Academic Affairs Council will make the final decisions and suggestions on the submitted packets. The AAC Chair's signature will constitute proof of final review and approval at this level. Curriculum Support Services should also be consulted at this level to ensure completeness of packets. Contact: Cher Woolley at woolleyc@easternflorida.edu

If approved at this level, the completed packet will be uploaded to eCPR and changes will be submitted to the Executive Council for final approval.

Level six: Executive Council

The College President or designee.

NOTE: All lines must be signed by the appropriate people PRIOR to moving on to the next level!

Request for Action (RfA) Form Instructions

Program/Course:

If you are making changes to or initiating a new BAS/AS/ATD/CC/PSAV program (course changes, fee changes, course description changes, etc.), put the name of the program as it appears in the course catalog in this space.

If you are in an AA program (liberal arts and science courses), put the name of the course to be changed in this space.

If you are creating a new course, consult http://scns.fldoe.org/scns/public/pb_index.jsp and Curriculum Support Services for instructions on assigning a new course number.

Effective Term/Year:

Curriculum changes will generally be implemented in the Fall of the next year. Exceptions may be made for state mandated curriculum changes. Please put the numeric date of the term in this space (i.e. 201140). Fall semester = year followed by 40, Spring semester = 10, Summer semester = 20.

ACTION Being Requested:

Choose all applicable actions being requested for the program. For example, if a change in the course fee for one course in the program is requested and another class in the program is deleted, both changes should be crossed off in this section.

Reason or Justification for Request:

Explain all actions selected in the previous line, the courses involved and any other programs that may be affected by the actions. If any other programs are affected by the curriculum changes, additional Request for Action Forms for those programs will be required.

Note: please save the file as letter, number, year and semester followed by Request for Action (example: ATE 2638_201140 Request for Action.doc).

Course Objectives and Plan Summary (COPS) Instructions

This form is for all individual course changes whether programmatic (BAS/AS/ATD/CC/PSAV) or non-programmatic (AA). Each course affected by a change must have its own sheet.

Course/Prefix No.

This is the course number from the catalog and the Program of Study Check Sheet

Academic Learning Team Chair

This is the Academic Affairs Council Chair from the Signature Page

Course Title

This is the course title from the Catalog. It should match the course title from the Program of Study Check Sheet

All changes are effective Fall term/year

This should be the same semester as listed on the Curriculum Plan of Action Form

Course Credits/Contact Hours

These must agree with both the course catalog and the Program of Study Check Sheet (if applicable)

Credit Level: Check the appropriate box for the course

CC = college credit course – course may be transferred as college credit

VC = vocational credit course – course may be transferred only to another vocational program

IC = institutional credit course – course is not transferrable. This is ONLY used for courses with a prefix of EPI (educator recertification courses)

EFSC Discipline Identifiers

<http://web11.easternflorida.edu/credentials/misc/alldisps.cfm>

Accounting

Art

Chemistry

Aerospace

Astronomy

Child Development

Technology

Automotive Service

Computer

Air Conditioning

Technology

Applications

Anthropology

Biology

Computer Science

Apprenticeship

Business

Cosmetology

Criminal Justice Academy	Graphics Design	Phlebotomy
Criminal Justice	Health & Physical Education	Physical Science
Culinary Arts	Health Sciences	Physics
Dance	History	Political Science
Dental Assisting	Hospitality	Psychology
Dental Hygiene	Management	Radiography
Drafting	Humanities	Reading
Economics	Interdisciplinary	Real Estate
Education	Japanese	Religion
Educator Preparation Institute	Journalism	Russian
Electronics	Legal Assisting	Sign Language
Emergency Medical Services	Library Science	Social Sciences
Engineering	Mathematics	Sociology
English	Medical Assisting	Spanish
English as a Second Language	Medical Coder/Biller	Speech
Environmental Science	Medical Laboratory Technology	Student Life Skills
Fire Science	Meteorology	Surgical
Technology	Music	Technology
French	Nursing	Television/Digital Media
Geology	Oceanography	Theatre
German	Office Technology	Veterinary
	Patient Care	Technology
	Technician	Welding
	Philosophy	

Faculty Credential Option – who is qualified to teach this course?

