



# Curriculum Committee Agenda

November 3, 2017

1:30 PM – 3:30 PM

Lee AA-177, Charlotte E-105,  
Collier G-109, Hendry/Glades A-106

<b>CHAIR</b>	Dr. Mary Myers
<b>VICE CHAIR</b>	Professor Arenthia Herren

<b>ACTION ITEM</b>	1		
<b>TYPE OF PROPOSAL</b>	New Course		
<b>PRESENTER</b>	Professor Shawn Moore, SAHSS		
<b>ENL2230 – Introduction to Shakespeare for Non-Majors</b>	<b>Effective Date: Fall, 2018</b>		
<b>Summary of proposed changes:</b>			
This is an introduction to the life and works of William Shakespeare.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	2		
<b>TYPE OF PROPOSAL</b>	Change of Course		
<b>PRESENTER</b>	Dr. Kelly Roy, SOE		
<b>CHD2324 – Early Childhood Language Arts and Reading</b>	<b>Effective Date: Fall, 2018</b>		
<b>Summary of proposed changes:</b>			
Prerequisites of CHD1134, CHD1135, EEC1000, FCCPC, or CDA were added to require students to have a basic understanding of child development prior to taking this course.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	3		
<b>TYPE OF PROPOSAL</b>	Change of Course		
<b>PRESENTER</b>	Dr. Kelly Roy, SOE		
<b>EEC1946 – Practicum 1</b>	<b>Effective Date: Fall, 2018</b>		
<b>Summary of proposed changes:</b>			
Prerequisites of CHD1134, CHD1135, EEC1000, FCCPC, or CDA were added to require students to have a basic understanding of child development and best practices prior to taking this course.			

CURRICULUM ACTION			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	4		
<b>TYPE OF PROPOSAL</b>	Change of Course		
<b>PRESENTER</b>	Dr. Kelly Roy, SOE		
<b>EEC2521 – Administration of a Child Care Center</b>		<b>Effective Date: Fall, 2018</b>	
<b>Summary of proposed changes:</b>			
Prerequisites of CHD1134, CHD1135, EEC1000, FCCPC, or CDA were added to require students to have a basic understanding of child development and best practices prior to taking this course.			
CURRICULUM ACTION			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	5		
<b>TYPE OF PROPOSAL</b>	Change of Course		
<b>PRESENTER</b>	Dr. Kelly Roy, SOE		
<b>EEX1013-Special Needs in Early Childhood Education</b>		<b>Effective Date: Fall, 2018</b>	
<b>Summary of proposed changes:</b>			
Prerequisites of CHD1134, CHD1135, EEC1000, FCCPC, or CDA were added to require students to have a basic understanding of child development and best practices prior to taking this course.			
CURRICULUM ACTION			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	6		
<b>TYPE OF PROPOSAL</b>	Change of Course		
<b>PRESENTER</b>	Professor Sindee Karpel, SHP		
<b>HSA3113-Contemporary Issues in Health Care</b>	<b>Effective Date: Fall, 2018</b>		
<b>Summary of proposed changes:</b>			
HSA 3113 has been added as a REQUIRED course in the BAS Supervision and Management Health Administration Concentration. Therefore, enrollment is no longer limited to BS-CPS students. Effective with the 2017-18 College Catalog: Any student admitted into a baccalaureate degree program with Major restriction codes BAS PSAD, BAS SMAN, BS CPSC, or BS NURS can take HSA 3113 as a REQUIRED course or as an UPPER DIVISION elective course. <b>The course description, in this current proposal, has being updated to remove specific reference to the Respiratory Care and Cardiovascular Technology disciplines and broaden to the new audience.</b>			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	7		
<b>TYPE OF PROPOSAL</b>	Change of Course		
<b>PRESENTER</b>	Terry McVannel-Erwin, PhD, SHP		
<b>HUS2842L Counseling Residency I</b>	<b>Effective Date: Fall, 2018</b>		
<b>Summary of proposed changes:</b>			
Course description clarifies the residency requirements. The student must fulfill 125 hours in HUS 2842L Residency I to fulfill program requirements.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	8		
<b>TYPE OF PROPOSAL</b>	Change of Course		
<b>PRESENTER</b>	Terry McVannel-Erwin, PhD, SHP		
<b>HUS2843L Counseling Residency II</b>	<b>Effective Date: Fall, 2018</b>		
<b>Summary of proposed changes:</b>			
Course description clarifies the residency requirements. The student must fulfill 125 hours in HUS 2843L Residency II to fulfill program requirements.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	9		
<b>TYPE OF PROPOSAL</b>	Change of Program or Certificate		
<b>PRESENTER</b>	Professor Don Ransford		
<b>General Education Changes – AA Degree</b>		<b>Effective Date: Fall, 2018</b>	
<b>Summary of proposed changes:</b>			
<p>( 1) Three credit hours of flexibility among the categories of Humanities, Social Sciences, Mathematics and Natural Sciences</p> <p>( 2) A distinction between General Education requirements for ALL programs at FSW and General Education requirements for the Associate in Arts (A.A.) program</p> <p>( 3) A shift of courses between Category A and Category B of the Social Sciences category to primarily distinguish Behavioral Sciences from Civics</p>			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	10		
<b>TYPE OF PROPOSAL</b>	Change of Program or Certificate		
<b>PRESENTER</b>	Professor Don Ransford		
<b>General Education Changes – AS and Baccalaureate Degrees</b>		<b>Effective Date: Fall, 2018</b>	
<b>Summary of proposed changes:</b>			
<p>( 1) Three credit hours of flexibility among the five categories for General Education</p> <p>( 2) Flexibility of how the oral communication requirement is to be met in programs outside of the Associate in Arts (A.A.) program</p> <p>( 3) A distinction between General Education requirements for ALL programs at FSW and General Education requirements for the Associate in Arts (A.A.) program</p> <p>( 4) A shift of courses between Category A and Category B of the Social Sciences category to primarily distinguish Behavioral Sciences from Civics</p>			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	11		
<b>TYPE OF PROPOSAL</b>	Change of Program or Certificate		
<b>PRESENTER</b>	Professor Susan Torres – SHP		
<b>RN-BSN Catalog Change – General Education Requirements</b>		<b>Effective Date: Fall, 2018</b>	
<b>Summary of proposed changes:</b>			
<p>The proposed changes in General Education courses for the RN to BSN Program will assist in meeting the 120 credit degree requirements by eliminating excess credits and costs to the students. Catalog changes are included in the proposal.</p>			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	12		
<b>TYPE OF PROPOSAL</b>	Change of Program or Certificate		
<b>PRESENTER</b>	Professor Susan Torres – SHP		
<b>RN-BSN Catalog Change – Articulated Credit</b>			<b>Effective Date: Fall, 2018</b>
<b>Summary of proposed changes:</b>			
The articulated credit for possession of the Florida Registered Nurse license will change from 27 credits to 30 credits. This is supported by SACSCOC position on transfer of credit.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	13		
<b>TYPE OF PROPOSAL</b>	Change of Program or Certificate		
<b>PRESENTER</b>	Professor Susan Torres – SHP		
<b>RN-BSN Change to Program Requirements</b>			<b>Effective Date: Fall, 2018</b>
<b>Summary of proposed changes:</b>			
Remove the requirement for graduation from a nationally accredited nursing program. Change to graduation with ASN (AND) or Diploma from approved nursing program.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	14		
<b>TYPE OF PROPOSAL</b>	Discontinuation of Program, Certificate, or Course		
<b>PRESENTER</b>	Professor Sabine Eggleston, SPAS		
<b>MAT0058 – Mathematics for College Success Completion Modules</b>			<b>Effective Date: Fall, 2018</b>
<b>Summary of proposed changes:</b>			
The success rate of this course is 31% lower than MAT0057. Remove MAT0058 and remove as prerequisite to MAT1033 and MAT1100.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	15		
<b>TYPE OF PROPOSAL</b>	Change of Course		
<b>PRESENTER</b>	Professor Sabine Eggleston, SPAS		
<b>MAT0057 – Mathematics for College Success</b>	<b>Effective Date: Spring, 2018</b>		
<b>Summary of proposed changes:</b>			
Remove the option of giving an M grade. Return to standard grading. Exception to Effective Date approved by Dr. Stewart.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	16		
<b>TYPE OF PROPOSAL</b>	New Course		
<b>PRESENTER</b>	Professor Don Ransford, SPAS		
<b>MGF1108 – Honors Mathematical Ideas and Explorations</b>	<b>Effective Date: Fall, 2018</b>		
<b>Summary of proposed changes:</b>			
This course is intended to introduce the beauty and utility of mathematics to students in the FSW Honors Scholars program. The course will involve problem-based learning about topics that cross disciplines. It will fulfill the General Education non-core mathematics requirement. As such, it will have the same prerequisites as similar math courses.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	17		
<b>TYPE OF PROPOSAL</b>	Discontinuation of Program, Certificate, or Course		
<b>PRESENTER</b>	Professor Marius Coman, SPAS		
<b>PHY1007 – Physics for the Health Sciences</b>	<b>Effective Date: Fall, 2018</b>		
<b>Summary of proposed changes:</b>			
PHY1007 and PHY1007L will be combined into PHY1007C. This will align the course with the Health Sciences curriculum, which now requires three credits of PHY coursework, instead of four.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	18		
<b>TYPE OF PROPOSAL</b>	Discontinuation of Program, Certificate, or Course		
<b>PRESENTER</b>	Professor Marius Coman, SPAS		
<b>PHY1007L – Physics for the Health Sciences Lab</b>	<b>Effective Date: Fall, 2018</b>		
<b>Summary of proposed changes:</b>			
PHY1007 and PHY1007L will be combined into PHY1007C. This will align the course with the Health Sciences curriculum, which now requires three credits of PHY coursework, instead of four.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	19		
<b>Type of proposal</b>	New Course		
<b>Presenter</b>	Professor Marius Coman, SPAS		
<b>PHY1007C – Physics for the Health Sciences</b>	<b>Effective Date: Fall, 2018</b>		
<b>Summary of proposed changes:</b>			
This new 3 credit course will align with the Health Sciences curriculum, which now requires three credits of PHY coursework, instead of four.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	20		
<b>Type of proposal</b>	Change of Program or Certificate		
<b>Presenter</b>	Professor Marius Coman, SPAS		
<b>Catalog Changes</b>	<b>Effective Date: Fall, 2018</b>		
<b>Summary of proposed changes:</b>			
Update the catalog for the changes in the Sciences program: BSC1050, PHY1007, PHY1007L, and PHY1007C.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	21		
<b>Type of proposal</b>	New Course		
<b>Presenter</b>	Dr. Cynthia Orndoff, SOBT		
<b>BCN4590 LEED Certification and Sustainable Construction</b>	<b>Effective Date: Fall, 2018</b>		
<b>Summary of proposed changes:</b>			
The need for this new Construction Management track was identified by Dean Meyer at the School of Engineering & Technology April 2017 meeting. There was discussion at the April 2017 Advisory Meeting about how few employers are looking for employees with Associate degrees as well as the need for new skill			

sets. The Advisory Committee also discussed the benefits of having full programs online. This focus area has received support from Southwest Florida construction related businesses. This is one of the four courses in the Construction Management area of focus within the *Bachelor of Applied Science* Supervision & Management program.

CURRICULUM ACTION			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	22
<b>Type of proposal</b>	New Course
<b>Presenter</b>	Dr. Cynthia Orndoff, SOBT
<b>BCN4703 Construction Project Management</b>	<b>Effective Date: Fall, 2018</b>
<b>Summary of proposed changes:</b>	
The need for this new Construction Management track was identified by Dean Meyer at the School of Engineering & Technology April 2017 meeting. There was discussion at the April 2017 Advisory Meeting about how few employers are looking for employees with Associate degrees as well as the need for new skill sets. The Advisory Committee also discussed the benefits of having full programs online. This focus area has received support from Southwest Florida construction related businesses. This is one of the four courses in the Construction Management area of focus within the <i>Bachelor of Applied Science</i> Supervision & Management program.	
CURRICULUM ACTION	
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections
<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	23
<b>Type of proposal</b>	New Course
<b>Presenter</b>	Dr. Cynthia Orndoff, SOBT
<b>BCT4743 Construction Law</b>	<b>Effective Date: Fall, 2018</b>
<b>Summary of proposed changes:</b>	
The need for this new Construction Management track was identified by Dean Meyer at the School of Engineering & Technology April 2017 meeting. There was discussion at the April 2017 Advisory Meeting about how few employers are looking for employees with Associate degrees as well as the need for new skill sets. The Advisory Committee also discussed the benefits of having full programs online. This focus area has received support from Southwest Florida construction related businesses. This is one of the four courses in the Construction Management area of focus within the <i>Bachelor of Applied Science</i> Supervision & Management program.	
CURRICULUM ACTION	
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections
<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied



<b>ACTION ITEM</b>	24		
<b>Type of proposal</b>	New Course		
<b>Presenter</b>	Dr. Cynthia Orndoff, SOBT		
<b>BCT3767 OSHA Standards</b>			<b>Effective Date: Fall, 2018</b>
<b>Summary of proposed changes:</b>			
The need for this new Construction Management track was identified by Dean Meyer at the School of Engineering & Technology April 2017 meeting. There was discussion at the April 2017 Advisory Meeting about how few employers are looking for employees with Associate degrees as well as the need for new skill sets. The Advisory Committee also discussed the benefits of having full programs online. This focus area has received support from Southwest Florida construction related businesses. This is one of the four courses in the Construction Management area of focus within the <i>Bachelor of Applied Science Supervision &amp; Management</i> program.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/>	<input type="checkbox"/> Proposal Postponed <input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	25		
<b>Type of proposal</b>	New Course		
<b>Presenter</b>	Professor Leroy Bugger, SOBT		
<b>RMI2110 Personal Insurance</b>			<b>Effective Date: Fall, 2018</b>
<b>Summary of proposed changes:</b>			
RMI is deemed as a workforce need in the State of Florida. FSW will join in a partnership with the Florida Association of Insurance Agents and the Florida Department of Financial Regulation. Upon successful completion of this course the Florida Department of Financial Regulation will waive the examination requirement for licensing.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/>	<input type="checkbox"/> Proposal Postponed <input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	26		
<b>Type of proposal</b>	New Course		
<b>Presenter</b>	Professor Leroy Bugger, SOBT		
<b>RMI2212 Personal Business and Property Insurance</b>			<b>Effective Date: Fall, 2018</b>
<b>Summary of proposed changes:</b>			
RMI is deemed as a workforce need in the State of Florida. FSW will join in a partnership with the Florida Association of Insurance Agents and the Florida Department of Financial Regulation. Upon successful completion of this course the Florida Department of Financial Regulation will waive the examination requirement for licensing.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/>	<input type="checkbox"/> Proposal Postponed <input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	27		
<b>Type of proposal</b>	New Course		
<b>Presenter</b>	Professor Leroy Bugger, SOBT		
<b>RM2662 Introduction to Risk Management &amp; Insurance</b>	<b>Effective Date: Fall, 2018</b>		
<b>Summary of proposed changes:</b>			
RMI is deemed as a workforce need in the State of Florida. FSW will join in a partnership with the Florida Association of Insurance Agents and the Florida Department of Financial Regulation. Upon successful completion of this course the Florida Department of Financial Regulation will waive the examination requirement for licensing.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	28		
<b>Type of proposal</b>	New Course		
<b>Presenter</b>	Professor Leroy Bugger, SOBT		
<b>AMT0701 Aviation Maintenance Technology General I</b>	<b>Effective Date: Fall, 2018</b>		
<b>Summary of proposed changes:</b>			
This course is part of a program being proposed to provide needed workforce credentialing to fill the gap and shortage of qualified aviation technicians, which is forecast to become more acute as a greater number of technicians retire than enter the field.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	29		
<b>Type of proposal</b>	New Course		
<b>Presenter</b>	Professor Leroy Bugger, SOBT		
<b>AMT0702 Aviation Maintenance Technology General II</b>	<b>Effective Date: Fall, 2018</b>		
<b>Summary of proposed changes:</b>			
This course is part of a program being proposed to provide needed workforce credentialing to fill the gap and shortage of qualified aviation technicians, which is forecast to become more acute as a greater number of technicians retire than enter the field.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	30		
<b>Type of proposal</b>	New Course		
<b>Presenter</b>	Professor Leroy Bugger, SOBT		
<b>AMT0703 Aviation Maintenance Technology General III</b>	<b>Effective Date: Fall, 2018</b>		
<b>Summary of proposed changes:</b>			

This course is part of a program being proposed to provide needed workforce credentialing to fill the gap and shortage of qualified aviation technicians, which is forecast to become more acute as a greater number of technicians retire than enter the field.

**CURRICULUM ACTION**

<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/>	Proposal Postponed	<input type="checkbox"/> Proposal Denied
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<b>ACTION ITEM</b>	31			
<b>Type of proposal</b>	New Course			
<b>Presenter</b>	Professor Leroy Bugger, SOBT			
<b>AMT0704 Aviation Maintenance Technology General IV</b>	<b>Effective Date: Fall, 2018</b>			
<b>Summary of proposed changes:</b>				
This course is part of a program being proposed to provide needed workforce credentialing to fill the gap and shortage of qualified aviation technicians, which is forecast to become more acute as a greater number of technicians retire than enter the field.				
<b>CURRICULUM ACTION</b>				
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/>	Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	32			
<b>Type of proposal</b>	New Course			
<b>Presenter</b>	Professor Leroy Bugger, SOBT			
<b>AMT0712 Aviation Maintenance Technology Airframe I</b>	<b>Effective Date: Fall, 2018</b>			
<b>Summary of proposed changes:</b>				
This course is part of a program being proposed to provide needed workforce credentialing to fill the gap and shortage of qualified aviation technicians, which is forecast to become more acute as a greater number of technicians retire than enter the field.				
<b>CURRICULUM ACTION</b>				
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/>	Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	33			
<b>Type of proposal</b>	New Course			
<b>Presenter</b>	Professor Leroy Bugger, SOBT			
<b>AMT0713 Aviation Maintenance Technology Airframe II</b>	<b>Effective Date: Fall, 2018</b>			
<b>Summary of proposed changes:</b>				
This course is part of a program being proposed to provide needed workforce credentialing to fill the gap and shortage of qualified aviation technicians, which is forecast to become more acute as a greater number of technicians retire than enter the field.				
<b>CURRICULUM ACTION</b>				
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/>	Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	34			
<b>Type of proposal</b>	New Course			
<b>Presenter</b>	Professor Leroy Bugger, SOBT			
<b>AMT0714 Aviation Maintenance Technology Airframe III</b>	<b>Effective Date: Fall, 2018</b>			
<b>Summary of proposed changes:</b>				
This course is part of a program being proposed to provide needed workforce credentialing to fill the gap and shortage of qualified aviation technicians, which is forecast to become more acute as a greater number of technicians retire than enter the field.				
<b>CURRICULUM ACTION</b>				
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/>	Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	35			
<b>Type of proposal</b>	New Course			
<b>Presenter</b>	Professor Leroy Bugger, SOBT			
<b>AMT0717 Aviation Maintenance Technology Airframe IV</b>	<b>Effective Date: Fall, 2018</b>			
<b>Summary of proposed changes:</b>				
This course is part of a program being proposed to provide needed workforce credentialing to fill the gap and shortage of qualified aviation technicians, which is forecast to become more acute as a greater number of technicians retire than enter the field.				
<b>CURRICULUM ACTION</b>				
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/>	Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	36			
<b>Type of proposal</b>	New Program or Certificate			
<b>Presenter</b>	Professor Leroy Bugger, SOBT			
<b>Aviation Airframe Mechanics (PSAV)</b>	<b>Effective Date: Fall, 2018</b>			
<b>Summary of proposed changes:</b>				
Upon examination of statewide and regional workforce need, it was determined that there was a gap in regional training for Aircraft Mechanics and Service Technicians. According to past and the current Florida Statewide Demand Occupations List, statewide and in our region (Region 24), this occupation title is a targeted industry, high wage and high skill, with an annual percent growth of 1.07, 441 annual openings, and with median wages as seen below.				
To verify this need, SoBT commissioned an Airframe Mechanics and Aircraft Powerplant technology program regional program overview and program gap analysis from EMSI (September 2015).				
<b>CURRICULUM ACTION</b>				
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/>	Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	37			
<b>Type of proposal</b>	New Program or Certificate			
<b>Presenter</b>	Professor Leroy Bugger, SOBT			
<b>Risk Management &amp; Insurance Management (CCC)</b>	<b>Effective Date: Fall, 2018</b>			
<b>Summary of proposed changes:</b>				
The Florida Department of Education (FDE), Florida Department of Financial Regulation (FDFR), and the Florida Association of Insurance Agents (FAIA) have identified a workforce need for insurance agents. These parties are seeking partnerships with State Colleges in Florida. Upon successful completion of the program the Florida Department of Financial Regulation will waive the examination requirement for 215, 440, 2044 insurance licenses for the State of Florida. The FSW SoBT Advisory Board endorsed the addition of the certificate.				
<b>CURRICULUM ACTION</b>				
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/>	Proposal Postponed	<input type="checkbox"/> Proposal Denied

## Curriculum Committee



### New Course Proposal

<b>School or Division</b>	School of Arts, Humanities, and Social Sciences
<b>Program or Certificate</b>	
<b>Proposed by (faculty only)</b>	Shawn Moore
<b>Presenter (faculty only)</b>	Shawn Moore
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 must be submitted for a later date.	
<b>Submission date</b>	11/3/2017
<b>Course prefix, number, and title</b>	ENL 2330 – Introduction to Shakespeare for Non-Majors

### **Section I, New Course Information (must complete all items)**

<b>List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a “D”).</b>	ENC 1101 C or higher
<b>Provide justification for the proposed prerequisite(s).</b>	The course will be writing intensive.
<b>Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?</b>	No
<b>List course co-requisites.</b>	N/A
<b>Provide justification for the proposed co-requisite(s).</b>	
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No
<b>Course credits or clock hours</b>	3 Credit Hours
<b>Contact hours (faculty load)</b>	3 Contact Hours
<b>Select grade mode</b>	Standard Grading (A, B, C, D, F)
<b>Credit type</b>	College Credit
<b>Course description (provide below)</b>	
As an introduction to the life and works of William Shakespeare, this course explores Shakespeare’s tragic, comedic, and historical plays, prose, and poetry. In this course, students	

will analyze Shakespeare's works through various mediums. This will establish a basis for studying Shakespeare in socio-historical, cultural, and artistic contexts.

**General topic outline** (type in outline below)

- Introduction to Shakespeare's plays, prose, and poetry.
- Recognition of the major characteristics of Shakespeare's works including placing his work in historical, social, and cultural contexts.
- Interpretation and written analysis of selected works by Shakespeare from global perspectives.
- Planning, research, organizing, and writing on diverse topics in MLA style.

**Learning Outcomes:** For information purposes only.

**IV. Course Competencies, Learning Outcomes and Objectives**

**A. General Education Competencies and Course Outcomes**

1. Integral *General Education Competency or competencies*:

**Analyze** and create individual and collaborative works of art, literature, and performance.

**Visualize** and engage the world from different historical, social, religious, and cultural approaches.

2. Supplemental *General Education Competency or competencies*:

**B. In accordance with Florida Statute 1007.25 concerning the state's general education core course requirements, this course meets the general education competencies for ....**

Part B would only be included in the course outlines of those courses are included in the FSW Catalog as a General Education Core Course. If this is not a core course, then outline letter C would become B.

**C. Other Course Objectives/Standards**

1. Students will read, analyze, discuss, and write about Shakespearean plays (classified as Comedy, Tragedy, History, or Tragicomedy/Romance) and sonnets. Course content must include one play in each of these dramatic genres.

2. Students will interpret the plays and poems of Shakespeare as texts reflecting the cultural tensions, socio-economic arrangements, and social morality of Elizabethan England.
3. Students will engage with diverse historical and contemporary scholarship on Shakespeare and his texts from a variety of global perspectives.
4. Students will engage with the dramatic performances and creative productions of Shakespeare's plays to examine themes and interpretations from different historical, social, and cultural approaches.

**Copy and Paste the SCNS Course Profile Description below** ([http://scns.fldoe.org/scns/public/pb\\_index.jsp](http://scns.fldoe.org/scns/public/pb_index.jsp)).

1. INTRODUCTION TO SHAKESPEARE PLAYS AND POETRY ENGLISH PERIOD TO THE RENAISSANCE. 2. RECOGNITION OF THE MAJOR CHARACTERISTICS OF SHAKESPEARE'S WORKS. 3. BASIC WRITTEN ANALYSIS OF SELECTED WORKS BY SHAKESPEARE.

ICS code for this course	CHOOSE THE APPROPRIATE ICS CODE
<b>Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".</b>	No
<b>Is the course an "International or Diversity Focus" course?</b>	No, not International or Diversity Focus
<b>Is the course a General Education course?</b>	Yes
<b>Is the course a Writing Intensive course?</b>	Yes
<b>Is the course repeatable*?</b>  (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



<b>Do you expect to offer this course three times or less (experimental)?</b>	No
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<b>Impact of Course Proposal</b>	
<b>Will this new course proposal impact other courses, programs, departments, or budgets?</b>	Yes
<b>If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?</b>	This course is writing intensive and can count towards Humanities Part B.
<b>Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.</b>	
This proposal was originally discussed last year during an English Department meeting. I proposed the course and spent the Spring and Summer semesters researching and designing this proposal. I discussed the proposal with the department during our August 2017 meeting. I was also in contact with faculty from the English department and Humanities department about the proposal. I received feedback on the justification and general outcomes.	

**Section II, Justification for proposal**

<b>Provide justification (below) for this proposed curriculum action.</b>
<p>FSW is one of a few state colleges not to offer a 2000 level course on Shakespeare. This is a gap in our general education course offerings. In the Department of English especially, ENL 2330 will broaden our literature and general education Humanities Part B course offerings. Currently, our LIT 2000 is so popular we are running more sections than ever before and these classes are often taught at full enrollment caps.</p> <p>Introduction to Shakespeare for Non-Majors is a course that will embolden faculty in multiple disciplines to engage students in the study of literature, performance, art, history, music, and more. Moreover, the study of Shakespeare and the reach of this course is not limited to liberal arts disciplines. In fact, current research on Shakespeare is challenging our concepts of early modern natural philosophy and science, the development of ethical challenges to end of life</p>

patient care or empathy training, and issues of materiality and object-oriented analysis. Thus, while the course is focused on Shakespeare and his texts, students will have the opportunity to expand their general education through the transdisciplinary approach of this course.

Since the Folger Library has published digitized versions of Shakespeare's plays and poetry, this course can be designed as an Open Educational Resource (OER) course. The Folger Library and online resources like the World Shakespeare Bibliography provides access to texts and scholarship, and a few teaching resources for courses like this one.

Furthermore, this course could serve as an introduction to the performing arts and can connect students to our larger Arts@FSW community. This course also lends itself to team-teaching and crash courses taught by faculty from different disciplines. In fact, this course could be designed and taught by an English faculty member and a faculty member from Health Sciences with a focus on Shakespeare's effects on Health and Human Services. A more common approach would be to pair faculty from Humanities or English and the Performing Arts.

Finally, this course is an excellent candidate for a Study Abroad program through International Education. The Globe Theater is open to the public and the theater is now a full-scale research facility. A trip could be organized to the Globe where students could view performances and learn from scholars working on Shakespeare's performances and texts at the Globe Theater.

### **Section III, 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).**

The English Department met on October 13<sup>th</sup> to discuss and approve this course proposal. The vote to approve and endorse was unanimous. All members present at the meeting who wished to further endorse the proposal are listed below:

Thomas Mohundro – English  
Dr. Scott Ortolano – English  
Dr. Amy Trogan – English  
Jill Hummel – English

Ihasha Horn – English  
 Dr. Jim Langlas – English  
 Jason Calabrese – English  
 Ellie Bunting – English  
 Jeremy Pilarski – English  
 Dr. Jennifer Grove – English  
 Dr. Thomas Wayne – English  
 Judy Van Gaalen – English  
 Dr. Sara Dustin – English  
 Natala Orobello – English  
 Marty Ambrose – English  
 Stuart Brown – Theatre  
 Dr. Matthew Vivyan - History

"I wholeheartedly support Dr. Moore's proposal; it will expand the English Department offerings for our students who wish to pursue more in-depth study of Shakespeare. Also, this course is bringing FSW in line with similar offerings across the state."--Prof. Marty Ambrose

"Shakespeare's works are at the very center of the Western literary canon; that alone is sufficient justification for such a course as Dr. Moore has proposed. His vision for this course—especially its emphasis on approaching Shakespeare from various perspectives and disciplines—is spot-on and reflects something extraordinary about Shakespeare's literary achievements; as Harold Bloom notes, 'You can bring absolutely anything to Shakespeare and the plays will light it up.' Done properly, this course can become an invaluable addition to the FSW course catalog—at once an intellectual journey through the fields of literature and drama, politics, religion, the arts and sciences, and moral philosophy." – M.F. Vivyan, PhD

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception the submission deadline.</b>	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Dr. Deborah Teed		

Provost	Signature	Date
Dr. Jeff Stewart		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Dr. Rebecca Harris <i>Rebecca L. Harris</i>	10/20/2017
Academic Dean or Associate Vice President	Dr. Deborah Teed <i>Deborah Teed</i>	10/20/2017

Select Curriculum Committee Meeting Date	
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All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

\_\_\_\_\_  
*Curriculum Committee Chair Signature*

\_\_\_\_\_  
Date

Approve       Do not approve

\_\_\_\_\_  
*Provost Signature*

\_\_\_\_\_  
Date

## Curriculum Committee



### Change of Course Proposal

<b>School or Division</b>	School of Education
<b>Program or Certificate</b>	A.S. in Early Childhood Education
<b>Proposed by (faculty only)</b>	Kelly Roy
<b>Presenter (faculty only)</b>	Kelly Roy
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.	
<b>Submission date</b>	10/13/2017
<b>Current course prefix, number, and title</b>	CHD 2324 Early Childhood Language Arts and Reading

### Section I, Proposed Changes

<b>Change to course prefix and number</b> Lecture/lab course combined must include "C" / lab course must include "L"	None
<b>Provide justification for the proposed prerequisite(s).</b>	To reduce redundancy of course content by requiring students to have a basic understanding of child development prior to taking this course
<b>Change to course title</b>	None
<b>Change of School, Division, or Department</b>	None
<b>Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")</b>	From: None To: CHD 1134, CHD 1135, EEC 1000, FCCPC, or CDA.
<b>Change to course co-requisites</b>	From: None To: None
<b>Provide justification for the proposed co-requisite(s).</b>	N/A
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No  List the co-requisite
<b>Change to course credits or clock hours</b>	From: No change To: No change

<b>Change to contact hours (faculty load)</b>	<b>From:</b> No change <b>To:</b> No change
<b>Change to grade mode</b>	Standard Grading (A, B, C, D, F)
<b>Change to credit type</b>	College Credit
<b>Change to course description</b> (provide below) No change	
Type in entire new course description here	

<b>Change to general topic outline</b> (type in entire new outline below)
<ul style="list-style-type: none"> <li>• None</li> <li>•</li> </ul>

**Change to Learning Outcomes: None**

<p><b>IV. Course Competencies, Learning Outcomes and Objectives</b></p> <p><b>A. General Education Competencies and Course Outcomes</b></p> <p>1. Integral <i>General Education Competency or competencies</i>:</p> <p>2. Supplemental <i>General Education Competency or competencies</i>:</p> <p><b>B. In accordance with Florida Statute 1007.25 concerning the state’s general education core course requirements, this course meets the general education competencies for ....</b>  Part B would only be included in the course outlines of those courses are included in the FSW Catalog as a General Education Core Course. If this is not a core course, then outline letter C would become B.</p> <p><b>C. Other Course Objectives/Standards</b></p>
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**Section II (must complete each item below)**

<b>Should any major restrictions be listed on this course? If so, select "change" and list the appropriate major restriction codes or select no change.</b>	<b>No change</b> <b>List applicable major restriction codes</b>
<b>Change course to an “International or Diversity Focus” course?</b>	No, not International or Diversity Focus

<b>Change course to a General Education course?</b>	No
<b>Change course from General Education to non-General Education?</b>	No
<b>Change course to a Writing Intensive course?</b>	No
<b>Change course from Writing Intensive to non-Writing intensive?</b>	No
<b>Change course to repeatable?</b>  (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  <b>If repeatable, list maximum number of credits</b>

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

### **Section III, Justification for proposal**

<b>Provide justification (below) for each change on this proposed curriculum action.</b>
To reduce redundancy of course content by requiring students to have a basic understanding of child development prior to taking this course

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

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Kelly Roy and Julia Kroeker

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception to the effective date.</b>	
N/A	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission to the Dropbox.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Kelly Roy	10/13/2017
<b>Academic Dean or Associate Vice President</b>	Larry Miller	10/16/2017

All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

\_\_\_\_\_  
Curriculum Committee Chair Signature

\_\_\_\_\_  
Date

Approve       Do not approve



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*Provost Signature*

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*Date*

Change of Course Proposal

<b>School or Division</b>	School of Education
<b>Program or Certificate</b>	A.S. in Early Childhood Education
<b>Proposed by (faculty only)</b>	Kelly Roy
<b>Presenter (faculty only)</b>	Kelly Roy
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.	
<b>Submission date</b>	10/13/2017
<b>Current course prefix, number, and title</b>	EEC 1946 Practicum 1

Section I, Proposed Changes

<b>Change to course prefix and number</b> Lecture/lab course combined must include "C" / lab course must include "L"	None
<b>Provide justification for the proposed prerequisite(s).</b>	To require students to have a basic understanding of child development and best practices prior to taking this course
<b>Change to course title</b>	None
<b>Change of School, Division, or Department</b>	None
<b>Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")</b>	From: None To: CHD 1134, CHD 1135, EEC 1000, FCCPC, or CDA
<b>Change to course co-requisites</b>	From: None To: None
<b>Provide justification for the proposed co-requisite(s).</b>	N/A
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No  List the co-requisite
<b>Change to course credits or clock hours</b>	From: No change To: No change

<b>Change to contact hours (faculty load)</b>	<b>From:</b> No change <b>To:</b> No change
<b>Change to grade mode</b>	Standard Grading (A, B, C, D, F)
<b>Change to credit type</b>	College Credit
<b>Change to course description</b> (provide below) No change	
Type in entire new course description here	

<b>Change to general topic outline</b> (type in entire new outline below)
<ul style="list-style-type: none"> <li>• None</li> <li>•</li> </ul>

**Change to Learning Outcomes:** None

<p><b>IV. Course Competencies, Learning Outcomes and Objectives</b></p> <p><b>A. General Education Competencies and Course Outcomes</b></p> <p>1. Integral <i>General Education Competency or competencies</i>:</p> <p>2. Supplemental <i>General Education Competency or competencies</i>:</p> <p><b>B. In accordance with Florida Statute 1007.25 concerning the state’s general education core course requirements, this course meets the general education competencies for ....</b>  Part B would only be included in the course outlines of those courses are included in the FSW Catalog as a General Education Core Course. If this is not a core course, then outline letter C would become B.</p> <p><b>C. Other Course Objectives/Standards</b></p>
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**Section II (must complete each item below)**

<b>Should any major restrictions be listed on this course? If so, select "change" and list the appropriate major restriction codes or select no change.</b>	<b>No change</b> <b>List applicable major restriction codes</b>
<b>Change course to an “International or Diversity Focus” course?</b>	No, not International or Diversity Focus

<b>Change course to a General Education course?</b>	No
<b>Change course from General Education to non-General Education?</b>	No
<b>Change course to a Writing Intensive course?</b>	No
<b>Change course from Writing Intensive to non-Writing intensive?</b>	No
<b>Change course to repeatable?</b>  (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  <b>If repeatable, list maximum number of credits</b>

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

### **Section III, Justification for proposal**

<b>Provide justification (below) for each change on this proposed curriculum action.</b>
To reduce redundancy of course content by requiring students to have a basic understanding of child development prior to taking this course

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

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Kelly Roy and Julia Kroeker

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception to the effective date.</b>	
N/A	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission to the Dropbox.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Kelly Roy	10/13/2017
<b>Academic Dean or Associate Vice President</b>	Larry Miller	10/16/2017

All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

\_\_\_\_\_  
Curriculum Committee Chair Signature

\_\_\_\_\_  
Date

Approve       Do not approve

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*Provost Signature*

---

*Date*

## Curriculum Committee



### Change of Course Proposal

<b>School or Division</b>	School of Education
<b>Program or Certificate</b>	A.S. in Early Childhood Education
<b>Proposed by (faculty only)</b>	Kelly Roy
<b>Presenter (faculty only)</b>	Kelly Roy
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.	
<b>Submission date</b>	10/13/2017
<b>Current course prefix, number, and title</b>	EEC 2521 Administration of a Child Care Center

### Section I, Proposed Changes

<b>Change to course prefix and number</b> Lecture/lab course combined must include "C" / lab course must include "L"	None
<b>Provide justification for the proposed prerequisite(s).</b>	To reduce redundancy of course content by requiring students to have a basic understanding of child development prior to taking this course
<b>Change to course title</b>	None
<b>Change of School, Division, or Department</b>	None
<b>Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")</b>	From: None To: CHD 1134, CHD 1135, EEC 1000, FCCPC, or CDA.
<b>Change to course co-requisites</b>	From: None To: None
<b>Provide justification for the proposed co-requisite(s).</b>	N/A
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No  List the co-requisite
<b>Change to course credits or clock hours</b>	From: No change To: No change

<b>Change to contact hours (faculty load)</b>	<b>From:</b> No change <b>To:</b> No change
<b>Change to grade mode</b>	Standard Grading (A, B, C, D, F)
<b>Change to credit type</b>	College Credit
<b>Change to course description</b> (provide below) No change	
Type in entire new course description here	

<b>Change to general topic outline</b> (type in entire new outline below)
<ul style="list-style-type: none"> <li>• None</li> <li>•</li> </ul>

