|  |  |
| --- | --- |
| **School or Division** | School of Health Professions |
| **Program or Certificate** | AS, Human Servcies, Generalist Track |
| **Proposed by (faculty only)** | Faezeh Andrews, Terry McVannel-Erwin, Susan Patti, and Pamela Peters |
| **Presenter (faculty only)** | Terry McVannel-Erwin |
| Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date. | |
| **Submission date** | 11/6/2015 |
| **Current course prefix, number, and title** | HUS 2842L – Counseling Residency I |

**Section I, Proposed Changes**

|  |  |
| --- | --- |
| **Change to course prefix and number**  Lecture/lab course combined must include “C” / lab course must include “L” | N/A |
| **Change to course title** | N/A |
| **Change of School, Division, or Department** | N/A |
| **Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a “D”)** | From: HUS 1320, HUS1400, HUS2200, HUS2302, HUS2500, all with a grade of “C” or higher  To: HUS2200, HUS2500, HUS2551, HUS2525, HUS2905, all with a grade of “C” or higher |
| **Change to course corequisites** | From: N/A  To: N/A |
| **Is any corequisite for this course listed as a corequisite on its paired course?**  (Ex. CHM 2032 is a corequisite for CHM 2032L, and CHM 2032L is a corequisite for CHM 2032) | No  List the corequisite |
| **Change to course credits or clock hours** | From:  To: |
| **Change to contact hours (faculty load)** | From: N/A  To: N/A |
| **Change to grade mode** | Choose an item. |
| **Change to credit type** | Choose an item. |
| **Change to course description** (provide below) | |
| This course is designed to provide students with major-related, supervised, evaluated practical training work experience. The residency experience must provide the Human Service Resident an opportunity to progress from observation, to directly supervised client contact, to indirectly supervised client contact. Students currently employed in the field of Human Services must secure a residency experience that offers a new/different experience than their current employment. Students are evaluated on the basis of documented learning acquired through hands-on experiences in an actual work setting. The student must fulfill 250 hours in addition to residency-related documentation and assignments. | |

|  |
| --- |
| **Change to general topic outline** (type in entire new outline below) |
| * The student will demonstrate knowledge of the terminology and procedures used in the workplace. * The student will understand the personnel policies of the place of employment. * The student will apply classroom course content, including theory and skills, to a job situation. * The student will apply the principles of human relations skills in the work setting. * The student will evaluate his/her decisions regarding a career choice. |

**Change to Learning Outcomes:** For information purposes only. Type in all learning outcomes, assessments, and general education competencies as they should be displayed in the syllabus. More rows can be added if necessary.

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Assessments** | **General Education Competencies** |
| #1 – Demonstrate knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal as it relates to the work of a Human Service Professional. | student evaluations,  student reflections,  presentation of agency or other agency-related project,  and/or  case study presentation |  |
| #2 – Discuss the scope of conditions that promote or inhibit human functioning as it relates to the work of a Human Service Professional. | student evaluations,  student reflections,  presentation of agency or other agency-related project,  and/or  case study presentation |  |
| #3 - Demonstrate the ability to obtain, record, compile and disseminate confidential client data using technology as it relates to the work of a Human Service Professional. | student evaluations  and/or  student reflections | TIM |
| #4 - Exhibit knowledge and skill development in systematic analysis of services needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes as it relates to the work of a Human Service Professional. | student evaluations,  student reflections,  case study presentation,  and/or  site visit |  |
| #5 – Show evidence of knowledge and skills in direct service delivery and appropriate interventions as it relates to the work of a Human Service Professional. | student evaluations,  student reflections,  case study presentation,  and/or  site visit |  |
| #6 - Demonstrate appropriate interpersonal skills as they relate to the work of a Human Service Professional. | student evaluations,  student reflections,  case study presentation,  and/or  site visit | COM |
| #7 – Communicate human services values and attitudes and understanding of human services ethics and their application as it relates to the work of a Human Service Professional. | student evaluations,  student reflections,  case study presentation,  and/or  site visit |  |
| #8 - Exhibit awareness of values, personalities, reaction patterns, interpersonal styles, and limitations as it relates to the work of a Human Service Professional. | student evaluations,  student reflections,  case study presentation,  and/or  site visit | GSR |

**Section II (must complete each item below)**

|  |  |
| --- | --- |
| **Should any major restrictions be listed on this course? If so, select "change" and list the appropriate major restriction codes or select no change.** | No change  List applicable major restriction codes |
| **Change course to an “International or Diversity Focus” course?** | No, not International or Diversity Focus |
| **Change course to a General Education course?** | No |
| **Change course from General Education to non-General Education?** | No |
| **Change course to a Writing Intensive course?** | No |
| **Change course from Writing Intensive to non-Writing intensive?** | No |
| **Change course to repeatable?**  (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits).  \*Not the same as Multiple Attempts or Grade Forgiveness | No  If repeatable, list maximum number of credits |

|  |  |
| --- | --- |
| **Impact of Change of Course Proposal** | |
| **Will this change of course proposal impact other courses, programs, departments, or budgets?** | No |
| **If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?** | N/A |
| **Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.** | |
| N/A | |

**Section III, Justification for proposal**

|  |
| --- |
| **Provide justification (below) for each change on this proposed curriculum action** |
| #1 – The changes to the prerequisites are the result of changes necessary to meet the Florida Department of Education Curriculum Framework requirements for the new AS Degree, Social and Human Services.  #2 – Our program plans to seek accreditation from the Council for Standards in Human Service Education (CSHSE). The changes in the credit hours, Learning Outcomes, and Assessments align the Residency I course with CSHSE accreditation standards. |

**Section IV, Important Dates and Endorsements Required**

|  |
| --- |
| **List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).** |
| Faezeh Andrews, Terry McVannel-Erwin, Susan Patti, and Pamela Peters |

**nOTE:** Changes for the Fall 2016 term must be submitted to the Dropbox by the February 5, 2016 deadline and approved no later than the March 4, 2016 Curriculum Committee meeting. Changes during mid-school year are NOT permitted. Extreme circumstances will require approval from the appropriate Dean or Associate Vice President as well as the Provost and Vice President of Academic Affairs to begin in either the Spring 2016 or Summer 2016 term.

|  |  |
| --- | --- |
| **Term in which approved action will take place** | Fall 2016 |

|  |  |  |
| --- | --- | --- |
| **Required Endorsements** | **Type in Name** | **Select Date** |
| **Department Chair or Program Coordinator/Director** | Dr. Marie Collins | 11/6/2015 |
| **Academic Dean or Associate Vice President** | Dr. Marie Collins | 11/6/2015 |

|  |  |
| --- | --- |
| **Select Curriculum Committee Meeting Date** | December 4, 2015 |

Completed curriculum proposals must be uploaded to Dropbox by the deadline. Please refer to the *Curriculum Committee Calendar* document available in the document manager in the FSW Portal:

* Document Manager
* VP Academic Affairs
* Curriculum Process Documents

**Important Note to Faculty, Department Chairs or Program Coordinators, and Deans or an Associate Vice President:**

Incomplete proposals or proposals requiring corrections will be returned to the School or Division. If a proposal is incomplete or requires multiple corrections, the proposal will need to be completed or corrected and **resubmitted to the Dropbox for the next Curriculum Committee meeting**. All Curriculum proposals require approval of the Provost and Vice President of Academic Affairs. Final approval or denial of a proposal is reflected on the completed and signed Summary Report.