1 = Faculty with 18 graduate semester hours in the field being taught plus a master’s degree –or- a master’s degree in the specific teaching discipline. This would be appropriate for most courses listed as CC and some VC courses.

2 = Faculty with a bachelor’s degree in the discipline – or- an associate’s degree plus demonstrated competency in the discipline (may be professional experience in the field). This would be appropriate for most courses listed as VC or IC.

3 = Faculty with some college or specialized training, but with an emphasis on competence gained through work experience. This would be appropriate for courses associated with a non-degree diploma or certificate occupational courses.

4 = Faculty are required to have a Master's degree with at least 18 graduate semester hours in Education and/or Reading and documented experience in teaching. This would be appropriate for non-transferable courses in educator preparatory institute courses.

5 = Faculty are required to have a Baccalaureate degree or higher in the teaching discipline or in a discipline related to the teaching assignment. This would be appropriate for remedial courses.

CCVS Advisory Notes

The CCVS is the Course Credential Verification System. This system is not involved with the advisory committees and is used to assure that minimum standards of faculty credentialing are set. They are also linked to the state system.

These may be accessed by searching the database on the EFSC website:

<http://web11.easternflorida.edu/credentials/>. Advisory notes may appear in this explanation. In the case of a new course, put "no course notes" and then a course in parentheses with similar qualifications that someone could refer to in the CCVS system.

An example would be ATEL 2638 Clinical Pathology Laboratory:

The following requirements have been defined by the American Veterinary Medical Association (AVMA) and Committee on Vet Technician Education and Activity (CVTEA).

- *Minimum AS degree & credential veterinary technician (VT) with 2 years clinical experience*
- *Current proof of credential (CVT, RVT, LVT) [C=Certified, R=Registered, L=Licensed]*

So, a similar course, such as ATEL 2639 Clinical Pathology Laboratory 2 would have the same credentialing requirements according to the CCVS system.

Honors Course

If the course might qualify as an Honors course, this box should be checked "Yes." The course will then be reviewed by the Honors Committee for possible inclusion.

Diversity Infused/Diversity Dedicated

If the course might qualify as a “diversity infused” or “diversity dedicated” course, these boxes should be checked “Yes.” The course will then be reviewed by the Diversity Committee for possible inclusion. Courses submitted will need additional paperwork submitted if one of these boxes is checked.

Diversity indicates that ethics, religion, socioeconomic, or other course material and exercises are included in the coursework. Contact a member of the Diversity Committee for more information on requirements.

Repeatable for credit and Maximum credits available

Some courses (such as Special Topics courses) may be repeatable for credit. If the box is checked “YES,” the maximum credits available should also be filled in.

Course Fees

All courses submitted for change that have associated fees (laboratory, combined, or clinical courses) should have this section completed along with a Fee Form. Lecture courses without associated fees do not need to complete the Fee Form. If a lab fee is associated with the course, put “Yes” in the space.

General Education Requirements

These are courses that are required for completion of the degree. If you are not sure whether a course qualifies as a General Education Requirement, contact Curriculum Support Services.

Degree type

AA = Associate of Arts Degree

AS = Associate of Science Degree

ATD = Applied Technology Diploma

CCC = College Credit Certificate

PSAV = Post-Secondary Adult Vocational Certificate

BAS = Bachelor of Applied Science Degree

Grade mode

The grade mode is the type of grading scale agreed upon by all faculty that will teach this particular course.

A-F – This field should be chosen if the course will have the typical four letter grade scale.

S-U – This field should be chosen if the course is pass/fail

Other – This field should be chosen if another grading system is in place. “Other” should be accompanied by an explanation.

Gordon Rule

Faculty can determine whether a course has been approved for Gordon Rule status by checking the BCC online catalog.