**Change to Learning Outcomes:** None

<p><b>IV. Course Competencies, Learning Outcomes and Objectives</b></p> <p><b>A. General Education Competencies and Course Outcomes</b></p> <p>1. Integral <i>General Education Competency or competencies</i>:</p> <p>2. Supplemental <i>General Education Competency or competencies</i>:</p> <p><b>B. In accordance with Florida Statute 1007.25 concerning the state’s general education core course requirements, this course meets the general education competencies for ....</b>  Part B would only be included in the course outlines of those courses are included in the FSW Catalog as a General Education Core Course. If this is not a core course, then outline letter C would become B.</p> <p><b>C. Other Course Objectives/Standards</b></p>
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**Section II (must complete each item below)**

<b>Should any major restrictions be listed on this course? If so, select "change" and list the appropriate major restriction codes or select no change.</b>	<b>No change</b> <b>List applicable major restriction codes</b>
<b>Change course to an “International or Diversity Focus” course?</b>	No, not International or Diversity Focus



<b>Change course to a General Education course?</b>	No
<b>Change course from General Education to non-General Education?</b>	No
<b>Change course to a Writing Intensive course?</b>	No
<b>Change course from Writing Intensive to non-Writing intensive?</b>	No
<b>Change course to repeatable?</b>  (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  <b>If repeatable, list maximum number of credits</b>

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

### **Section III, Justification for proposal**

<b>Provide justification (below) for each change on this proposed curriculum action.</b>
To reduce redundancy of course content by requiring students to have a basic understanding of child development prior to taking this course

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

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Kelly Roy and Julia Kroeker

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception to the effective date.</b>	
N/A	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission to the Dropbox.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Kelly Roy	10/13/2017
<b>Academic Dean or Associate Vice President</b>	Larry Miller	10/16/2017

All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve               Do not approve

\_\_\_\_\_

*Curriculum Committee Chair Signature* \_\_\_\_\_  
Date

Approve               Do not approve

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*Provost Signature*

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*Date*

## Curriculum Committee



### Change of Course Proposal

<b>School or Division</b>	School of Education
<b>Program or Certificate</b>	A.S. in Early Childhood Education
<b>Proposed by (faculty only)</b>	Kelly Roy
<b>Presenter (faculty only)</b>	Kelly Roy
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.	
<b>Submission date</b>	10/13/2017
<b>Current course prefix, number, and title</b>	EEX 1013 Special Needs in Early Childhood Education

### Section I, Proposed Changes

<b>Change to course prefix and number</b> Lecture/lab course combined must include "C" / lab course must include "L"	None
<b>Provide justification for the proposed prerequisite(s).</b>	To reduce redundancy of course content by requiring students to have a basic understanding of typical child development prior to taking this course
<b>Change to course title</b>	None
<b>Change of School, Division, or Department</b>	None
<b>Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")</b>	From: None To: CHD 1134, CHD 1135, EEC 1000, FCCPC, or CDA
<b>Change to course co-requisites</b>	From: None To: None
<b>Provide justification for the proposed co-requisite(s).</b>	N/A
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No  List the co-requisite
<b>Change to course credits or clock hours</b>	From: No change

	To: No change
Change to contact hours (faculty load)	From: No change To: No change
Change to grade mode	Standard Grading (A, B, C, D, F)
Change to credit type	College Credit
Change to course description (provide below) No change	
Type in entire new course description here	

Change to general topic outline (type in entire new outline below)
<ul style="list-style-type: none"> <li>• None</li> <li>•</li> </ul>

Change to Learning Outcomes: None

<p><b>IV. Course Competencies, Learning Outcomes and Objectives</b></p> <p><b>A. General Education Competencies and Course Outcomes</b></p> <p>1. Integral <i>General Education Competency or competencies</i>:</p> <p>2. Supplemental <i>General Education Competency or competencies</i>:</p> <p><b>B. In accordance with Florida Statute 1007.25 concerning the state's general education core course requirements, this course meets the general education competencies for ....</b>  Part B would only be included in the course outlines of those courses are included in the FSW Catalog as a General Education Core Course. If this is not a core course, then outline letter C would become B.</p> <p><b>C. Other Course Objectives/Standards</b></p>
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**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
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<b>Change course to an “International or Diversity Focus” course?</b>	No, not International or Diversity Focus
<b>Change course to a General Education course?</b>	No
<b>Change course from General Education to non-General Education?</b>	No
<b>Change course to a Writing Intensive course?</b>	No
<b>Change course from Writing Intensive to non-Writing intensive?</b>	No
<b>Change course to repeatable?</b>  (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  <b>If repeatable, list maximum number of credits</b>

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

### **Section III, Justification for proposal**

<b>Provide justification (below) for each change on this proposed curriculum action.</b>
To reduce redundancy of course content by requiring students to have a basic understanding of typical child development prior to taking this course

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

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Kelly Roy and Julia Kroeker

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception to the effective date.</b>	
N/A	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission to the Dropbox.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Kelly Roy	10/13/2017
<b>Academic Dean or Associate Vice President</b>	Larry Miller	10/16/2017

All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

\_\_\_\_\_  
Curriculum Committee Chair Signature

\_\_\_\_\_  
Date

Approve       Do not approve

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*Provost Signature*

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*Date*



Change of Course Proposal

<b>School or Division</b>	School of Health Professions
<b>Program or Certificate</b>	BS, Cardiopulmonary Sciences
<b>Proposed by (faculty only)</b>	Dr. Jeff Elsberry, Sindee Karpel, Raymond Lenius
<b>Presenter (faculty only)</b>	Sindee Karpel
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.	
<b>Submission date</b>	10/9/2017
<b>Current course prefix, number, and title</b>	HSA 3113 Contemporary Issues in Health Care

Section I, Proposed Changes

<b>Change to course prefix and number</b> Lecture/lab course combined must include "C" / lab course must include "L"	<b>NO CHANGE</b>
<b>Provide justification for the proposed prerequisite(s).</b>	<b>NO CHANGE</b>
<b>Change to course title</b>	<b>NO CHANGE</b>
<b>Change of School, Division, or Department</b>	<b>NO CHANGE</b>
<b>Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")</b>	<b>NO CHANGE</b>
<b>Change to course co-requisites</b>	<b>NO CHANGE</b>
<b>Provide justification for the proposed co-requisite(s).</b>	<b>NO CHANGE</b>
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No  N/A
<b>Change to course credits or clock hours</b>	<b>NO CHANGE</b>
<b>Change to contact hours (faculty load)</b>	<b>NO CHANGE</b>
<b>Change to grade mode</b>	<b>NO CHANGE</b>
<b>Change to credit type</b>	<b>NO CHANGE</b>

<b>Change to course description</b> (provide below)
<b>CURRENT:</b> This course will explore current trends and policies that pertain to the practice and management of Respiratory Care and Cardiovascular Technology in the modern world.
<b>PROPOSED:</b> This course will explore the challenges, trends and policies pertaining to the contemporary health care system and its managers.

<b>Change to general topic outline</b> (type in entire new outline below)
<b>NO CHANGE</b>

**Change to Learning Outcomes:** For information purposes only.

<p><b>IV. Course Competencies, Learning Outcomes and Objectives</b></p> <p><b>A. General Education Competencies and Course Outcomes</b></p> <p>1. Integral <i>General Education Competency or competencies</i>:</p> <p>2. Supplemental <i>General Education Competency or competencies</i>:</p> <p><b>B. In accordance with Florida Statute 1007.25 concerning the state’s general education core course requirements, this course meets the general education competencies for ....</b>  Part B would only be included in the course outlines of those courses are included in the FSW Catalog as a General Education Core Course. If this is not a core course, then outline letter C would become B.</p> <p><b>C. Other Course Objectives/Standards</b></p>
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**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
Change course to an “International or Diversity Focus” course?	<b>NO CHANGE</b>
Change course to a General Education course?	<b>NO CHANGE</b>
Change course from General Education to non-General Education?	<b>NO CHANGE</b>

<b>Change course to a Writing Intensive course?</b>	No
<b>Change course from Writing Intensive to non-Writing intensive?</b>	No
<b>Change course to repeatable?</b>  (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  <b>NOT REPEATABLE</b>

<b>Impact of Change of Course Proposal</b>	
<b>Will this change of course proposal impact other courses, programs, departments, or budgets?</b>	No
<b>If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?</b>	NOT APPLICABLE
<b>Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.</b>	
NOT APPLICABLE	

### Section III, Justification for proposal

<b>Provide justification (below) for each change on this proposed curriculum action.</b>
HSA 3113 has been added as a <b>REQUIRED</b> course in the BAS Supervision and Management Health Administration Concentration. Therefore, enrollment is no longer limited to BS-CPS students. Effective with the 2017-18 College Catalog: Any student admitted into a baccalaureate degree program with Major restriction codes <b>BAS PSAD, BAS SMAN, BS CPSC, or BS NURS</b> can take HSA 3113 as a <b>REQUIRED course or as an UPPER DIVISION elective course.</b> The course description, in this current proposal, has being updated to remove specific reference to the Respiratory Care and Cardiovascular Technology disciplines and broaden to the new audience.

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

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Sindee Karpel, Raymond Lenius, Dr. Jeff Elsberry

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception to the effective date.</b>	
NO EXCEPTION REQUESTED	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission to the Dropbox.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
<b>Provost</b>	<b>Signature</b>	<b>Date</b>

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Sindee Karpel	10/9/2017
<b>Academic Dean or Associate Vice President</b>	Dr. Marie Collins	10/9/2017

All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

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*Curriculum Committee Chair Signature*

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*Date*

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Approve       Do not approve

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*Provost Signature*

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*Date*

## Curriculum Committee



### Change of Course Proposal

<b>School or Division</b>	School of Health Professions
<b>Program or Certificate</b>	Social and Human Services, AS Degree
<b>Proposed by (faculty only)</b>	Terry McVannel-Erwin, PhD
<b>Presenter (faculty only)</b>	Terry McVannel-Erwin, PhD
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.	
<b>Submission date</b>	10/10/2017
<b>Current course prefix, number, and title</b>	HUS 2842L Counseling Residency I

### Section I, Proposed Changes

<b>Change to course prefix and number</b> Lecture/lab course combined must include "C" / lab course must include "L"	N/A
<b>Provide justification for the proposed prerequisite(s).</b>	N/A
<b>Change to course title</b>	N/A
<b>Change of School, Division, or Department</b>	N/A
<b>Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")</b>	From: N/A To: N/A
<b>Change to course co-requisites</b>	From: N/A To: N/A
<b>Provide justification for the proposed co-requisite(s).</b>	N/A
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No  List the co-requisite: N/A
<b>Change to course credits or clock hours</b>	From: N/A To: N/A
<b>Change to contact hours (faculty load)</b>	From: N/A

	To: N/A
<b>Change to grade mode</b>	N/A
<b>Change to credit type</b>	N/A
<b>Change to course description</b> (provide below)	
<b>Current Course Description:</b>	
<p>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. <b>The student must fulfill 250 hours in addition to residency-related documentation and assignments.</b></p>	
<b>Updated Course Description:</b>	
<p>This course is designed to provide students with major-related, supervised, evaluated practical training work experience. The residency experience provides 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 will 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. <b>The student must fulfill 125 hours in HUS 2842L Residency I to fulfill program requirements.</b></p>	

<b>Change to general topic outline</b> (type in entire new outline below)
N/A

**Change to Learning Outcomes:** N/A

<p><b>IV. Course Competencies, Learning Outcomes and Objectives</b></p> <p><b>A. General Education Competencies and Course Outcomes</b></p> <p>1. Integral <i>General Education Competency or competencies</i>:</p> <p>2. Supplemental <i>General Education Competency or competencies</i>:</p> <p><b>B. In accordance with Florida Statute 1007.25 concerning the state’s general education core course requirements, this course meets the general education competencies for ....</b>  Part B would only be included in the course outlines of those courses are included in the FSW Catalog as a General Education Core Course. If this is not a core course, then</p>
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outline letter C would become B.

**C. Other Course Objectives/Standards**

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

<b>Should any major restrictions be listed on this course? If so, select "change" and list the appropriate major restriction codes or select no change.</b>	No change N/A
<b>Change course to an "International or Diversity Focus" course?</b>	No, not International or Diversity Focus
<b>Change course to a General Education course?</b>	No
<b>Change course from General Education to non-General Education?</b>	No
<b>Change course to a Writing Intensive course?</b>	No
<b>Change course from Writing Intensive to non-Writing intensive?</b>	No
<b>Change course to repeatable?</b>  (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  No changes. Course is already repeatable up to 9 credits.

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



**Section III, Justification for proposal**

<b>Provide justification (below) for each change on this proposed curriculum action.</b>
The course descriptions for each Residency course (HUS 2842L Residency I and HUS 2843L Residency II) currently state that students must fulfill 250 hours of residency experience. The total requirement is 250 but per course, it is 125 hours. Since each course is independent, it is more accurate to state that students must complete 125 hours in HUS 2842L Residency I and 125 hours in HUS 2843L Residency II for a total of 250 hours. We are revising the course descriptions to clarify. No other changes are being proposed.

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

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Dr. Faezeh Andrews, Professor Susan Patti and Professor Pamela Peters

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost’s Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception to the effective date.</b>	
N/A	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission to the Dropbox.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Type name here		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Dr. Marie Collins	10/10/2017
<b>Academic Dean or Associate Vice President</b>		

All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

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*Curriculum Committee Chair Signature*

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*Date*

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Approve       Do not approve

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*Provost Signature*

---

*Date*

## Curriculum Committee



### Change of Course Proposal

<b>School or Division</b>	School of Health Professions
<b>Program or Certificate</b>	Social and Human Services, AS Degree
<b>Proposed by (faculty only)</b>	Terry McVannel-Erwin, PhD
<b>Presenter (faculty only)</b>	Terry McVannel-Erwin, PhD
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.	
<b>Submission date</b>	10/10/2017
<b>Current course prefix, number, and title</b>	HUS 2843L Counseling Residency II

### Section I, Proposed Changes

<b>Change to course prefix and number</b> Lecture/lab course combined must include "C" / lab course must include "L"	N/A
<b>Provide justification for the proposed prerequisite(s).</b>	N/A
<b>Change to course title</b>	N/A
<b>Change of School, Division, or Department</b>	N/A
<b>Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")</b>	From: N/A To: N/A
<b>Change to course co-requisites</b>	From: N/A To: N/A
<b>Provide justification for the proposed co-requisite(s).</b>	N/A
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No  List the co-requisite: N/A
<b>Change to course credits or clock hours</b>	From: N/A To: N/A
<b>Change to contact hours (faculty load)</b>	From: N/A

	To: N/A
<b>Change to grade mode</b>	
<b>Change to credit type</b>	
<b>Change to course description</b> (provide below)	
<b>Current Course Description:</b>	
<p>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. <b>The student must fulfill 250 hours in addition to residency-related documentation and assignments.</b></p>	
<b>Updated Course Description:</b>	
<p>This course is designed to provide students with major-related, supervised, evaluated practical training work experience. The residency experience provides 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 will 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. <b>The student must fulfill 125 hours in HUS 2843L Residency II to fulfill program requirements.</b></p>	

<b>Change to general topic outline</b> (type in entire new outline below)
N/A

**Change to Learning Outcomes:** N/A

<p><b>IV. Course Competencies, Learning Outcomes and Objectives</b></p> <p><b>A. General Education Competencies and Course Outcomes</b></p> <p>1. Integral <i>General Education Competency or competencies:</i></p> <p>2. Supplemental <i>General Education Competency or competencies:</i></p> <p><b>B. In accordance with Florida Statute 1007.25 concerning the state’s general education core course requirements, this course meets the general education competencies for ....</b>  Part B would only be included in the course outlines of those courses are included in the FSW Catalog as a General Education Core Course. If this is not a core course, then</p>
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outline letter C would become B.

**C. Other Course Objectives/Standards**

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

<b>Should any major restrictions be listed on this course? If so, select "change" and list the appropriate major restriction codes or select no change.</b>	No change N/A
<b>Change course to an "International or Diversity Focus" course?</b>	No, not International or Diversity Focus
<b>Change course to a General Education course?</b>	No
<b>Change course from General Education to non-General Education?</b>	No
<b>Change course to a Writing Intensive course?</b>	No
<b>Change course from Writing Intensive to non-Writing intensive?</b>	No
<b>Change course to repeatable?</b>  (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  No changes. Course is already repeatable up to 9 credits.

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

**Section III, Justification for proposal**

<b>Provide justification (below) for each change on this proposed curriculum action.</b>
The course descriptions for each Residency course (HUS 2842L Residency I and HUS 2843L Residency II) currently state that students must fulfill 250 hours of residency experience. The total requirement is 250 but per course, it is 125 hours. Since each course is independent, it is more accurate to state that students must complete 125 hours in HUS 2842L Residency I and 125 hours in HUS 2843L Residency II for a total of 250 hours. We are revising the course descriptions to clarify. No other changes are being proposed.

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

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Dr. Faezeh Andrews, Professor Susan Patti and Professor Pamela Peters

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost’s Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception to the effective date.</b>	
N/A	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission to the Dropbox.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Type name here		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Dr. Marie Collins	10/10/2017
<b>Academic Dean or Associate Vice President</b>		

All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

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*Curriculum Committee Chair Signature*

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*Date*

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Approve       Do not approve

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*Provost Signature*

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*Date*

**Change of Program or Certificate Proposal**

**Note required information:** Program or certificate changes require a change to the catalog page. All change of program or certificate proposals must include the new catalog page, with all proposed changes, at the end of this document. All changes that affect the courses, words, numbers, symbols, program description, admissions requirements, and graduation requirements must be documented. Note before completing this proposal that all new courses and current prerequisite, co-requisite, core, or elective courses changes must have already been reviewed (or submitted for the same meeting) by the Curriculum Committee and approved by the Provost. The Track Changes feature in Word must be used to illustrate all changes to the catalog page.

<b>School or Division</b>	
<b>Program or Certificate</b>	Associate in Arts (A.A.) for Transfer Program
<b>Proposed by (faculty only)</b>	Faculty of the General Education Advisory Council
<b>Presenter (faculty only)</b>	Professor Don Ransford, Chair of GEAC
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.	
<b>Submission date</b>	10/13/2017

**Section I, Proposed Changes**

<b>Change of School, Division, or Department</b>	List new school, division, or department
<b>Change to program or certificate name</b>	List new program or certificate name
<b>List below, any changes to the program or certificate prerequisites. Include course titles and credits if applicable.</b>	
<b>List below, any changes to the General Education requirements. Include course titles and credits if applicable.</b>	
<p>( 1) Three credit hours of flexibility among the categories of Humanities, Social Sciences, Mathematics and Natural Sciences</p> <p>( 2) A distinction between General Education requirements for ALL programs at FSW and General Education requirements for the Associate in Arts (A.A.) program</p> <p>( 3) A shift of courses between Category A and Category B of the Social Sciences category to primarily distinguish Behavioral Sciences from Civics</p>	



# Associate in Arts (A.A.) for Transfer

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## Associate in Arts

### Mission/Purpose

The Associate in Arts (A.A.) provides students the opportunity to complete the requirements of the first two years of the State of Florida university system's baccalaureate degree. The degree program is comprised of the State of Florida's general education requirements and allows students to complete baccalaureate program pre-requisites.

### 60 Credits

The 60-credit Associate in Arts degree includes 36 general education credits available through the School of Arts, Humanities, and Social Sciences and the School of Pure and Applied Sciences. Students must refer to the Florida SouthWestern State College [General Education Program Guide](#) for the selection of appropriate general education courses. The 24 remaining credits are electives and may come from any discipline area as long as the course is not designated as an Associate in Science (AS) course.

### Curriculum

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#### Required Courses: Minimum 36 Credits Hours

*Students select general education courses from the five broad liberal arts discipline areas: communication, humanities, mathematics, natural sciences and social sciences. Per Florida State Statute 1007.25(3): At least one course in each of the five discipline areas shall be identified as a state core course option. Courses identified with an asterisk (\*) are designated as state core courses, accepted as general education at all state colleges and universities. To determine which general education courses are required for your degree plan, please refer to your specific Program of Study.*

*A minimum grade of "C" or better is required in all general education courses.*

#### I. Communication – 9 Credit Hours

##### Required Communication General Education Courses

- \*ENC 1101 Composition I (3 credits) [*W*]
- ENC 1102 Composition II (3 credits) [*W*]

##### Note:

- The *asterisk (\*)* denotes a course that is designated as a state core course.
- The *W* denotes a course that has been designated as a writing intensive course.
- The *I* denotes a course that has been designated to have an international or diversity focus.

*Note: Transfer students with quarter system credits may be required to take LIN 1670 Basic English Grammar (1 credit) or ENG 2061 English Grammar: Usage and Mechanics (2 credits).*

*Note: Any student who successfully completes a course with an ENC prefix for which ENC X101 is an immediate prerequisite shall be considered to have completed the communication core.*

### **Additional Communication General Education Course**

- SPC 1017 – Fundamentals of Speech Communication (3 credits)  
**OR**
- SPC 2608 – Introduction to Public Speaking (3 credits)

### **II. Humanities – 6 to 9 Credit Hours of which a minimum of 3 Credit Hours must be a Core Humanities General Education Course and a minimum of 3 credit hours must be a Writing Intensive Course**

#### **Core Humanities General Education Course**

- \*ARH 1000 – Art Appreciation (3 credits)
- \*HUM 2020 – Introduction to Humanities (3 credits) [*W*]
- \*LIT 2000 – Introduction to Literature (3 credits) [*W*, *I*]
- \*MUL 1010 – Music Appreciation (3 credits) [*I*]
- \*PHI 2010 – Introduction to Philosophy (3 credits)
- \*THE 1000 – Theatre Appreciation (3 credits) [*I*]

#### **Additional Humanities General Education Course**

- AML 2010 – Literature of the United States I, to 1860 (3 credits) [*W*]
- AML 2020 – Literature of the United States II, 1860 to Present (3 credits) [*W*]
- ARH 1050 – History of Art I (3 credits) [*I*]
- ARH 1051 – History of Art II (3 credits) [*I*]
- ENL 2012 – British Literature and Culture I, to 1780 – (3 credits) [*W*]
- ENL 2022 – British Literature and Culture II, 1780 to Present – (3 credits) [*W*]
- FIL 1000 – Film Appreciation (3 credits) [*I*]
- FIL 2001 – American Cinema (3 credits)
- HUM 2211 – Studies in Humanities: The Ancient World through the Medieval Period (3 credits) [*W*, *I*]
- HUM 2235 – Studies in Humanities: The Renaissance through the Age of Reason (3 credits) [*W*, *I*]
- HUM 2250 – Studies in Humanities: The Romantic Era to the Present (3 credits) [*W*, *I*]
- HUM 2510 – Studies in Humanities: Humanities through the Arts (3 credits) [*W*, *I*]

#### **Note:**

- *The asterisk (\*) denotes a course that is designated as a state core course.*
- *The W denotes a course that has been designated as a writing intensive course.*
- *The I denotes a course that has been designated to have an international or diversity focus.*

- HUM 2930 – Studies in Humanities: Great Human Questions (3 credits) [*W*, *I*]
- IDS 2930 – Special Topics in Arts and Sciences (3 credits) [*W*, *I*]
- LIT 2110 – World Literature I (3 credits) [*I*]
- LIT 2120 – World Literature II (3 credits) [*I*]
- PHI 2100 – Introduction to Logic (3 credits)
- PHI 2103 – Critical Thinking (3 credits)
- PHI 2600 – Ethics (3 credits)
- REL 2300 – World Religions (3 credits) [*I*]
- THE 2100 – Theatre History and Literature (3 credits)

**III. Social Sciences – 6 to 9 Credit Hours of which a minimum of 3 Credit Hours must be a Core General Education Course and a minimum of 3 credit hours must be a Writing Intensive Course from either Category A or Category B, a minimum of 3 Credit Hours must be from Category A, and a minimum of 3 Credit Hours must be from Category B**

#### **A. Category A**

- AMH 2010 – History of the United States to 1877 – (3 credits)
- \*AMH 2020 – Introductory Survey Since 1877 – (3 credits)
- AMH 2070 – Florida History (3 credits)
- AMH 2091 – African-American History (3 credits) [*I*]
- ANT 1410 – Introduction to Cultural Anthropology (3 credits) [*I*]
- ANT 1511 – Introduction to Physical Anthropology (3 credits)
- CPO 2001 – Comparative Politics (3 credits)
- INR 2002 – International Relations (3 credits) [*I*]
- INR 2500 – Model United Nations (3 credits) [*I*]
- \*POS 2041 – American National Government (3 credits)
- POS 2112 – American State and Local Politics (3 credits)
- WOH 1012 – History of World Civilization to 1500 (3 credits) [*W*, *I*]
- WOH 1023 – History of World Civilization 1500 to 1815 (3 credits) [*W*, *I*]
- WOH 1030 – History of World Civilization 1815 to Present (3 credits) [*W*, *I*]

#### **B. Category B**

- CLP 1001 – Personal and Social Adjustment (3 credits)
- DEP 2004 – Human Growth and Development (3 credits)
- \*ECO 2013 – Principles of Macroeconomics (3 credits)
- ECO 2023 – Principles of Microeconomics (3 credits)
- \*PSY 2012 – Introduction to Psychology (3 credits)
- PSY 2862 – Psychology of Leadership (3 credits)
- SOP 2770 – Introduction to Human Sexuality (3 credits) [*I*]

**Note:**

- *The asterisk (\*) denotes a course that is designated as a state core course.*
- *The W denotes a course that has been designated as a writing intensive course.*
- *The I denotes a course that has been designated to have an international or diversity focus.*

- \*SYG 1000 – Principles of Sociology (3 credits)
- SYG 1010 – Contemporary Social Problems (3 credits)

**IV. Mathematics – 6 to 9 Credit Hours of which a minimum of 3 Credit Hours must be a Core General Education Course**

**Core Mathematics General Education Courses**

- \*MAC 1105 – College Algebra (3 credits)
- \*MAC 2311 – Calculus with Analytic Geometry I (4 credits)
- \*MGF 1106 – Mathematics for Liberal Arts I (3 credits)
- \*MGF 1107 – Mathematics for Liberal Arts II (3 credits)
- \*STA 2023 – Statistical Methods I (3 credits)

**Additional Mathematics General Education Courses**

- MAC 1106 – Combined College Algebra/Pre-Calculus (5 credits)
- MAC 1114 – Trigonometry (3 credits)
- MAC 1140 – Pre-Calculus Algebra (3 credits)
- MAC 1147 – Pre-Calculus Algebra/Trigonometry (5 credits)
- MAC 2233 – Calculus for Business and Social Sciences I (4 credits)
- MAC 2312 – Calculus with Analytic Geometry II (4 credits)
- MAC 2313 – Calculus with Analytic Geometry III (4 credits)
- MAP 2302 – Differential Equations I (4 credits)

*Note: Any student who successfully completes a mathematics course for which one (1) of the general education core course options in mathematics is an immediate prerequisite shall be considered to have completed the Mathematics Core.*

**V. Natural Sciences – 6 to 9 Credit Hours of which a minimum of 3 Credit Hours must be a Core Natural Sciences General Education Course and one course must contain a laboratory component**

**Core Natural Sciences General Education Courses**

- \*AST 2002C – Astronomy (3 credits)
- \*BSC 1005 – General Biology (3 credits)
- (and)**
- \*BSC 1005L General Biology Lab (*Optional*) (1credit)
- \*BSC 1010 – Biological Science I (3 credits)
- and**
- \*BSC 1010L – Biological Science I Laboratory (1 credit)

**Note:**

- *The asterisk (\*) denotes a course that is designated as a state core course.*
- *The W denotes a course that has been designated as a writing intensive course.*
- *The I denotes a course that has been designated to have an international or diversity focus.*

- \*BSC 1085C – Anatomy and Physiology I (4 credits)
  - \*BSC 1093C – Anatomy and Physiology I (4 credits)
  - \*CHM 1020C – Chemistry for a Sustainable Future (4 credits)
  - \*CHM 2045 – General Chemistry I (3 credits)
- and**
- \*CHM 2045L – General Chemistry I Laboratory (1 credit)
  - \*ESC 1000C – Introduction to Earth Science (3 credits)
  - \*EVR 1001C – Introduction to Environmental Science (3 credits)
  - \*PHY 1020C – Fundamentals of the Physical World (3 credits)
  - \*PHY 2048 – General Physics I (4 credits)
- and**
- \*PHY 2048L – General Physics I Laboratory (1 credit)
  - \*PHY 2053 – College Physics I (4 credits)
- and**
- \*PHY 2053L – College Physics I Laboratory (1 credit)

### Additional Natural Sciences General Education Courses

- AST 2003C – Astronomy: The Solar System (4 credits)
  - AST 2004C – Astronomy: Stars, Galaxies, and Cosmology (4 credits)
  - BSC 1011 – Biological Science II (3 credits)
- and**
- BSC 1011L – Biological Science II Laboratory (1 credit)
  - BSC 1050 -- Environmental Biology: Our Global Environment (3 credits)
  - BSC 1051C – Environmental Biology: Southwest Florida Ecosystems (3 credits)
  - BSC 1084C – Anatomy and Physiology (4 credits)
  - BSC 1086C – Anatomy and Physiology II (4 credits)
  - BSC 1094C – Anatomy and Physiology II (4 credits)
  - CHM 2025 – Introduction to College Chemistry (3 credits)
- and**
- CHM 2025L – Introduction to College Chemistry Laboratory (1 credit)
  - CHM 2032 – General Chemistry for the Health Sciences (3 credits)
- and**
- CHM 2032L – General Chemistry for the Health Sciences Lab (1 credit)
  - CHM 2046 – General Chemistry II (3 credits)
- and**
- CHM 2046L – General Chemistry II Laboratory (1 credit)
  - GLY 1010C – Physical Geology (3 credits)
  - GLY 1100C – Historical Geology (3 credits)
  - ISC 1001C – Foundations of Interdisciplinary Science I (3 credits)
  - ISC 1002C – Foundations of Interdisciplinary Science II (3 credits)

#### *Note:*

- *The asterisk (\*) denotes a course that is designated as a state core course.*
- *The W denotes a course that has been designated as a writing intensive course.*
- *The I denotes a course that has been designated to have an international or diversity focus.*

- MCB 2010C – Microbiology (4 credits)
- OCB 1000 – The Living Ocean (3 credits)
- OCB 2010 – Marine Biology (3 credits)
- and**
- OCB 2010L – Marine Biology Laboratory (1 credit)
- OCE 1001 – Introduction to Oceanography (3 credits)
- PHY 1007 – Physics for the Health Sciences (3 credits)
- and**
- PHY 1007L – Physics for the Health Sciences Laboratory (1 credit)
- PHY 2049 – General Physics II (4 credits)
- and**
- PHY 2049L – General Physics II Laboratory (1 credit)
- \*PHY 2053 – College Physics I (4 credits)
- and**
- \*PHY 2053L – College Physics I Laboratory (1 credit)
- PHY 2054 – College Physics II (4 credits)
- and**
- PHY 2054L – College Physics II Laboratory (1 credit)

*Note: Any student who successfully completes a natural science course for which one (1) of the general education core course options in natural science is an immediate prerequisite shall be considered to have completed the Natural Science Core.*

## Elective Courses: 24 Credit Hours

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Students are encouraged to select elective courses that complement their major or program area of interest. Additional courses in all General Education content areas (such as communications, humanities, social behavioral sciences, mathematics, and natural sciences) can fulfill general elective hours. Additionally, students can select courses in disciplines such as accounting, business, computers and technology, criminal justice, early childhood, education, law and public service, marketing and management. Consult the Course Descriptions section of the Catalog for additional course information.

Students are encouraged to see an academic advisor to review program prerequisites and to review common course prerequisites for baccalaureate program areas (also available through Florida Virtual Campus at [www.floridashines.org](http://www.floridashines.org)).

English for Academic Purposes (EAP) college-level coursework (EAP 1500 and above) is limited to 6 credit hours within the 24 credit-hour electives for the AA degree.

**Note:**

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## Other Associate in Arts Information and Requirements

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### Foreign Language Competency Requirement

In accordance with Florida Statute 1007.25, students initially entering a Florida College System Institution in 2014-2015 and thereafter must demonstrate competency in foreign language pursuant to guidelines set in Florida Statute 1007.262.

The Foreign Language Competency Requirement may be met by:

2 years of the same High School Foreign Language, or  
Documented foreign language proficiency through testing, or  
2 semesters of the same College Level Foreign Language (level II proficiency), or  
Level II proficiency - this criterion occurs when a student has completed the second course of a sequence of college foreign language without completing the first course. For example, if a student has successfully completed a college-level Spanish II but not Spanish I, then the student has met the Foreign Language Competency requirement.

Students should check with their Academic Advisor for additional information, or if they are unsure whether they have already met this requirement.

### Previously Earned Associate in Arts or Baccalaureate Degrees

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Students who have previously earned an Associate in Arts or a Baccalaureate degree from a Florida College System or a Florida State University System institution are considered to have met the General Education Requirements of a Florida SouthWestern State College associate or baccalaureate degree.

Students who have previously earned an Associate in Arts or a Baccalaureate degree from a college or university outside the State of Florida will be reviewed on a case-by-case basis to determine which courses will meet the 36 hour general education and electives requirements.



<b>List below, any changes to the program or certificate Core requirements. Include course titles and credits if applicable.</b>	
List changes to program or certificate Core requirements	
<b>List below, any changes to the program or certificate Elective requirements. Include course titles and credits if applicable.</b>	
List changes to program or certificate Elective requirements	
<b>List below, any other changes to the program or certificate requirements.</b>	
List other changes	
<b>Change to program length (credits or clock hours to complete)</b>	From:  To:

**Include complete new catalog page as an attachment. Proposals without the new catalog page will not be reviewed by the committee.**

**Section II, Justification for proposal**

**Include state frameworks, accrediting or professional organization recommendations or requirements, workforce data, and/or crosswalks.**

<b>Provide justification (below) for each change on this proposed curriculum action.</b>
<p>The proposed changes are in response to proposals submitted to the Curriculum Committee in the 2016 – 2017 academic year requesting changes to general education requirements in baccalaureate programs. This action made the General Education Advisory Council (GEAC) aware that a review of the College’s General Education program was worthwhile. A series of meetings of the GEAC along with faculty representation from Baccalaureate programs concluded with the proposed changes being presented here. The changes allow for some flexibility in how General Education requirements are met as well as providing a clear distinction between General Education requirements for ALL students at FSW and General Education requirements for students in the Associate in Arts (A.A.) program. In addition, since changes were already being proposed in the layout of the General Education required courses, the Social Sciences faculty requested that the courses listed within the categories for Social Sciences be shifted so that one category is primarily Behavioral Sciences and the other is courses related to Civics.</p>

**Section III, 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).**

Rebecca Harris, Myra Walters, Wendy Chase, Erik Fay, Brian Page, Bill VanGlabek, Kelly Roy, Sindee Karpel, Amy Trogan, Joyce Rollins, Jennifer Patterson, Marty Jenner

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception to the effective date.</b>	
Type in the explanation for exception to start date here.	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission to the Dropbox.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Type name here		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Type name here	
<b>Academic Dean or Associate Vice President</b>	Dr. Eileen DeLuca	10/13/2017

All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

. Approve       Do not approve

\_\_\_\_\_

*Curriculum Committee Chair Signature*

*Date*

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Approve

Do not approve

---

*Provost Signature*

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*Date*

# Associate in Arts (A.A.) for Transfer

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## Associate in Arts

### Mission/Purpose

The Associate in Arts (A.A.) provides students the opportunity to complete the requirements of the first two years of the State of Florida university system's baccalaureate degree. The degree program is comprised of the State of Florida's general education requirements and allows students to complete baccalaureate program pre-requisites.

### 60 Credits

The 60-credit Associate in Arts degree includes 36 general education credits available through the School of Arts, Humanities, and Social Sciences and the School of Pure and Applied Sciences. Students must refer to the Florida SouthWestern State College [General Education Program Guide](#) for the selection of appropriate general education courses. The 24 remaining credits are electives and may come from any discipline area as long as the course is not designated as an Associate in Science (AS) course.

### Curriculum

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#### Required Courses: Minimum 36 Credits Hours

*Students select general education courses from the five broad liberal arts discipline areas: communication, humanities, mathematics, natural sciences and social sciences. Per Florida State Statute 1007.25(3): At least one course in each of the five discipline areas shall be identified as a state core course option. Courses identified with an asterisk (\*) are designated as state core courses, accepted as general education at all state colleges and universities. To determine which general education courses are required for your degree plan, please refer to your specific Program of Study.*

*A minimum grade of "C" or better is required in all general education courses.*

#### I. Communication – 9 Credit Hours

##### Required Communication General Education Courses

- \*ENC 1101 Composition I (3 credits) [*W*]
- ENC 1102 Composition II (3 credits) [*W*]

##### Note:

- The *asterisk (\*)* denotes a course that is designated as a state core course.
- The *W* denotes a course that has been designated as a writing intensive course.
- The *I* denotes a course that has been designated to have an international or diversity focus.

