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| **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 2525 Current Issues in Mental Health and Human Services |

**Section I, Proposed Changes**

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| **Change to course prefix and number**Lecture/lab course combined must include “C” / lab course must include “L” | N/A |
| **Change to course title** | HUS 2525 Mental Health Issues in Human Services |
| **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: PSY 2012, HUS 1001, HUS 1111, all with a grade of C or higherTo: PSY2012 and HUS 2302 with a grade of C or higher  |
| **Change to course corequisites** | From: N/ATo: 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) | NoList the corequisite |
| **Change to course credits or clock hours** | From: N/ATo: N/A |
| **Change to contact hours (faculty load)** | From: N/ATo: N/A |
| **Change to grade mode** | Standard Grading (A, B, C, D, F) |
| **Change to credit type** | Choose an item. |
| **Change to course description** (provide below) |
| No change |

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| **Change to general topic outline** (type in entire new outline below) |
| * Demonstrate knowledge of terminology associated with mental disorders.
* Demonstrate knowledge of major diagnostic categories.
* Recognize various levels of adaptive and maladaptive behavior patterns and social functions.
* Identify intervention techniques appropriate for various clients and settings.
* Demonstrate assessment, evaluation, problem solving, case management, and crisis intervention skills in simulated client situations.
* Discuss appropriate and supportive interactions for use with family members.
* Demonstrate ability to accurately describe and report behavioral observations.
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**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.

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| **Learning Outcomes** | **Assessments** | **General Education Competencies** |
| #1 - Exhibit knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal as it relates to working with individuals diagnosed with major mental health disorders. | case studies,discussions,and/orquizzes/examinations | GSR |
| #2 - Illustrate knowledge of the scope of conditions that promote or inhibit human functioning as it relates to working with individuals diagnosed with major mental health disorders. | case studies,discussions,and/or quizzes/examinations | GSR |
| #3 - Display knowledge and skill development in systematic analysis of services needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes as it relates to working with individuals diagnosed with major mental health disorders.  | case studies,discussions,and/orquizzes/examinations | CT |
| #4 - Illustrate knowledge and skills in direct service delivery and appropriate interventions as it relates to working with individuals diagnosed with major mental health disorders.  | case studies,discussions,and/orquizzes/examinations |  |
| #5 - Exhibit an understanding of human services values and attitudes and promote understanding of human services ethics and their application in practice as it relates to working with individuals diagnosed with major mental health disorders.  | case studies,discussions,and/orquizzes/examinations |  |

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

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| **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 changeList 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 | NoIf repeatable, list maximum number of credits  |

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| **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?** |  |
| **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**

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| **Provide justification (below) for each change on this proposed curriculum action**  |
| #1 – The change to the course title better describes the content of the course. The Statewide course title is “Current Issues in Mental Health.” Pasco-Hernando is the only other state college offering this course. They have titled the course “Issues in Mental Health.”#2 - 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.#3 – Our program plans to seek accreditation from the Council for Standards in Human Service Education (CSHSE). The changes in the Learning Outcomes and Assessments align the course with CSHSE accreditation standards. |

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

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| **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.

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| **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 |

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| **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.