Suitable for Online/Hybrid

These boxes may be checked if a course is suitable for either hybrid or online instruction. In general, it is recommended that the “Online” box not be checked for math, science, and vocational laboratories. Checking these boxes does not preclude face-to-face delivery. The “yes/no” must be justified by the faculty member in the comments box.

Prerequisites and Corequisites

These must agree with the pre- and co- requisites listed in the COS form.

Course Description

This is the course description that should be in the catalog. It must agree with the course description from the Course Outcome Summary page.

If a course has prerequisites and/or attributes such as general education, use the following terminology:

- Prerequisite: *Course Number* with a grade of “C” or higher (there may be multiple course numbers entered, separate by “and” or a comma)
- If the prerequisite is a test: “Appropriate test scores in reading or writing”
- If there are other attributes such as Gordon Rule and/or General Educational requirement: “Meets Gordon Rule” and “Meets General Education requirement”

At the end of the description, further descriptors may be placed:

- “This is a designated diversity-infused course”
- For repeatable courses “This course may be taken for maximum credits of xx”

Acceleration Mechanism

An acceleration mechanism indicates that a student can receive credit for the course based on prior learning or experience. If a CLEP or other Statewide Articulation

Coordinating Committee (ACC) articulated exam is available, that should be the only mechanism permitted. This box must be completed with one of the following:

- “None” – to be used if no mechanism exists
- “CLEP or other ACC articulated exam”
- “Credit by Institutional Exam”
- “Industry Certification or License”
- “Credit for Adult Experiential Learning (CAEL) portfolio

Assessment of prior learning options are on the webpage:

<http://www.easternflorida.edu/academics/career-technical-programs/assessment-prior-learning/>.

Note: please save the file as letter, number, year and semester followed by COPS (example: ATE 2638_201140 COPS.doc).

NOTE: Please print out a copy and have it signed by the appropriate people PRIOR to submitting this form at level 5.

NOTE: Please check the COPS, course descriptions, contact hours/credits and Program of Study Checksheets against the Florida Department of Education State Frameworks prior to submission to the CDC. <http://www.fldoe.org/workforce/dwdframe/>

Program of Study (POS) Check Sheet Instructions

The Program of Study Check Sheet should only be filled out for programmatic courses or curriculum changes (BAS/AS/ATD/CC/PSAV). If a course is part of multiple programs, it should be accompanied by POS forms for each of the programs affected.

Program:

This should be the program listed in the first line of the Curriculum Request for Action

Effective Term:

This is the term the changed program will go into effect. Every attempt should be made to begin a new program or implement changes in the fall. This should be the same date as on the Request for Action form

Submitted by:

This should be the initiating faculty or staff that signed on line one of the signature page.

Curriculum Coordinator:

This should be the Cluster Chair from the Signature Page.

Insurance validation:

If the program (or courses within the program) requires either accident or liability insurance, these boxes should be filled in. Most AS and PSAV programs require both insurances.

Second Page:

All programmatic courses should be on this form. Electives should also be on the form, but should be indicated by "(elective)" in the course title. Each course should have the Course Prefix and Number, Course Title, Credit Hours, Contact Hours and AN, AE, C, MWP, NC (see below) filled out. Term Seq (term sequence) should remain blank, and the D/R column should be completed only if a course is being dropped from the program.

Course Prefix and Course Number:

This is the course prefix and number as it will appear in the course catalog.

Course Title:

This is the course title as it will appear in the course catalog. In this column, you will also put the section headings as they will appear in the catalog, e.g. GENERAL EDUCATION REQUIREMENTS, MAJOR COURSES, CORE COURSES, TECHNICAL ELECTIVES, OPTIONS, etc.

Credit Hours and Contact Hours:

These must agree with the course catalog or proposed changes as well as the state frameworks.