*Note: Transfer students with quarter system credits may be required to take LIN 1670 Basic English Grammar (1 credit) or ENG 2061 English Grammar: Usage and Mechanics (2 credits).*

*Note: Any student who successfully completes a course with an ENC prefix for which ENC X101 is an immediate prerequisite shall be considered to have completed the communication core.*

### **Additional Communication General Education Course**

- SPC 1017 – Fundamentals of Speech Communication (3 credits)  
**OR**
- SPC 2608 – Introduction to Public Speaking (3 credits)

### **II. Humanities – 6 to 9 Credit Hours of which a minimum of 3 Credit Hours must be a Core Humanities General Education Course and a minimum of 3 credit hours must be a Writing Intensive Course**

#### **Core Humanities General Education Course**

- \*ARH 1000 – Art Appreciation (3 credits)
- \*HUM 2020 – Introduction to Humanities (3 credits) [*W*]
- \*LIT 2000 – Introduction to Literature (3 credits) [*W*, *I*]
- \*MUL 1010 – Music Appreciation (3 credits) [*I*]
- \*PHI 2010 – Introduction to Philosophy (3 credits)
- \*THE 1000 – Theatre Appreciation (3 credits) [*I*]

#### **Additional Humanities General Education Course**

- AML 2010 – Literature of the United States I, to 1860 (3 credits) [*W*]
- AML 2020 – Literature of the United States II, 1860 to Present (3 credits) [*W*]
- ARH 1050 – History of Art I (3 credits) [*I*]
- ARH 1051 – History of Art II (3 credits) [*I*]
- ENL 2012 – British Literature and Culture I, to 1780 – (3 credits) [*W*]
- ENL 2022 – British Literature and Culture II, 1780 to Present – (3 credits) [*W*]
- FIL 1000 – Film Appreciation (3 credits) [*I*]
- FIL 2001 – American Cinema (3 credits)
- HUM 2211 – Studies in Humanities: The Ancient World through the Medieval Period (3 credits) [*W*, *I*]
- HUM 2235 – Studies in Humanities: The Renaissance through the Age of Reason (3 credits) [*W*, *I*]
- HUM 2250 – Studies in Humanities: The Romantic Era to the Present (3 credits) [*W*, *I*]
- HUM 2510 – Studies in Humanities: Humanities through the Arts (3 credits) [*W*, *I*]

#### **Note:**

- *The asterisk (\*) denotes a course that is designated as a state core course.*
- *The W denotes a course that has been designated as a writing intensive course.*
- *The I denotes a course that has been designated to have an international or diversity focus.*

- HUM 2930 – Studies in Humanities: Great Human Questions (3 credits) [*W*, *I*]
- IDS 2930 – Special Topics in Arts and Sciences (3 credits) [*W*, *I*]
- LIT 2110 – World Literature I (3 credits) [*I*]
- LIT 2120 – World Literature II (3 credits) [*I*]
- PHI 2100 – Introduction to Logic (3 credits)
- PHI 2103 – Critical Thinking (3 credits)
- PHI 2600 – Ethics (3 credits)
- REL 2300 – World Religions (3 credits) [*I*]
- THE 2100 – Theatre History and Literature (3 credits)

**III. Social Sciences – 6 to 9 Credit Hours of which a minimum of 3 Credit Hours must be a Core General Education Course and a minimum of 3 credit hours must be a Writing Intensive Course from either Category A or Category B, a minimum of 3 Credit Hours must be from Category A, and a minimum of 3 Credit Hours must be from Category B**

#### **A. Category A**

- AMH 2010 – History of the United States to 1877 – (3 credits)
- \*AMH 2020 – Introductory Survey Since 1877 – (3 credits)
- AMH 2070 – Florida History (3 credits)
- AMH 2091 – African-American History (3 credits) [*I*]
- ANT 1410 – Introduction to Cultural Anthropology (3 credits) [*I*]
- ANT 1511 – Introduction to Physical Anthropology (3 credits)
- CPO 2001 – Comparative Politics (3 credits)
- INR 2002 – International Relations (3 credits) [*I*]
- INR 2500 – Model United Nations (3 credits) [*I*]
- \*POS 2041 – American National Government (3 credits)
- POS 2112 – American State and Local Politics (3 credits)
- WOH 1012 – History of World Civilization to 1500 (3 credits) [*W*, *I*]
- WOH 1023 – History of World Civilization 1500 to 1815 (3 credits) [*W*, *I*]
- WOH 1030 – History of World Civilization 1815 to Present (3 credits) [*W*, *I*]

#### **B. Category B**

- CLP 1001 – Personal and Social Adjustment (3 credits)
- DEP 2004 – Human Growth and Development (3 credits)
- \*ECO 2013 – Principles of Macroeconomics (3 credits)
- ECO 2023 – Principles of Microeconomics (3 credits)
- \*PSY 2012 – Introduction to Psychology (3 credits)
- PSY 2862 – Psychology of Leadership (3 credits)
- SOP 2770 – Introduction to Human Sexuality (3 credits) [*I*]

**Note:**

- *The asterisk (\*) denotes a course that is designated as a state core course.*
- *The W denotes a course that has been designated as a writing intensive course.*
- *The I denotes a course that has been designated to have an international or diversity focus.*

- \*SYG 1000 – Principles of Sociology (3 credits)
- SYG 1010 – Contemporary Social Problems (3 credits)

**IV. Mathematics – 6 to 9 Credit Hours of which a minimum of 3 Credit Hours must be a Core General Education Course**

**Core Mathematics General Education Courses**

- \*MAC 1105 – College Algebra (3 credits)
- \*MAC 2311 – Calculus with Analytic Geometry I (4 credits)
- \*MGF 1106 – Mathematics for Liberal Arts I (3 credits)
- \*MGF 1107 – Mathematics for Liberal Arts II (3 credits)
- \*STA 2023 – Statistical Methods I (3 credits)

**Additional Mathematics General Education Courses**

- MAC 1106 – Combined College Algebra/Pre-Calculus (5 credits)
- MAC 1114 – Trigonometry (3 credits)
- MAC 1140 – Pre-Calculus Algebra (3 credits)
- MAC 1147 – Pre-Calculus Algebra/Trigonometry (5 credits)
- MAC 2233 – Calculus for Business and Social Sciences I (4 credits)
- MAC 2312 – Calculus with Analytic Geometry II (4 credits)
- MAC 2313 – Calculus with Analytic Geometry III (4 credits)
- MAP 2302 – Differential Equations I (4 credits)

*Note: Any student who successfully completes a mathematics course for which one (1) of the general education core course options in mathematics is an immediate prerequisite shall be considered to have completed the Mathematics Core.*

**V. Natural Sciences – 6 to 9 Credit Hours of which a minimum of 3 Credit Hours must be a Core Natural Sciences General Education Course and one course must contain a laboratory component**

**Core Natural Sciences General Education Courses**

- \*AST 2002C – Astronomy (3 credits)
- \*BSC 1005 – General Biology (3 credits)
- (and)**
- \*BSC 1005L General Biology Lab (*Optional*) (1credit)
- \*BSC 1010 – Biological Science I (3 credits)
- and**
- \*BSC 1010L – Biological Science I Laboratory (1 credit)

**Note:**

- *The asterisk (\*) denotes a course that is designated as a state core course.*
- *The W denotes a course that has been designated as a writing intensive course.*
- *The I denotes a course that has been designated to have an international or diversity focus.*

- \*BSC 1085C – Anatomy and Physiology I (4 credits)
  - \*BSC 1093C – Anatomy and Physiology I (4 credits)
  - \*CHM 1020C – Chemistry for a Sustainable Future (4 credits)
  - \*CHM 2045 – General Chemistry I (3 credits)
- and**
- \*CHM 2045L – General Chemistry I Laboratory (1 credit)
  - \*ESC 1000C – Introduction to Earth Science (3 credits)
  - \*EVR 1001C – Introduction to Environmental Science (3 credits)
  - \*PHY 1020C – Fundamentals of the Physical World (3 credits)
  - \*PHY 2048 – General Physics I (4 credits)
- and**
- \*PHY 2048L – General Physics I Laboratory (1 credit)
  - \*PHY 2053 – College Physics I (4 credits)
- and**
- \*PHY 2053L – College Physics I Laboratory (1 credit)

### Additional Natural Sciences General Education Courses

- AST 2003C – Astronomy: The Solar System (4 credits)
  - AST 2004C – Astronomy: Stars, Galaxies, and Cosmology (4 credits)
  - BSC 1011 – Biological Science II (3 credits)
- and**
- BSC 1011L – Biological Science II Laboratory (1 credit)
  - BSC 1050 -- Environmental Biology: Our Global Environment (3 credits)
  - BSC 1051C – Environmental Biology: Southwest Florida Ecosystems (3 credits)
  - BSC 1084C – Anatomy and Physiology (4 credits)
  - BSC 1086C – Anatomy and Physiology II (4 credits)
  - BSC 1094C – Anatomy and Physiology II (4 credits)
  - CHM 2025 – Introduction to College Chemistry (3 credits)
- and**
- CHM 2025L – Introduction to College Chemistry Laboratory (1 credit)
  - CHM 2032 – General Chemistry for the Health Sciences (3 credits)
- and**
- CHM 2032L – General Chemistry for the Health Sciences Lab (1 credit)
  - CHM 2046 – General Chemistry II (3 credits)
- and**
- CHM 2046L – General Chemistry II Laboratory (1 credit)
  - GLY 1010C – Physical Geology (3 credits)
  - GLY 1100C – Historical Geology (3 credits)
  - ISC 1001C – Foundations of Interdisciplinary Science I (3 credits)
  - ISC 1002C – Foundations of Interdisciplinary Science II (3 credits)

#### *Note:*

- *The asterisk (\*) denotes a course that is designated as a state core course.*
- *The W denotes a course that has been designated as a writing intensive course.*
- *The I denotes a course that has been designated to have an international or diversity focus.*

- MCB 2010C – Microbiology (4 credits)
- OCB 1000 – The Living Ocean (3 credits)
- OCB 2010 – Marine Biology (3 credits)
- and**
- OCB 2010L – Marine Biology Laboratory (1 credit)
- OCE 1001 – Introduction to Oceanography (3 credits)
- PHY 1007 – Physics for the Health Sciences (3 credits)
- and**
- PHY 1007L – Physics for the Health Sciences Laboratory (1 credit)
- PHY 2049 – General Physics II (4 credits)
- and**
- PHY 2049L – General Physics II Laboratory (1 credit)
- \*PHY 2053 – College Physics I (4 credits)
- and**
- \*PHY 2053L – College Physics I Laboratory (1 credit)
- PHY 2054 – College Physics II (4 credits)
- and**
- PHY 2054L – College Physics II Laboratory (1 credit)

*Note: Any student who successfully completes a natural science course for which one (1) of the general education core course options in natural science is an immediate prerequisite shall be considered to have completed the Natural Science Core.*

## Elective Courses: 24 Credit Hours

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Students are encouraged to select elective courses that complement their major or program area of interest. Additional courses in all General Education content areas (such as communications, humanities, social behavioral sciences, mathematics, and natural sciences) can fulfill general elective hours. Additionally, students can select courses in disciplines such as accounting, business, computers and technology, criminal justice, early childhood, education, law and public service, marketing and management. Consult the Course Descriptions section of the Catalog for additional course information.

Students are encouraged to see an academic advisor to review program prerequisites and to review common course prerequisites for baccalaureate program areas (also available through Florida Virtual Campus at [www.floridashines.org](http://www.floridashines.org)).

English for Academic Purposes (EAP) college-level coursework (EAP 1500 and above) is limited to 6 credit hours within the 24 credit-hour electives for the AA degree.

**Note:**

- *The asterisk (\*) denotes a course that is designated as a state core course.*
- *The W denotes a course that has been designated as a writing intensive course.*
- *The I denotes a course that has been designated to have an international or diversity focus.*



## Other Associate in Arts Information and Requirements

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### Foreign Language Competency Requirement

In accordance with Florida Statute 1007.25, students initially entering a Florida College System Institution in 2014-2015 and thereafter must demonstrate competency in foreign language pursuant to guidelines set in Florida Statute 1007.262.

The Foreign Language Competency Requirement may be met by:

2 years of the same High School Foreign Language, or  
Documented foreign language proficiency through testing, or  
2 semesters of the same College Level Foreign Language (level II proficiency), or  
Level II proficiency - this criterion occurs when a student has completed the second course of a sequence of college foreign language without completing the first course. For example, if a student has successfully completed a college-level Spanish II but not Spanish I, then the student has met the Foreign Language Competency requirement.

Students should check with their Academic Advisor for additional information, or if they are unsure whether they have already met this requirement.

### Previously Earned Associate in Arts or Baccalaureate Degrees

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Students who have previously earned an Associate in Arts or a Baccalaureate degree from a Florida College System or a Florida State University System institution are considered to have met the General Education Requirements of a Florida SouthWestern State College associate or baccalaureate degree.

Students who have previously earned an Associate in Arts or a Baccalaureate degree from a college or university outside the State of Florida will be reviewed on a case-by-case basis to determine which courses will meet the 36 hour general education and electives requirements.



## General Education Requirements

### General Education Philosophy/Mission

The mission of Florida SouthWestern State College's General Education Program is to provide students with trans-disciplinary learning experiences that empower them to be active, informed and ethical citizens. Our innovative curriculum promotes collaboration and communication in diverse settings, encourages greater understanding of the relationship between individuals and their natural surroundings and cultivates intellectual curiosity that leads to independent research, creative problem-solving and meaningful engagement with the global community. We provide the framework for students to acquire both discipline-specific professional skills necessary to make a living and a broad spectrum of skills in critical, creative and scientific problem-solving that will allow them to contribute in multiple real world settings.

### General Education Courses

General Education Core courses differ from traditional survey courses by integrating a breadth of knowledge and skills essential to a complete education and are the foundation of knowledge upon which all degrees are built.

### General Education Competencies

Students who successfully complete our General Education Program will demonstrate literacy in the following General Education Competencies.

**Communicate clearly in a variety of modes and media.** Acquire communication and rhetorical literacy in order to speak and write effectively, express one's knowledge, read critically, analyze rhetorically, and synthesize information, skills necessary to furthering one's own educational and occupational goals. Understand, evaluate, and discuss rhetoric, argument, and persuasion in a variety of contexts. Critically examine evidence, interpret and integrate information, identify solutions and potential outcomes, and apply rhetorical and communication literacies to the real world.

**Research and examine academic and non-academic information, resources, and evidence.** Understand how scholars across all academic disciplines investigate and speak to the human condition. Conduct in-depth, reflective, and ethical research about the dynamics of the human condition and the physical world in order to acquire information literacy, refine critical thinking and analytical skills, and sharpen intellectual focus. Effectively locate, interpret, manage and use information and evidence from academic and non-academic sources in order to create original projects that engender meaningful learning in the classroom and beyond.

**Evaluate and utilize mathematical principles, technology, scientific and quantitative data.** Understand and apply the scientific method, as well as quantitative and qualitative research methods, to a variety of questions and concepts, not limited only to those dealing with scientific understanding. Modify, test, and reevaluate previously held mathematical or scientific theories and beliefs based on new information, as well as engage in the continuous search for truth. Examine how mathematical, scientific, and technological reasoning are integral to communication and provide foundations for further inquiry. Acquire literacy in scientific and quantitative reasoning in order to evaluate new and old ideas and better understand the natural world, our role in it, and our potential for transformation.

**Analyze and create individual and collaborative works of art, literature, and performance.** Acquire cultural literacy and foster creative thinking by examining the visual, artistic, literary, and inventive endeavors of humankind. Understand histories of creative thought, nurture personal creativity, and strengthen human relationships. Engage with the material culture, creative productions, and humanistic traditions of diverse cultures to examine human values and life across the world. Understand how human innovations in the arts, sciences, and humanities have changed the world and produced the societies in which we all live, as well as how diverse communities and societies interact in order to produce new forms of knowledge and culture.

**Think critically about questions to yield meaning and value.** Apply intellectual standards and critical thinking to confront issues central to the human experience. Evaluate, read widely in, and analyze the thinking of others through a variety of fiction and nonfiction genres across disciplines. Evaluate and consider new technologies and their effects on human life and the world. Improvise and seek out new ideas and solutions to complex problems in order to improve one's own thinking and foster maturity of judgment. Employ ethical decision-making and develop sound arguments using critical thinking.

**Investigate and engage in the transdisciplinary applications of research, learning, and knowledge.** Discover and apply new ideas when required to break with traditional systems of thought. Foster systemic problem-solving habits that require thinking in terms of patterns, relationships, and context. Empathize and engage with others from diverse backgrounds in order to develop, understand, evaluate and assess information and generate solutions to important local, national, and global problems. Collaboratively work with others to creatively transfer knowledge and learning to a variety of new contexts. Learn different approaches to intellectual inquiry, test theories for issues that confront our communities, and imagine solutions to complex problems in the academy, the workplace, and the world.

**Visualize and engage the world from different historical, social, religious, and cultural approaches.** Understand how history, culture, and society shape and inform the human condition in the successful pursuit of academic and occupational goals. Understand how diverse cultures have interacted with, and continue to connect with, each other on a local and global scale. Engage in the comparative study of the values and traditions of diverse cultures. Understand and navigate the conventions, knowledge formations, practices, and discursive norms of society, culture, and the academy in order to improve and analyze one's own thinking, value diversity, and cultivate an open-minded approach to new ideas and social issues.

## **Engage meanings of active citizenship in one's community, nation, and the world.**

Develop an understanding of the individual's relationship to their communities and the world, including the need for personal physical and mental well-being, in order to foster a sense of social responsibility. Read and consider historical and political texts and analyze different political points of view in order to develop effective political and civic decision-making and consider policy solutions to complex civic and political problems. Encourage active participation in the processes of local, national, and global citizenship and government. Acquire political and civic literacy through a deeper understanding of national and global politics, as well as the obligations of the individual to society, their communities, and the world.

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## *Curriculum*

### **General Education**

#### **Required Courses: Minimum 36 Credits Hours**

*Students select general education courses from the five broad liberal arts discipline areas: communication, humanities, mathematics, natural sciences and social sciences. Per Florida State Statute 1007.25(3): At least one course in each of the five discipline areas shall be identified as a state core course option. Courses identified with an asterisk (\*) are designated as state core courses, accepted as general education at all state colleges and universities. To determine which general education courses are required for your degree plan, please refer to your specific Program of Study.*

**Associate in Arts (A.A.) Students:** *Please refer to the Associate in Arts degree program for general education course requirements, including state core course selections. Please see an advisor for questions about specific general education courses required by your intended transfer institution for your intended transfer major.*

**Associate in Science (A.S.) Students:** *Please refer to your specific Program of Study to determine which general education courses are required for your degree plan.*

*A minimum grade of "C" or better is required in all general education courses.*

- I. **Communications (6 to 9 Credit Hours of which 3 Credit Hours must be a Core Communications General Education Course and 6 Credit Hours must be Writing Intensive [W])**
  - \*ENC 1101 – Composition I (3 credits) [W]
  - ENC 1102 – Composition II (3 credits) [W]

**Note:**

- *The asterisk (\*) denotes a course that is designated as a state core course.*
- *The W denotes a course that has been designated as a writing intensive course.*
- *The I denotes a course that has been designated to have an international or diversity focus.*

- LIN 1670 – Basic English Grammar (1 credit) [*W*]
- ENG 2061 – English Grammar: Usage and Mechanics (2 credits) [*W*]
- SPC 1017 – Fundamentals of Speech Communication (3 credits)
- SPC 2608 – Introduction to Public Speaking (3 credits)

*Note: Any student who successfully completes a course with an ENC prefix for which ENC X101 is an immediate prerequisite shall be considered to have completed the communication core.*

**II. Humanities (6 to 9 Credit Hours of which a minimum of 3 Credit Hours must be a Core Humanities General Education Course and a minimum of 3 credit hours must be a Writing Intensive Course)**

- AML 2010 – Literature of the United States I, to 1860 (3 credits) [*W*]
- AML 2020 – Literature of the United States II, 1860 to Present (3 credits) [*W*]
- \*ARH 1000 – Art Appreciation (3 credits)
- ARH 1050 – History of Art I (3 credits) [*I*]
- ARH 1051 – History of Art II (3 credits) [*I*]
- ENL 2012 – British Literature and Culture I, to 1780 – (3 credits) [*W*]
- ENL 2022 – British Literature and Culture II, 1780 to Present – (3 credits) [*W*]
- FIL 1000 – Film Appreciation (3 credits) [*I*]
- FIL 2001 – American Cinema (3 credits)
- \*HUM 2020 – Introduction to Humanities (3 credits) [*W*]
- HUM 2211 – Studies in Humanities: The Ancient World through the Medieval Period (3 credits) [*W*, *I*]
- HUM 2235 – Studies in Humanities: The Renaissance through the Age of Reason (3 credits) [*W*, *I*]
- HUM 2250 – Studies in Humanities: The Romantic Era to the Present (3 credits) [*W*, *I*]
- HUM 2510 – Studies in Humanities: Humanities through the Arts (3 credits) [*W*, *I*]
- HUM 2930 – Studies in Humanities: Great Human Questions (3 credits) [*W*, *I*]
- IDS 2930 – Special Topics in Arts and Sciences (3 credits) [*W*, *I*]
- \*LIT 2000 – Introduction to Literature (3 credits) [*W*, *I*]
- LIT 2110 – World Literature I (3 credits) [*I*]
- LIT 2120 – World Literature II (3 credits) [*I*]
- \*MUL 1010 – Music Appreciation (3 credits) [*I*]
- \*PHI 2010 – Introduction to Philosophy (3 credits)
- PHI 2100 – Introduction to Logic (3 credits)
- PHI 2103 – Critical Thinking (3 credits)
- PHI 2600 – Ethics (3 credits)

**Note:**

- *The asterisk (\*) denotes a course that is designated as a state core course.*
- *The W denotes a course that has been designated as a writing intensive course.*
- *The I denotes a course that has been designated to have an international or diversity focus.*

- REL 2300 – World Religions (3 credits) [ / ]
- \*THE 1000 – Theatre Appreciation (3 credits) [ / ]
- THE 2100 – Theatre History and Literature (3 credits)

**III. Social Sciences (6 to 9 Credit Hours of which a minimum of 3 Credit Hours must be a Core General Education Course and a minimum of 3 credit hours must be a Writing Intensive Course from either Category A or Category B, a minimum of 3 Credit Hours must be from Category A, and a minimum of 3 Credit Hours must be from Category B)**

**A. Category A**

- AMH 2010 – History of the United States to 1877 – (3 credits)
- \*AMH 2020 – Introductory Survey Since 1877 – (3 credits)
- AMH 2070 – Florida History (3 credits)
- AMH 2091 – African-American History (3 credits) [ / ]
- ANT 1410 – Introduction to Cultural Anthropology (3 credits) [ / ]
- ANT 1511 – Introduction to Physical Anthropology (3 credits)
- CPO 2001 – Comparative Politics (3 credits)
- INR 2002 – International Relations (3 credits) [ / ]
- INR 2500 – Model United Nations (3 credits) [ / ]
- \*POS 2041 – American National Government (3 credits)
- POS 2112 – American State and Local Politics (3 credits)
- WOH 1012 – History of World Civilization to 1500 (3 credits) [ W , / ]
- WOH 1023 – History of World Civilization 1500 to 1815 (3 credits) [ W , / ]
- WOH 1030 – History of World Civilization 1815 to Present (3 credits) [ W , / ]

**B. Category B**

- CLP 1001 – Personal and Social Adjustment (3 credits)
- DEP 2004 – Human Growth and Development (3 credits)
- \*ECO 2013 – Principles of Macroeconomics (3 credits)
- ECO 2023 – Principles of Microeconomics (3 credits)
- \*PSY 2012 – Introduction to Psychology (3 credits)
- PSY 2862 – Psychology of Leadership (3 credits)
- SOP 2770 – Introduction to Human Sexuality (3 credits) [ / ]
- \*SYG 1000 – Principles of Sociology (3 credits)
- SYG 1010 – Contemporary Social Problems (3 credits)

**Note:**

- The *asterisk (\*)* denotes a course that is designated as a state core course.
- The *W* denotes a course that has been designated as a writing intensive course.
- The *I* denotes a course that has been designated to have an international or diversity focus

**IV. Mathematics (6 to 9 Credit Hours of which a minimum of 3 Credit Hours must be a Core Mathematics General Education Course)**

- \*MAC 1105 – College Algebra (3 credits)
- MAC 1106 – Combined College Algebra/Pre-Calculus (5 credits)
- MAC 1114 – Trigonometry (3 credits)
- MAC 1140 – Pre-Calculus Algebra (3 credits)
- MAC 1147 – Pre-Calculus Algebra/Trigonometry (5 credits)
- MAC 2233 – Calculus for Business and Social Sciences I (4 credits)
- \*MAC 2311 – Calculus with Analytic Geometry I (4 credits)
- MAC 2312 – Calculus with Analytic Geometry II (4 credits)
- MAC 2313 – Calculus with Analytic Geometry III (4 credits)
- MAP 2302 – Differential Equations I (4 credits)
- \*MGF 1106 – Mathematics for Liberal Arts I (3 credits)
- \*MGF 1107 – Mathematics for Liberal Arts II (3 credits)
- \*STA 2023 – Statistical Methods I (3 credits)

*Note: Any student who successfully completes a mathematics course for which one (1) of the general education core course options in mathematics is an immediate prerequisite shall be considered to have completed the Mathematics Core.*

**V. Natural Sciences (6 to 9 Credit Hours of which a minimum of 3 Credit Hours must be a Core Natural Sciences General Education Course and one course must contain a laboratory component)**

- \*AST 2002C – Astronomy (3 credits)
  - AST 2003C – Astronomy: The Solar System (4 credits)
  - AST 2004C – Astronomy: Stars, Galaxies, and Cosmology (4 credits)
  - \*BSC 1005 – General Biology (3 credits)
- (and)**
- \*BSC 1005L – General Biology Lab (*Optional*) (1 credit)
  - \*BSC 1010 – Biological Science I (3 credits)
- and**
- \*BSC 1010L – Biological Science I Laboratory (1 credit)
  - BSC 1011 – Biological Science II (3 credits)
- and**
- BSC 1011L – Biological Science II Laboratory (1 credit)
  - BSC 1050 – Environmental Biology: Our Global Environment (3 credits)
  - BSC 1050C – Environmental Biology: Southwest Florida Ecosystems (3 credits)

**Note:**

- *The asterisk (\*) denotes a course that is designated as a state core course.*
- *The W denotes a course that has been designated as a writing intensive course.*
- *The I denotes a course that has been designated to have an international or diversity focus.*

Version B

- BSC 1051C – Environmental Biology: Southwest Florida Ecosystems (3 credits)
- BSC 1084C – Anatomy and Physiology (4 credits)
- \*BSC 1085C – Anatomy and Physiology I (4 credits)
- BSC 1086C – Anatomy and Physiology II (4 credits)
- \*BSC 1093C – Anatomy and Physiology I (4 credits)
- BSC 1094C – Anatomy and Physiology II (4 credits)
- \*CHM 1020C – Chemistry for a Sustainable Future (4 credits)
- CHM 2025 – Introduction to College Chemistry (3 credits)  
**and**  
CHM 2025L – Introduction to College Chemistry Laboratory (1 credit)
- CHM 2032 – General Chemistry for the Health Sciences (3 credits)  
**and**  
CHM 2032L – General Chemistry for the Health Sciences Lab (1 credit)
- \*CHM 2045 – General Chemistry I (3 credits)  
**and**  
\*CHM 2045L – General Chemistry I Laboratory (1 credit)
- CHM 2046 – General Chemistry II (3 credits)  
**and**  
CHM 2046L – General Chemistry II Laboratory (1 credit)
- \*ESC 1000C – Introduction to Earth Science (3 credits)
- \*EVR 1001C – Introduction to Environmental Science (3 credits)
- GLY 1010C – Physical Geology (3 credits)
- GLY 1100C – Historical Geology (3 credits)
- ISC 1001C – Foundations of Interdisciplinary Science I (3 credits)
- ISC 1002C – Foundations of Interdisciplinary Science II (3 credits)
- MCB 2010C – Microbiology (4 credits)
- OCB 1000 – The Living Ocean (3 credits)
- OCB 2010 – Marine Biology (3 credits)  
**and**  
• OCB 2010L – Marine Biology Laboratory (1 credit)
- OCE 1001 – Introduction to Oceanography (3 credits)
- PHY 1007 – Physics for the Health Sciences (3 credits)  
**and**  
PHY 1007L – Physics for the Health Sciences Laboratory (1 credit)
- PHY 1020C- Fundamentals of the Physical World (3 credits)
- \*PHY 2048 – General Physics I (4 credits)  
**and**  
\*PHY 2048L – General Physics I Laboratory (1 credit)

*Note:*

- *The asterisk (\*) denotes a course that is designated as a state core course.*
- *The W denotes a course that has been designated as a writing intensive course.*
- *The I denotes a course that has been designated to have an international or diversity focus.*



- PHY 2049 – General Physics II (4 credits)  
**and**  
PHY 2049L – General Physics II Laboratory (1 credit)
- \*PHY 2053 – College Physics I (4 credits)  
**and**  
\*PHY 2053L – College Physics I Laboratory (1 credit)
- PHY 2054 – College Physics II (4 credits)  
**and**  
PHY 2054L – College Physics II Laboratory (1 credit)

*Note: Any student who successfully completes a natural science course for which one (1) of the general education core course options in natural science is an immediate prerequisite shall be considered to have completed the Natural Science Core.*

## Other General Education Information and Requirements

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### Oral Communication Requirement

All students must complete a minimum of 3 credit hours of oral communications. The oral communication requirement may be met by taking SPC 1017 *Fundamentals of Speech Communication*, SPC 2608 *Introduction to Public Speaking* or any other course designated as an oral communications course.

### Foreign Language Competency Requirement

In accordance with Florida Statute 1007.25, students initially entering a Florida College System Institution in 2014-2015 and thereafter must demonstrate competency in foreign language pursuant to guidelines set in Florida Statute 1007.262.

The Foreign Language Competency Requirement may be met by:

- 2 years of the same High School Foreign Language, or
- Documented foreign language proficiency through testing, or
- 2 semesters of the same College Level Foreign Language (level II proficiency), or
- Level II proficiency - this criterion occurs when a student has completed the second course of a sequence of college foreign language without completing the first course. For example, if a student has successfully completed a college-level Spanish II but not Spanish I, then the student has met the Foreign Language Competency requirement.

Students should check with their Academic Advisor for additional information, or if they are unsure whether they have already met this requirement.

### *Note:*

- *The asterisk (\*) denotes a course that is designated as a state core course.*
- *The W denotes a course that has been designated as a writing intensive course.*
- *The I denotes a course that has been designated to have an international or diversity focus.*

**Change of Program or Certificate Proposal**

**Note required information:** Program or certificate changes require a change to the catalog page. All change of program or certificate proposals must include the new catalog page, with all proposed changes, at the end of this document. All changes that affect the courses, words, numbers, symbols, program description, admissions requirements, and graduation requirements must be documented. Note before completing this proposal that all new courses and current prerequisite, co-requisite, core, or elective courses changes must have already been reviewed (or submitted for the same meeting) by the Curriculum Committee and approved by the Provost. The Track Changes feature in Word must be used to illustrate all changes to the catalog page.

<b>School or Division</b>	
<b>Program or Certificate</b>	General Education for Associate and Baccalaureate Programs
<b>Proposed by (faculty only)</b>	Faculty of the General Education Advisory Council
<b>Presenter (faculty only)</b>	Professor Don Ransford, Chair of GEAC
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.	
<b>Submission date</b>	10/13/2017

**Section I, Proposed Changes**

<b>Change of School, Division, or Department</b>	List new school, division, or department
<b>Change to program or certificate name</b>	List new program or certificate name
<b>List below, any changes to the program or certificate prerequisites. Include course titles and credits if applicable.</b>	
List changes to program or certificate prerequisites	
<b>List below, any changes to the General Education requirements. Include course titles and credits if applicable.</b>	
( 1) Three credit hours of flexibility among the five categories for General Education ( 2) Flexibility of how the oral communication requirement is to be met in programs outside of the Associate in Arts (A.A.) program ( 3) A distinction between General Education requirements for ALL programs at FSW and General Education requirements for the Associate in Arts (A.A.) program ( 4) A shift of courses between Category A and Category B of the Social Sciences category to primarily distinguish Behavioral Sciences from Civics	

<b>List below, any changes to the program or certificate Core requirements. Include course titles and credits if applicable.</b>	
List changes to program or certificate Core requirements	
<b>List below, any changes to the program or certificate Elective requirements. Include course titles and credits if applicable.</b>	
List changes to program or certificate Elective requirements	
<b>List below, any other changes to the program or certificate requirements.</b>	
List other changes	
<b>Change to program length (credits or clock hours to complete)</b>	From: To:

**Include complete new catalog page as an attachment. Proposals without the new catalog page will not be reviewed by the committee.**

**Section II, Justification for proposal**

**Include state frameworks, accrediting or professional organization recommendations or requirements, workforce data, and/or crosswalks.**

<b>Provide justification (below) for each change on this proposed curriculum action.</b>
<p>The proposed changes are in response to proposals submitted to the Curriculum Committee in the 2016 – 2017 academic year requesting changes to general education requirements in baccalaureate programs. This action made the General Education Advisory Council (GEAC) aware that a review of the College’s General Education program was worthwhile. A series of meetings of the GEAC along with faculty representation from Baccalaureate programs concluded with the proposed changes being presented here. The changes allow for some flexibility in how General Education requirements are met as well as providing a clear distinction between General Education requirements for ALL students at FSW and General Education requirements for students in the Associate in Arts (A.A.) program. In addition, since changes were already being proposed in the layout of the General Education required courses, the Social Sciences faculty requested that the courses listed within the categories for Social Sciences be shifted so that one category is primarily Behavioral Sciences and the other is courses related to Civics.</p>

**Section III, 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).**

Rebecca Harris, Myra Walters, Wendy Chase, Erik Fay, Brian Page, Bill VanGlabek, Kelly Roy, Sindee Karpel, Amy Trogan, Joyce Rollins, Jennifer Patterson, Marty Jenner

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception to the effective date.</b>	
Type in the explanation for exception to start date here.	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission to the Dropbox.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Type name here		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Type name here	
<b>Academic Dean or Associate Vice President</b>	Dr. Eileen DeLuca	10/13/2017

All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

\_\_\_\_\_

*Curriculum Committee Chair Signature*

*Date*

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Approve

Do not approve

---

*Provost Signature*

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*Date*

**Change of Program or Certificate Proposal**

**Note required information:** Program or certificate changes require a change to the catalog page. All change of program or certificate proposals must include the new catalog page, with all proposed changes, at the end of this document. All changes that affect the courses, words, numbers, symbols, program description, admissions requirements, and graduation requirements must be documented. Note before completing this proposal that all new courses and current prerequisite, co-requisite, core, or elective courses changes must have already been reviewed (or submitted for the same meeting) by the Curriculum Committee and approved by the Provost. The Track Changes feature in Word must be used to illustrate all changes to the catalog page.

<b>School or Division</b>	School of Health Professions
<b>Program or Certificate</b>	RN to BSN Program
<b>Proposed by (faculty only)</b>	M Jenner, S Torres, M Kruger, S Steiner, C Bogar
<b>Presenter (faculty only)</b>	Susan Torres
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.	
<b>Submission date</b>	10/16/2017

**Section I, Proposed Changes**

<b>Change of School, Division, or Department</b>	NA
<b>Change to program or certificate name</b>	NA
<b>List below, any changes to the program or certificate prerequisites. Include course titles and credits if applicable.</b>	
NA	
<b>List below, any changes to the General Education requirements. Include course titles and credits if applicable.</b>	
See Attached	
<b>List below, any changes to the program or certificate Core requirements. Include course titles and credits if applicable.</b>	
NA	
<b>List below, any changes to the program or certificate Elective requirements. Include course titles and credits if applicable.</b>	

NA	
List below, any other changes to the program or certificate requirements.	
NA	
Change to program length (credits or clock hours to complete)	From: NA To:

**Include complete new catalog page as an attachment. Proposals without the new catalog page will not be reviewed by the committee.**

**Section II, Justification for proposal**

**Include state frameworks, accrediting or professional organization recommendations or requirements, workforce data, and/or crosswalks.**

<b>Provide justification (below) for each change on this proposed curriculum action.</b>
The proposed changes in the General Education specific courses for the RN to BSN Program will assist in meeting the 120 credit degree requirement by eliminating excess credits and costs to the student. The proposed General Education specific course listing meets the proposed FSW College wide revision for General Education courses and allows the prospective RN to BSN student meet program specific courses as required in the FLVC Common Prerequisite Manual.

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

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
M Jenner, S Torres, M Kruger, S Steiner, C Bogar

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception to the effective date.</b>	
NA	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission to the Dropbox.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Type name here		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Bobby Holbrook	10/16/2017
<b>Academic Dean or Associate Vice President</b>	Deborah Selman	10/16/2017

All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

\_\_\_\_\_  
Curriculum Committee Chair Signature

\_\_\_\_\_  
Date

Approve       Do not approve

\_\_\_\_\_  
Provost Signature

\_\_\_\_\_  
Date



## PROPOSED CATALOG PAGE

### **Nursing, RN to BSN**

The Bachelor of Science in Nursing (BSN) is a rigorous online RN to BSN degree completion program for Registered Nurses (RNs). Applicants should carefully consider if an online Program best meets their learning style. Enrollment is limited based on the number of available seats each semester. Applicants must complete all General Education courses, RN to BSN Program Specific courses, and the foreign language competency before applying. Due to the current regulations governing online learning, the RN to BSN Program is not able to admit out-of-state students.

The Program provides a career ladder from the AS degree to the BS degree for RNs who have earned a diploma or Associate of Science Degree in Nursing. Coursework will continue to build upon the registered nursing curriculum foundation. The Program offers a diverse population of students with innovative educational experiences and opportunities to meet the health care needs of the community they serve. Through the educational process, the student will be able to internalize the values, traditions, and obligations of the professional nurse and gain a greater professional perspective and increased critical thinking and problem-solving skills.

The RN to BSN Program prepares RNs for career promotions and advancement in nursing to include positions in academia, community health, management, and leadership. It also provides a foundation for advancement to graduate level education programs. Current occupational employment and wage data for Registered Nurses is published by the United States Department of Labor's Bureau of Labor Statistics at [www.bls.gov/oes/current/oes291141.htm](http://www.bls.gov/oes/current/oes291141.htm)

#### **Accreditation:**

The Florida SouthWestern State College RN to BSN Program is accredited by the:  
Accreditation Commission for Education in Nursing, Inc. (ACEN)  
3343 Peachtree Road NE, Suite 850  
Atlanta, Georgia 30326  
Telephone: 404-975-5000  
<http://acenursing.org/>

#### **Program Highlights:**

The RN to BSN Program includes courses in professional issues, informatics, research, advanced health assessment, pathophysiology, pharmacology, multicultural nursing, leadership, community health, and a portfolio capstone. Courses are taken online to accommodate various schedules. Applicants should consider if an online Program best meets their learning style. Students may choose a full-time course load (12 or more hours) or a part-time course load (less than 12 hours).

In the community health and leadership courses, students will have practicum experiences that will prepare them to apply theoretical knowledge in professional nursing practice.