Note: If your program has options, only put the credit and contact hours once under this column for the credit hour & contact hours to total correctly at the bottom of the form. Do not include credit or contact hours for the course(s) you are removing from the program (See example)

To determine the total contact hours for programs go to:

<http://www.fldoe.org/workforce/dwdframe>

Change Indicator:

This will reflect the status of each course, as follows:

AN = Add New: Add a new course

AE = Add Existing: This is a course that already exists in the BCC database but is new to the program

C = Change: This is a change to a course already existing within the program. It may be a course number change, a lab fee change, a change to WIDS format, a change in course description, prerequisites, change to elective status, etc.

MWP = Move within Program: This is when a course is moved from one area to another within the program, i.e. from Major Course to Technical Elective

NC = No change in course

Delete or Remove:

Only use this field if the course is to be removed from the program, and/or removed from the state inventory.

D = Delete from program and state and college inventory. This course will never be opened again in this or other programs.

Note: Course cannot be removed from the state inventory if it is still used in another program

R = Remove from program only (remains in inventory). This course may exist in other programs, but is no longer part of this program

Term Sequence:

If the program is a cohort program in which the students must follow a set schedule, put the courses in order starting with the initiating semester and ending with the graduating semester. Put the numerical semester indicator in the "Term Seq" box (40=Fall, 10=Spring, 20=Summer).

Please use this link to access an example of a well-executed curriculum packet INDC 2910 Kitchen and Bath Design 1 <http://web11.brevardcc.edu/ecpr/displayPDF.cfm?id=6838>

Note: please save the file as letter, number, year and semester followed by POS (example: ATE 2638_201140 POS.doc).

NOTE: Please print out a copy and have it signed by the appropriate people PRIOR to submitting this form at level 5.

Course Outcome Summary (COS)

This document should be generated in WIDS on the Web. The COS file that is submitted through the signature process should be in .doc or .docx format and should ONLY contain the following items:

- Course number (letter and number designations)
- Course title (this should match the catalog)
- Credit hours
- Contact hours
- Course description (this should match the catalog and all other course documents)
- Pre- or co-requisites
- Evaluation methodologies
- Core Ability (in general, only one core ability should be selected per course)
- Course competencies [Domain, Level, (Lecture/Lab Hours), and linked Core Ability]
- Learning objectives

The WIDS COS document will be presented to the Academic Affairs Council after all changes have been completed. The WIDS COS document will be placed on the [\\datastor\aac](#) and uploaded to eCPR along with the final packet by Curriculum Support Services. Contact: Cher Woolley at woolleyc@easternflorida.edu. Please save/name the file starting with the course prefix in all caps, followed by the course number, underscore, the year and semester, followed by COS (example: ATE2638_201140 COS). This is the standardized file naming convention for eCPR.

NOTE: A WIDS Instruction Manual can be accessed at <http://www.easternflorida.edu/faculty-staff/academic-technology/documents/the-new-wids-cos-manual.pdf>.

NOTE: Additional help with WIDS and file conversion can be obtained by contacting Academic Technologies: <http://www.easternflorida.edu/faculty-staff/academic-technology/> – click on the “contact us” link.

Please see the appendix for an example of a well-executed curriculum packet

Developer/Reviser Date

This is the date that the packet originated or the date that the last revision occurred.

Developer/Reviser Name

This is the person or team that originated or revised the packet. This is the person or team in charge of handling suggested edits at each level.

Evaluation Methodologies:

This refers to the type of assessments/tests/projects that will be used to evaluate course progress and attainment of skills. It is better to keep the evaluation methodologies more general to provide the opportunity for creativity of the faculty presenting the material. At least one evaluation methodology shall be listed for the course. If an evaluation methodology is listed on the COS, each faculty member teaching the course **MUST** use that assessment during teaching. This will enable consistent tracking of assessments for SACS. Faculty may choose to use any other methodology for assessment in addition to the listed Evaluation Methodologies. This item reflects the **MINIMUM** that must be included in the course.

NOTE: If a BCC core ability is linked to a specific competency, it should also be linked to at least one listed evaluation methodology in your course. This does not have to be a part of the COS, but should be noted on any assessment documentation occurring for the course. This will enable faculty to track student progress for SACS evaluation.

Course competencies

Course competencies are the principle objectives for the course. In general, 3-4 course competencies per credit hour are recommended. There may be times when this guideline may be exceeded. Course competencies may be “linked” to one of the five EFSC core abilities. Programmatic students should be able to demonstrate that they have completed all five of the core abilities by the time they graduate from the college/program. There should be **at least one and no more than two** EFSC core abilities identified per course.

Course competencies will be written in “performance-based language” according to the modified Bloom’s Taxonomy (<http://www.easternflorida.edu/faculty-staff/academic-affairs-council/documents/performance-based-learning-curriculum.pdf>). Each competency should begin with a verb and will only have one verb per competency. Verbs should be at “Application” level or above if in the “Cognitive” domain (<http://www.easternflorida.edu/faculty-staff/academic-affairs-council/documents/revised-blooms-chart.pdf>). Verbs in the “Psychomotor” or “Affective” domains will not have levels. The level of the verb should be listed on the form. Contact Academic Technologies for assistance with Performance-based Language: <http://www.easternflorida.edu/faculty-staff/academic-technology/> - click on the “contact us” link.

A list of Bloom's Domains and Verbs may be found on the Curriculum Forms site:

<http://www.easternflorida.edu/faculty-staff/academic-affairs-council/documents/new-blooms-verb-list.pdf>

Contact hours should be listed for each competency. Contact hours should be at the end of each competency inside parentheses. Clinical hours should be listed as lab hours. Example: if a course has 72 contact hours and 8 lecture hours and 3 laboratory hours are dedicated to that competency, the competency should be followed by "(Lecture 8/Lab 3 hours)".

Learning Objectives

These are the objectives within the course competencies. In general, more than two (2) and fewer than ten (10) objectives per competency are recommended. There may be times when this guideline may be exceeded. Again, objectives should be written in performance-based language. Single verbs must be used and the "level" of the verb should not exceed the level of the verb from the corresponding course competency. The objectives do not need to be linked to EFSC core abilities, contact hours, or verb domains or levels.

Note: You must also save the file as a Word document. When your COS is completed in WIDS, go to "Quick Prints" and select Course Outcome Summary. From the Export drop down menu select Word. Save the document to your computer. Please save the file as letter, number, year and semester followed by COS (example: ATE 2638_201140 COS.doc).

Some helpful hints:

- Do not put "terminal periods" at the end of competencies or objectives
- Please use spell check prior to submission
- If there are items in a series, please separate all of them with commas (Oxford rules). For example: "Perform a series of radiographs on an awake patient including abdominal, thoracic, skull, and appendicular"
- If an item is important enough to be a competency, it must have a minimum of three (3) objectives
- Don't forget the contact hours for lecture/laboratory after the competencies!!!
- You do not have to alphabetically label objectives.
- Remember, this is not a lesson plan. It is a guide to lesson plan development

Fee Justification Form Instructions

Fee justification forms should be submitted for every course change that has an associated fee. In general, all science and technology courses and some language and mathematics courses are included in this category.

Fee: Check only One

- New – check this box if there has never been a fee associated with this course
- Change – check this box if there is an increase or decrease in the fee
- Delete – check this box if the fee for the course is to be removed
- No change – check this box if something other than the fee is changing for the course

Type of Fee: Check only one (unless you have been told otherwise by Academic Support Services)

- Lab Fee – this is a fee for laboratory supplies or costs other than personnel
- Special Course Fee – this is a fee for personnel or testing costs other than lab fees

Title/Course Number

These should agree with all other paperwork in the packet

Current Fee Amount

This should be the fee prior to any change submitted

Recommended Fee Amount

This should be the fee requested by the change. Justification must be included. This must include the cost of materials and supplies per semester broken down by student. The recommended fee amount cannot exceed the cost per student. Receipts must be available in order to justify fee increases in cases of state audit.

Curriculum Coordinator/Campus Representative

These are the Cluster Chair and the Curriculum Development Chair from the Signature Page (levels three and four).