#### **Special Notices:**

NUR4827L Leadership in Nursing Practicum: students are responsible for collaborating with the RN to BSN Program director to secure an appropriate clinical agency if they reside outside of FSW service areas: Charlotte, Collier, Glades, Hendry, and Lee counties.

Please note that it may be necessary to complete the practicum experience in the Southwest Florida area if a clinical agreement cannot be secured with the student's preferred host agency. Clinical agreements for Leadership in Nursing Practicum for sites outside Florida are not possible.

Applicants who are admitted to the RN to BSN Program will have their application for admission canceled if they do not register for a course by the drop/add deadline within that same semester. Students will need to update their term of entry to the Program during the next application cycle. Updating a term of entry on an admissions application is not a guarantee of admission to the Program.

**Admission Requirements:**

1. Complete all General Education and RN to BSN Program Specific and Prerequisite Courses and the foreign language competency before applying to the Program. Courses that are transferred to FSW from other institutions will be evaluated by the College to determine if they are transferrable to the RN to BSN Program. FSW College Catalog General Education Program: [http://catalog.fsw.edu/preview\\_program.php?catoid=10&poid=551](http://catalog.fsw.edu/preview_program.php?catoid=10&poid=551)
2. Request all official transcripts from previously attended colleges or universities to be sent to the Office of the Registrar. Note that a cumulative grade point average of 2.0 on a 4.0 scale in all college level coursework is required for admission.
3. Submit a current copy of a valid, active, unencumbered Florida RN license from the Florida Department of Health License Verification site: <https://apps.mqa.doh.state.fl.us/MQASearchServices/HealthCareProviders> Note that the Florida RN license must remain current throughout a student's enrollment in the FSW RN to BSN Program. Students must comply with the Florida Board of Nursing requirements for reporting criminal violations to both the Board of Nursing and the RN to BSN Program as specified in the Florida Code and Regulations. Any violations that occur after acceptance and prior to graduation from the RN to BSN Program must be immediately reported to the Associate Dean of Nursing.
4. Prior to enrolling in a Nursing Practicum course, students must satisfactorily complete a college-approved criminal records check, drug test, health form, proof of required immunizations or immunity, and current Basic Life Support for Healthcare Providers (BLS) certification. This expense is the student's responsibility and failure to complete this requirement will result in removal from the Nursing Practicum course.

**Foreign Language Competency Requirement:**

1. Two years of the same High School Foreign Language, or
2. Documented foreign language proficiency through testing, or
3. Two semesters of the same College Level Foreign Language (Level II proficiency), or
4. Level II proficiency – this criterion occurs when a student has completed the second course of a sequence of college foreign language without completing the first course. For example, if a student has successfully completed a college-level Spanish II but not Spanish I, then the student has met the Foreign Language Competency requirement.

**RN to BSN Program Applicants with Associate of Arts or Baccalaureate Degrees:**

Students who transfer to Florida SouthWestern State College with a General Education curriculum satisfied at FSW or other Florida College System institution are considered to have met the General Education coursework for the degree. Also, students holding an Associate of Arts or a baccalaureate

degree from a Florida College System institution are considered to have met the General Education coursework for the degree.

**Priority Application Deadlines\*:**

Fall Semester Start – Application due by **August 1**

Spring Semester Start – Application due by **December 1**

Summer Semester Start – Application due by **April 1**

*\*deadlines may be extended if seats remain unfilled to capacity by application deadline*

**Academic Standards and Program Goals:**

The academic standards in the Nursing program are very rigorous and require full commitment.

1. Complete 120 credit hours as outlined in the RN to BSN Program of Study.
2. Satisfy residency requirements by completing a minimum of 15 credit hours of Upper Division Nursing Core coursework at Florida SouthWestern State College.
3. Earn a grade of “C” or better in each RN to BSN Upper Division and Program Specific course.
  - An “attempt” is defined as a course registration in effect at the end of the drop/add period.
  - A student who fails or withdraws from a nursing course will be permitted to re-take the nursing course only once and on a space-available basis.
  - Failure or withdrawal in any second nursing course will result in dismissal from the Program.
4. Earn a cumulative grade point average in the Program of 2.0 or higher.

At the completion of the RN to BSN Program, the graduate will be able to:

1. Synthesize knowledge from nursing and the physical, behavioral, psychological and social sciences, and the humanities in the practice of professional nursing.
2. Integrate global health and health care, its relevant issues and policies as they relate to professional nursing practice.
3. Evaluate research in the exploration of the spectrum of health within the framework of evidence-based practice.
4. Synthesize standards of professional practice and care.
5. Articulate the role of the professional nurse within inter-professional teams.
6. Analyze current and changing health care information technologies and systems.
7. Summarize the components of leadership and followership in professional nursing practice.
8. Interpret the social responsibility of the nursing profession in the development and implementation of health care policy.

**PROGRAM OF STUDY**

General Education Curriculum	36 credits
Upper Division, RN to BSN Degree	30 credits
Elective Courses (Any 1000-4000 course)	24 credits
Career Ladder Articulation Credits*	30 credits
<i>*Registered Nurse (RN) from the National Council Licensure Examination (NCLEX-RN® exam)</i>	
<b>RN to BSN Degree</b>	<b>120 Total Credits</b>

**RN to BSN Program Specific and Prerequisite Courses (27 credits):** These courses may be fulfilled within the General Education Curriculum or with other college transfer eligible courses. The courses below must be completed to meet the *Florida Common Prerequisites Manual* for the BSN degree.

BSC 1085C Anatomy and Physiology I or BSC 1093C Anatomy and Physiology I	4 credits
BSC 1086C Anatomy and Physiology II or BSC 1094C Anatomy and Physiology II	4 credits
Any Natural Sciences with BSC, BCH, CHM, PCB, or PHY Prefix	3 credits
DEP 2004 Human Growth and Development (Any DEP X004)	3 credits
HUN 1201 Human Nutrition	3 credits
MCB 2010C Microbiology	4 credits
Any Social Sciences with PSY, SOP, or SYG prefix	3 credits
STA 2023 Statistical Methods I (STA X014, X023, X122, or X022)	3 credits

**Upper Division, RN to BSN Degree (30 credits):**

NUR 3805 Professional Roles and Dimensions	3 credits
NUR 3870 Informatics for Health Professionals	3 credits
NUR 3125 Pathophysiology for Nursing Practice	3 credits
NUR 3145 Pharmacology and Alternative Therapeutics	3 credits
NUR 4165 Nursing Research	3 credits
NUR 3066C Advanced Health Assessment	3 credits
NUR 3655 Multicultural Nursing	3 credits
NUR 4636C Community Health Nursing	4 credits
NUR 4827C Leadership in Nursing	4 credits
NUR 4955 Portfolio Capstone	1 credit

Information is available online at: [www.fsw.edu/academics/](http://www.fsw.edu/academics/) and on the School of Health Professions Home page at: [www.fsw.edu/sohp](http://www.fsw.edu/sohp)

**Change of Program or Certificate Proposal**

**Note required information:** Program or certificate changes require a change to the catalog page. All change of program or certificate proposals must include the new catalog page, with all proposed changes, at the end of this document. All changes that affect the courses, words, numbers, symbols, program description, admissions requirements, and graduation requirements must be documented. Note before completing this proposal that all new courses and current prerequisite, co-requisite, core, or elective courses changes must have already been reviewed (or submitted for the same meeting) by the Curriculum Committee and approved by the Provost. The Track Changes feature in Word must be used to illustrate all changes to the catalog page.

<b>School or Division</b>	School of Health Professions
<b>Program or Certificate</b>	RN to BSN Program
<b>Proposed by (faculty only)</b>	Martha Jenner, Susan Torres, Margaret Kruger, Catherine Bogar, Shawn Steiner
<b>Presenter (faculty only)</b>	Susan Torres
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.	
<b>Submission date</b>	10/16/2017

**Section I, Proposed Changes**

<b>Change of School, Division, or Department</b>	N/A
<b>Change to program or certificate name</b>	N/A
<b>List below, any changes to the program or certificate prerequisites. Include course titles and credits if applicable.</b>	
N/A	
<b>List below, any changes to the General Education requirements. Include course titles and credits if applicable.</b>	
List changes to program or certificate General Education requirements	
<b>List below, any changes to the program or certificate Core requirements. Include course titles and credits if applicable.</b>	
List changes to program or certificate Core requirements	

<b>List below, any changes to the program or certificate Elective requirements. Include course titles and credits if applicable.</b>	
Award 30 career articulation credits for the active, valid, unrestricted, and unencumbered registered nurse license in Florida.	
<b>List below, any other changes to the program or certificate requirements.</b>	
List other changes	
<b>Change to program length (credits or clock hours to complete)</b>	<b>From:</b> <b>To:</b>

**Include complete new catalog page as an attachment. Proposals without the new catalog page will not be reviewed by the committee.**

**Section II, Justification for proposal**

**Include state frameworks, accrediting or professional organization recommendations or requirements, workforce data, and/or crosswalks.**

<b>Provide justification (below) for each change on this proposed curriculum action.</b>
The award of 30 career articulation credits for possession of the Florida Registered Nurse license is aligned with the recognition of the requisite knowledge inherent in successful passing of the NCLEX licensure examination for all registered nurses in the United States. An active, valid, unrestricted, and unencumbered registered nurse license in Florida is currently required for admission to the program. Polk State College is currently using this award within the Florida State College system RN to BSN programs. This facilitates admission to the program and the students meeting the program requirements. This is supported by SACCOCS position statement on transfer of credit. <a href="http://www.sacscoc.org/pdf/081705/transfer%20credit.pdf">http://www.sacscoc.org/pdf/081705/transfer%20credit.pdf</a>

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

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Martha Jenner, Susan Torres, Margaret Kruger, Catherine Bogar, Shawn Steiner

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception to the effective date.</b>	
Type in the explanation for exception to start date here.	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission to the Dropbox.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Type name here		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

Required Endorsements	Type in Name	Select Date
<b>Department Chair or Program Coordinator/Director</b>	Bobby Holbrook	10/16/2017
<b>Academic Dean or Associate Vice President</b>	Deborah Selman	10/16/2017

All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

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<i>Curriculum Committee Chair Signature</i>	<i>Date</i>
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Approve       Do not approve

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*Provost Signature*

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*Date*



# Nursing, BSN

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←Return to: [Catalog Search](#)

The Bachelor of Science in Nursing (BSN) is a rigorous online RN to BSN degree completion program for Registered Nurses (RNs). Applicants should carefully consider if an online Program best meets their learning style. Enrollment is limited based on the number of available seats each semester. Applicants must complete all General Education courses, RN to BSN Program Specific courses, and the foreign language competency before applying. Due to the current regulations governing online learning, the RN to BSN Program is not able to admit out-of-state students.

The Program provides a career ladder from the AS degree to the BS degree for RNs who have earned a diploma or Associate of Science Degree in Nursing. Coursework will continue to build upon the registered nursing curriculum foundation. The Program offers a diverse population of students with innovative educational experiences and opportunities to meet the health care needs of the community they serve. Through the educational process, the student will be able to internalize the values, traditions, and obligations of the professional nurse and gain a greater professional perspective and increased critical thinking and problem-solving skills.

The BSN Program prepares RNs for career promotions and advancement in nursing to include positions in academia, community health, management, and leadership. It also provides a foundation for advancement to graduate level education programs. Current occupational employment and wage data for Registered Nurses is published by the United States Department of Labor's Bureau of Labor Statistics at [www.bls.gov/oes/current/oes291141.htm](http://www.bls.gov/oes/current/oes291141.htm)

## **Accreditation:**

The Florida SouthWestern State College BSN Program is accredited by the:

Accreditation Commission for Education in Nursing, Inc. (ACEN)

3343 Peachtree Road NE, Suite 850

Atlanta, Georgia 30326

Telephone: 404-975-5000

<http://acenursing.org/>

## **Program Highlights:**

The RN to BSN Program includes courses in professional issues, informatics, research, advanced health assessment, pathophysiology, pharmacology, multicultural nursing, leadership, community health, and a portfolio capstone. Courses are taken online to accommodate various

schedules. Applicants should consider if an online Program best meets their learning style. Students may choose from these three schedule options:

- Two Semesters (Full-Time, 15 credits per semester)
- Four Semesters (Part-Time)
- Six Semesters (Very Part-Time)

In the community health and leadership courses, students will have practicum experiences that will prepare them to apply theoretical knowledge in professional nursing practice.

### **Special Notices:**

1. Prior to enrolling in the Leadership in Nursing Practice, students must satisfactorily complete a college approved criminal records check and drug test. This expense is the student's responsibility. Failure to complete this requirement will result in a hold on student registration. Students must comply with the [Florida Board of Nursing](#) requirements for reporting criminal violations to both the Board of Nursing and the RN to BSN program as specified in the Florida Code and Regulations.
2. Leadership in Nursing Practice students are responsible for collaborating with the RN to BSN Program Director to secure an appropriate clinical agency if they reside outside FSW service areas: Charlotte, Collier, Glades, Hendry and Lee counties.
3. Please note that it may be necessary to complete the practicum experience in the Southwest Florida area if a clinical agreement cannot be secured with the student's preferred host agency. Clinical agreements outside of Florida are not possible for Leadership in Nursing Practice experiences.
4. Applicants who are admitted to the BSN Program will have their application for admission canceled if they do not register for a course by the drop/add deadline within that same semester. Students will need to update their term of entry to the Program during the next application cycle. Updating a term of entry on an admissions application is not a guarantee of admission to the Program.

### **Admission Requirements:**

1. Registered Nurse License - Must have a valid, active, unrestricted, and unencumbered Florida Registered Nurse (RN) license. Note that the license must remain current throughout enrollment in the RN to BSN program.
2. Thirty-six (36) college credits of General Education coursework that must include:
  - a. At least one (1) course from each of the General education subject areas: Communication, Mathematics, Social Sciences, Humanities, and Natural Sciences.
  - b. Six (6) semester hours of English coursework
  - c. Six (6) semester hours of Mathematics coursework
  - d. (6) additional semester hours of writing intensive coursework
3. Foreign Language Competency Requirement (described in the next section)

4. Nine (9) courses that are State Common Course Prerequisites for the AS to BSN Nursing degree:
  - a. Anatomy and Physiology I with Lab,
  - b. Anatomy and Physiology II with Lab,
  - c. Additional Natural Science (CHM, BSC, PCB or PHY prefix)
  - d. Human Growth and Development,
  - e. Nutrition,
  - f. Microbiology with Lab,
  - g. Social Science (PSY, SOP, or SYG prefix), and
  - h. Statistics
5. All Coursework above will be evaluated by the College to determine Transfer of Credit
6. Apply online as a bachelor's degree seeking student. Note that a cumulative grade point average of 2.0 on a 4.0 scale in all college level coursework is required for admission.

### **Foreign Language Competency Requirement:**

- Two years of the same High School Foreign Language, or
- Documented foreign language proficiency through testing, or
- Two semesters of the same College Level Foreign Language (Level II proficiency), or
- Level II proficiency - this criterion occurs when a student has completed the second course of a sequence of college foreign language without completing the first course. For example, if a student has successfully completed a college-level Spanish II but not Spanish I, then the student has met the Foreign Language Competency requirement.

### **Applicants with Associate of Arts Degree, Baccalaureate Degree for General Education Completed:**

Students who transfer to Florida SouthWestern State College with a previous Associate of Arts degree from a Florida College System or a Baccalaureate degree from a regionally accredited university are considered to have met the General Education curriculum and Elective coursework (60 Credit hours) or the RN to BSN degree.

Students who have satisfactorily completed the General Education curriculum at a state university or Florida College System institution, regardless of whether the associate in arts degree is conferred, are considered to have met the General Education curriculum of the RN to BSN degree. If a student does not complete the General Education curriculum prior to transfer, the General Education requirement becomes the responsibility of Florida SouthWestern State College.

### **Transient Student Enrollment in Upper Division Coursework:**

Transient students are currently enrolled college students who register for courses at another institution on a temporary basis (e.g. university students attending summer semester at a state

college). Transient students must obtain prior approval to enroll in Upper Division Nursing Core coursework. Students initiate this process using Florida Shines at [www.floridashines.org](http://www.floridashines.org).

### **Priority Application Deadlines\*:**

Fall Semester Start - Application due by August 1

Spring Semester Start - Application due by December 1

Summer Semester Start - Application due by April 1

*\*deadlines may be extended if seats remain unfilled to capacity by application deadline*

### **Graduation Requirements:**

1. Complete 120 credit hours as outlined in the RN to BSN Program of Study.
2. To satisfy residency requirements by completing a minimum of 15 core baccalaureate (3000 or 4000 level) program credit hours must be earned Florida SouthWestern State College.
3. Earn a grade of "C" or better in each RN to BSN Upper Division and Program Specific course.
  - a. An "attempt" is defined as a course registration in effect at the end of the drop/add period.
  - b. A student who fails or withdraws from a nursing course will be permitted to re-take the nursing course only once and on a space-available basis.
  - c. Failure or withdrawal in any second nursing course will result in dismissal from the Program.
4. Earn a cumulative grade point average in the Program of 2.0 or higher.
5. Students must indicate their intention to attend commencement ceremony, by completing the [Commencement Form](#) by the published deadline.

### **End of Program Student Learning Outcomes:**

Upon completion of the RN to BSN Program, the graduate will able to:

1. Synthesize knowledge from nursing and the physical, behavioral, psychological and social sciences, and the humanities in the practice of professional nursing.
2. Integrate global health and health care, its relevant issues and policies as they relate to professional nursing practice.
3. Evaluate research in the exploration of the spectrum of health within the framework of evidence-based practice.
4. Synthesize standards of professional practice and care.
5. Articulate the role of the professional nurse within inter-professional teams.
6. Analyze current and changing health care information technologies and systems.
7. Summarize the components of leadership and followership in professional nursing practice.

8. Interpret the social responsibility of the nursing profession in the development and implementation of health care policy.

## **BSN Program of Study (120 Credits)**

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### **General Education Requirements: 36 Credits**

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Refer to the FSW [General Education Program Guide](#)

### **COMMUNICATIONS CATEGORY: 9 Credits Required**

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- [ENC 1101 - Composition I](#) **3 credits**
- [ENC 1102 - Composition II](#) **3 credits**
- Additional Communication General Education course **3 credits**

### **HUMANITIES CATEGORY: 6 Credits Required**

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- Core Humanities General Education course **3 credits**
- Writing intensive Humanities course, must pass with a "C" or better **3 credits**

### **SOCIAL SCIENCES CATEGORY: 9 Credits Required**

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- Core Social Sciences General Education course **3 credits**
- Writing intensive Social Sciences course, must pass with a "C" or better **3 credits**
- Any Social Sciences General Education course **3 credits**

### **MATHEMATICS CATEGORY: 6 Credits Required**

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- Core Mathematics General Education course **3 credits**
- Any Mathematics General Education course **3 credits**

**NATURAL SCIENCES CATEGORY: 6 Credits Required (One Corresponding lab, to either of the two selected Natural Sciences, is required)**

- 
- Core Natural Sciences General Education course with Laboratory **3 credits**
  - Any Natural Sciences General Education Course with Laboratory **3 credits**

## **Program Specific Requirements: 27 Credits Required (If met in General Education Program above, no additional credits are required)**

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- [BSC 1085C - Anatomy and Physiology I](#) 4 credits **or** [BSC 1093C - Anatomy and Physiology I](#) 4 credits
- [BSC 1086C - Anatomy and Physiology II](#) 4 credits **or** [BSC 1094C - Anatomy and Physiology II](#) 4 credits
- Any Natural Sciences with BSC, BCH, CHM, PCB, or PHY Prefix **3 credits**
- [DEP 2004 - Human Growth and Development](#) **3 credits**
- [HUN 1201 - Human Nutrition](#) **3 credits**
- [MCB 2010C - Microbiology](#) **4 credits**
- Any Social Sciences with PSY, SOP, or SYG prefix **3 credits**
- [STA 2023 - Statistical Methods I](#) **3 credits**

## **Elective Courses: 27 Credits Required**

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- Any 1000 - 4000 level courses: **27 credits \***

\*Students who complete an A.S. or A.A.S. degree in Nursing from a regionally accredited institution which holds ACEN accreditation and who hold a current Florida R.N. license will receive ~~30~~27 credits in lower division nursing program credit.

## **RN to BSN Core Requirements: 30 Credits Required**

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- [NUR 3805 - Professional Roles and Dimensions](#) **3 credits**
- [NUR 3870 - Informatics for the Health Professional](#) **3 credits**
- [NUR 3125 - Pathophysiology for Nursing Practice](#) **3 credits**
- [NUR 3145 - Pharmacology and Alternative Therapeutics](#) **3 credits**
- [NUR 4165 - Nursing Research](#) **3 credits**
- [NUR 3066C - Advanced Health Assessment](#) **3 credits**
- [NUR 3655 - Multicultural Nursing](#) **3 credits**
- [NUR 4636C - Community Health Nursing](#) **4 credits**

- [NUR 4827C - Leadership in Nursing Practice](#) 4 credits
- [NUR 4955 - Portfolio Capstone](#) 1 credit

## **Total Degree Requirements: 120 Credit Hours**

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Information is available online at: [www.fsw.edu/academics/](http://www.fsw.edu/academics/) and on the School of Health Professions Home page at: [www.fsw.edu/sohp](http://www.fsw.edu/sohp)

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**Change of Program or Certificate Proposal**

**Note required information:** Program or certificate changes require a change to the catalog page. All change of program or certificate proposals must include the new catalog page, with all proposed changes, at the end of this document. All changes that affect the courses, words, numbers, symbols, program description, admissions requirements, and graduation requirements must be documented. Note before completing this proposal that all new courses and current prerequisite, co-requisite, core, or elective courses changes must have already been reviewed (or submitted for the same meeting) by the Curriculum Committee and approved by the Provost. The Track Changes feature in Word must be used to illustrate all changes to the catalog page.

<b>School or Division</b>	School of Health Professions
<b>Program or Certificate</b>	RN to BSN Program
<b>Proposed by (faculty only)</b>	M Jenner, S Torres, M Kruger, S Steiner, C Bogar
<b>Presenter (faculty only)</b>	Susan Torres
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.	
<b>Submission date</b>	10/16/2017

**Section I, Proposed Changes**

<b>Change of School, Division, or Department</b>	NA
<b>Change to program or certificate name</b>	NA
<b>List below, any changes to the program or certificate prerequisites. Include course titles and credits if applicable.</b>	
NA	
<b>List below, any changes to the General Education requirements. Include course titles and credits if applicable.</b>	
See Attached	
<b>List below, any changes to the program or certificate Core requirements. Include course titles and credits if applicable.</b>	
NA	
<b>List below, any changes to the program or certificate Elective requirements. Include course titles and credits if applicable.</b>	



NA	
List below, any other changes to the program or certificate requirements.	
NA	
Change to program length (credits or clock hours to complete)	From: NA To:

**Include complete new catalog page as an attachment. Proposals without the new catalog page will not be reviewed by the committee.**

**Section II, Justification for proposal**

**Include state frameworks, accrediting or professional organization recommendations or requirements, workforce data, and/or crosswalks.**

<b>Provide justification (below) for each change on this proposed curriculum action.</b>
The proposed changes in the General Education specific courses for the RN to BSN Program will assist in meeting the 120 credit degree requirement by eliminating excess credits and costs to the student. The proposed General Education specific course listing meets the proposed FSW College wide revision for General Education courses and allows the prospective RN to BSN student meet program specific courses as required in the FLVC Common Prerequisite Manual.

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

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
M Jenner, S Torres, M Kruger, S Steiner, C Bogar

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception to the effective date.</b>	
NA	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission to the Dropbox.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Type name here		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Bobby Holbrook	10/16/2017
<b>Academic Dean or Associate Vice President</b>	Deborah Selman	10/16/2017

All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

\_\_\_\_\_  
Curriculum Committee Chair Signature

\_\_\_\_\_  
Date

Approve       Do not approve

\_\_\_\_\_  
Provost Signature

\_\_\_\_\_  
Date

## PROPOSED CATALOG PAGE

### **Nursing, RN to BSN**

The Bachelor of Science in Nursing (BSN) is a rigorous online RN to BSN degree completion program for Registered Nurses (RNs). Applicants should carefully consider if an online Program best meets their learning style. Enrollment is limited based on the number of available seats each semester. Applicants must complete all General Education courses, RN to BSN Program Specific courses, and the foreign language competency before applying. Due to the current regulations governing online learning, the RN to BSN Program is not able to admit out-of-state students.

The Program provides a career ladder from the AS degree to the BS degree for RNs who have earned a diploma or Associate of Science Degree in Nursing. Coursework will continue to build upon the registered nursing curriculum foundation. The Program offers a diverse population of students with innovative educational experiences and opportunities to meet the health care needs of the community they serve. Through the educational process, the student will be able to internalize the values, traditions, and obligations of the professional nurse and gain a greater professional perspective and increased critical thinking and problem-solving skills.

The RN to BSN Program prepares RNs for career promotions and advancement in nursing to include positions in academia, community health, management, and leadership. It also provides a foundation for advancement to graduate level education programs. Current occupational employment and wage data for Registered Nurses is published by the United States Department of Labor's Bureau of Labor Statistics at [www.bls.gov/oes/current/oes291141.htm](http://www.bls.gov/oes/current/oes291141.htm)

#### **Accreditation:**

The Florida SouthWestern State College RN to BSN Program is accredited by the:  
Accreditation Commission for Education in Nursing, Inc. (ACEN)  
3343 Peachtree Road NE, Suite 850  
Atlanta, Georgia 30326  
Telephone: 404-975-5000  
<http://acenursing.org/>

#### **Program Highlights:**

The RN to BSN Program includes courses in professional issues, informatics, research, advanced health assessment, pathophysiology, pharmacology, multicultural nursing, leadership, community health, and a portfolio capstone. Courses are taken online to accommodate various schedules. Applicants should consider if an online Program best meets their learning style. Students may choose a full-time course load (12 or more hours) or a part-time course load (less than 12 hours).

In the community health and leadership courses, students will have practicum experiences that will prepare them to apply theoretical knowledge in professional nursing practice.

#### **Special Notices:**

NUR4827L Leadership in Nursing Practicum: students are responsible for collaborating with the RN to BSN Program director to secure an appropriate clinical agency if they reside outside of FSW service areas: Charlotte, Collier, Glades, Hendry, and Lee counties.

Please note that it may be necessary to complete the practicum experience in the Southwest Florida area if a clinical agreement cannot be secured with the student's preferred host agency. Clinical agreements for Leadership in Nursing Practicum for sites outside Florida are not possible.

Applicants who are admitted to the RN to BSN Program will have their application for admission canceled if they do not register for a course by the drop/add deadline within that same semester. Students will need to update their term of entry to the Program during the next application cycle. Updating a term of entry on an admissions application is not a guarantee of admission to the Program.

**Admission Requirements:**

1. Complete all General Education and RN to BSN Program Specific and Prerequisite Courses and the foreign language competency before applying to the Program. Courses that are transferred to FSW from other institutions will be evaluated by the College to determine if they are transferrable to the RN to BSN Program. FSW College Catalog General Education Program: [http://catalog.fsw.edu/preview\\_program.php?catoid=10&poid=551](http://catalog.fsw.edu/preview_program.php?catoid=10&poid=551)
2. Request all official transcripts from previously attended colleges or universities to be sent to the Office of the Registrar. Note that a cumulative grade point average of 2.0 on a 4.0 scale in all college level coursework is required for admission.
3. Submit a current copy of a valid, active, unencumbered Florida RN license from the Florida Department of Health License Verification site: <https://apps.mqa.doh.state.fl.us/MQASearchServices/HealthCareProviders> Note that the Florida RN license must remain current throughout a student's enrollment in the FSW RN to BSN Program. Students must comply with the Florida Board of Nursing requirements for reporting criminal violations to both the Board of Nursing and the RN to BSN Program as specified in the Florida Code and Regulations. Any violations that occur after acceptance and prior to graduation from the RN to BSN Program must be immediately reported to the Associate Dean of Nursing.
4. Prior to enrolling in a Nursing Practicum course, students must satisfactorily complete a college-approved criminal records check, drug test, health form, proof of required immunizations or immunity, and current Basic Life Support for Healthcare Providers (BLS) certification. This expense is the student's responsibility and failure to complete this requirement will result in removal from the Nursing Practicum course.

**Foreign Language Competency Requirement:**

1. Two years of the same High School Foreign Language, or
2. Documented foreign language proficiency through testing, or
3. Two semesters of the same College Level Foreign Language (Level II proficiency), or
4. Level II proficiency – this criterion occurs when a student has completed the second course of a sequence of college foreign language without completing the first course. For example, if a student has successfully completed a college-level Spanish II but not Spanish I, then the student has met the Foreign Language Competency requirement.

**RN to BSN Program Applicants with Associate of Arts or Baccalaureate Degrees:**

Students who transfer to Florida SouthWestern State College with a General Education curriculum satisfied at FSW or other Florida College System institution are considered to have met the General Education coursework for the degree. Also, students holding an Associate of Arts or a baccalaureate

degree from a Florida College System institution are considered to have met the General Education coursework for the degree.

**Priority Application Deadlines\*:**

Fall Semester Start – Application due by **August 1**

Spring Semester Start – Application due by **December 1**

Summer Semester Start – Application due by **April 1**

*\*deadlines may be extended if seats remain unfilled to capacity by application deadline*

**Academic Standards and Program Goals:**

The academic standards in the Nursing program are very rigorous and require full commitment.

1. Complete 120 credit hours as outlined in the RN to BSN Program of Study.
2. Satisfy residency requirements by completing a minimum of 15 credit hours of Upper Division Nursing Core coursework at Florida SouthWestern State College.
3. Earn a grade of “C” or better in each RN to BSN Upper Division and Program Specific course.
  - An “attempt” is defined as a course registration in effect at the end of the drop/add period.
  - A student who fails or withdraws from a nursing course will be permitted to re-take the nursing course only once and on a space-available basis.
  - Failure or withdrawal in any second nursing course will result in dismissal from the Program.
4. Earn a cumulative grade point average in the Program of 2.0 or higher.

At the completion of the RN to BSN Program, the graduate will be able to:

1. Synthesize knowledge from nursing and the physical, behavioral, psychological and social sciences, and the humanities in the practice of professional nursing.
2. Integrate global health and health care, its relevant issues and policies as they relate to professional nursing practice.
3. Evaluate research in the exploration of the spectrum of health within the framework of evidence-based practice.
4. Synthesize standards of professional practice and care.
5. Articulate the role of the professional nurse within inter-professional teams.
6. Analyze current and changing health care information technologies and systems.
7. Summarize the components of leadership and followership in professional nursing practice.
8. Interpret the social responsibility of the nursing profession in the development and implementation of health care policy.

**PROGRAM OF STUDY**

General Education Curriculum	36 credits
Upper Division, RN to BSN Degree	30 credits
Elective Courses (Any 1000-4000 course)	24 credits
Career Ladder Articulation Credits*	30 credits
<i>*Registered Nurse (RN) from the National Council Licensure Examination (NCLEX-RN® exam)</i>	
<b>RN to BSN Degree</b>	<b>120 Total Credits</b>

**RN to BSN Program Specific and Prerequisite Courses (27 credits):** These courses may be fulfilled within the General Education Curriculum or with other college transfer eligible courses. The courses below must be completed to meet the *Florida Common Prerequisites Manual* for the BSN degree.

BSC 1085C Anatomy and Physiology I or BSC 1093C Anatomy and Physiology I	4 credits
BSC 1086C Anatomy and Physiology II or BSC 1094C Anatomy and Physiology II	4 credits
Any Natural Sciences with BSC, BCH, CHM, PCB, or PHY Prefix	3 credits
DEP 2004 Human Growth and Development (Any DEP X004)	3 credits
HUN 1201 Human Nutrition	3 credits
MCB 2010C Microbiology	4 credits
Any Social Sciences with PSY, SOP, or SYG prefix	3 credits
STA 2023 Statistical Methods I (STA X014, X023, X122, or X022)	3 credits

**Upper Division, RN to BSN Degree (30 credits):**

NUR 3805 Professional Roles and Dimensions	3 credits
NUR 3870 Informatics for Health Professionals	3 credits
NUR 3125 Pathophysiology for Nursing Practice	3 credits
NUR 3145 Pharmacology and Alternative Therapeutics	3 credits
NUR 4165 Nursing Research	3 credits
NUR 3066C Advanced Health Assessment	3 credits
NUR 3655 Multicultural Nursing	3 credits
NUR 4636C Community Health Nursing	4 credits
NUR 4827C Leadership in Nursing	4 credits
NUR 4955 Portfolio Capstone	1 credit

Information is available online at: [www.fsw.edu/academics/](http://www.fsw.edu/academics/) and on the School of Health Professions Home page at: [www.fsw.edu/sohp](http://www.fsw.edu/sohp)

## Curriculum Committee



### Discontinuation of Program, Certificate, or Course Proposal

School or Division	School of Pure and Applied Sciences
Proposed by (faculty only)	Sabine Eggleston
Presenter (faculty only)	Sabine Eggleston
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 must be resubmitted for a later date.	
Submission date	10/13/2017
Course prefix, number, and title	MAT 0058, Mathematics for College Success-Completion Modules

#### Section I, Action

Please select one of the following	Discontinuation of Course
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#### Section II, Complete for Program Discontinuation

Select program of certificate for discontinuation	List name of program or certificate
<b>Explain (below) the reason for the discontinuation</b>	
<p><b>Explanation for discontinuation. Along with the summary, delineate the parties that have endorsed the Termination of this Program such as Advisory Board, Faculty, and/or Ad Hoc Committees.</b></p> <p><b>Submit Minutes of meetings and endorsements along with this form.</b></p>	
<p><b>Teach out plan required:</b> SACSCOC requires a teach out plan for the discontinuation of programs or certificates. Please refer to the teach out plan template available on the document manager. Attach the teach out plan to this document.</p>	
<b>If this program or certificate discontinuation will require discontinuing courses, complete section III</b>	

**Section III, Complete for Course Discontinuation**

Enter course(s) to be discontinued (add rows if necessary)	
<b>Course Prefix and Number</b>	<b>Course title</b> (as listed in the catalog)
MAT 0058	Mathematics for College Success –Completion Modules. Remove as prereq to MAT1033 & 1100

**Section IV, Justification for Proposal**

<b>Provide justification (below) for this proposed curriculum action</b>
The intention of this course was to provide a pathway to successfully complete MAT 0057 instead of repeating it, but the final exam success rates for this course are 22%- 31% lower than those of MAT0057.

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

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Terry Zamor, William Stoudt, Elizabeth Schott, Karen Buonocore, Jamie Zlatkin, David Licht, Laurice Garrett, Cindy Baker, Rona Axelrod, Don Ransford, Sabine Eggleston, Marjorie Thrall Moller, Tina Churchill, Christy Smith, Cindy Quehl, Beverly Hall

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost’s Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception to the effective date.</b>	
Type in the explanation for exception to effective date here.	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission to the Dropbox.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Type name here		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		



Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Sabine Eggleston	10/13/2017
Academic Dean or Associate Vice President	Martin McClinton	10/13/2017

All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

\_\_\_\_\_  
Curriculum Committee Chair Signature

\_\_\_\_\_  
Date

Approve       Do not approve

\_\_\_\_\_  
Provost Signature

\_\_\_\_\_  
Date

## Curriculum Committee



### Change of Course Proposal

<b>School or Division</b>	School of Pure and Applied Sciences
<b>Program or Certificate</b>	Mathematics
<b>Proposed by (faculty only)</b>	Sabine Eggleston
<b>Presenter (faculty only)</b>	Sabine Eggleston
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.	
<b>Submission date</b>	10/13/2017
<b>Current course prefix, number, and title</b>	MAT0057, Mathematics for college success

### Section I, Proposed Changes

<b>Change to course prefix and number</b> Lecture/lab course combined must include "C" / lab course must include "L"	
<b>Provide justification for the proposed prerequisite(s).</b>	
<b>Change to course title</b>	
<b>Change of School, Division, or Department</b>	
<b>Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")</b>	
<b>Change to course co-requisites</b>	
<b>Provide justification for the proposed co-requisite(s).</b>	
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	
<b>Change to course credits or clock hours</b>	
<b>Change to contact hours (faculty load)</b>	
<b>Change to grade mode</b>	Standard Grading (A, B, C, D, F) – remove the option of giving an M grade
<b>Change to credit type</b>	
<b>Change to course description (provide below)</b>	

Change to general topic outline (type in entire new outline below)
<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

Change to Learning Outcomes: For information purposes only.

<p><b>IV. Course Competencies, Learning Outcomes and Objectives</b></p> <p><b>A. General Education Competencies and Course Outcomes</b></p> <p>1. Integral <i>General Education Competency or competencies</i>:</p> <p>2. Supplemental <i>General Education Competency or competencies</i>:</p> <p><b>B. In accordance with Florida Statute 1007.25 concerning the state’s general education core course requirements, this course meets the general education competencies for ....</b> Part B would only be included in the course outlines of those courses are included in the FSW Catalog as a General Education Core Course. If this is not a core course, then outline letter C would become B.</p> <p><b>C. Other Course Objectives/Standards</b></p>
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**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
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).	No

*Not the same as Multiple Attempts or Grade Forgiveness	
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<b>Impact of Change of Course Proposal</b>	
<b>Will this change of course proposal impact other courses, programs, departments, or budgets?</b>	Yes
<b>If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?</b>	Elimination of MAT 0058
<b>Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.</b>	
No. MAT0058 was created by the math department to try to help students, but it has not been successful. It does not impact other programs at the College	

**Section III, Justification for proposal**

<b>Provide justification (below) for each change on this proposed curriculum action.</b>
The M grade was added so that student could complete half the MAT0057 course without being penalized with a failing grade IF they completed MAT0058 within two semesters; only students with an M grade are eligible to take MAT0058. The intention of MAT0058 was to provide a pathway to successfully complete MAT 0057 instead of repeating the whole course, but the final exam success rates for this course are 22%- 31% lower than those of MAT0057. The M grade also complicates financial aid since it is viewed the FA authorities as being a failing grade. It is the opinion of the math department that the students would be more successful if they repeated all of MAT0057 rather than start half way through the course.