Review Status and Executive Vice-President Signatures

This is the Executive Council signature from the Signature Page (level 6). This must be signed prior to final submission.

Note: Please save the file as letter, number, year and semester followed by Fee (example: ATE 2638_201140 Fee.doc).

Catalog Page Instructions

(for Programmatic changes only – BAS/AS/ATD/CC/PSAV)

A catalog page must be included with each Program of Study Check Sheet if there is a course change, lab fee initiation or other change that may affect the Course Catalog. Catalog pages for each program may be accessed at:

<http://www.easternflorida.edu/academics/degrees-certifications/>

Pick the degree program and cut and paste the information into Microsoft Word. Any corrections should be made on the form. Deletions should be in **red**, additions should be in **green**.

Please see INDC 2910 Kitchen and Bath Design 1 on eCPR for an example of a well-executed curriculum packet: <http://web11.brevardcc.edu/ecpr/displayPDF.cfm?id=6838>

Note: Please save the file as letter, number, year and semester followed by Catalog (example: ATE 2638_201140 Catalog.doc).

Appendix
Example of a Well-Executed COS

Eastern Florida State College

INDC 2910 Kitchen and Bath Design 1

Course Outcome Summary

Course Information

Description This course teaches basic kitchen and bath design. The National Kitchen and Bath Association design principles are presented. Students complete a kitchen design project including programming, space planning, mechanical systems and product selection. Drafting ability and computer skills are required for this course.

Evaluation Methodologies:
Final Design Projects
Quizzes
Exercises
Oral/Visual Presentation

Total Credits 3.00

Total Hours 48.00

Pre/Corequisites

Corequisite INDC 1010 Residential Design 1

Prerequisite INDC 1020 Principles of Interior Design

Prerequisite TARC 1120 Architectural Drafting

Core Abilities

1 Think critically and solve problems

Course Competencies

1 Depict the interior design process (Lecture 1/Lab 1 hours)

Domain Cognitive Level Creating

Learning Objectives

- a. Develop complete concept plans for kitchens and bathrooms
- b. Apply design methods and techniques to a project
- c. Apply the programming sequences in a design project
- d. Prepare specifications furniture, fixtures, finishes and equipment for a project
- e. Examine catalog price lists
- f. Prepare order forms
- g. Develop a budget for a project
- h. Compile finish schedules/plans
- i. Develop installation schedules
- j. Demonstrate the purpose and content of a post-occupancy evaluation

2 Assess all variables in the planning of a kitchen or bath to address a client's needs (Lecture 2/Lab 2 hours)

Domain Cognitive Level Evaluating

Learning Objectives

- a. Create a client profile
- b. Apply known methods of collecting information and projected user requirements as fundamental to design project preparation
- c. Define all areas of a kitchen or bathroom that should be considered in a complete design
- d. Identify functional and aesthetic goals and objectives that direct the programming process
- e. Examine the work triangle in relationship to space of a kitchen design
- f. Identify good traffic circulation

3 Examine the interrelationship between humans and their interior environments (Lecture 1/Lab 1 hours)

Domain Cognitive Level Analyzing

Learning Objectives

- a. Identify personal and group needs that influence the use of each occupied space, including those of persons with special needs and of the aged
- b. Identify family needs and activities that influence space requirements
- c. Identify environmental characteristics of housing that affect the well being of the family
- d. Identify ways that environmental characteristics may be controlled to provide a healthful physical environment and conserve energy
- e. Demonstrate the Americans with Disabilities Act and how it affects the interior environment
- f. Demonstrate the design needs for the elderly population

- g. Demonstrate the design needs of the special needs population
- h. Analyze the principles of ergonomics and anthropometrics in the way they condition and define natural human movements
- i. Identify responses to the psychological and social needs of people using interiors as well as to their physical needs (i.e. territoriality, personalization, and group interaction)
- j. Ascertain ergonomic considerations

4 Analyze interior methods and systems in building construction (Lecture 2/Lab 2 hours)

Domain Cognitive Level Analyzing

Learning Objectives

- a. Identify methods and techniques of construction
- b. Analyze mechanical plans
- c. Analyze electrical plans
- d. Analyze construction plans
- e. Differentiate the materials and assemblies employed in the construction of partitions, walls, and ceilings
- f. Explore the advantages of applying green design considerations to construction decisions

5 Evaluate the impact of structural alterations related to a proposed design concept (Lecture 1/Lab 1 hours)

Domain Cognitive Level Evaluating

Learning Objectives

- a. Explain the role of organizations that regulate housing, energy efficiency, and dangerous materials
- b. Identify the effects of sound on kitchen/bathroom space due to structural considerations
- c. Identify lighting considerations on kitchen/bathroom space due to structural considerations
- d. Evaluate client needs in relation to structural alterations
- e. Define environmental considerations that would affect the client's health, safety and welfare due to structural alterations
- f. Define the types of structural changes that affect design
- g. Ascertain the appropriateness of structural alterations as it relates to mechanical systems and other design issues
- h. Identify components of the building envelope including types of foundations, framing, roofing, windows and other materials and their impact on design solutions
- i. Demonstrate construction materials and systems
- j. Examine the implications of altering construction materials and construction systems as related to cost, structure, and design

6 Analyze historical, cultural and societal influences on structures, interiors and furnishings (Lecture 1/Lab 1 hours)

Domain *Cognitive* *Level* *Analyzing*

Learning Objectives

- a. Analyze characteristics of historic design in relation to the history of interiors
- b. Examine sequences of historical influence on architecture and interior design
- c. Identify various movements in the evolution of contemporary architecture and interior design
- d. Demonstrate the contemporary form with furnishings, finishes, and materials in design projects

7 Plan for space utilization according to identified functions (Lecture 4/Lab 1 hours)

Domain *Cognitive* *Level* *Creating*

Linked Core Abilities

Think critically and solve problems

Learning Objectives

- a. Synthesize concepts of space utilization
- b. Confirm appropriate allocations of space according to programmatic needs
- c. Sketch preliminary layouts
- d. Demonstrate comprehension of spatial adjacency, utilization, circulation, light, and function
- e. Incorporate client needs in the design plan
- f. Define the work triangle in relationship to space of a kitchen design

8 Develop a furniture arrangement and traffic plan (Lecture 1/Lab 2 hours)

Domain *Cognitive* *Level* *Creating*

Learning Objectives

- a. Analyze criteria for the selection and arrangement of furnishings including furnishings to be used by persons with disabilities, the elderly, and/or children
- b. Identify appropriate dimensions for furniture, equipment and accessories
- c. Lay out kitchen and bath cabinets
- d. Apply principles and elements of design to plans to satisfy aesthetic criteria
- e. Demonstrate color theories and how color relates to space
- f. Demonstrate awareness of current design trends

9 Design safe and universally accessible spaces (Lecture 1/Lab 1 hours)

Domain *Cognitive* *Level* *Creating*

Learning Objectives

- a. Examine the principles of universal design
- b. Apply human anthropometrics to design solutions

- c. Apply the requirements of good traffic circulation
- d. Apply building codes and NKBA Planning Guidelines into the project to assure the public's health, safety and welfare
- e. Apply the NKBA Access Standards as related to client needs
- f. Illustrate lighting needs for the aging

10 Determine appropriate amounts and types of light (Lecture 1/Lab 1 hours)

Domain Cognitive Level Evaluating

Learning Objectives

- a. Identify requirements in terms of specific purposes for which lighting is to be used
- b. Identify appropriate lighting fixtures to perform efficiently and effectively
- c. Describe human response to light contrast and glare
- d. Apply knowledge of appropriate fixture placement and location in interior design projects
- e. Identify appropriate placement and selection of light switches
- f. Describe lighting and related electrical codes and regulations as they apply to health, safety, and welfare requirements in interior design

11 Incorporate applicable electrical, ventilation, plumbing, heating/cooling systems, and light into kitchen and bath designs (Lecture 1/Lab 2 hours)