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

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Terry Zamor, William Stoudt, Elizabeth Schott, Karen Buonocore, Jamie Zlatkin, David Licht, Laurice Garrett, Cindy Baker, Rona Axelrod, Don Ransford, Sabine Eggleston, Marjorie Thrall Moller, Tina Churchill, Christy Smith, Cindy Quehl, Beverly Hall

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Exception (Requires approval before submission to the Curriculum Committee)
<b>Provide an explanation below for the requested exception to the effective date.</b>	
In order that MAT0058 can be eliminated after the Summer of 2018, the "M" grade needs to be removed as an option for Spring 2018 classes; students who receive an "M" grade in Fall 2017 will have until Summer 2018 to complete MAT0058.	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission to the Dropbox.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Dr. Martin McClinton		10/13/2017
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		10/16/17

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Sabine Eggleston	10/13/2017
Academic Dean or Associate Vice President	Martin McClinton	10/13/2017

All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

\_\_\_\_\_

*Curriculum Committee Chair Signature* \_\_\_\_\_  
Date

Approve       Do not approve

\_\_\_\_\_

*Provost Signature* \_\_\_\_\_  
Date

## Curriculum Committee



### New Course Proposal

<b>School or Division</b>	School of Pure and Applied Sciences
<b>Program or Certificate</b>	General Education
<b>Proposed by (faculty only)</b>	Professor Don Ransford
<b>Presenter (faculty only)</b>	Professor Don Ransford
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 must be submitted for a later date.	
<b>Submission date</b>	10/13/2017
<b>Course prefix, number, and title</b>	MGF 1108 Honors Mathematical Ideas & Explorations

### Section I, New Course Information (must complete all items)

<b>List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D").</b>	MAT 1033 with a grade of "C" or higher or MAT 1100 with a grade of "C" or higher, and acceptance into the FSW Honors Scholar Program or by Dean approval
<b>Provide justification for the proposed prerequisite(s).</b>	Since this course may fulfill the General Education, non-core mathematics requirement as College Level, it should have the same prerequisite as other similar mathematics courses. In addition, the course is to be offered solely as an Honors course.
<b>Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?</b>	No
<b>List course co-requisites.</b>	None
<b>Provide justification for the proposed co-requisite(s).</b>	
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	List the co-requisite
<b>Course credits or clock hours</b>	3.0
<b>Contact hours (faculty load)</b>	3.0
<b>Select grade mode</b>	Standard Grading (A, B, C, D, F)

<b>Credit type</b>	College Credit
<b>Course description</b> (provide below)	
<p>This course is intended to introduce the beauty and utility of mathematics to students in the FSW Honors Scholars program. The course will involve problem-based learning about topics that cross disciplines. These topics include probability, statistics, modeling, and mathematical connections with music, art, architecture, nature and/or the business world. Critical thinking skills, problem solving strategies and appropriate use of technology will be used throughout the course.</p>	

<b>General topic outline</b> (type in outline below)
<p>Elementary concepts of:</p> <ul style="list-style-type: none"> <li>• The Rational Numbers</li> <li>• Geometry</li> <li>• Trigonometry</li> <li>• Number Theory</li> <li>• Sequence &amp; Series</li> <li>• Combinatorics</li> <li>• Mathematical Modeling</li> <li>• Connections with other Disciplines and/or Fields</li> </ul>

**Learning Outcomes:** For information purposes only.

<p><b>IV. Course Competencies, Learning Outcomes and Objectives</b></p> <p><b>A. General Education Competencies and Course Outcomes</b></p> <p>1. Integral <i>General Education Competency or competencies</i>:  <b>Evaluate and utilize mathematical principles, technology, scientific and quantitative data.</b>  <b>Analyze and create individual and collaborative works of art, literature, and performance.</b></p> <p>Analyze and/or create a composition, design, structure and/or model from a non-mathematics field and discuss how it relates to mathematics</p>
--

2. Supplemental *General Education Competency or competencies*:

**B. Other Course Objectives/Standards**

- Explain and/or demonstrate various uses of the rational numbers in a non-mathematics field
- Explore and evaluate basic elements of geometry as they relate to a non-mathematics field
- Describe and/or apply a basic element of trigonometry within a non-mathematics field
- Provide an example and discuss the use of an elementary principle of number theory (i.e., prime factorization, common multiples, or modular arithmetic) within a non-mathematics field
- Determine and describe how the use of sequences and/or series have been or could be utilized in a non-mathematics field
- Using the fundamental counting principle and/or another counting technique such as permutations and/or combinations, calculate the number of ways an event can occur in a non-mathematics field
- Analyze a method and/or technique utilized in a non-mathematics field and develop a mathematical model to effectively represent the method and/or technique by modifying an already existing or constructing an original mathematical model

**Copy and Paste the SCNS Course Profile Description below ([http://scns.fldoe.org/scns/public/pb\\_index.jsp](http://scns.fldoe.org/scns/public/pb_index.jsp)).**

THE CURRICULUM IS DESIGNED TO PROVIDE THE STUDENT WITH THE KNOWLEDGE AND SKILLS USEFUL FOR COLLEGE, LIFE AND CAREER. THE COURSE WILL INVOLVE PROBLEM-BASED LEARNING ABOUT TOPICS THAT CROSS DISCIPLINES. THESE TOPICS INCLUDE PROBABILITY, STATISTICS, MODELING, AND MATHEMATICAL CONNECTIONS WITH MUSIC, ART, ARCHITECTURE, NATURE AND THE BUSINESS WORLD. CRITICAL THINKING SKILLS, PROBLEM SOLVING STRATEGIES AND APPROPRIATE USE OF TECHNOLOGY WILL BE USED THROUGHOUT THE COURSE.

<b>ICS code for this course</b>	<b>ADVANCED AND PROFESSIONAL - 1.16.17 - MATHEMATICS</b>
<b>Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".</b>	<b>No</b> <b>List applicable major restriction codes</b>



<b>Is the course an “International or Diversity Focus” course?</b>	No, not International or Diversity Focus
<b>Is the course a General Education course?</b>	Yes
<b>Is the course a Writing Intensive course?</b>	No
<b>Is the course repeatable*?</b>  (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  <b>If repeatable, list maximum number of credits</b>
<b>Do you expect to offer this course three times or less (experimental)?</b>	No

<b>Impact of Course Proposal</b>	
<b>Will this new course proposal impact other courses, programs, departments, or budgets?</b>	Yes
<b>If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?</b>	It could potentially draw a small number of students from MGF 1106, MGF 1107 or STA 2023 since this will be an option for meeting the non-core mathematics requirement for the A.A. degree.
<b>Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.</b>	
The course was discussed at the monthly departmental meeting for mathematics with no dissension.	

**Section II, Justification for proposal**

<b>Provide justification (below) for this proposed curriculum action.</b>
This course would provide an opportunity for students in the Honors Scholar Program to meet the general education, non-core mathematics requirement for the A.A. and to explore mathematics from a liberal arts perspective.

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

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Wendy Chase, Rona Axelrod, Karen Buonocore, Sabine Eggleston, Laurice Garrett, Ivana Ilic, Kristi Moran, Joe Roles, Libby Schott, Terry Zamor, Tatiana Arzivian, Mike Chiacchiero, Joan VanGlabek, Jon Salem, Christy Smith, Sandra Seifert, Tina Churchill, Cindy Quehl, Cindy Baker, David Licht

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception the submission deadline.</b>	
Type in the explanation for exception to start date here.	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Type name here		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

Required Endorsements	Type in Name	Select Date
<b>Department Chair or Program Coordinator/Director</b>	Sabine Eggleston	10/13/2017
<b>Academic Dean or Associate Vice President</b>	Dr. Martin McClinton	10/13/2017

<b>Select Curriculum Committee Meeting Date</b>	November 3, 2017
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All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

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*Curriculum Committee Chair Signature*

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*Date*

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Approve       Do not approve

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*Provost Signature*

---

*Date*

## Curriculum Committee

### Discontinuation of Program, Certificate, or Course Proposal

School or Division	School of Pure and Applied Sciences
Proposed by (faculty only)	Marius Coman
Presenter (faculty only)	Marius Coman
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 must be resubmitted for a later date.	
Submission date	10/23/2017
Course prefix, number, and title	PHY 1007, PHYSICS FOR THE HEALTH SCIENCES

### Section I, Action

Please select one of the following	Discontinuation of Course
------------------------------------	---------------------------

### Section II, Complete for Program Discontinuation

Select program of certificate for discontinuation	List name of program or certificate
Explain (below) the reason for the discontinuation	
Explanation for discontinuation. Along with the summary, delineate the parties that have endorsed the Termination of this Program such as Advisory Board, Faculty, and/or Ad Hoc Committees. Submit Minutes of meetings and endorsements along with this form.	
Teach out plan required: SACSCOC requires a teach out plan for the discontinuation of programs or certificates. Please refer to the teach out plan template available on the document manager. Attach the teach out plan to this document.	
If this program or certificate discontinuation will require discontinuing courses, complete section III	

**Section III, Complete for Course Discontinuation**

Enter course(s) to be discontinued (add rows if necessary)	
<b>Course Prefix and Number</b>	<b>Course title (as listed in the catalog)</b>
PHY1007	PHYSICS FOR THE HEALTH SCIENCES

**Section IV, Justification for Proposal**

<b>Provide justification (below) for this proposed curriculum action</b>
To align it with the Health Sciences curriculum which now just required 3 credits of PHY coursework, PHY1007 and PHY1007L will be combined into PHY1007C

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

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Yadab Paudel, Frank Palaia, George Manacheril

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception to the effective date.</b>	
Type in the explanation for exception to effective date here.	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission to the Dropbox.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Type name here		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Peggy Romeo	10/23/2017
Academic Dean or Associate Vice President	Martin McClinton	10/23/2017

All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

\_\_\_\_\_  
*Curriculum Committee Chair Signature*

\_\_\_\_\_  
Date

Approve       Do not approve

\_\_\_\_\_  
*Provost Signature*

\_\_\_\_\_  
Date

## Curriculum Committee

### Discontinuation of Program, Certificate, or Course Proposal

School or Division	School of Pure and Applied Sciences
Proposed by (faculty only)	Marius Coman
Presenter (faculty only)	Marius Coman
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 must be resubmitted for a later date.	
Submission date	10/23/2017
Course prefix, number, and title	PHY 1007L, PHYSICS FOR THE HEALTH SCIENCES

### Section I, Action

Please select one of the following	Discontinuation of Course
------------------------------------	---------------------------

### Section II, Complete for Program Discontinuation

Select program of certificate for discontinuation	List name of program or certificate
Explain (below) the reason for the discontinuation	
Explanation for discontinuation. Along with the summary, delineate the parties that have endorsed the Termination of this Program such as Advisory Board, Faculty, and/or Ad Hoc Committees. Submit Minutes of meetings and endorsements along with this form.	
Teach out plan required: SACSCOC requires a teach out plan for the discontinuation of programs or certificates. Please refer to the teach out plan template available on the document manager. Attach the teach out plan to this document.	
If this program or certificate discontinuation will require discontinuing courses, complete section III	

**Section III, Complete for Course Discontinuation**

Enter course(s) to be discontinued (add rows if necessary)	
<b>Course Prefix and Number</b>	<b>Course title</b> (as listed in the catalog)
PHY1007L	PHYSICS FOR THE HEALTH SCIENCES LAB

**Section IV, Justification for Proposal**

<b>Provide justification (below) for this proposed curriculum action</b>
To align it with the Health Sciences curriculum which now just required 3 credits of PHY coursework, PHY1007 and PHY1007L will be combined into PHY1007C

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

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Yadab Paudel, Frank Palaia, George Manacheril

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception to the effective date.</b>	
Type in the explanation for exception to effective date here.	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission to the Dropbox.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Type name here		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		



Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Peggy Romeo	10/23/2017
Academic Dean or Associate Vice President	Martin McClinton	10/23/2017

All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

\_\_\_\_\_  
Curriculum Committee Chair Signature

\_\_\_\_\_  
Date

Approve       Do not approve

\_\_\_\_\_  
Provost Signature

\_\_\_\_\_  
Date

# Curriculum Committee



## New Course Proposal

School or Division	School of Pure and Applied Sciences
Program or Certificate	Science Gen Ed - Other
Proposed by (faculty only)	Marius Coman
Presenter (faculty only)	Marius COman
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 must be submitted for a later date.	
Submission date	10/23/2017
Course prefix, number, and title	PHY1007C

### **Section I, New Course Information (must complete all items)**

List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a “D”).	(SB 1720 Testing Exemption or successful completion of all Developmental courses); and MAT 1033 or higher with a minimum grade of “C
Provide justification for the proposed prerequisite(s).	Students need basic algebra skills to be successful in this physics class
Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?	No
List course co-requisites.	None
Provide justification for the proposed co-requisite(s).	
Is any co-requisite for this course listed as a co-requisite on its paired course? (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No
Course credits or clock hours	3 credit, 4 contact – 2 lecture and 2 lab
Contact hours (faculty load)	4 load hous
Select grade mode	Standard Grading (A, B, C, D, F)
Credit type	College Credit
Course description (provide below)	

This is a one-semester course for students in the health sciences who need a background in physics which is broad in scope and stresses applications in the health field. The course enhances student learning of physical concepts through hands on activities and experiments. (2 lec hours, 2 lab hours)

**General topic outline** (type in outline below)

- Physical Quantities, methods of measurement, units;
  - Lab: Graphing.
- Kinematics, gravitational acceleration, free fall;
  - Lab: Motion;
  - Lab: Torques, Rotational Equilibrium/Centripetal Force.
- Work, energy and power;
  - Lab: Work and Power.
- Heat, temperature, internal energy;
  - Lab: Thermometer Fixed Points.
- Phase changes, heat transfer, vapor pressure;
  - Lab: Specific Heat.
- Pressure in liquids, the circulatory system and other medical applications; Osmosis, viscosity, absorption and adsorption;
  - Lab: Archimede's Principle.
- Electricity, magnetism, electric circuits, instrumentation and electrical safety;
  - Lab: Ohm's Law/ Electromagnets.
- Wave motion, hearing and vision;
  - Lab: Speed of Sound in Air.
- Modern physics and clinical applications;
  - Lab: Reflection and Refraction.
- Nuclear radiation;
  - Lab: Nuclear Radiation.

**Learning Outcomes:** For information purposes only.

#### IV. Course Competencies, Learning Outcomes and Objectives

##### A. General Education Competencies and Course Outcomes

- 
- 1. Integral *General Education Competency or competencies*:  
Evaluate and utilize mathematical principles, technology, scientific and quantitative data.
- 2. Supplemental *General Education Competency or competencies*:

##### B. Other Course Objectives/Standards

- Recognize the general nature of physics, the use of physical quantities, methods of measurement and units.
- Plot data and interpret simple graphs.
- Examine basic principles in mechanics relevant to health sciences.
- Identify and differentiate between and among Pascal's law, Archimede's principle, Bernoulli's principle, and the Coandă effect.
- Critically discuss the physical variables characterizing a liquid flowing through a tube.
- Examine the ideal gas law and use it in solving problems.
- Determine how various physical properties of matter, such as osmosis absorption, affect the behavior of biological systems.
- Recognize basic electrical and magnetic properties of matter and analyze their significance to biological systems and to their functions.
- Analyze the basic properties of light and waves and their relationship to biological systems.
- Recognize the basic atomic properties of matter, including radioactivity and its effects on biological tissue

**Copy and Paste the SCNS Course Profile Description below ([http://scns.fldoe.org/scns/public/pb\\_index.jsp](http://scns.fldoe.org/scns/public/pb_index.jsp)).**

PRINCIPLES OF PHYSICS WITH APPLICATIONS TO HEALTH RELATED FIELDS. 1. TO EXAMINE SELECTED PRINCIPLES IN MECHANICS, HEAT, ELECTRICITY, SOUND, LIGHT, AND RADIATION AS THEY APPLY TO HUMAN PHYSIOLOGY 2. TO STUDY OTHER APPLICATIONS IMPORTANT TO STUDENT OF THE HEALTH SCIENCES

<b>ICS code for this course</b>	ADVANCED AND PROFESSIONAL - 1.11.19 - PHYSICAL SCIENCES
<b>Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".</b>	No
<b>Is the course an "International or Diversity Focus" course?</b>	No, not International or Diversity Focus
<b>Is the course a General Education course?</b>	Yes
<b>Is the course a Writing Intensive course?</b>	No
<b>Is the course repeatable*?</b>  (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
<b>Do you expect to offer this course three times or less (experimental)?</b>	No

<b>Impact of Course Proposal</b>	
<b>Will this new course proposal impact other courses, programs, departments, or budgets?</b>	Yes
<b>If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?</b>	Last year some of the Health Science program changed the Physics requirement from PHY1007 to 3 credits of PHY; this change is to align the PHY curriculum to meet the needs of the health sciences students
<b>Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.</b>	
Dean Marie Collins supported the change in this course since it aligns better with the 3 credit PHY requirement in the Health Science programs.	

## **Section II, Justification for proposal**

**Provide justification (below) for this proposed curriculum action.**

The combined course will provide health sciences students the opportunity to exploring physical concepts and principles through a hands-on approach, by performing experiments relevant to their field of study. The change from lecture and lab to a combined course will better align with the Health Sciences curriculum.

**Section III, 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).**

Prof George Manacheril, Prof Yadab Paudel, Prof Frank Palaia all agreed with the proposal and contributed to the changes.

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception the submission deadline.</b>	
none	

**Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission.**

<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
<b>Provost</b>	<b>Signature</b>	<b>Date</b>

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Peggy Romeo	10/23/2017
Academic Dean or Associate Vice President	Martin McClinton	10/23/2017

Select Curriculum Committee Meeting Date	
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All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

\_\_\_\_\_

*Curriculum Committee Chair Signature*

\_\_\_\_\_

*Date*

Approve       Do not approve

\_\_\_\_\_

*Provost Signature*

\_\_\_\_\_

*Date*

# Associate in Arts (A.A.) for Transfer

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## Associate in Arts

### Mission/Purpose

The Associate in Arts (A.A.) provides students the opportunity to complete the requirements of the first two years of the State of Florida university system's baccalaureate degree. The degree program is comprised of the State of Florida's general education requirements and allows students to complete baccalaureate program pre-requisites.

### 60 Credits

The 60-credit Associate in Arts degree includes 36 general education credits available through the School of Arts, Humanities, and Social Sciences and the School of Pure and Applied Sciences. Students must refer to the Florida SouthWestern State College [General Education Program Guide](#) for the selection of appropriate general education courses. The 24 remaining credits are electives and may come from any discipline area as long as the course is not designated as an Associate in Science (AS) course.

### Curriculum

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#### Required Courses: Minimum 36 Credits Hours

*Students select general education courses from the five broad liberal arts discipline areas: communication, humanities, mathematics, natural sciences and social sciences. Per Florida State Statute 1007.25(3): At least one course in each of the five discipline areas shall be identified as a state core course option. Courses identified with an asterisk (\*) are designated as state core courses, accepted as general education at all state colleges and universities. To determine which general education courses are required for your degree plan, please refer to your specific Program of Study.*

*A minimum grade of "C" or better is required in all general education courses.*

#### I. Communication – 9 Credit Hours

##### Required Communication General Education Courses

- \*ENC 1101 Composition I (3 credits) [*W*]
- ENC 1102 Composition II (3 credits) [*W*]

##### Note:

- The *asterisk (\*)* denotes a course that is designated as a state core course.
- The *W* denotes a course that has been designated as a writing intensive course.
- The *I* denotes a course that has been designated to have an international or diversity focus.



*Note: Transfer students with quarter system credits may be required to take LIN 1670 Basic English Grammar (1 credit) or ENG 2061 English Grammar: Usage and Mechanics (2 credits).*

*Note: Any student who successfully completes a course with an ENC prefix for which ENC X101 is an immediate prerequisite shall be considered to have completed the communication core.*

### **Additional Communication General Education Course**

- SPC 1017 – Fundamentals of Speech Communication (3 credits)  
**OR**
- SPC 2608 – Introduction to Public Speaking (3 credits)

### **II. Humanities – 6 to 9 Credit Hours of which a minimum of 3 Credit Hours must be a Core Humanities General Education Course and a minimum of 3 credit hours must be a Writing Intensive Course**

#### **Core Humanities General Education Course**

- \*ARH 1000 – Art Appreciation (3 credits)
- \*HUM 2020 – Introduction to Humanities (3 credits) [*W*]
- \*LIT 2000 – Introduction to Literature (3 credits) [*W*, *I*]
- \*MUL 1010 – Music Appreciation (3 credits) [*I*]
- \*PHI 2010 – Introduction to Philosophy (3 credits)
- \*THE 1000 – Theatre Appreciation (3 credits) [*I*]

#### **Additional Humanities General Education Course**

- AML 2010 – Literature of the United States I, to 1860 (3 credits) [*W*]
- AML 2020 – Literature of the United States II, 1860 to Present (3 credits) [*W*]
- ARH 1050 – History of Art I (3 credits) [*I*]
- ARH 1051 – History of Art II (3 credits) [*I*]
- ENL 2012 – British Literature and Culture I, to 1780 – (3 credits) [*W*]
- ENL 2022 – British Literature and Culture II, 1780 to Present – (3 credits) [*W*]
- FIL 1000 – Film Appreciation (3 credits) [*I*]
- FIL 2001 – American Cinema (3 credits)
- HUM 2211 – Studies in Humanities: The Ancient World through the Medieval Period (3 credits) [*W*, *I*]
- HUM 2235 – Studies in Humanities: The Renaissance through the Age of Reason (3 credits) [*W*, *I*]
- HUM 2250 – Studies in Humanities: The Romantic Era to the Present (3 credits) [*W*, *I*]
- HUM 2510 – Studies in Humanities: Humanities through the Arts (3 credits) [*W*, *I*]

#### **Note:**

- *The asterisk (\*) denotes a course that is designated as a state core course.*
- *The W denotes a course that has been designated as a writing intensive course.*
- *The I denotes a course that has been designated to have an international or diversity focus.*

- HUM 2930 – Studies in Humanities: Great Human Questions (3 credits) [*W*, *I*]
- IDS 2930 – Special Topics in Arts and Sciences (3 credits) [*W*, *I*]
- LIT 2110 – World Literature I (3 credits) [*I*]
- LIT 2120 – World Literature II (3 credits) [*I*]
- PHI 2100 – Introduction to Logic (3 credits)
- PHI 2103 – Critical Thinking (3 credits)
- PHI 2600 – Ethics (3 credits)
- REL 2300 – World Religions (3 credits) [*I*]
- THE 2100 – Theatre History and Literature (3 credits)

**III. Social Sciences – 6 to 9 Credit Hours of which a minimum of 3 Credit Hours must be a Core General Education Course and a minimum of 3 credit hours must be a Writing Intensive Course from either Category A or Category B, a minimum of 3 Credit Hours must be from Category A, and a minimum of 3 Credit Hours must be from Category B**

#### **A. Category A**

- AMH 2010 – History of the United States to 1877 – (3 credits)
- \*AMH 2020 – Introductory Survey Since 1877 – (3 credits)
- AMH 2070 – Florida History (3 credits)
- AMH 2091 – African-American History (3 credits) [*I*]
- ANT 1410 – Introduction to Cultural Anthropology (3 credits) [*I*]
- ANT 1511 – Introduction to Physical Anthropology (3 credits)
- CPO 2001 – Comparative Politics (3 credits)
- INR 2002 – International Relations (3 credits) [*I*]
- INR 2500 – Model United Nations (3 credits) [*I*]
- \*POS 2041 – American National Government (3 credits)
- POS 2112 – American State and Local Politics (3 credits)
- WOH 1012 – History of World Civilization to 1500 (3 credits) [*W*, *I*]
- WOH 1023 – History of World Civilization 1500 to 1815 (3 credits) [*W*, *I*]
- WOH 1030 – History of World Civilization 1815 to Present (3 credits) [*W*, *I*]

#### **B. Category B**

- CLP 1001 – Personal and Social Adjustment (3 credits)
- DEP 2004 – Human Growth and Development (3 credits)
- \*ECO 2013 – Principles of Macroeconomics (3 credits)
- ECO 2023 – Principles of Microeconomics (3 credits)
- \*PSY 2012 – Introduction to Psychology (3 credits)
- PSY 2862 – Psychology of Leadership (3 credits)
- SOP 2770 – Introduction to Human Sexuality (3 credits) [*I*]

**Note:**

- *The asterisk (\*) denotes a course that is designated as a state core course.*
- *The W denotes a course that has been designated as a writing intensive course.*
- *The I denotes a course that has been designated to have an international or diversity focus.*

- \*SYG 1000 – Principles of Sociology (3 credits)
- SYG 1010 – Contemporary Social Problems (3 credits)

**IV. Mathematics – 6 to 9 Credit Hours of which a minimum of 3 Credit Hours must be a Core General Education Course**

**Core Mathematics General Education Courses**

- \*MAC 1105 – College Algebra (3 credits)
- \*MAC 2311 – Calculus with Analytic Geometry I (4 credits)
- \*MGF 1106 – Mathematics for Liberal Arts I (3 credits)
- \*MGF 1107 – Mathematics for Liberal Arts II (3 credits)
- \*STA 2023 – Statistical Methods I (3 credits)

**Additional Mathematics General Education Courses**

- MAC 1106 – Combined College Algebra/Pre-Calculus (5 credits)
- MAC 1114 – Trigonometry (3 credits)
- MAC 1140 – Pre-Calculus Algebra (3 credits)
- MAC 1147 – Pre-Calculus Algebra/Trigonometry (5 credits)
- MAC 2233 – Calculus for Business and Social Sciences I (4 credits)
- MAC 2312 – Calculus with Analytic Geometry II (4 credits)
- MAC 2313 – Calculus with Analytic Geometry III (4 credits)
- MAP 2302 – Differential Equations I (4 credits)

*Note: Any student who successfully completes a mathematics course for which one (1) of the general education core course options in mathematics is an immediate prerequisite shall be considered to have completed the Mathematics Core.*

**V. Natural Sciences – 6 to 9 Credit Hours of which a minimum of 3 Credit Hours must be a Core Natural Sciences General Education Course and one course must contain a laboratory component**

**Core Natural Sciences General Education Courses**

- \*AST 2002C – Astronomy (3 credits)
- \*BSC 1005 – General Biology (3 credits)
- (and)**
- \*BSC 1005L General Biology Lab (*Optional*) (1credit)
- \*BSC 1010 – Biological Science I (3 credits)
- and**
- \*BSC 1010L – Biological Science I Laboratory (1 credit)

**Note:**

- *The asterisk (\*) denotes a course that is designated as a state core course.*
- *The W denotes a course that has been designated as a writing intensive course.*
- *The I denotes a course that has been designated to have an international or diversity focus.*

- \*BSC 1085C – Anatomy and Physiology I (4 credits)
  - \*BSC 1093C – Anatomy and Physiology I (4 credits)
  - \*CHM 1020C – Chemistry for a Sustainable Future (4 credits)
  - \*CHM 2045 – General Chemistry I (3 credits)
- and**
- \*CHM 2045L – General Chemistry I Laboratory (1 credit)
  - \*ESC 1000C – Introduction to Earth Science (3 credits)
  - \*EVR 1001C – Introduction to Environmental Science (3 credits)
  - \*PHY 1020C – Fundamentals of the Physical World (3 credits)
  - \*PHY 2048 – General Physics I (4 credits)
- and**
- \*PHY 2048L – General Physics I Laboratory (1 credit)
  - \*PHY 2053 – College Physics I (4 credits)
- and**
- \*PHY 2053L – College Physics I Laboratory (1 credit)

### Additional Natural Sciences General Education Courses

- AST 2003C – Astronomy: The Solar System (4 credits)
  - AST 2004C – Astronomy: Stars, Galaxies, and Cosmology (4 credits)
  - BSC 1011 – Biological Science II (3 credits)
- and**
- BSC 1011L – Biological Science II Laboratory (1 credit)
  - ~~BSC 1050 – Environmental Biology: Our Global Environment (3 credits)~~
  - BSC 1051C – Environmental Biology: Southwest Florida Ecosystems (3 credits)
  - BSC 1084C – Anatomy and Physiology (4 credits)
  - BSC 1086C – Anatomy and Physiology II (4 credits)
  - BSC 1094C – Anatomy and Physiology II (4 credits)
  - CHM 2025 – Introduction to College Chemistry (3 credits)
- and**
- CHM 2025L – Introduction to College Chemistry Laboratory (1 credit)
  - CHM 2032 – General Chemistry for the Health Sciences (3 credits)
- and**
- CHM 2032L – General Chemistry for the Health Sciences Lab (1 credit)
  - CHM 2046 – General Chemistry II (3 credits)
- and**
- CHM 2046L – General Chemistry II Laboratory (1 credit)
  - GLY 1010C – Physical Geology (3 credits)
  - GLY 1100C – Historical Geology (3 credits)
  - ISC 1001C – Foundations of Interdisciplinary Science I (3 credits)
  - ISC 1002C – Foundations of Interdisciplinary Science II (3 credits)

#### Note:

- The *asterisk (\*)* denotes a course that is designated as a state core course.
- The *W* denotes a course that has been designated as a writing intensive course.
- The *I* denotes a course that has been designated to have an international or diversity focus.

- MCB 2010C – Microbiology (4 credits)
- OCB 1000 – The Living Ocean (3 credits)
- OCB 2010 – Marine Biology (3 credits)
- and**
- OCB 2010L – Marine Biology Laboratory (1 credit)
- OCE 1001 – Introduction to Oceanography (3 credits)
- ~~PHY 1007 – Physics for the Health Sciences (3 credits)~~
- and**
- ~~PHY 1007L – Physics for the Health Sciences Laboratory (1 credit)~~
- PHY 1007C – Physics for the Health Science
- PHY 2049 – General Physics II (4 credits)
- and**
- PHY 2049L – General Physics II Laboratory (1 credit)
- \*PHY 2053 – College Physics I (4 credits)
- and**
- \*PHY 2053L – College Physics I Laboratory (1 credit)
- PHY 2054 – College Physics II (4 credits)
- and**
- PHY 2054L – College Physics II Laboratory (1 credit)

*Note: Any student who successfully completes a natural science course for which one (1) of the general education core course options in natural science is an immediate prerequisite shall be considered to have completed the Natural Science Core.*

## Elective Courses: 24 Credit Hours

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Students are encouraged to select elective courses that complement their major or program area of interest. Additional courses in all General Education content areas (such as communications, humanities, social behavioral sciences, mathematics, and natural sciences) can fulfill general elective hours. Additionally, students can select courses in disciplines such as accounting, business, computers and technology, criminal justice, early childhood, education, law and public service, marketing and management. Consult the Course Descriptions section of the Catalog for additional course information.

Students are encouraged to see an academic advisor to review program prerequisites and to review common course prerequisites for baccalaureate program areas (also available through Florida Virtual Campus at [www.floridashines.org](http://www.floridashines.org)).

English for Academic Purposes (EAP) college-level coursework (EAP 1500 and above) is limited to 6 credit hours within the 24 credit-hour electives for the AA degree.

**Note:**

- The *asterisk (\*)* denotes a course that is designated as a state core course.
- The *W* denotes a course that has been designated as a writing intensive course.

- *The I denotes a course that has been designated to have an international or diversity focus.*

## Other Associate in Arts Information and Requirements

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### Foreign Language Competency Requirement

In accordance with Florida Statute 1007.25, students initially entering a Florida College System Institution in 2014-2015 and thereafter must demonstrate competency in foreign language pursuant to guidelines set in Florida Statute 1007.262.

The Foreign Language Competency Requirement may be met by:

2 years of the same High School Foreign Language, or  
Documented foreign language proficiency through testing, or  
2 semesters of the same College Level Foreign Language (level II proficiency), or  
Level II proficiency - this criterion occurs when a student has completed the second course of a sequence of college foreign language without completing the first course. For example, if a student has successfully completed a college-level Spanish II but not Spanish I, then the student has met the Foreign Language Competency requirement.

Students should check with their Academic Advisor for additional information, or if they are unsure whether they have already met this requirement.

### Previously Earned Associate in Arts or Baccalaureate Degrees

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Students who have previously earned an Associate in Arts or a Baccalaureate degree from a Florida College System or a Florida State University System institution are considered to have met the General Education Requirements of a Florida SouthWestern State College associate or baccalaureate degree.

Students who have previously earned an Associate in Arts or a Baccalaureate degree from a college or university outside the State of Florida will be reviewed on a case-by-case basis to determine which courses will meet the 36 hour general education and electives requirements.



## Curriculum Committee

### New Course Proposal



<b>School or Division</b>	School of Business and Technology
<b>Program or Certificate</b>	<i>Bachelor of Applied Science</i> <b>SUPERVISION&amp;MANAGEMENT</b> <b>Construction Management Elective Area of Focus</b>
<b>Proposed by (faculty only)</b>	Dr. Cynthia Orndoff
<b>Presenter (faculty only)</b>	Dr. Cynthia Orndoff
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 must be submitted for a later date.	
<b>Submission date</b>	10/13/2017
<b>Course prefix, number, and title</b>	BCN 4590 LEED Certification and Sustainable Construction

### Section I, New Course Information (must complete all items)

<b>List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D").</b>	Students must complete the following courses with a grade of "C" or better: ENC:1101 - Compositions I, ENC 1102 - Composition II, and three semester hours of college level mathematics; or permission from appropriate academic Dean.
<b>Provide justification for the proposed prerequisite(s).</b>	This is a requirement for any student taking a bachelor's level course at the college and ensures that students have the appropriate level of preparation and rigor for upper-division offerings.
<b>Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?</b>	No
<b>List course co-requisites.</b>	NA
<b>Provide justification for the proposed co-requisite(s).</b>	NA
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	NA
<b>Course credits or clock hours</b>	3 credits
<b>Contact hours (faculty load)</b>	3 hours
<b>Select grade mode</b>	Standard Grading (A, B, C, D, F)
<b>Credit type</b>	College Credit
<b>Course description</b> (provide below)	
<ul style="list-style-type: none"> <li>This course will introduce students to the process of obtaining LEED certification. It also provides an</li> </ul>	

overview of becoming a LEED AP and the role of the LEED coordinator in the project team. Participants will be able to understand the benefits and challenges of LEED certification for a variety of phases stemming from design, construction, and completion of the project. Students are also introduced to sustainable construction. *Successful completion of this course is intended to prepare a student to sit for the LEED Green Associates exam in order to become a Certified LEED Green Associate. The LEED Green Associate credential denotes that a professional has the green building expertise and knowledge of green design, construction, and operations. The LEED Green Associates exam is only offered through the Green Building Certification Institute (GBCI).*

**General topic outline** (type in outline below)

- LEED rating system and certification process
- Role of the LEED Coordinator and the project team
- Benefits and challenges of LEED certification
- Required documentation for LEED project certification
- LEED during the design, construction and substantial completion
- Life cycle costing

**Learning Outcomes:** For information purposes only.

#### IV. Course Competencies, Learning Outcomes and Objectives

##### A. General Education Competencies and Course Outcomes

General Education Competency: Evaluate

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Evaluate the LEED rating system to determine the eligibility of a building for LEED designation

##### C. Other Course Objectives/Standards

- Defend the LEED certification process
- Analyze the role of the LEED coordinator and project team effort
- Summarize the documentation required to obtain LEED certification
- Evaluate the general life cycle economics of pursuing LEED
- Score the different categories and credits

**Copy and Paste the SCNS Course Profile Description below** ([http://scns.fldoe.org/scns/public/pb\\_index.jsp](http://scns.fldoe.org/scns/public/pb_index.jsp)).

[http://scns.fldoe.org/scns/public/pb\\_course\\_dtl.jsp](http://scns.fldoe.org/scns/public/pb_course_dtl.jsp)

SUSTAINABLE CONSTRUCTION KNOWLEDGE IS FAST BECOMING A REQUIREMENT IN CONSTRUCTION-RELATED INDUSTRIES. ORGANIZATIONS AND RESOURCES AVAILABLE TO PREPARE AND APPLY THE PRACTICES, INITIATIVES, MATERIALS, AND THEORIES OF THE PRACTICES OF GREEN BUILDING WILL BE EXPLORED. PREPARATORY LECTURES FOR THE LEED PROFESSIONAL ACCREDITATION EXAM.



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<b>ICS code for this course</b>	1.15.05 Business & Management
<b>Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".</b>	Yes - SMAN and other necessary baccalaureate restrictions
<b>Is the course an "International or Diversity Focus" course?</b>	No
<b>Is the course a General Education course?</b>	No
<b>Is the course a Writing Intensive course?</b>	No
<b>Is the course repeatable*?</b> <small>(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</small>	No 3 Credits
<b>Do you expect to offer this course three times or less (experimental)?</b>	No

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

**Section II, Justification for proposal**

<b>Provide justification (below) for this proposed curriculum action.</b>
The need for this new Construction Management track was identified by Dean Meyer at the School of Engineering & Technology April 2017 meeting. There was discussion at the April 2017 Advisory

Meeting about how few employers are looking for employees with Associate degrees as well as the need for new skill sets. The Advisory Committee also discussed the benefits of having full programs online. This focus area has received support from Southwest Florida construction related businesses. This is one of the four courses in the Construction Management area of focus within the *Bachelor of Applied Science Supervision & Management* program.

**Section III, 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).**

Dr. Cynthia Orndoff ; Leroy Bugger; Jennifer Patterson; Andrew Blitz; James Barrell;  
 Dr. Elizabeth Schott

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost’s Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception the submission deadline.</b>	
Significant economic need and opportunity in the area FSW serves.	

**Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission.**

<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Dr. Tom Rath		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Leroy Bugger	
<b>Academic Dean or Associate Vice President</b>	Dr. Tom Rath	

<b>Select Curriculum Committee Meeting Date</b>	Monday, September 18, 2017
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All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

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*Curriculum Committee Chair Signature*

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*Date*

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Approve       Do not approve

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*Provost Signature*

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*Date*

## Curriculum Committee

### New Course Proposal



<b>School or Division</b>	School of Business and Technology
<b>Program or Certificate</b>	<i>Bachelor of Applied Science</i> <b>SUPERVISION&amp;MANAGEMENT</b> <b>Construction Management Elective Area of Focus</b>
<b>Proposed by (faculty only)</b>	Dr. Cynthia Orndoff
<b>Presenter (faculty only)</b>	Dr. Cynthia Orndoff
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 must be submitted for a later date.	
<b>Submission date</b>	10/13/2017
<b>Course prefix, number, and title</b>	BCN 4703 Construction Project Management

### Section I, New Course Information (must complete all items)

<b>List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D").</b>	BCN 4740 Construction Law "C". Students must also complete the following courses with a grade of "C" or better: ENC:1101 - Compositions I, ENC 1102 - Composition II, and three semester hours of college level mathematics; or permission from appropriate academic Dean.
<b>Provide justification for the proposed prerequisite(s).</b>	This is a requirement for any student taking a bachelor's level course at the college and ensures that students have the appropriate level of preparation and rigor for upper-division offerings.
<b>Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?</b>	No
<b>List course co-requisites.</b>	NA
<b>Provide justification for the proposed co-requisite(s).</b>	NA
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	NA
<b>Course credits or clock hours</b>	3 credits
<b>Contact hours (faculty load)</b>	3 hours
<b>Select grade mode</b>	Standard Grading (A, B, C, D, F)
<b>Credit type</b>	College Credit
<b>Course description</b> (provide below)	

The student learns the aspects of managing and administering a construction project by a comprehensive case study exercise.

**General topic outline** (type in outline below)

- Construction industry sectors and trends
- How construction companies and project teams are organized
- Organizing a project and leadership fundamentals
- Managing the risks inherent in construction projects
- Roles, responsibilities and tasks of a construction manager

**Learning Outcomes:** For information purposes only.

#### IV. Course Competencies, Learning Outcomes and Objectives

##### A. General Education Competencies and Course Outcomes

General Education Competency: Research

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Apply project management basics to a case study.

##### C. Other Course Objectives/Standards

- Analyze the administrative process used to manage, control and document a project.
- Explain the activities necessary to organize and prepare a project for construction.
- Describe the four major sectors and the phases of construction projects.
- Evaluate the roles and responsibilities of the key construction participants in a construction project.

**Copy and Paste the SCNS Course Profile Description below** ([http://scns.fldoe.org/scns/public/pb\\_index.jsp](http://scns.fldoe.org/scns/public/pb_index.jsp)).

[http://scns.fldoe.org/scns/public/pb\\_course\\_dtl.jsp](http://scns.fldoe.org/scns/public/pb_course_dtl.jsp)

ORGANIZATION AND MANAGEMENT THEORY ELEMENTS OF LEADERSHIP AND HUMAN SUPERVISION, ORGANIZATION, OFFICE OPERATIONS, LABOR RELATIONS, SAFETY, AND WORK IMPROVEMENT, AS THEY RELATE TO PROJECT FIELD OPERATIONS.

**ICS code for this course**

1.15.05 Business & Management

<b>Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".</b>	Yes - SMAN and other necessary baccalaureate restrictions
<b>Is the course an "International or Diversity Focus" course?</b>	No
<b>Is the course a General Education course?</b>	No
<b>Is the course a Writing Intensive course?</b>	No
<b>Is the course repeatable*?</b>  (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  3 Credits
<b>Do you expect to offer this course three times or less (experimental)?</b>	No

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

## **Section II, Justification for proposal**

<b>Provide justification (below) for this proposed curriculum action.</b>
The need for this new Construction Management track was identified by Dean Meyer at the School of Engineering & Technology April 2017 meeting. There was discussion at the April 2017 Advisory Meeting about how few employers are looking for employees with Associate degrees as well as the need for new skill sets. The Advisory Committee also discussed the benefits of having full programs online. This focus area has received support from Southwest Florida construction related businesses. This is one of the four courses in the Construction Management area of focus within the <i>Bachelor of Applied Science Supervision &amp; Management</i> program.

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

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Dr. Cynthia Orndoff ; Leroy Bugger; Jennifer Patterson; Andrew Blitz; James Barrell;  Dr. Elizabeth Schott

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost’s Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception the submission deadline.</b>	
Significant economic need and opportunity in the area FSW serves.	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Dr. Tom Rath		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Leroy Bugger	
<b>Academic Dean or Associate Vice President</b>	Dr. Tom Rath	

<b>Select Curriculum Committee Meeting Date</b>	Monday, September 18, 2017
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Approve

Do not approve

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*Curriculum Committee Chair Signature*

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Date

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Approve

Do not approve

---

*Provost Signature*

---

Date



## Curriculum Committee

### New Course Proposal



<b>School or Division</b>	School of Business and Technology
<b>Program or Certificate</b>	<i>Bachelor of Applied Science</i> <b>SUPERVISION&amp;MANAGEMENT</b> <b>Construction Management Elective Area of Focus</b>
<b>Proposed by (faculty only)</b>	Dr. Cynthia Orndoff
<b>Presenter (faculty only)</b>	Dr. Cynthia Orndoff
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 must be submitted for a later date.	
<b>Submission date</b>	10/13/2017
<b>Course prefix, number, and title</b>	BCT 4743 Construction Law

### Section I, New Course Information (must complete all items)

<b>List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D").</b>	Students must complete the following courses with a grade of "C" or better: ENC:1101 - Compositions I, ENC 1102 - Composition II, and three semester hours of college level mathematics; or permission from appropriate academic Dean.
<b>Provide justification for the proposed prerequisite(s).</b>	This is a requirement for any student taking a bachelor's level course at the college and ensures that students have the appropriate level of preparation and rigor for upper-division offerings.
<b>Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?</b>	No
<b>List course co-requisites.</b>	NA
<b>Provide justification for the proposed co-requisite(s).</b>	NA
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	NA
<b>Course credits or clock hours</b>	3 credits
<b>Contact hours (faculty load)</b>	3 hours
<b>Select grade mode</b>	Standard Grading (A, B, C, D, F)
<b>Credit type</b>	College Credit
<b>Course description</b> (provide below)	
<ul style="list-style-type: none"> <li>The course places an emphasis on OSHA regulations as related to the construction industry.</li> </ul>	

Construction safety awareness, procedures and practices are covered.
<b>General topic outline</b> (type in outline below)
<ul style="list-style-type: none"> <li>• Construction related statutes</li> <li>• Legal ethics in construction</li> <li>• Typical elements of construction contracts</li> <li>• Mechanics Lien Law in construction</li> <li>• Legal aspects of bonding in construction</li> <li>• Applicable labor laws</li> <li>• Legal relationships among participants in a construction project</li> </ul>

**Learning Outcomes:** For information purposes only.

<p>IV. Course Competencies, Learning Outcomes and Objectives</p> <p>A. General Education Competencies and Course Outcomes</p> <p>General Education Competency: Think</p> <p>Course Outcomes or Objectives Supporting the General Education Competency Selected:</p> <ul style="list-style-type: none"> <li>• Consider the types and elements of construction contracts</li> </ul> <p>C. Other Course Objectives/Standards</p> <ul style="list-style-type: none"> <li>• Appraise legal aspects of ethics in the construction industry</li> <li>• Summarize the Mechanics Lien Law</li> <li>• Generalize the bonding practices in construction</li> <li>• Defend the applicable labor laws in construction</li> <li>• Compare the legal relationships among participants in a construction project</li> </ul>
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<b>Copy and Paste the SCNS Course Profile Description below</b> ( <a href="http://scns.fldoe.org/scns/public/pb_index.jsp">http://scns.fldoe.org/scns/public/pb_index.jsp</a> ).
<p><a href="http://scns.fldoe.org/scns/public/pb_course_dtl.jsp">http://scns.fldoe.org/scns/public/pb_course_dtl.jsp</a></p> <p>A STUDY OF THE LEGAL ASPECTS OF CONSTRUCTION CONTRACTS AND THE RESPONSIBILITIES ARISING PARTICULARLY FROM THE FIELD OPERATIONS. ALSO INCLUDES RELATIONSHIP OF GENERAL CONTRACTOR TO OWNER, ARCHITECT, AND SUB-CONTRACTOR; MATERIALMEN AND MECHANIC. LIEN LAW, BONDS, LABOR LAW &amp; OTHER STATUTES &amp; ORDINANCES REGULATING CONTRACTORS.</p>

<b>ICS code for this course</b>	1.15.05 Business & Management
<b>Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".</b>	Yes - SMAN and other necessary baccalaureate restrictions
<b>Is the course an "International or Diversity</b>	No

<b>Focus” course?</b>	
<b>Is the course a General Education course?</b>	No
<b>Is the course a Writing Intensive course?</b>	No
<b>Is the course repeatable*?</b>  (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  3 Credits
<b>Do you expect to offer this course three times or less (experimental)?</b>	No

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

**Section II, Justification for proposal**

<b>Provide justification (below) for this proposed curriculum action.</b>
The need for this new Construction Management track was identified by Dean Meyer at the School of Engineering & Technology April 2017 meeting. There was discussion at the April 2017 Advisory Meeting about how few employers are looking for employees with Associate degrees as well as the need for new skill sets. The Advisory Committee also discussed the benefits of having full programs online. This focus area has received support from Southwest Florida construction related businesses. This is one of the four courses in the Construction Management area of focus within the <i>Bachelor of Applied Science</i> Supervision & Management program.

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

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Dr. Cynthia Orndoff ; Leroy Bugger; Jennifer Patterson; Andrew Blitz; James Barrell;

Dr. Elizabeth Schott

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception the submission deadline.</b>	
Significant economic need and opportunity in the area FSW serves.	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Dr. Tom Rath		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Leroy Bugger	
<b>Academic Dean or Associate Vice President</b>	Dr. Tom Rath	

<b>Select Curriculum Committee Meeting Date</b>	Monday, September 18, 2017
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All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

\_\_\_\_\_  
*Curriculum Committee Chair Signature*

\_\_\_\_\_  
Date

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Approve

Do not approve

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*Provost Signature*

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*Date*

## Curriculum Committee

### New Course Proposal



<b>School or Division</b>	School of Business and Technology
<b>Program or Certificate</b>	<i>Bachelor of Applied Science</i> <b>SUPERVISION&amp;MANAGEMENT</b> <b>Construction Management Elective Area of Focus</b>
<b>Proposed by (faculty only)</b>	Dr. Cynthia Orndoff
<b>Presenter (faculty only)</b>	Dr. Cynthia Orndoff
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 must be submitted for a later date.	
<b>Submission date</b>	10/13/2017
<b>Course prefix, number, and title</b>	BCT 3767 OSHA Standards

### Section I, New Course Information (must complete all items)

<b>List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D").</b>	Students must complete the following courses with a grade of "C" or better: ENC:1101 - Compositions I, ENC 1102 - Composition II, and three semester hours of college level mathematics; or permission from appropriate academic Dean.
<b>Provide justification for the proposed prerequisite(s).</b>	This is a requirement for any student taking a bachelor's level course at the college and ensures that students have the appropriate level of preparation and rigor for upper-division offerings.
<b>Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?</b>	No
<b>List course co-requisites.</b>	NA
<b>Provide justification for the proposed co-requisite(s).</b>	NA
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	NA
<b>Course credits or clock hours</b>	3 credits
<b>Contact hours (faculty load)</b>	3 hours
<b>Select grade mode</b>	Standard Grading (A, B, C, D, F)
<b>Credit type</b>	College Credit
<b>Course description</b> (provide below)	
<ul style="list-style-type: none"> <li>The course places an emphasis on OSHA regulations as related to the construction industry.</li> </ul>	

Construction safety awareness, procedures and practices are covered.
<b>General topic outline</b> (type in outline below)
<ul style="list-style-type: none"> <li>• Origin and purpose of OSHA</li> <li>• OSHA Standards and Compliances</li> <li>• Worker's compensation and legal liabilities</li> <li>• Total safety management, health issues, and life saving equipment</li> <li>• Emergency Response Plans</li> <li>• Accident investigation</li> </ul>

**Learning Outcomes:** For information purposes only.

<p>IV. Course Competencies, Learning Outcomes and Objectives</p> <p>A. General Education Competencies and Course Outcomes</p> <p>General Education Competency: Think</p> <p>Course Outcomes or Objectives Supporting the General Education Competency Selected:</p> <ul style="list-style-type: none"> <li>• Distinguish between the various personnel roles such as: safety and health, accident causation theories, ethics, and safety.</li> </ul> <p>C. Other Course Objectives/Standards</p> <ul style="list-style-type: none"> <li>• Describe the origin and purpose of OSHA.</li> <li>• Summarize worker's compensation</li> <li>• Assess OSHA Standards &amp; Compliances including OSHA's standards of personal protection and life saving equipment.</li> <li>• Evaluate job safety, hazard analysis, and accident investigation and the relationship to an Emergency Response Plan</li> </ul>
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<b>Copy and Paste the SCNS Course Profile Description below</b> ( <a href="http://scns.fldoe.org/scns/public/pb_index.jsp">http://scns.fldoe.org/scns/public/pb_index.jsp</a> ).
<a href="http://scns.fldoe.org/scns/public/pb_course_dtl.jsp">http://scns.fldoe.org/scns/public/pb_course_dtl.jsp</a>
AWARENESS OF HAZARDS ASSOCIATED WITH CONSTRUCTION INDUSTRY'S WORKING ENVIRONMENT. EMPHASIS ON OSHA REGULATIONS AND KNOWLEDGE TO IMPROVE THE OVERALL SAFETY ON A JOB SITE. COMPLETION RESULTS IN OSHA CERTIFICATION.

<b>ICS code for this course</b>	1.15.05 Business & Management
<b>Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".</b>	Yes - SMAN and other necessary baccalaureate restrictions

<b>Is the course an “International or Diversity Focus” course?</b>	No
<b>Is the course a General Education course?</b>	No
<b>Is the course a Writing Intensive course?</b>	No
<b>Is the course repeatable*?</b>  (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  3 Credits
<b>Do you expect to offer this course three times or less (experimental)?</b>	No

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

**Section II, Justification for proposal**

<b>Provide justification (below) for this proposed curriculum action.</b>
The need for this new Construction Management track was identified by Dean Meyer at the School of Engineering & Technology April 2017 meeting. There was discussion at the April 2017 Advisory Meeting about how few employers are looking for employees with Associate degrees as well as the need for new skill sets. The Advisory Committee also discussed the benefits of having full programs online. This focus area has received support from Southwest Florida construction related businesses. This is one of the four courses in the Construction Management area of focus within the <i>Bachelor of Applied Science</i> Supervision & Management program.

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

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Dr. Cynthia Orndoff ; Leroy Bugger; Jennifer Patterson; Andrew Blitz; James Barrell;



Dr. Elizabeth Schott

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception the submission deadline.</b>	
Significant economic need and opportunity in the area FSW serves.	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Dr. Tom Rath		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Leroy Bugger	
<b>Academic Dean or Associate Vice President</b>	Dr. Tom Rath	

<b>Select Curriculum Committee Meeting Date</b>	Monday, September 18, 2017
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All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

\_\_\_\_\_  
*Curriculum Committee Chair Signature*

\_\_\_\_\_  
Date

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Approve

Do not approve

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*Provost Signature*

---

*Date*

# Curriculum Committee



## New Course Proposal

<b>School or Division</b>	School of Business and Technology
<b>Program or Certificate</b>	CCC Risk Management & Insurance Management  Program: 1552020102  CIP: 0552020109
<b>Proposed by (faculty only)</b>	Professor Bill Van Glabek
<b>Presenter (faculty only)</b>	Professor Leroy Bugger
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 must be submitted for a later date.	
<b>Submission date</b>	9/8/2017
<b>Course prefix, number, and title</b>	RMI 2110 Personal Insurance

### Section I, New Course Information (must complete all items)

<b>List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D").</b>	None
<b>Provide justification for the proposed prerequisite(s).</b>	NA
<b>Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?</b>	No
<b>List course co-requisites.</b>	NA
<b>Provide justification for the proposed co-requisite(s).</b>	NA

<p><b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b></p> <p>(Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)</p>	<p>No</p>
<p><b>Course credits or clock hours</b></p>	<p>3 credit hours</p>
<p><b>Contact hours (faculty load)</b></p>	<p>3 credit hours</p>
<p><b>Select grade mode</b></p>	<p>Standard Grading (A, B, C, D, F)</p>
<p><b>Credit type</b></p>	<p>College Credit</p>
<p><b>Course description</b> (provide below)</p>	
<p>This course is designed to provide the student with an understanding of methods of analysis in handling personal risk exposures, including insurance coverage alternatives. Integration of life, health, accident, property and liability, profit-sharing, private/governmental insurance, and pension programs are included.</p>	

<p><b>General topic outline</b> (type in outline below)</p>
<ul style="list-style-type: none"> <li>• Risk Analysis</li> <li>• Insurance Contracts and Policy Analysis</li> <li>• Types of Insurance</li> <li>• Options for Retirement</li> </ul>

Learning Outcomes: For information purposes only.

#### **IV. Course Competencies, Learning Outcomes and Objectives**

##### **A. General Education Competencies and Course Outcomes**

###### 1. Integral *General Education Competency or competencies*: **Think**

- Understand and use the principles of risk analysis and insurance management to think critically about handling personal risk exposure to yield meaning and value.

##### **B. Other Course Objectives/Standards**

- Summarize various aspects of personal and automotive insurance on loss and risk management process.
- Distinguish coverage and duties relevant after an accident.
- Distinguish among various types of residential insurance with homeowner coverage, other residential insurance, and endorsements.
- Distinguish between various life insurance and retirement planning.

**Copy and Paste the SCNS Course Profile Description below ([http://scns.fldoe.org/scns/public/pb\\_index.jsp](http://scns.fldoe.org/scns/public/pb_index.jsp)).**

THE COURSE INCLUDES METHODS OF ANALYSIS IN HANDLING PERSONAL RISK EXPOSURES, INCLUDING INSURANCE COVERAGE ALTERNATIVES. INTEGRATION OF LIFE, HEALTH AND ACCIDENT, PROPERTY AND LIABILITY, PROFIT-SHARING, AND PRIVATE AND GOVERNMENTAL INSURANCE AND PENSION PROGRAMS ARE ALSO INCLUDED.

<b>ICS code for this course</b>	<b>ADVANCED AND PROFESSIONAL - 1.15.05 - BUSINESS AND MANAGEMENT</b>
<b>Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".</b>	<b>No</b>
<b>Is the course an "International or Diversity Focus" course?</b>	No, not International or Diversity Focus
<b>Is the course a General Education course?</b>	No
<b>Is the course a Writing Intensive course?</b>	No
<b>Is the course repeatable*?</b>  (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
<b>Do you expect to offer this course three times or less (experimental)?</b>	No

<b>Impact of Course Proposal</b>	
<b>Will this new course proposal impact other courses, programs, departments, or budgets?</b>	Yes
<b>If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?</b>	<b>Course will be part of the CCC Risk Management &amp; Insurance Management at FSW.</b>

Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.

NA

### **Section II, Justification for proposal**

Provide justification (below) for this proposed curriculum action.

RMI is deemed as a workforce need in the State of Florida. FSW will join in a partnership with the Florida Association of Insurance Agents and the Florida Department of Financial Regulation. Upon successful completion of this course the Florida Department of Financial Regulation will waive the examination requirement for licensing.

### **Section III, 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).

Leroy Bugger (Department Chair), William Van Glabek, Dr. Anita Rose, Dr. Tim Lucas, Jennifer Patterson, Alisa Callahan

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

Term in which approved action will take place	Fall 2018
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Provide an explanation below for the requested exception the submission deadline.

NA

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Type name here		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Professor Leroy Bugger	10/13/2017
<b>Academic Dean or Associate Vice President</b>	Dr. Tom Rath	10/13/2017

<b>Select Curriculum Committee Meeting Date</b>	11/03/17
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All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

\_\_\_\_\_

*Curriculum Committee Chair Signature* \_\_\_\_\_

*Date*

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Approve       Do not approve



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*Provost Signature*

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*Date*

## Curriculum Committee



### New Course Proposal

<b>School or Division</b>	School of Business and Technology
<b>Program or Certificate</b>	CCC Risk Management & Insurance Management  Program: 1552020102  CIP: 0552020109
<b>Proposed by (faculty only)</b>	Professor Bill Van Glabek
<b>Presenter (faculty only)</b>	Professor Leroy Bugger
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 must be submitted for a later date.	
<b>Submission date</b>	9/8/2017
<b>Course prefix, number, and title</b>	RMI 2212 Personal Business and Property Insurance

### Section I, New Course Information (must complete all items)

<b>List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D").</b>	None
<b>Provide justification for the proposed prerequisite(s).</b>	NA
<b>Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?</b>	No
<b>List course co-requisites.</b>	NA
<b>Provide justification for the proposed co-requisite(s).</b>	NA

<p><b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b></p> <p>(Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)</p>	<p>No</p>
<p><b>Course credits or clock hours</b></p>	<p>3 credit hours</p>
<p><b>Contact hours (faculty load)</b></p>	<p>3 credit hours</p>
<p><b>Select grade mode</b></p>	<p>Standard Grading (A, B, C, D, F)</p>
<p><b>Credit type</b></p>	<p>College Credit</p>
<p><b>Course description</b> (provide below)</p>	
<p>This course is designed to provide the student with an overview of personal and business property risks and coverages which may be used in dealing with these risks, including the underwriting, marketing and social problems associated with these coverages. Additional topics include commercial and residential fire insurance, inland marine and transportation coverages, and multi-peril contracts.</p>	

<p><b>General topic outline</b> (type in outline below)</p>
<ul style="list-style-type: none"> <li>• Describe and determine losses and coverage within commercial property insurance.</li> <li>• Explain business income commercial crime, and equipment breakdown insurance.</li> <li>• Summarize key provisions of cargo insurance, hull insurance, and protection and indemnity insurance.</li> <li>• Describe worker's compensation and employer liability.</li> </ul>

**Learning Outcomes:** For information purposes only.

#### **IV. Course Competencies, Learning Outcomes and Objectives**

##### **A. General Education Competencies and Course Outcomes**

##### 1. Integral *General Education Competency or competencies*: **Think**

- Understand and use the principles of property risk analysis and insurance management to think critically about handling personal and business property risk exposure to yield meaning and value.

##### **B. Other Course Objectives/Standards**

- Summarize various aspects of personal and business property insurance coverage on the loss and risk management process.
- Distinguish coverage and duties relevant to a property loss claim.
- Distinguish among various types of commercial insurance addressing commercial crime, loss of income, transportation, and other type of commercial insurance.
- Summarize worker's liability and employer liability insurance coverages.

**Copy and Paste the SCNS Course Profile Description below** ([http://scns.fldoe.org/scns/public/pb\\_index.jsp](http://scns.fldoe.org/scns/public/pb_index.jsp)).

This course provides an overview of person and business property risks and coverages which may be used in dealing with these risks, including the underwriting, marketing and social problems associated with these coverages. Additional topics include commercial and residential fire insurance, inland marine and transportation coverages, and multi-peril contracts.

<b>ICS code for this course</b>	<b>ADVANCED AND PROFESSIONAL - 1.15.05 - BUSINESS AND MANAGEMENT</b>
<b>Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".</b>	<b>No</b>
<b>Is the course an "International or Diversity Focus" course?</b>	No, not International or Diversity Focus
<b>Is the course a General Education course?</b>	No
<b>Is the course a Writing Intensive course?</b>	No
<b>Is the course repeatable*?</b>  (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
<b>Do you expect to offer this course three times or less (experimental)?</b>	No

<b>Impact of Course Proposal</b>	
<b>Will this new course proposal impact other courses, programs, departments, or budgets?</b>	Yes
<b>If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?</b>	<b>Course will be part of the CCC Risk Management &amp; Insurance Management at FSW.</b>
<b>Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.</b>	

NA

**Section II, Justification for proposal**

**Provide justification (below) for this proposed curriculum action.**

RMI is deemed as a workforce need in the State of Florida. FSW will join in a partnership with the Florida Association of Insurance Agents and the Florida Department of Financial Regulation. Upon successful completion of this course the Florida Department of Financial Regulation will waive the examination requirement for licensing.

**Section III, 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).**

Leroy Bugger (Department Chair), William Van Glabek, Dr. Anita Rose, Dr. Tim Lucas, Jennifer Patterson, Alisa Callahan

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2018
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**Provide an explanation below for the requested exception the submission deadline.**

NA

**Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission.**

<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>

Type name here		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Professor Leroy Bugger	10/13/2017
Academic Dean or Associate Vice President	Dr. Tom Rath	10/13/2017

Select Curriculum Committee Meeting Date	11/03/17
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All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

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*Curriculum Committee Chair Signature* \_\_\_\_\_  
*Date*

Approve       Do not approve

\_\_\_\_\_

*Provost Signature* \_\_\_\_\_  
*Date*





## Curriculum Committee

### New Course Proposal



<b>School or Division</b>	School of Business and Technology
<b>Program or Certificate</b>	CCC Risk Management & Insurance Management  Program: 1552020102  CIP: 0552020109
<b>Proposed by (faculty only)</b>	Professor Bill Van Glabek
<b>Presenter (faculty only)</b>	Professor Leroy Bugger
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 must be submitted for a later date.	
<b>Submission date</b>	9/8/2017
<b>Course prefix, number, and title</b>	RMI 2662 Introduction to Risk Management & Insurance

### Section I, New Course Information (must complete all items)

<b>List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D").</b>	None
<b>Provide justification for the proposed prerequisite(s).</b>	NA
<b>Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?</b>	No
<b>List course co-requisites.</b>	NA
<b>Provide justification for the proposed co-requisite(s).</b>	NA

<p><b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b></p> <p>(Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)</p>	No
<b>Course credits or clock hours</b>	3 credit hours
<b>Contact hours (faculty load)</b>	3 credit hours
<b>Select grade mode</b>	Standard Grading (A, B, C, D, F)
<b>Credit type</b>	College Credit
<b>Course description</b> (provide below)	
<p>This course is designed to provide <i>the student</i> with basic principles and concepts relating to risk management as it relates to personal and business environments. Major areas of instruction include property/casualty, life, and health.</p>	

<b>General topic outline</b> (type in outline below)
<ul style="list-style-type: none"> <li>• How insurance functions as a risk management technique, transfer system, and as a contract</li> <li>• How insurers market their business and perform financially</li> <li>• Summarize underwriting, ratemaking, and the claims process.</li> <li>• Explain risk management and loss exposure as they are managed through insurance policies.</li> <li>• Describe individual and group health care coverages</li> </ul>

**Learning Outcomes:** For information purposes only.

#### **IV. Course Competencies, Learning Outcomes and Objectives**

##### **A. General Education Competencies and Course Outcomes**

###### 1. Integral *General Education Competency or competencies:* **Think**

- Understand insurance as an instrumental to reducing personal and business risk; thinking critically about reducing risk to maintain personal and business value.

##### **B. Other Course Objectives/Standards**

- Understanding the functions of Insurance
- Insurance as a small business
- Health Care Coverage
- Underwriting, ratemaking, and the claims process

**Copy and Paste the SCNS Course Profile Description below** ([http://scns.fldoe.org/scns/public/pb\\_index.jsp](http://scns.fldoe.org/scns/public/pb_index.jsp)).

THE PRINCIPLES, PRACTICES, AND ECONOMICS OF INSURANCE; FIRE, LIFE, AND CASUALTY CONTRACTS; VARIOUS TYPES OF BUSINESS AND CONTINGENCY RISKS. DESIGNED FOR THOSE INTERESTED IN THE FIELD WHETHER AS A PROFESSION OR AS A BUYER OF INSURANCE. "INSURANCE REPRESENTATIVES" - A COURSE OF STUDY DESIGNED TO DEVELOP INSURANCE SKILLS OR MEET LICENSING REQUIREMENTS. THESE COURSES ARE NOT INTENDED TO LEAD TO AN ACADEMIC DEGREE; THEREFORE, THEY WILL NOT USUALLY BE TRANSFERABLE FOR CREDIT WITHIN A STUDENT'S MAJOR FIELD OF STUDY. IMPORTANT TRANSFER INFORMATION THE RECEIVING INSTITUTION IS NEVER PRECLUDED FROM ACCEPTING NON-EQUIVALENT COURSES FOR SATISFYING CERTAIN REQUIREMENTS.

<b>ICS code for this course</b>	<b>ADVANCED AND PROFESSIONAL - 1.15.05 - BUSINESS AND MANAGEMENT</b>
<b>Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".</b>	<b>No</b>
<b>Is the course an "International or Diversity Focus" course?</b>	No, not International or Diversity Focus
<b>Is the course a General Education course?</b>	No
<b>Is the course a Writing Intensive course?</b>	No
<b>Is the course repeatable*?</b>  (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
<b>Do you expect to offer this course three times or less (experimental)?</b>	No

<b>Impact of Course Proposal</b>	
<b>Will this new course proposal impact other courses, programs, departments, or budgets?</b>	Yes
<b>If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?</b>	<b>Course will be part of the CCC Risk Management &amp; Insurance Management at FSW.</b>
<b>Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.</b>	

NA

**Section II, Justification for proposal**

**Provide justification (below) for this proposed curriculum action.**

RMI is deemed as a workforce need in the State of Florida. FSW will join in a partnership with the Florida Association of Insurance Agents and the Florida Department of Financial Regulation. Upon successful completion of this course the Florida Department of Financial Regulation will waive the examination requirement for licensing.

**Section III, 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).**

Leroy Bugger (Department Chair), William Van Glabek, Dr. Anita Rose, Dr. Tim Lucas, Jennifer Patterson, Alisa Callahan

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2018
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**Provide an explanation below for the requested exception the submission deadline.**

NA

**Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission.**

<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>

Type name here		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Professor Leroy Bugger	10/13/2017
Academic Dean or Associate Vice President	Dr. Tom Rath	10/13/2017

Select Curriculum Committee Meeting Date	11/03/17
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All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

\_\_\_\_\_

*Curriculum Committee Chair Signature* \_\_\_\_\_  
*Date*

Approve       Do not approve

\_\_\_\_\_

*Provost Signature* \_\_\_\_\_  
*Date*



## Curriculum Committee



### New Course Proposal

<b>School or Division</b>	School of Business and Technology
<b>Program or Certificate</b>	Aviation Airframe Mechanics (PSAV) Program Number – T640300 CIP Number - 0647060703
<b>Proposed by (faculty only)</b>	Professor Leroy Bugger
<b>Presenter (faculty only)</b>	Professor Leroy Bugger
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 must be submitted for a later date.	
<b>Submission date</b>	10/12/2017
<b>Course prefix, number, and title</b>	AMT 0701 AVIATION MAINTENANCE TECHNOLOGY GENERAL I

### Section I, New Course Information (must complete all items)

<b>List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a “D”).</b>	Admission into the Aviation Airframe Mechanics (PSAV) program at the college and a minimum grade of “C”
<b>Provide justification for the proposed prerequisite(s).</b>	This is a limited access and limited enrollment program.
<b>Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?</b>	No
<b>List course co-requisites.</b>	NA
<b>Provide justification for the proposed co-requisite(s).</b>	NA
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No  NA
<b>Course credits or clock hours</b>	120 clock hours
<b>Contact hours (faculty load)</b>	120 clock hours
<b>Select grade mode</b>	Standard Grading (A, B, C, D, F)
<b>Credit type</b>	Vocational Credit



**Course description** (provide below)

This course is designed to provide the student with an understanding of general hangar and shop safety, environmental concerns, mathematics, physics, basic aerodynamics, federal aviation regulations, publications and records. Human factors in maintenance are introduced and professional ethics are explored. Theory of flight, aircraft structure and control are discussed.

**General topic outline** (type in outline below)

- General hangar and shop safety
- Environmental concerns
- Mathematics, physics, basic aerodynamics as applied general aviation maintenance
- Federal aviation regulations, publications and records

**Learning Outcomes:** For information purposes only.

**IV. Course Competencies, Learning Outcomes and Objectives**

**A. General Education Competencies and Course Outcomes**

1. Integral General Education Competency or competencies: Think

- Use and understand the principles of simple machines: sound, fluid, and heat dynamics

**B. Other Course Objectives/Standards**

- Extract roots and raise numbers to a given power.
- Determine areas and volumes of various geometrical shapes.
- Solve ratio, proportion, and percentage problems.
- Perform algebraic operations involving addition, subtraction, multiplication, and division of positive and negative numbers.
- Describe the theory of flight and aircraft structures.
- Relate the benefits of Human Factors and safety.
- Use documents, publications, and records applicable to the maintenance technician.
- Demonstrate use of aircraft drawings, blueprints, charts and graphs; also prepare a sketch for an aircraft repair and/or alteration.

- Demonstrate the ability to read, comprehend, and apply information in FAA and manufacturers' aircraft maintenance specifications, data sheets, manuals, publications, and related Federal Aviation Regulations, Airworthiness

**Copy and Paste the SCNS Course Profile Description below ([http://scns.fldoe.org/scns/public/pb\\_index.jsp](http://scns.fldoe.org/scns/public/pb_index.jsp)).**

THIS COURSE IS DESIGNED TO INTRODUCE GENERAL HANGAR AND SHOP SAFETY, ENVIRONMENTAL CONCERNS, MATHEMATICS, PHYSICS, BASIC AERODYNAMICS, FEDERAL AVIATION REGULATIONS, PUBLICATIONS AND RECORDS.

<b>ICS code for this course</b>	POSTSECONDARY ADULT VOCATIONAL (PSAV) - 1.26.02 - INDUSTRIAL
<b>Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".</b>	Yes PSAV
<b>Is the course an "International or Diversity Focus" course?</b>	No, not International or Diversity Focus
<b>Is the course a General Education course?</b>	No

<b>Is the course a Writing Intensive course?</b>	No
<b>Is the course repeatable*?</b>  (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
<b>Do you expect to offer this course three times or less (experimental)?</b>	No

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

**Section II, Justification for proposal**

<b>Provide justification (below) for this proposed curriculum action.</b>
<p>This course is part of a program being proposed to provide needed workforce credentialing to fill the gap and shortage of qualified aviation technicians, which is forecast to become more acute as a greater number of technicians retire than enter the field. In fact, according to a study commissioned by Boeing, commercial aviation will require 238,000 new technicians worldwide over the next 20 years, with North America accounting for 113,000 new technicians, almost 50% of total demand. According to an analysis prepared by EMSI, the job market in SWFL for A&amp;P technicians is fairly strong, averaging 20 monthly postings and 47 monthly hires from April of 2013 through April of 2015. A&amp;P technicians enjoy high average hourly earnings of greater than \$24/hr. The total economic impact of the program 10 years after implantation is forecast to be \$118.2 million and the average lifetime earnings for individual technicians are forecast to be improved (over what they would</p>

otherwise have earned) of roughly \$525,000 in today's net present value dollars (for Airframe and Powerplant mechanics combined), so the economic development implications are quite significant. Graduates of similar programs are actively recruited not only by the aviation industry, but also by industries as diverse as elevator installation/repair and amusement park ride repair as the skills sets and particular attention to detail engendered by the A&P curriculum are essential in those industries, as well.

**Section III, 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).

Leroy Bugger (Department Chair), Dr. Tim Lucas, Jennifer Patterson, Andrew Blitz

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception the submission deadline.</b>	

**Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission.**

<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Type name here		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Professor Leroy Bugger	10/13/2017

<b>Academic Dean or Associate</b> <b>Vice President</b>	Dr. Tom Rath	10/13/2017
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<b>Select Curriculum Committee Meeting Date</b>	11/03/17
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All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve           Do not approve

\_\_\_\_\_  
*Curriculum Committee Chair Signature*
\_\_\_\_\_  
*Date*

Approve           Do not approve

\_\_\_\_\_  
*Provost Signature*
\_\_\_\_\_  
*Date*

## Curriculum Committee



### New Course Proposal

<b>School or Division</b>	School of Business and Technology
<b>Program or Certificate</b>	Aviation Airframe Mechanics (PSAV) Program Number – T640300 CIP Number - 0647060703
<b>Proposed by (faculty only)</b>	Professor Leroy Bugger
<b>Presenter (faculty only)</b>	Professor Leroy Bugger
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 must be submitted for a later date.	
<b>Submission date</b>	10/12/2017
<b>Course prefix, number, and title</b>	AMT 0702 AVIATION MAINTENANCE TECHNOLOGY GENERAL II

### Section I, New Course Information (must complete all items)

<b>List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a “D”).</b>	Admission into the Aviation Airframe Mechanics (PSAV) program at the college and a minimum grade of “C”
<b>Provide justification for the proposed prerequisite(s).</b>	This is a limited access and limited enrollment program.
<b>Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?</b>	No
<b>List course co-requisites.</b>	NA
<b>Provide justification for the proposed co-requisite(s).</b>	NA
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No  NA
<b>Course credits or clock hours</b>	120 clock hours
<b>Contact hours (faculty load)</b>	120 clock hours
<b>Select grade mode</b>	Standard Grading (A, B, C, D, F)
<b>Credit type</b>	Vocational Credit

**Course description** (provide below)

This course is designed to introduce aircraft hardware and precision measuring instruments; blueprints and drawings; hand and power tools; and fluid lines and fittings.

**General topic outline** (type in outline below)

- Aircraft hardware and precision measuring instruments
- Blueprints and drawings
- Hand and power tools
- Fluid lines and fittings

**Learning Outcomes:** For information purposes only.

**IV. Course Competencies, Learning Outcomes and Objectives**

**A. General Education Competencies and Course Outcomes**

1. Integral *General Education Competency or competencies*: Evaluate

- Identify the materials used in aircraft construction and discuss the uses and limitations of each material.

**B. Other Course Objectives/Standards**

- Demonstrate knowledge of the proper use and care of common hand tools and precision measuring instruments.
- Identify common aircraft fasteners and discuss their uses and methods of safety.
- Demonstrate construction of rigid and flexible aircraft fluid lines.