Domain Cognitive Level Creating

Learning Objectives

- a. Identify lighting requirements
- b. Apply lighting symbols and terminology to design drawings
- c. Interpret mechanical system symbols for plumbing, HVAC, and electrical systems
- d. Adapt plumbing, heating and cooling systems and their components to satisfy the design criteria
- e. Apply plumbing and ventilation symbols and terminology to design drawings
- f. Apply electrical systems, symbols and terminology to design drawings

12 Specify appropriate material, equipment, fixtures and furniture in kitchen and bathroom designs to meet the needs of the client (Lecture 1/Lab 2 hours)

Domain Cognitive Level Creating

Learning Objectives

- a. Distinguish those aspects of interior materials and installation methods that have potential to impact the health, safety, and welfare of clientele
- b. Recognize client's needs, style, and budget to create the best design solutions
- c. Recognize architectural styles of overall design and cabinetry
- d. Identify manufacturers of architectural treatments, lighting, accessories, cabinetry, appliances, fixtures, flooring, countertops and materials related to kitchen and bath design and remodeling

- e. Identify appropriate types of light
- f. Select ventilation equipment according to codes and NKBA Planning Guidelines
- g. Select plumbing, heating and cooling systems and components to satisfy the design criteria
- h. Identify types and functions of appliances, fixtures and equipment used in kitchens and bathrooms
- i. Select bathroom and kitchen flooring materials
- j. Identify counter materials that suit functional and aesthetic needs
- k. Apply appropriate industry-generic or manufacturer-specific cabinetry nomenclature to describe styles, types, construction methods, materials, hardware, sizes and specifications
- l. Describe quality differences in design materials
- m. Investigate recyclable resources for design materials
- n. Reference sources for products and technologies

13 Draft space plans, millwork details, elevations, mechanical and construction plans utilizing take-off and site-measurement methods (Lecture 3/Lab 3 hours)

Domain Cognitive Level Creating

Learning Objectives

- a. Translate dimensions and building features accurately from architectural blueprints
- b. Translate measurements of kitchens, baths and adjacent spaces taken personally on site into accurate dimensions
- c. Demonstrate proper use of drafting equipment, metric and imperial scale applications and measuring techniques per NKBA recommendations
- d. Apply measurements to drawing according to NKBA Graphic and Presentation Standards
- e. Apply appropriate construction symbols to drawings
- f. Design millwork and special features

14 Demonstrate the process of preparing a complete set of working construction and installation drawings (Lecture 1/Lab 1 hours)

Domain Cognitive Level Applying

Learning Objectives

- a. Order a construction package according to content categories
- b. Coordinate documents from different parties involved in the process of compiling construction drawings
- c. Implement standard graphics, symbols and terminology

15 Frame design concepts through oral/visual presentations (Lecture 1/Lab 2 hours)

Domain Cognitive Level Creating

Learning Objectives

- a. Use drafting equipment and/or computer programs to present interior design concepts

- b. Demonstrate the use and care of graphics equipment
- c. Demonstrate neatness and accuracy
- d. Execute line work
- e. Illustrate size and scale in a drawing
- f. Demonstrate overlapping techniques
- g. Explain detail drawings
- h. Compare presentation techniques as vehicles for graphic illustration
- i. Demonstrate layout techniques
- j. Apply design principles to presentation layout
- k. Contrast methods for professional presentation of graphic illustration
- l. Use lettering techniques and/or computer skills for oral/visual presentations

16 Defend design solutions to a client (Lecture 1/Lab 2 hours)

Domain Cognitive Level Evaluating

Linked Core Abilities

Think critically and solve problems

Learning Objectives

- a. Develop a written design statement to substantiate the project to the client
- b. Develop an oral/visual presentation that communicates the design solution
- c. Interpret color theories and how color relates to space and materials
- d. Compile product specifications to support selections
- e. Apply NKBA Graphic and Presentation Standards
- f. Apply the NKBA Code of Conduct, ethical standards of business conduct and professional service to ensure public confidence

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