<b>Copy and Paste the SCNS Course Profile Description below</b> ( <a href="http://scns.fldoe.org/scns/public/pb_index.jsp">http://scns.fldoe.org/scns/public/pb_index.jsp</a> ).
<p>THIS COURSE IS DESIGNED TO INTRODUCE AIRCRAFT HARDWARE AND PRECISION MEASURING INSTRUMENTS; BLUEPRINTS AND DRAWINGS; HAND AND POWER TOOLS; AND FLUID LINES AND FITTINGS.</p>

<b>ICS code for this course</b>	POSTSECONDARY ADULT VOCATIONAL (PSAV) - 1.26.02 - INDUSTRIAL
<b>Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".</b>	Yes PSAV
<b>Is the course an "International or Diversity Focus" course?</b>	No, not International or Diversity Focus
<b>Is the course a General Education course?</b>	No
<b>Is the course a Writing Intensive course?</b>	No
<b>Is the course repeatable*?</b>  (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



<b>Do you expect to offer this course three times or less (experimental)?</b>	No
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<b>Impact of Course Proposal</b>	
<b>Will this new course proposal impact other courses, programs, departments, or budgets?</b>	No
<b>If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?</b>	
<b>Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.</b>	
NA	

**Section II, Justification for proposal**

<b>Provide justification (below) for this proposed curriculum action.</b>
<p>This course is part of a program being proposed to provide needed workforce credentialing to fill the gap and shortage of qualified aviation technicians, which is forecast to become more acute as a greater number of technicians retire than enter the field. In fact, according to a study commissioned by Boeing, commercial aviation will require 238,000 new technicians worldwide over the next 20 years, with North America accounting for 113,000 new technicians, almost 50% of total demand. According to an analysis prepared by EMSI, the job market in SWFL for A&amp;P technicians is fairly strong, averaging 20 monthly postings and 47 monthly hires from April of 2013 through April of 2015. A&amp;P technicians enjoy high average hourly earnings of greater than \$24/hr. The total economic impact of the program 10 years after implantation is forecast to be \$118.2 million and the average lifetime earnings for individual technicians are forecast to be improved (over what they would otherwise have earned) of roughly \$525,000 in today’s net present value dollars (for Airframe and Powerplant mechanics combined), so the economic development implications are quite significant. Gradates of similar programs are actively recruited not only by the aviation industry, but also by industries as diverse as elevator installation/repair and amusement park ride repair as the skills sets and particular attention to detail engendered by the A&amp;P curriculum are essential in those industries, as well.</p>

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

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Leroy Bugger (Department Chair), Dr. Tim Lucas, Jennifer Patterson, Andrew Blitz

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost’s Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception the submission deadline.</b>	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Type name here		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

Required Endorsements	Type in Name	Select Date
<b>Department Chair or Program Coordinator/Director</b>	Professor Leroy Bugger	10/13/2017
<b>Academic Dean or Associate Vice President</b>	Dr. Tom Rath	10/13/2017

<b>Select Curriculum Committee Meeting Date</b>	11/03/17
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All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve

Do not approve

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*Curriculum Committee Chair Signature*

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Date

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Approve

Do not approve

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*Provost Signature*

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Date

## Curriculum Committee



### New Course Proposal

<b>School or Division</b>	School of Business and Technology
<b>Program or Certificate</b>	Aviation Airframe Mechanics (PSAV) Program Number – T640300 CIP Number - 0647060703
<b>Proposed by (faculty only)</b>	Professor Leroy Bugger
<b>Presenter (faculty only)</b>	Professor Leroy Bugger
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 must be submitted for a later date.	
<b>Submission date</b>	10/12/2017
<b>Course prefix, number, and title</b>	AMT 0703 AVIATION MAINTENANCE TECHNOLOGY GENERAL III

### Section I, New Course Information (must complete all items)

<b>List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a “D”).</b>	Admission into the Aviation Airframe Mechanics (PSAV) program at the college and a minimum grade of “C”
<b>Provide justification for the proposed prerequisite(s).</b>	This is a limited access and limited enrollment program.
<b>Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?</b>	No
<b>List course co-requisites.</b>	NA
<b>Provide justification for the proposed co-requisite(s).</b>	NA
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No  NA
<b>Course credits or clock hours</b>	120 clock hours
<b>Contact hours (faculty load)</b>	120 clock hours
<b>Select grade mode</b>	Standard Grading (A, B, C, D, F)
<b>Credit type</b>	Vocational Credit

**Course description** (provide below)

Classroom and laboratory study of basic DC and AC electricity including electron theory, Ohm's law, Kirchhoff's laws, and electrical power. Also covered are series, parallel, and combination circuits, inductance, capacitance and digital concepts.

**General topic outline** (type in outline below)

- Basic electricity and DC electrical circuits
- Aircraft battery service and inspection
- Hand and power tools
- AC electrical circuits and solid-state circuits

**Learning Outcomes:** For information purposes only.

#### **IV. Course Competencies, Learning Outcomes and Objectives**

##### **A. General Education Competencies and Course Outcomes**

1. Integral *General Education Competency or competencies*: Think

- Discuss the principles and use of magnetism as it applies to electromagnetic and electromechanical components within direct and alternating current circuits.

##### **B. Other Course Objectives/Standards**

- The analysis and solving of direct current electrical circuits utilizing circuit parameters given.
- Identify electrical and electronic circuit symbols and interpret basic aircraft electrical schematics and wiring diagrams.
- Demonstrate the proper testing techniques by troubleshooting various electrical circuits utilizing the multi-meter.
- To analyze the effects on the circuit characteristics of an alternating circuit containing inductors and capacitors that are found in RLC series and parallel circuits.
- Discuss, construct, and analyze various semiconductor circuits utilizing transformers, diodes, junction transistors, and logic gates.

- Correctly interpret and analyze various aircraft electrical system wiring schematics.
- Discuss typical direct current power distribution systems and component interaction for various General Aviation type aircraft.
- Inspect and service utilizing proper manufacturer procedures for both Lead-Acid and Nickel-Cadmium batteries found in aircraft.

**Copy and Paste the SCNS Course Profile Description below** ([http://scns.fldoe.org/scns/public/pb\\_index.jsp](http://scns.fldoe.org/scns/public/pb_index.jsp)).

THIS COURSE IS DESIGNED TO INTRODUCE BASIC ELECTRICITY AND DC ELECTRICAL CIRCUITS; AIRCRAFT BATTERY SERVICE AND INSPECTION; AC ELECTRICAL CIRCUITS AND SOLID-STATE CIRCUITS.

<b>ICS code for this course</b>	POSTSECONDARY ADULT VOCATIONAL (PSAV) - 1.26.02 - INDUSTRIAL
<b>Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".</b>	Yes PSAV
<b>Is the course an "International or Diversity Focus" course?</b>	No, not International or Diversity Focus
<b>Is the course a General Education course?</b>	No
<b>Is the course a Writing Intensive course?</b>	No

<p><b>Is the course repeatable*?</b></p> <p>(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</p>	No
<p><b>Do you expect to offer this course three times or less (experimental)?</b></p>	No

<p><b>Impact of Course Proposal</b></p>	
<p><b>Will this new course proposal impact other courses, programs, departments, or budgets?</b></p>	No
<p><b>If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?</b></p>	
<p><b>Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.</b></p>	
<p>NA</p>	

**Section II, Justification for proposal**

<p><b>Provide justification (below) for this proposed curriculum action.</b></p>
<p>This course is part of a program being proposed to provide needed workforce credentialing to fill the gap and shortage of qualified aviation technicians, which is forecast to become more acute as a greater number of technicians retire than enter the field. In fact, according to a study commissioned by Boeing, commercial aviation will require 238,000 new technicians worldwide over the next 20 years, with North America accounting for 113,000 new technicians, almost 50% of total demand. According to an analysis prepared by EMSI, the job market in SWFL for A&amp;P technicians is fairly strong, averaging 20 monthly postings and 47 monthly hires from April of 2013 through April of 2015. A&amp;P technicians enjoy high average hourly earnings of greater than \$24/hr. The total economic impact of the program 10 years after implantation is forecast to be \$118.2 million and the average lifetime earnings for individual technicians are forecast to be improved (over what they would otherwise have earned) of roughly \$525,000 in today’s net present value dollars (for Airframe and</p>

Powerplant mechanics combined), so the economic development implications are quite significant. Graduates of similar programs are actively recruited not only by the aviation industry, but also by industries as diverse as elevator installation/repair and amusement park ride repair as the skills sets and particular attention to detail engendered by the A&P curriculum are essential in those industries, as well.

**Section III, 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).

Leroy Bugger (Department Chair), Dr. Tim Lucas, Jennifer Patterson, Andrew Blitz

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost’s Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception the submission deadline.</b>	

Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission.

Dean or Associate Vice President	Signature	Date
Type name here		
Provost	Signature	Date
Dr. Jeff Stewart		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Leroy Bugger	10/13/2017
Academic Dean or Associate Vice President	Dr. Tom Rath	10/13/2017



<b>Select Curriculum Committee Meeting Date</b>	11/03/17
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All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

\_\_\_\_\_  
*Curriculum Committee Chair Signature*

\_\_\_\_\_  
*Date*

Approve       Do not approve

\_\_\_\_\_  
*Provost Signature*

\_\_\_\_\_  
*Date*

## Curriculum Committee



### New Course Proposal

<b>School or Division</b>	School of Business and Technology
<b>Program or Certificate</b>	Aviation Airframe Mechanics (PSAV) Program Number – T640300 CIP Number - 0647060703
<b>Proposed by (faculty only)</b>	Professor Leroy Bugger
<b>Presenter (faculty only)</b>	Professor Leroy Bugger
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 must be submitted for a later date.	
<b>Submission date</b>	10/12/2017
<b>Course prefix, number, and title</b>	AMT 0704 AVIATION MAINTENANCE TECHNOLOGY GENERAL IV

### Section I, New Course Information (must complete all items)

<b>List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a “D”).</b>	Admission into the Aviation Airframe Mechanics (PSAV) program at the college and a minimum grade of “C”
<b>Provide justification for the proposed prerequisite(s).</b>	This is a limited access and limited enrollment program.
<b>Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?</b>	No
<b>List course co-requisites.</b>	NA
<b>Provide justification for the proposed co-requisite(s).</b>	NA
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No  NA
<b>Course credits or clock hours</b>	120 clock hours
<b>Contact hours (faculty load)</b>	120 clock hours
<b>Select grade mode</b>	Standard Grading (A, B, C, D, F)
<b>Credit type</b>	Vocational Credit

**Course description** (provide below)

This course is designed to introduce structural materials and processes, non-destructive inspection, aircraft cleaning and corrosion control, weight and balance, and aircraft ground operations and servicing.

**General topic outline** (type in outline below)

- Structural materials and processes
- Non-destructive inspection
- Aircraft cleaning and corrosion control
- Weight and balance
- Aircraft ground operations and servicing

**Learning Outcomes:** For information purposes only.

#### **IV. Course Competencies, Learning Outcomes and Objectives**

##### **A. General Education Competencies and Course Outcomes**

##### **1. Integral *General Education Competency or competencies:* Communicate**

- Discuss the causes of corrosion, identify corrosion on different metals, and select the appropriate methods and agents to control corrosion.

##### **B. Other Course Objectives/Standards**

- Describe the uses and limitations of the commonly used NDT processes.
- Identify proper aircraft ground operations and handling procedures.
- Weigh an aircraft.
- Compute the empty weight and empty weight CG of an aircraft.
- Understand the concept of weight and balance.
- Inspect and check welds.
- Describe the heat treatment, hardness testing and fabrication methods of aircraft components.
- Perform and select cleaning materials for aircraft cleaning.

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<b>Copy and Paste the SCNS Course Profile Description below (<a href="http://scns.fldoe.org/scns/public/pb_index.jsp">http://scns.fldoe.org/scns/public/pb_index.jsp</a>).</b>
THIS COURSE IS DESIGNED TO INTRODUCE STRUCTURAL MATERIALS AND PROCESSES, NON-DESTRUCTIVE INSPECTION, AIRCRAFT CLEANING AND CORROSION CONTROL, WEIGHT AND BALANCE, AND AIRCRAFT GROUND OPERATIONS AND SERVICING.

<b>ICS code for this course</b>	POSTSECONDARY ADULT VOCATIONAL (PSAV) - 1.26.02 - INDUSTRIAL
<b>Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".</b>	Yes PSAV
<b>Is the course an "International or Diversity Focus" course?</b>	No, not International or Diversity Focus
<b>Is the course a General Education course?</b>	No
<b>Is the course a Writing Intensive course?</b>	No
<b>Is the course repeatable*?</b>  (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
<b>Do you expect to offer this course three times or less (experimental)?</b>	No

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

## **Section II, Justification for proposal**

<b>Provide justification (below) for this proposed curriculum action.</b>
<p>This course is part of a program being proposed to provide needed workforce credentialing to fill the gap and shortage of qualified aviation technicians, which is forecast to become more acute as a greater number of technicians retire than enter the field. In fact, according to a study commissioned by Boeing, commercial aviation will require 238,000 new technicians worldwide over the next 20 years, with North America accounting for 113,000 new technicians, almost 50% of total demand. According to an analysis prepared by EMSI, the job market in SWFL for A&amp;P technicians is fairly strong, averaging 20 monthly postings and 47 monthly hires from April of 2013 through April of 2015. A&amp;P technicians enjoy high average hourly earnings of greater than \$24/hr. The total economic impact of the program 10 years after implantation is forecast to be \$118.2 million and the average lifetime earnings for individual technicians are forecast to be improved (over what they would otherwise have earned) of roughly \$525,000 in today’s net present value dollars (for Airframe and Powerplant mechanics combined), so the economic development implications are quite significant. Graduates of similar programs are actively recruited not only by the aviation industry, but also by industries as diverse as elevator installation/repair and amusement park ride repair as the skills sets and particular attention to detail engendered by the A&amp;P curriculum are essential in those industries, as well.</p>

## **Section III, 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).

Leroy Bugger (Department Chair), Dr. Tim Lucas, Jennifer Patterson, Andrew Blitz

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception the submission deadline.</b>	

Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission.

Dean or Associate Vice President	Signature	Date
Type name here		
Provost	Signature	Date
Dr. Jeff Stewart		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Professor Leroy Bugger	10/13/2017
Academic Dean or Associate Vice President	Dr. Tom Rath	10/13/2017

<b>Select Curriculum Committee Meeting Date</b>	11/03/17
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All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

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*Curriculum Committee Chair Signature*

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*Date*

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Approve       Do not approve

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*Provost Signature*

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*Date*

## Curriculum Committee



### New Course Proposal

<b>School or Division</b>	School of Business and Technology
<b>Program or Certificate</b>	Aviation Airframe Mechanics (PSAV) Program Number – T640300 CIP Number - 0647060703
<b>Proposed by (faculty only)</b>	Professor Leroy Bugger
<b>Presenter (faculty only)</b>	Professor Leroy Bugger
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 must be submitted for a later date.	
<b>Submission date</b>	10/12/2017
<b>Course prefix, number, and title</b>	AMT 0712 Aviation Maintenance Technology Airframe I

### Section I, New Course Information (must complete all items)

<b>List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a “D”).</b>	Admission into the Aviation Airframe Mechanics (PSAV) program at the college and a minimum grade of “C”
<b>Provide justification for the proposed prerequisite(s).</b>	This is a limited access and limited enrollment program.
<b>Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?</b>	No
<b>List course co-requisites.</b>	NA
<b>Provide justification for the proposed co-requisite(s).</b>	NA
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No  NA
<b>Course credits or clock hours</b>	225 clock hours
<b>Contact hours (faculty load)</b>	225 clock hours
<b>Select grade mode</b>	Standard Grading (A, B, C, D, F)
<b>Credit type</b>	Vocational Credit



**Course description** (provide below)

This course is designed to introduce skills and the necessary knowledge and understanding of aircraft structural assembly and rigging, aircraft non-metallics, and aircraft electrical systems.

**General topic outline** (type in outline below)

- Aircraft structural assembly and rigging
- Aircraft non-metallics
- Aircraft electrical systems

**Learning Outcomes:** For information purposes only.

**IV. Course Competencies, Learning Outcomes and Objectives**

**A. General Education Competencies and Course Outcomes**

1. Integral *General Education Competency or competencies*: Evaluate

- Repair and inspect aircraft electrical system components; crimp and splice wiring to manufacturers' specifications; and repair pins and sockets of aircraft connectors.

**B. Other Course Objectives/Standards**

- Service and repair wood structures, identify wood defects, and inspect wood structures
- Select and apply fabric and fiberglass covering materials
- Inspect, test, and repair fabric and fiberglass.
- Identify wood defects
- Inspect wood structures
- Inspect, test, and repair fiberglass, plastic, honeycomb, composite, and laminated primary and secondary structures.
- Select and apply fabric and fiberglass covering materials
- Identify, select, and apply finishing materials.
- Inspect and identify finishing defects.
- Apply trim letters and touch-up paint
- Identify, select, and apply finishing materials
- Inspect finishes and identify defects.
- Inspect, check, service, and repair windows, doors, and interior furnishings.
- Rig rotary-wing aircraft.

- Rig fixed-wing aircraft.
- Check alignment of structures.

**Copy and Paste the SCNS Course Profile Description below ([http://scns.fldoe.org/scns/public/pb\\_index.jsp](http://scns.fldoe.org/scns/public/pb_index.jsp)).**

THIS COURSE IS DESIGNED TO INTRODUCE SKILLS AND THE NECESSARY KNOWLEDGE AND UNDERSTANDING OF AIRCRAFT STRUCTURAL ASSEMBLY AND RIGGING, AIRCRAFT NON-METALLICS, AND AIRCRAFT ELECTRICAL SYSTEMS.

<b>ICS code for this course</b>	POSTSECONDARY ADULT VOCATIONAL (PSAV) - 1.26.02 - INDUSTRIAL
<b>Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".</b>	Yes PSAV
<b>Is the course an "International or Diversity Focus" course?</b>	No, not International or Diversity Focus
<b>Is the course a General Education course?</b>	No
<b>Is the course a Writing Intensive course?</b>	No
<b>Is the course repeatable*?</b>  (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a	No

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	
<b>Do you expect to offer this course three times or less (experimental)?</b>	No

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

**Section II, Justification for proposal**

<b>Provide justification (below) for this proposed curriculum action.</b>
<p>This course is part of a program being proposed to provide needed workforce credentialing to fill the gap and shortage of qualified aviation technicians, which is forecast to become more acute as a greater number of technicians retire than enter the field. In fact, according to a study commissioned by Boeing, commercial aviation will require 238,000 new technicians worldwide over the next 20 years, with North America accounting for 113,000 new technicians, almost 50% of total demand. According to an analysis prepared by EMSI, the job market in SWFL for A&amp;P technicians is fairly strong, averaging 20 monthly postings and 47 monthly hires from April of 2013 through April of 2015. A&amp;P technicians enjoy high average hourly earnings of greater than \$24/hr. The total economic impact of the program 10 years after implantation is forecast to be \$118.2 million and the average lifetime earnings for individual technicians are forecast to be improved (over what they would otherwise have earned) of roughly \$525,000 in today’s net present value dollars (for Airframe and Powerplant mechanics combined), so the economic development implications are quite significant. Graduates of similar programs are actively recruited not only by the aviation industry, but also by</p>

industries as diverse as elevator installation/repair and amusement park ride repair as the skills sets and particular attention to detail engendered by the A&P curriculum are essential in those industries, as well.

**Section III, 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).

Leroy Bugger (Department Chair), Dr. Tim Lucas, Jennifer Patterson, Andrew Blitz

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost’s Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception the submission deadline.</b>	

Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission.

<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Type name here		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Professor Leroy Bugger	10/13/2017
<b>Academic Dean or Associate Vice President</b>	Dr. Tom Rath	10/13/2017

<b>Select Curriculum Committee Meeting Date</b>	11/03/17
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All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

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*Curriculum Committee Chair Signature*

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*Date*

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Approve       Do not approve

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*Provost Signature*

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*Date*

## Curriculum Committee



### New Course Proposal

<b>School or Division</b>	School of Business and Technology
<b>Program or Certificate</b>	Aviation Airframe Mechanics (PSAV) Program Number – T640300 CIP Number - 0647060703
<b>Proposed by (faculty only)</b>	Professor Leroy Bugger
<b>Presenter (faculty only)</b>	Professor Leroy Bugger
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 must be submitted for a later date.	
<b>Submission date</b>	10/12/2017
<b>Course prefix, number, and title</b>	AMT 0713 Aviation Maintenance Technology Airframe II

### Section I, New Course Information (must complete all items)

<b>List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a “D”).</b>	Admission into the Aviation Airframe Mechanics (PSAV) program at the college and a minimum grade of “C”
<b>Provide justification for the proposed prerequisite(s).</b>	This is a limited access and limited enrollment program.
<b>Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?</b>	No
<b>List course co-requisites.</b>	NA
<b>Provide justification for the proposed co-requisite(s).</b>	NA
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No  NA
<b>Course credits or clock hours</b>	225 clock hours
<b>Contact hours (faculty load)</b>	225 clock hours
<b>Select grade mode</b>	Standard Grading (A, B, C, D, F)
<b>Credit type</b>	Vocational Credit

**Course description** (provide below)

This course is part of a program being proposed to provide needed workforce credentialing to fill the gap and shortage of qualified aviation technicians, which is forecast to become more acute as a greater number of technicians retire than enter the field. In fact, according to a study commissioned by Boeing, commercial aviation will require 238,000 new technicians worldwide over the next 20 years, with North America accounting for 113,000 new technicians, almost 50% of total demand. According to an analysis prepared by EMSI, the job market in SWFL for A&P technicians is fairly strong, averaging 20 monthly postings and 47 monthly hires from April of 2013 through April of 2015. A&P technicians enjoy high average hourly earnings of greater than \$24/hr. The total economic impact of the program 10 years after implantation is forecast to be \$118.2 million and the average lifetime earnings for individual technicians are forecast to be improved (over what they would otherwise have earned) of roughly \$525,000 in today's net present value dollars (for Airframe and Powerplant mechanics combined), so the economic development implications are quite significant. Graduates of similar programs are actively recruited not only by the aviation industry, but also by industries as diverse as elevator installation/repair and amusement park ride repair as the skills sets and particular attention to detail engendered by the A&P curriculum are essential in those industries, as well.

**General topic outline** (type in outline below)

- Aircraft finishes and fabric covering
- Assembly and repair of sheet metal structures
- Aircraft welding techniques

**Learning Outcomes:** For information purposes only.

**IV. Course Competencies, Learning Outcomes and Objectives**

**A. General Education Competencies and Course Outcomes**

1. Integral *General Education Competency or competencies*: Communicate
  - Explain the processes involved in fabrication of tubular steel structures.

**B. Other Course Objectives/Standards**

- Identify, select, install, and remove hardware, materials, rivets, and special fasteners on metallic, bonded, and composite structures.
- Install conventional rivets.
- Inspect bonded structures.
- Inspect and repair sheet-metal structures.
- Form, lay out and bend sheet metal structures.
- Inspect and repair sheet metal structures.
- Understand and explain the processes of welding magnesium, aluminum, stainless steel, and titanium.
- Explain the process of soldering stainless steel.
- Solder, braze, gas weld, and arc weld steel.
- Inspect and check welds.

**Copy and Paste the SCNS Course Profile Description below** ([http://scns.fldoe.org/scns/public/pb\\_index.jsp](http://scns.fldoe.org/scns/public/pb_index.jsp)).

THIS COURSE IS DESIGNED TO INTRODUCE SKILLS AND THE NECESSARY KNOWLEDGE AND UNDERSTANDING OF AIRCRAFT FINISHES AND FABRIC COVERING, ASSEMBLY AND REPAIR OF SHEET METAL STRUCTURES, AND INTRODUCTION TO AIRCRAFT WELDING TECHNIQUES.

<b>ICS code for this course</b>	POSTSECONDARY ADULT VOCATIONAL (PSAV) - 1.26.02 - INDUSTRIAL
<b>Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".</b>	Yes PSAV
<b>Is the course an "International or Diversity Focus" course?</b>	No, not International or Diversity Focus



<b>Is the course a General Education course?</b>	No
<b>Is the course a Writing Intensive course?</b>	No
<b>Is the course repeatable*?</b>  (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
<b>Do you expect to offer this course three times or less (experimental)?</b>	No

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

**Section II, Justification for proposal**

<b>Provide justification (below) for this proposed curriculum action.</b>
Type in justification here

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

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Leroy Bugger (Department Chair), Dr. Tim Lucas, Jennifer Patterson, Andrew Blitz

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception the submission deadline.</b>	
<p>This course is part of a program being proposed to provide needed workforce credentialing to fill the gap and shortage of qualified aviation technicians, which is forecast to become more acute as a greater number of technicians retire than enter the field. In fact, according to a study commissioned by Boeing, commercial aviation will require 238,000 new technicians worldwide over the next 20 years, with North America accounting for 113,000 new technicians, almost 50% of total demand. According to an analysis prepared by EMSI, the job market in SWFL for A&amp;P technicians is fairly strong, averaging 20 monthly postings and 47 monthly hires from April of 2013 through April of 2015. A&amp;P technicians enjoy high average hourly earnings of greater than \$24/hr. The total economic impact of the program 10 years after implantation is forecast to be \$118.2 million and the average lifetime earnings for individual technicians are forecast to be improved (over what they would otherwise have earned) of roughly \$525,000 in today's net present value dollars (for Airframe and Powerplant mechanics combined), so the economic development implications are quite significant. Graduates of similar programs are actively recruited not only by the aviation industry, but also by industries as diverse as elevator installation/repair and amusement park ride repair as the skills sets and particular attention to detail engendered by the A&amp;P curriculum are essential in those industries, as well.</p>	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Type name here		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
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Department Chair or Program Coordinator/Director	Professor Leroy Bigger	10/13/2017
Academic Dean or Associate Vice President	Dr. Tom Rath	10/13/2017

Select Curriculum Committee Meeting Date	11/03/17
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All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

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*Curriculum Committee Chair Signature*

\_\_\_\_\_

Date

Approve       Do not approve

\_\_\_\_\_

*Provost Signature*

\_\_\_\_\_

Date

## Curriculum Committee



### New Course Proposal

<b>School or Division</b>	School of Business and Technology
<b>Program or Certificate</b>	Aviation Airframe Mechanics (PSAV) Program Number – T640300 CIP Number - 0647060703
<b>Proposed by (faculty only)</b>	Professor Leroy Bugger
<b>Presenter (faculty only)</b>	Professor Leroy Bugger
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 must be submitted for a later date.	
<b>Submission date</b>	10/12/2017
<b>Course prefix, number, and title</b>	AMT 0714 Aviation Maintenance Technology Airframe III

### Section I, New Course Information (must complete all items)

<b>List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a “D”).</b>	Admission into the Aviation Airframe Mechanics (PSAV) program at the college and a minimum grade of “C”
<b>Provide justification for the proposed prerequisite(s).</b>	This is a limited access and limited enrollment program.
<b>Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?</b>	No
<b>List course co-requisites.</b>	NA
<b>Provide justification for the proposed co-requisite(s).</b>	NA
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No  NA
<b>Course credits or clock hours</b>	225 clock hours
<b>Contact hours (faculty load)</b>	225 clock hours
<b>Select grade mode</b>	Standard Grading (A, B, C, D, F)
<b>Credit type</b>	Vocational Credit

**Course description** (provide below)

This course is designed to introduce skills and the necessary knowledge and understanding of aircraft hydraulics and pneumatics, landing gear systems, and aircraft atmospheric and climatic control systems.

**General topic outline** (type in outline below)

- Aircraft hydraulics and pneumatics
- Landing gear systems
- Aircraft atmospheric and climate control systems

**Learning Outcomes:** For information purposes only.

**IV. Course Competencies, Learning Outcomes and Objectives**

**A. General Education Competencies and Course Outcomes**

1. Integral *General Education Competency or competencies*: Think
- Inspect, check, troubleshoot, service, and repair oxygen systems.

**B. Other Course Objectives/Standards**

- Inspect, check, service, and repair landing gear, retraction systems, shock struts, brakes wheels, tires, and steering systems
- Repair hydraulic and pneumatic power systems.
- Identify and select hydraulic fluids
- Inspect, check, service, troubleshoot, and repair hydraulic and pneumatic power systems.
- Inspect, check, troubleshoot, service, and repair heating, cooling, and air conditioning, pressurization systems, and air cycle machines.
- Inspect, check, troubleshoot, service, and repair heating, cooling, and air conditioning, pressurization systems.

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<b>Copy and Paste the SCNS Course Profile Description below</b> ( <a href="http://scns.fldoe.org/scns/public/pb_index.jsp">http://scns.fldoe.org/scns/public/pb_index.jsp</a> ).
THIS COURSE IS DESIGNED TO INTRODUCE SKILLS AND THE NECESSARY KNOWLEDGE AND UNDERSTANDING OF AIRCRAFT HYDRAULICS AND PNEUMATICS, LANDING GEAR SYSTEMS, AND AIRCRAFT ATMOSPHERIC AND CLIMATE CONTROL SYSTEMS.

<b>ICS code for this course</b>	POSTSECONDARY ADULT VOCATIONAL (PSAV) - 1.26.02 - INDUSTRIAL
<b>Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".</b>	Yes PSAV
<b>Is the course an "International or Diversity Focus" course?</b>	No, not International or Diversity Focus
<b>Is the course a General Education course?</b>	No
<b>Is the course a Writing Intensive course?</b>	No
<b>Is the course repeatable*?</b>  (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
<b>Do you expect to offer this course three times or less (experimental)?</b>	No

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

**Section II, Justification for proposal**

<b>Provide justification (below) for this proposed curriculum action.</b>
<p>This course is part of a program being proposed to provide needed workforce credentialing to fill the gap and shortage of qualified aviation technicians, which is forecast to become more acute as a greater number of technicians retire than enter the field. In fact, according to a study commissioned by Boeing, commercial aviation will require 238,000 new technicians worldwide over the next 20 years, with North America accounting for 113,000 new technicians, almost 50% of total demand. According to an analysis prepared by EMSI, the job market in SWFL for A&amp;P technicians is fairly strong, averaging 20 monthly postings and 47 monthly hires from April of 2013 through April of 2015. A&amp;P technicians enjoy high average hourly earnings of greater than \$24/hr. The total economic impact of the program 10 years after implantation is forecast to be \$118.2 million and the average lifetime earnings for individual technicians are forecast to be improved (over what they would otherwise have earned) of roughly \$525,000 in today’s net present value dollars (for Airframe and Powerplant mechanics combined), so the economic development implications are quite significant. Graduates of similar programs are actively recruited not only by the aviation industry, but also by industries as diverse as elevator installation/repair and amusement park ride repair as the skills sets and particular attention to detail engendered by the A&amp;P curriculum are essential in those industries, as well.</p>

**Section III, 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).

Leroy Bugger (Department Chair), Dr. Tim Lucas, Jennifer Patterson, Andrew Blitz

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception the submission deadline.</b>	

**Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission.**

<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Type name here		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Professor Leroy Bugger	10/13/2017
<b>Academic Dean or Associate Vice President</b>	Type name here	10/13/2017

<b>Select Curriculum Committee Meeting Date</b>	11/03/17
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All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve



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*Curriculum Committee Chair Signature*

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*Date*

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Approve       Do not approve

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*Provost Signature*

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*Date*

## Curriculum Committee



### New Course Proposal

<b>School or Division</b>	School of Business and Technology
<b>Program or Certificate</b>	Aviation Airframe Mechanics (PSAV) Program Number – T640300 CIP Number - 0647060703
<b>Proposed by (faculty only)</b>	Professor Leroy Bugger
<b>Presenter (faculty only)</b>	Professor Leroy Bugger
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 must be submitted for a later date.	
<b>Submission date</b>	10/12/2017
<b>Course prefix, number, and title</b>	AMT 0717 Aviation Maintenance Technology Airframe IV

### Section I, New Course Information (must complete all items)

<b>List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a “D”).</b>	Admission into the Aviation Airframe Mechanics (PSAV) program at the college and a minimum grade of “C”
<b>Provide justification for the proposed prerequisite(s).</b>	This is a limited access and limited enrollment program.
<b>Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?</b>	No
<b>List course co-requisites.</b>	NA
<b>Provide justification for the proposed co-requisite(s).</b>	NA
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No  NA
<b>Course credits or clock hours</b>	225 clock hours
<b>Contact hours (faculty load)</b>	225 clock hours
<b>Select grade mode</b>	Standard Grading (A, B, C, D, F)
<b>Credit type</b>	Vocational Credit

**Course description** (provide below)

This course is designed to introduce skills and the necessary knowledge and understanding of aircraft airframe fuel, ice and rain control and fire detection, protection and extinguishing systems; instrument, position and warning, pilot static, and communications and navigation systems; and aircraft inspections.

**General topic outline** (type in outline below)

- Aircraft airframe fuel, ice and rain control and fire detection, protection and extinguishing systems
- Instrument, position and warning, pilot static, and communication and navigation systems
- Aircraft inspections

**Learning Outcomes:** For information purposes only.

**IV. Course Competencies, Learning Outcomes and Objectives**

**A. General Education Competencies and Course Outcomes**

1. Integral *General Education Competency or competencies*: Evaluate

- Inspect, check, and troubleshoot aircraft electronic communication and navigation systems, including VHF passenger address interphones and static discharge devices, aircraft VOR, ILS, LORAN, Radar beacon transponders, flight management computers, and GPWS.

**B. Other Course Objectives/Standards**

- Inspect, check, troubleshoot, service, and repair electronic flight instrument systems and both mechanical and electrical heading, speed, altitude, temperature, pressure, and position indicating systems to include the use of built-in test equipment.
- Install instruments and perform a static pressure system leak test.
- Inspect and repair antenna and electronic equipment installations.
- Check and service fuel dump systems.
- Perform fuel management transfer, and defueling.
- Inspect, check, and repair pressure fueling systems.
- Repair aircraft fuel system components.
- Inspect and repair fluid quantity indicating systems.
- Troubleshoot, service, and repair fluid pressure and temperature warning systems.
- Inspect, check, service, troubleshoot, and repair aircraft fuel systems.

- Inspect, check, and service speed and configuration warning systems, electrical brake controls, and anti-skid systems.
- Inspect, check, troubleshoot, and service landing gear position indicating and warning systems.
- Inspect, check, troubleshoot, service, and repair airframe ice and rain control systems
- Inspect, check, and service smoke and carbon monoxide detection systems.
- Inspect, check, service, troubleshoot, and repair aircraft fire detection and extinguishing systems.
- Perform airframe conformity and airworthiness inspections.

**Copy and Paste the SCNS Course Profile Description below** ([http://scns.fldoe.org/scns/public/pb\\_index.jsp](http://scns.fldoe.org/scns/public/pb_index.jsp)).

THIS COURSE IS DESIGNED TO INTRODUCE SKILLS AND THE NECESSARY KNOWLEDGE AND UNDERSTANDING OF AIRCRAFT AIRFRAME FUEL, ICE AND RAIN CONTROL AND FIRE DETECTION, PROTECTION AND EXTINGUISHING SYSTEMS; INSTRUMENT, POSITION AND WARNING, PITOT STATIC, AND COMMUNICATIONS AND NAVIGATION SYSTEMS; AND AIRCRAFT INSPECTIONS.

<b>ICS code for this course</b>	POSTSECONDARY ADULT VOCATIONAL (PSAV) - 1.26.02 - INDUSTRIAL
<b>Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".</b>	Yes PSAV
<b>Is the course an "International or Diversity Focus" course?</b>	No, not International or Diversity Focus
<b>Is the course a General Education course?</b>	No
<b>Is the course a Writing Intensive course?</b>	No
<b>Is the course repeatable*?</b>	No

(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	
<b>Do you expect to offer this course three times or less (experimental)?</b>	No

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

## **Section II, Justification for proposal**

<b>Provide justification (below) for this proposed curriculum action.</b>
This course is part of a program being proposed to provide needed workforce credentialing to fill the gap and shortage of qualified aviation technicians, which is forecast to become more acute as a greater number of technicians retire than enter the field. In fact, according to a study commissioned by Boeing, commercial aviation will require 238,000 new technicians worldwide over the next 20 years, with North America accounting for 113,000 new technicians, almost 50% of total demand. According to an analysis prepared by EMSI, the job market in SWFL for A&P technicians is fairly strong, averaging 20 monthly postings and 47 monthly hires from April of 2013 through April of 2015. A&P technicians enjoy high average hourly earnings of greater than \$24/hr. The total economic impact of the program 10 years after implantation is forecast to be \$118.2 million and the average lifetime earnings for individual technicians are forecast to be improved (over what they would otherwise have earned) of roughly \$525,000 in today’s net present value dollars (for Airframe and Powerplant mechanics combined), so the economic development implications are quite significant.

Graduates of similar programs are actively recruited not only by the aviation industry, but also by industries as diverse as elevator installation/repair and amusement park ride repair as the skills sets and particular attention to detail engendered by the A&P curriculum are essential in those industries, as well.

**Section III, 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).

Leroy Bugger (Department Chair), Dr. Tim Lucas, Jennifer Patterson, Andrew Blitz

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost’s Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception the submission deadline.</b>	

Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission.

<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Type name here		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Professor Leroy Bugger	10/13/2017
<b>Academic Dean or Associate Vice President</b>	Dr. Tom Rath	10/13/2017

Select Curriculum Committee Meeting Date	11/03/17
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All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

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*Curriculum Committee Chair Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

Approve       Do not approve

---

*Provost Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

## Curriculum Committee



### New Program or Certificate Proposal

*Note: Before completing this proposal, all core courses for a new program or certificate must have already been reviewed (or submitted for the same meeting) by the Curriculum Committee and approved by the Provost. In addition, the complete catalog page must be included at the end of this document.*

<b>School or Division</b>	School of Business and Technology
<b>Proposed by (faculty only)</b>	Professor Leroy Bugger
<b>Presenter (faculty only)</b>	Professor Leroy Bugger
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 must be submitted for a later date.	
<b>Submission date</b>	10/13/2017

### Section I, New Program or Certificate Information (must complete all items)

<b>List new program or certificate.</b>	Aviation Airframe Mechanics (PSAV) Program Number – T640300 CIP Number - 0647060703
<b>Describe (below) the process by which the need for the new program or certificate was identified. Along with the summary, delineate the parties that have endorsed the new program such as Advisory Board, Faculty, and/or Ad Hoc Committees. Submit Minutes of meetings and endorsements along with this form.</b>	
<p>Upon examination of statewide and regional workforce need, it was determined that there was a gap in regional training for Aircraft Mechanics and Service Technicians. According to past and the current Florida Statewide Demand Occupations List, statewide and in our region (Region 24), this occupation title is a targeted industry, high wage and high skill, with an annual percent growth of 1.07, 441 annual openings, and with median wages as seen below.</p> <p>To verify this need, SoBT commissioned an Airframe Mechanics and Aircraft Powerplant technology program regional program overview and program gap analysis from EMSI (September 2015). Results from this study included:</p> <ol style="list-style-type: none"> <li>1. A projected region-only annual gap of 18 airframe/12 powerplant related jobs at this training level at a median wage of \$24.99 and \$24.81, respectively.</li> <li>2. A potential economic impact of program graduates was estimated at \$118.2 million dollars in 2014 dollars.</li> </ol>	



3. Potential net present value of increased lifetime earnings due to this degree of \$524,292 and \$525,038, respectively.

In a 2015 US aerospace manufacturing attractiveness index, Florida ranked first nationally. This program would be the only public program in the region. This would serve a need for technician support of aviation growth in Southwest Florida and in the State of Florida. In a 2016 Pilot and Technician outlook, Boeing Corporation projected a need for 679,000 maintenance technicians over the next 20 years, mostly due to generational retirements.

Additionally, this program and its need was discussed in SoBT Advisory Committee meetings on 10/27/16 and 4/6/17.

**Provide a summary of the Program needs analysis.**

See narrative above.

**Provide a summary of the Salary Levels that graduates of this Program can expect to make.**

Annualized median wages for an Airframe Mechanic are \$51,979.00

**Briefly describe the existing resources available needed to implement this new program.**

Current resources include one Perkins Grant funded Program Coordinator who is charged with program development and FAA compliance and a leased hangar facility in Punta Gorda Airport. Other direct and indirect support is provided by SoBT and the college.

**Briefly describe the additional resources needed to implement this new program.**

Implementation costs for the first two years are estimated at the following:

Implementation for General/Airframe (Year 1)

Reengineering and Renovation Current Hangar

Arch/Eng Design, permit drawings	\$25,000
Construction (including classroom)	\$360,000
Furniture	\$4,000 (Office)
Move in	\$2,000
Misc	\$19,550
Equipment and Supplies*	<u>\$1,121,042</u>
<b>Year 1 Total</b>	<b>\$1,531,592</b>

**Instructional Personnel/Program Coordination**

<b>Airframe</b>	<b>\$63,074.00</b>
<b>PowerPlant</b>	<b>\$63,074.00</b>
<b>Avionics</b>	<b>\$20,000.00</b>
<b>Support Personnel</b>	
<b>Staff Assistant (PT)</b>	<b>\$16,210.96</b>
<b>Program Support Coordinator <sup>1</sup></b>	
<b>Utilities</b>	<b>\$20,400.00</b>
<b>Insurance<sup>2</sup></b>	<b>\$0.00</b>
<b>Teaching Database</b>	<b>\$950.00</b>
<b>Rent<sup>3</sup></b>	<b><u>\$50,000.00</u></b>
<b>Total Recurring Expenses</b>	<b>\$233,708.96</b>
<sup>1</sup> Can be covered in Perkins if not assumed in Faculty/Program Coordination	
<sup>2</sup> Assumes costs covered in college consortium	
<sup>3</sup> Assumes no facility built	
<b>Briefly describe any Program Accreditation required for this program.</b>	
Program accreditation is required by SACSCOC and approval is required from the Federal Aviation Administration under Federal Aviation Regulation (FAR) Part 147.	
<b>Briefly describe any Industry Certification available for student to take during or following completion this program.</b>	
Upon successful completion of the program, students will be eligible for Federal Aviation Administration (FAA) license examinations for Airframe ratings.	
<b>Project (below) the average enrollment for core courses.</b>	
25 students (maximum)	
<b>Describe (below) how this projection was determined.</b>	
This projection was largely determined by demand for the program and is limited by instructional space, laboratory activities, and FAA requirements.	
<b>List (below) similar programs or certificates at other colleges and universities.</b>	
Broward College ( <a href="http://www.easternflorida.edu/academics/career-technical-programs/our-programs/aviation-maintenance/">http://www.easternflorida.edu/academics/career-technical-programs/our-programs/aviation-maintenance/</a> ), Eastern Florida State College ( <a href="http://www.easternflorida.edu/academics/career-technical-programs/our-programs/aviation-">http://www.easternflorida.edu/academics/career-technical-programs/our-programs/aviation-</a>	

[maintenance/](https://www.fscj.edu/academics/areas-of-study/aviation/aircraft-airframe-mechanics-wc)), Florida State College at Jacksonville (<https://www.fscj.edu/academics/areas-of-study/aviation/aircraft-airframe-mechanics-wc>),

**For AS and Certificate Programs:** Attach a Copy of the related FLDOE Curriculum Frameworks. Copy and paste the "Standards" from the FLDOE framework (one standard per row). List the FSW course or courses in which that Standard is taught.

<b>Program Title: Aviation Airframe Mechanics</b>	
<b>Career Cluster: Transportation, Distribution and Logistics</b>	
<b>FLDOE Framework Standard</b>	<b>FSW Course</b>
01.0 Perform basic aircraft drawing skills.	<b>AMT 0702, 0712, 0713, 0714, 0717</b>
02.0 Demonstrate aircraft weight and balance skills.	<b>AMT 0704</b>
03.0 Perform ground operations and servicing duties.	<b>AMT 0704</b>
04.0 Demonstrate mathematical skills.	<b>AMT 0701</b>
05.0 Maintain forms and records.	<b>AMT 0702</b>
06.0 Apply principles of basic physics.	<b>AMT 0701</b>
07.0 Demonstrate the use of maintenance publications.	<b>AMT 0701, 0712, 0713, 0714, 0717</b>
08.0 Demonstrate appropriate communication skills.	<b>All AMT</b>
09.0 Demonstrate employability skills as an Aviation Maintenance General Technician.	<b>All AMT</b>
10.0 Maintain aircraft fluid lines and fittings.	<b>AMT 0702</b>
11.0 Perform aircraft materials and processes skills.	<b>AMT 0704</b>
12.0 Perform cleaning and corrosion-control operations.	<b>AMT 0704</b>
13.0 Perform basic electricity skills.	<b>AMT 0703, 0717</b>
14.0 Interpret mechanic privileges and limitations.	<b>AMT 0702, 0712, 0713, 0714, 0717</b>
15.0 Maintain wood structures.	<b>AMT 0712</b>
16.0 Perform aircraft covering.	<b>AMT 0713</b>
17.0 Apply aircraft finishes.	<b>AMT 0713</b>
18.0 Repair sheet-metal and non-metallic structures.	<b>AMT 0713</b>
19.0 Perform and identify proper welding.	<b>AMT 0713</b>
20.0 Perform assembly and rigging.	<b>AMT 0712</b>
21.0 Perform airframe inspection.	<b>AMT 0717</b>
22.0 Maintain aircraft landing-gear systems.	<b>AMT 0714</b>
23.0 Maintain hydraulic and pneumatic power systems.	<b>AMT 0714</b>
24.0 Maintain cabin atmosphere control systems.	<b>AMT 0717</b>
25.0 Maintain aircraft instrument systems.	<b>AMT 0717</b>
26.0 Maintain communication and navigation systems.	<b>AMT 0717</b>
27.0 Inspect and repair aircraft fuel systems.	<b>AMT 0717</b>
28.0 Inspect and repair aircraft electrical systems.	<b>AMT 0703, 0712, 0717</b>
29.0 Inspect and repair position and warning systems.	<b>AMT 0717</b>
30.0 Maintain ice and rain control systems.	<b>AMT 0717</b>

31.0 Inspect and repair aircraft fire-protection systems.	<b>AMT 0717</b>
32.0 Demonstrate knowledge of Federal Aviation Administration Airframe licensing requirements.	<b>AMT 0701</b>
33.0 Demonstrate employability skills for an Aviation Maintenance Airframe Technician (AMT) with an FAA Airframe rating.	<b>All AMT</b>
34.0 Demonstrate an understanding of entrepreneurship related to opportunities in Aviation Airframe Maintenance occupations.	<b>All AMT</b>

**Include complete new catalog page as an attachment. Proposals without the new catalog page will not be reviewed by the committee.**

**Section II, Personnel and Resources Needed** (add rows as necessary)

<b>Faculty position(s) (List discipline)</b>	<b>Full time or adjunct?</b>	<b>Total annual expenses</b>
<b>Staff position(s) (List title)</b>	<b>Full time or part time?</b>	<b>Total annual expenses</b>
Program Coordination (with instructional responsibilities)	Full-time	\$63,074
Powerplant Instructor	Full-time	\$63,074
Avionics	Part-time	\$20,000
Staff Assistant	Part-time	\$16,210.96
<b>Describe (below) library resources needed to support this program or certificate. Explain rationale for response, even if answer is none.</b>		
Technical library (T-Data) will be assumed by program administration with no burden on our library.		
<b>Describe (below) the technology, facilities, laboratory, or other resources needed to support this program or certificate.</b>		
Hangar facility; teaching database, aviation materials, equipment, and supplies; student kits and tools.		
<b>List (below) the estimated annual amount required for educational materials and supplies or other operating expenses for implementation of the new program or certificate.</b>		
Technical Database - \$950.00 Hangar lease - \$50,000.00 Expenses for student supplies (tools, consumables, etc.) will be sourced from student lab fees.		
<b>Identify (below) the funding source to be used for personnel and operating expenses.</b>		
Student tuition and fees, Perkins Grant, and college operating budget.		

**Section III, Justification for proposal**

**Provide justification (below) for this proposed curriculum action.**

The School of Business and Technology is proposing a new program in Aviation Airframe Mechanics PSAV. We also plan on proposing a follow up PSAV program in Aviation Powerplant Mechanics. The Aviation Airframe Mechanics PSAV program will be FAA Part-147 approved and is a minimum of 1350 clock hours in length. Program completers will be prepared to sit for the FAA certification exam in Airframe repair. Upon successful completion, students will also be on an educational pathway for more advanced credentials in their field to potentially be offered at FSW or with our Charlotte Campus partner, Western Michigan University.

This program is being proposed to provide needed workforce credentialing to fill the gap and shortage of qualified aviation technicians, which is forecast to become more acute as a greater number of technicians retire than enter the field. In fact, according to a study commissioned by Boeing, commercial aviation will require 238,000 new technicians worldwide over the next 20 years, with North America accounting for 113,000 new technicians, almost 50% of total demand. According to an analysis prepared by EMSI, the job market in SWFL for A&P technicians is fairly strong, averaging 20 monthly postings and 47 monthly hires from April of 2013 through April of 2015. A&P technicians enjoy high average hourly earnings of greater than \$24/hr. The total economic impact of the program 10 years after implantation is forecast to be \$118.2 million and the average lifetime earnings for individual technicians are forecast to be improved (over what they would otherwise have earned) of roughly \$525,000 in today's net present value dollars (for Airframe and Powerplant mechanics combined), so the economic development implications are quite significant. Graduates of similar programs are actively recruited not only by the aviation industry, but also by industries as diverse as elevator installation/repair and amusement park ride repair as the skills sets and particular attention to detail engendered by the A&P curriculum are essential in those industries, as well.

**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).**

Leroy Bugger (Department Chair), Dr. Tim Lucas, Jennifer Patterson, Andrew Blitz

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception to the effective date.</b>	
NA	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission to the Dropbox.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Type name here		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Professor Leroy Bugger	10/10/2017
<b>Academic Dean or Associate Vice President</b>	Dr. Tom Rath	10/10/2017

All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

\_\_\_\_\_

*Curriculum Committee Chair Signature*

\_\_\_\_\_

Date

Approve       Do not approve

\_\_\_\_\_

\_\_\_\_\_

*Provost Signature*

*Date*

## Aviation Airframe Mechanics, (PSAV)

The Aviation Airframe Mechanics (PSAV) program prepares students for employment or advanced training in the commercial and general aviation industry. It also prepares student for employment as an Aviation Airframe Maintenance Technician and for Federal Aviation Administration (FAA) license examinations for Airframe rating.

The program is a (minimum) 1,350 clock hour post-secondary adult vocational certificate which takes eleven (11) months to complete. Classes are held on the Charlotte Campus and at a hangar facility at Punta Gorda Airport. Classroom, shop, and laboratory activities are an integral part of this program. FAR Section 147.21(e) requires teaching of at least 50 percent of the curriculum in the shop or laboratory. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes found in the industry.

### Admission Requirements and Information:

In order to be admitted into this program, students must meet required minimum basic skills grade levels required for postsecondary adult career and technical programs. Some students are required to take the TABE exams prior to enrolling and meet the target scores prior to graduation in this program unless the students currently possess equivalent ACT, SAT, or PERT scores within the past two years or an A.A., A.S. or bachelor's degree.

To ensure employability in the widest possible manner, all students are required to submit drug screening and criminal background check results to the Aviation Department prior to enrolling in the program.

Student hand tools are required for this program and may be purchased through the college bookstore. Students may provide their own tools, but must provide the minimum required tools as a condition of enrollment. For more information, refer to the student tools list (PDF).

This program is limited to a maximum of twenty-five (25) students per admission cycle.

Applications are open until first day of program start in August.

Acceptance to Florida SouthWestern State College does not imply acceptance into this program. Each applicant must meet specific criteria which are listed in the admission policies. The Criteria for Admission Policies are available through the program office or through the School of Business and Technology office at (239) 489-9270. Admission applications are located at [www.fsw.edu/academics/programs/aviation](http://www.fsw.edu/academics/programs/aviation).

Aviation Airframe Mechanics, (PSAV) Program of Study:

General Technician Courses:

AMT 0701 - Aviation Maintenance Technology General I Contact Hours: 120.

AMT 0702 - Aviation Maintenance Technology General II Contact Hours: 120.

AMT 0703 - Aviation Maintenance Technology General III Contact Hours: 120.

AMT 0704 - Aviation Maintenance Technology General IV Contact Hours: 120.

Airframe Maintenance Courses:

AMT 0712 - Aviation Maintenance Technology Airframe I Contact Hours: 225.

AMT 0713 - Aviation Maintenance Technology Airframe II Contact Hours: 225.

AMT 0714 - Aviation Maintenance Technology Airframe III Contact Hours: 225.

AMT 0717 - Aviation Maintenance Technology Airframe IV Contact Hours: 225.



A minimum grade of "C" or better is required in all courses.

Total PSAV Program, Aviation Airframe Mechanics - 1350 Clock Hours -PSAV (\*)

(\*) Note: All courses in this certificate program are career and technical instruction (PSAV/postsecondary adult vocational) and are awarded Clock Hour Credit on the College transcript. The Clock Hours are not College Credit and do not count towards graduation.

Further application and program information is available online at:

[www.fsw.edu/academics/](http://www.fsw.edu/academics/) and on the School of Business and Technology page at:  
[www.fsw.edu/sobt](http://www.fsw.edu/sobt)



## Extraordinary demand for pilots, technicians, and cabin crew

As global economies expand and airlines take delivery of tens of thousands of new commercial jetliners over the next 20 years, there is extraordinary demand for people to fly and maintain these airplanes. To meet this tremendous growth, the 2016 Boeing Pilot and Technician Outlook forecasts that between now and 2035, the aviation industry will need to supply more than two million new aviation personnel—617,000 commercial airline pilots, 679,000 maintenance technicians, and 814,000 cabin crew.

Meeting this demand will require innovative solutions — focused on educational outreach and career pipeline programs — to inspire the next generation of pilots, technicians, and cabin crew. New technologies, devices, and training methods will be needed to meet a wide range of learning styles. The growing diversity of aviation personnel will also require instructors to have cross-cultural and cross-generational skills to engage tomorrow's workforce.

## Economic expansion fueling aviation growth

Airlines across the globe are expanding their fleets and flight schedules to satisfy demand generated by global economic expansion. The aviation industry continues to address these challenges by creating balanced, sustainable solutions to fill future pilot pipelines.

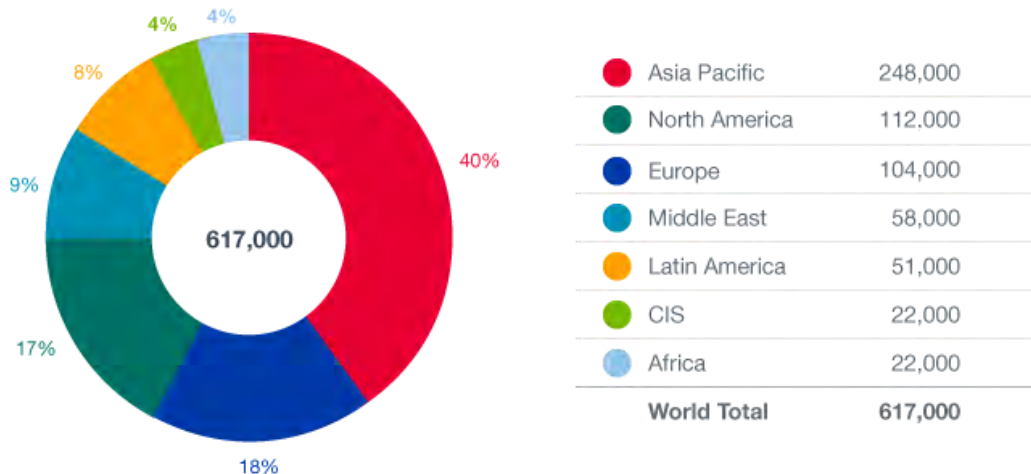
Although Asia Pacific remains the region with the highest overall demand, there has been a significant increase in the expected number of skilled resources required in other parts of the world. New market opportunities, such as the opening of Cuba for the North American market and increased intra-Europe travel for the European market, have strengthened demand.

## Demand for locally sourced and qualified pilots

Regional markets that have relied heavily on recruiting pilots from outside their home locations are increasingly seeking to recruit, train, and develop locally sourced pilots. New market opportunities are creating an increased demand for qualified, skilled, and experienced pilots.

Over the next 20 years, the Asia Pacific region will lead the worldwide growth in demand for pilots, with a requirement for 248,000 new pilots. North America will require 112,000, Europe 104,000, the Middle East 58,000, Latin America 51,000, the Commonwealth of Independent States (CIS) / Russia 22,000, and Africa 22,000.

### New Pilots by Region (2016-2035)



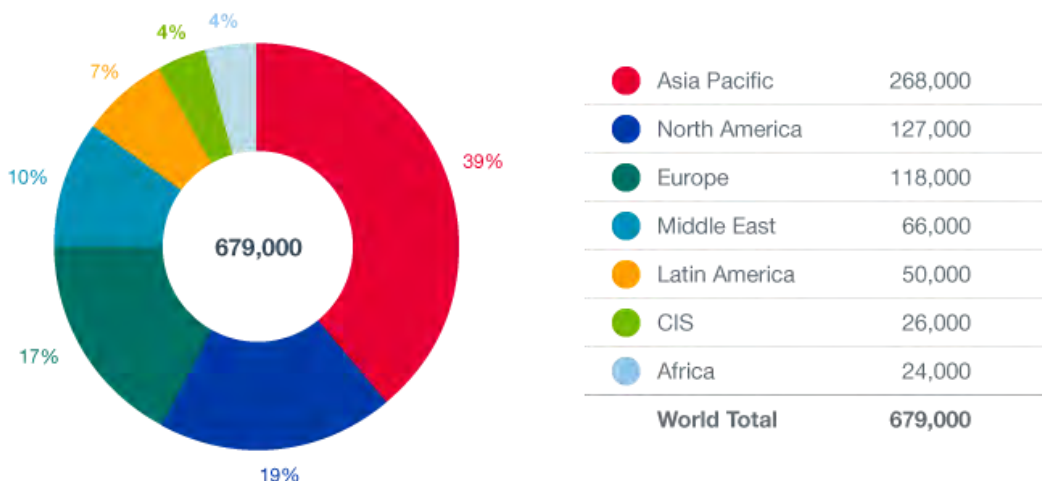
## Airplane reliability affecting maintenance

As newer generation airplanes become more prevalent in worldwide fleets over the next 20 years, airplane reliability will improve, and maintenance check intervals will lengthen. Although this trend will moderate demand for maintenance personnel somewhat, the global need for technicians will remain strong.

Global fleet growth, along with the increasing trend for operators to outsource maintenance, repair, and overhaul activities to third-party providers, will drive an increased need for qualified technicians.

The need for maintenance personnel is largest in the Asia Pacific region, which will require 268,000 new technical personnel. Airlines in North America will require 127,000, Europe 118,000, the Middle East 66,000, Latin America 50,000, CIS / Russia 26,000, and Africa 24,000.

### New Technicians by Region (2016-2035)

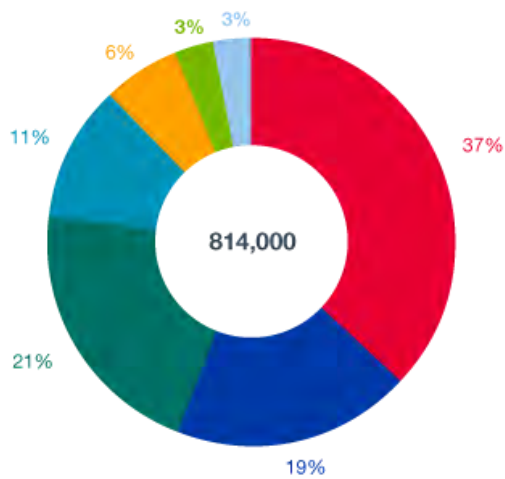


### Operational improvements expand cabin crew demand

As airlines continue to expand flight routes, grow their fleet, and transition to airplanes with higher seat capacity, an increasing number of cabin crew personnel will be needed to ensure the safety and comfort of passengers. With a focus on operational improvements, many regional markets have also updated regulations to require a greater number of cabin crew per aircraft.

Over the next 20 years, the largest projected growth in cabin crew demand is in the Asia Pacific region, with a requirement for 298,000 new cabin crew. Europe will require 169,000, North America 151,000, Middle East 92,000, Latin America 51,000, Africa 27,000, and CIS / Russia 26,000.

### New Cabin Crew by Region (2016-2035)



Asia Pacific	298,000
Europe	151,000
North America	169,000
Middle East	92,000
Latin America	51,000
CIS	26,000
Africa	27,000
<b>World Total</b>	<b>814,000</b>

### Long-Term Market Current Market Outlook 2016-2035



Long-Term Market



Building Tomorrow's Planes  
Today



Business and Market  
Environment



Traffic and Market Outlook



World Regions



Pilot & Technician Outlook



Downloads



Boeing Marketing Insight

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FLORIDA SOUTH WESTERN STATE COLLEGE

# AIRFRAME MECHANICS & AIRCRAFT POWERPLANT TECHNOLOGY PROGRAM:

*Regional Program Overview  
and Program Gap Analysis*

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emsi

PREPARED BY EMSI  
SEPTEMBER 2015

# CONTENTS

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<b>1</b>	<b>EXECUTIVE SUMMARY</b>
1	Review of Potential A&P Program
1	Program Gap Analysis
1	Program Specific Economic Impact Study
<b>2</b>	<b>INTRODUCTION</b>
<b>3</b>	<b>I. REVIEW OF THE POTENTIAL A&amp;P PROGRAM</b>
3	Program Research for the Potential A&P Program
4	Job Postings for A&P Related Occupations
6	CareerBuilder Resume data for A&P Related Occupations
6	Demographics of A&P Occupations in the FSW Service Region
<b>8</b>	<b>II. PROGRAM GAP ANALYSIS</b>
8	Interpreting Gap/Surplus Analysis Results
9	FSW A&P Region Gap Analysis for the Potential A&P Program
<b>10</b>	<b>III. PROGRAM SPECIFIC ECONOMIC IMPACT STUDY</b>
10	Introduction
10	Economic Impact of the Potential A&P Program
11	Lifetime Earnings of A&P Program Completers
<b>13</b>	<b>CONCLUSION</b>
<b>14</b>	<b>APPENDIX 1: ABOUT EMSI DATA</b>
<b>15</b>	<b>APPENDIX 2: PROGRAM-TO-OCCUPATION MAPPING</b>
<b>16</b>	<b>APPENDIX 3: PROGRAM GAP ANALYSIS METHODOLOGY</b>
16	Supply and Demand Model
16	Occupation Demand
18	Alternative Gap Analysis Table
<b>18</b>	<b>APPENDIX 4: ALTERNATIVE GAP ANALYSIS CALCULATIONS</b>
18	Highlights of Alternative Gap Analysis
<b>19</b>	<b>APPENDIX 5: DETAILED EMPLOYMENT PROJECTIONS</b>
<b>20</b>	<b>APPENDIX 6: ECONOMIC IMPACT ANALYSIS MODEL AND DATA</b>
20	Methodology
21	Discount Rate
21	About the Data

# EXECUTIVE SUMMARY

Florida South Western State College (FSW) is located in Fort Myers, FL and serves five counties (Charlotte, Collier, Glades, Hendry, and Lee Counties) in southwestern Florida. FSW believes that this program could also address need in six other counties (DeSoto, Hardee, Highlands, Manatee, Palm Beach, and Sarasota) in southern Florida. This report outlines the analysis of the proposed Airframe Mechanics & Aircraft Powerplant Technology program in the combined region, herein referred to as the “FSW A&P Region.” This report also provides a “gap” analysis and a program specific economic impact study to determine the demand for airframe mechanics and related A&P occupations and the economic impacts of starting an “A&P” program in the region. Here are some key findings of the analysis:

## REVIEW OF POTENTIAL A&P PROGRAM

- The proposed A&P program is envisioned to be a program offering courses in both Airframe Mechanics & Aircraft Maintenance Technology/Technician and Aircraft Powerplant Technology/Technician. The program will be aimed to equip graduates with the necessary knowledge and skills to pass the FAA certifications for A&P workers.
- The job market for A&P occupations in the FSW A&P Region is fairly stable, averaging 20 monthly postings and 47 monthly hires over the past two years (Apr. 2013 to Apr. 2015).
- From the analysis of CareerBuilder resume data, we see that the majority of completers of A&P programs at Florida colleges stay in the state of Florida or the southeastern US.
- A&P occupations are extremely male dominated in both the FSW A&P Region and nationwide.

## PROGRAM GAP ANALYSIS

- At the certificate level, the Airframe Mechanics & Aircraft Maintenance Technology/Technician and Aircraft Powerplant Technology/Technician programs had significant workforce gaps of 18 and 12, respectively.
- At the associate’s degree level, the A&P related programs also had significant workforce gaps of 24 and 15, respectively.
- The A&P occupations identified have high median hourly earnings (greater than \$24 an hour), which bodes well for students seeking A&P degrees in the future.

## PROGRAM SPECIFIC ECONOMIC IMPACT STUDY

- The total economic impacts of this potential A&P program to the regional economy in 2014 would have been over \$118.2 million, assuming the program was implemented in 2004.
- Assuming that these completions follow the trend identified by FSW, there would have been 188 completers of this A&P program entering into the workforce in 2014, meaning that the economic impact per completer would have been over \$629,400; again assuming the program was implemented ten years previous.
- Looking at the lifetime earnings of these completers, a graduate of the potential new A&P program is expected to earn approximately \$373,000 more in his or her working life in discounted present value dollars than if he or she had never received credentials in this program.

# INTRODUCTION

Colleges face many challenges in their efforts to identify the training needs of their service regions. They must account for regional economic trends and the changing quality of the workforce. Furthermore, as technology progresses, colleges need to address the increasingly complex and specialized skills required by employers. In light of these dynamics, an understanding of the regional economy and the demand for skilled labor is vital to the planning efforts of colleges seeking to adapt their program offerings to the requirements of an ever-changing workforce.

To gain better insight into economic conditions and workforce trends, Florida South Western State College (FSW) partnered with Economic Modeling Specialists Intl. (EMSI) to conduct a program review of the FSW A&P Region, a workforce “gap” analysis, and a program specific economic impact study of the potential A&P program. Gap analysis is a technique used to assess the supply and demand of skilled workers and identify the program potential where gaps exist. The analysis weighs the educational output of FSW and other regional institutions against the number of job openings related to the institutions’ program offerings in an effort to determine whether an oversupply or an undersupply of skilled workers exists. The goal of the analysis is to provide FSW with relevant data and information that it can use when solving problems and making

decisions about current and future program development. The economic impact study, on the other hand, provides information on how much the potential program would contribute to the regional economy.

The first regional backdrop used in this report is defined by 11 counties in southern Florida, comprised of FSW’s service region, Charlotte, Collier, Glades, Hendry, and Lee Counties combined with six others (DeSoto, Hardee, Highlands, Manatee, Palm Beach, and Sarasota Counties). This regional backdrop will be referred to as the “FSW A&P Region.” See Figure 1 for a map of the region.<sup>1</sup> This region includes the Cape Coral, Palm Beach, and Sarasota metropolitan statistical areas and the majority of the area between them.

The report is broken into three sections. The first section analyzes the current educational output of A&P programs in Florida and the potential A&P program in the FSW A&P Region, as well as skills, job postings, and demographic overviews. The second section summarizes the results of the A&P program gap analysis. The third section includes the results of the program specific economic impact study (PSEIS) i.e. how the potential A&P program will benefit the regional economy. After a brief conclusion, detailed information, data, and methodologies are provided in the appendices.

1 The industry and occupation data presented in this report reflect the number of jobs by place of work, not by place of residence. However, the report does assess the commuting patterns of residents to determine where they live and work, both within and outside of the region.

# I. REVIEW OF THE POTENTIAL A&P PROGRAM

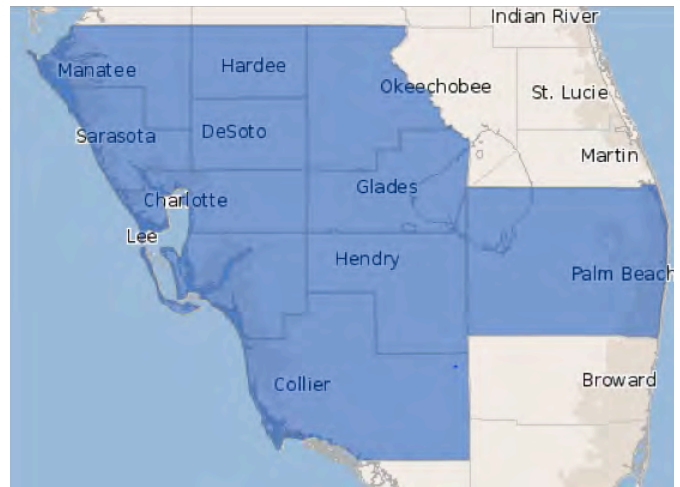
Florida Southwestern State College (FSW) has engaged EMSI in order to better understand the potential demand for airframe mechanics & aircraft powerplant (A&P) technicians within the FSW A&P Region.

## PROGRAM RESEARCH FOR THE POTENTIAL A&P PROGRAM

The potential A&P program envisioned by FSW is a program offering courses in both Airframe Mechanics & Aircraft Maintenance Technology/Technician (Classification of Instructional Program–CIP Code 47.0607) and Aircraft Powerplant Technology/Technician (CIP Code 47.0608). This program is envisioned to cover both subjects equally with courses giving exposure in all areas necessary for the Federal Aviation Administration’s (FAA’s) aviation maintenance technician- general, airframe, and powerplant knowledge certification. While the details of this certification are too lengthy to include in this analysis, the general skills required for FAA certification are: aircraft maintenance, preventative maintenance, knowledge of airframe materials, and aircraft powerplant or engine maintenance, and various other safety and mechanical maintenance skills.

In order to gain an FAA certification, one must be 18-years old, have 18 to 30 months of practical experience with aircraft powerplants and/or airframes, and pass all three FAA certification tests (written, oral, and practical). To that end, one can either go through a FAA-Approved Aviation Maintenance Technician School or a related program at a college or university with FAA approval. It is not necessary to go through a specific program, as military or civilian aircraft maintenance experience will suffice, but it is recommended. General mechanic and maintenance knowledge is helpful, but due to the level of technicality of the FAA certification, aircraft experience is imperative.

**FIGURE 1: MAP OF FSW A&P REGION**



## Education Output for A&P Occupations

Table 1 on the next page lists all A&P programs and their average annual completers in Florida. In all of the state of Florida, there are only 614 postsecondary certificate completers and 66 associate’s degrees across nine institutions. FSW’s potential A&P program would be one of only two programs available in the FSW A&P Region; the other being at the Lorenzo Walker Institute of Technology. The program at Lorenzo Walker only has an average 10 completers over the past three years. The largest program in the state is the program at the National Aviation Academy of Tampa Bay with 248 certificate completers. The only associate’s degree programs available are at Embry-Riddle Aeronautical University (an on-line/distance learning institution). Therefore, FSW would be the only institution offering both a postsecondary certificate and an associate’s degree option for the potential A&P program. Other programs in the state may be looking to further develop their programs, but as of the year 2013, no programs have completers for both certificates and associate’s degrees. (Note: Institutions with bachelor’s degree programs and above were not analyzed, due to the desired education levels to be offered

**TABLE 1: SUMMARY OF COMPLETIONS FOR A&P PROGRAMS IN FLORIDA STATE**

A&P PROGRAM INSTITUTIONS	CERTIFICATES	ASSOCIATE'S DEGREES	TOTAL COMPLETIONS	PERCENT OF TOTAL
Aviation Institute of Maintenance-Orlando	79	0	79	12%
Broward College	95	0	95	14%
Embry-Riddle Aeronautical University-Daytona Beach	0	27	27	4%
Embry-Riddle Aeronautical University-Worldwide	0	39	39	6%
Florida State College at Jacksonville	46	0	46	7%
George T Baker Aviation School	107	0	107	16%
Lively Technical Center	12	0	12	2%
Lorenzo Walker Institute of Technology	10	0	10	1%
National Aviation Academy of Tampa Bay	248	0	248	36%
Tom P Haney Technical Center	17	0	17	3%
<b>Grand Total</b>	<b>614</b>	<b>66</b>	<b>680</b>	<b>100%</b>
AVIATION/AIRWAY MANAGEMENT & OPERATIONS PROGRAM INSTITUTIONS	CERTIFICATES	ASSOCIATE'S DEGREES	TOTAL COMPLETIONS	PERCENT OF TOTAL
Broward College	7	104	110	37%
Embry-Riddle Aeronautical University-Worldwide	0	0	0	0%
Florida State College at Jacksonville	0	75	75	25%
Miami Dade College	31	75	106	35%
Palm Beach State College	0	1	1	0%
Santa Fe College	0	2	2	1%
St Petersburg College	0	5	5	2%
<b>Grand Total</b>	<b>38</b>	<b>262</b>	<b>299</b>	<b>100%</b>

All figures are a 3-year average

Source: National Center for Education Statistics – IPEDS

in the potential A&P program at FSW). Table 1 also shows the completions data for Aviation/Airway Management & Operations programs in Florida.<sup>2</sup>

With a few private and public airports in the region, such as the Southwest Florida International Airport and the Charlotte County Airport, and the advent of the Airglades Project in Hendry County, there may be a number of A&P related jobs opening up in the near future. The A&P jobs identified for the purposes of this analysis are: avionics technicians; airframe mechanics & service technicians; and aircraft structure, surfaces, rigging, & systems assemblers. These occupations were chosen according to the Bureau of Labor Statistics (BLS) federal CIP to SOC (Standard Occupational Classification) mapping of the two A&P related programs. These three occupations will be referred to as the A&P occupations for this analysis. The next part of this section analyzes the A&P occupations in the FSW A&P Region.

2 This program is not included in this analysis as an A&P program, but it is related to A&P programs. Completions data for this program were included merely for comparison purposes.

## JOB POSTINGS FOR A&P RELATED OCCUPATIONS

Real-time job postings have become a popular option for supplementing traditional labor market information. Real-time data has its inherent weaknesses, such as the potential for double counting job postings and biases toward certain types of industries and occupations. It also has its strengths, in that the data represents up-to-the-minute demand for workers without the typical three- to six-month lag inherent in traditional labor market data. Real-time data is best used when it is understood as a relative indicator for occupations in the highest demand and demand change over recent months. It should not be taken as an absolute indicator for the number of real-world job openings that exist in a given time in a given place.

The data in Tables 2 and 3 were taken from EMSI's Job Postings Analytics tool, which accesses data from a third-party aggregator that includes CareerBuilder's vast network of job seeker websites and a large number of other websites. The statistics shown in Table 2 include "Aver-

age Monthly Postings (Apr 2013- Apr 2015)” and “Average Monthly Hires (Apr 2013- Apr 2015)”.

Table 2 compares the average monthly postings versus the average monthly hires in the FSW A&P Region. As shown, in the FSW A&P Region, there were 20 average monthly postings are 46 average monthly hires for all A&P occupations. Aircraft mechanics & service technicians had both the highest average monthly postings and hires over the past two years.

Many real-time sources purport to “de-duplicate” job postings, so that the same posting is never tallied more than once. In reality, job postings are notoriously difficult to de-duplicate. EMSI accepts the inherent difficulty of deduplication which is why we display both raw (unduplicated) job postings along with our best effort to de-duplicate these postings. As the name suggests, “Unique Postings” represent EMSI’s estimated de-duplicated job postings. The most complex statistic in this section, “Posting Intensity” is the ratio of total job postings to unique job postings for the given month.

Though we cannot say with certainty that a higher number of total (unduplicated) job postings will generate more jobs, it does indicate that employers are investing

heavily in their search for job candidates in these categories. To use an example, if an employer has one vacancy for a machinist, but the human resource director is determined to fill that position quickly, he may generate 25 postings over the course of a month to address that one vacancy. In reality, only one new machinist is required, but the high number of postings evidences the HR director’s strong demand for that worker. Therefore, higher numbers in “Posting Intensity” indicate that companies are heavily investing in recruiting workers for this position, and lower numbers indicate that the position is a lower priority for businesses. The “Posting Intensity” is shown in Table 3 broken-out by city in the FSW A&P Region for April 2015.

As Table 3 shows, the city with the most total job postings and posting intensity is West Palm Beach (36 total job postings and a 9 to 1 job posting intensity). A job posting intensity of 9 to 1 is fairly high for an occupation, and indicates relative urgency to hire A&P workers in West Palm Beach. Fort Myers has the highest number of unique job postings with six unique jobs postings. A further analysis of the cities highlighted in this table is needed to show whether or not the cities with lower or higher posting intensities are hiring more A&P workers.

**TABLE 2: REAL TIME JOB POSTINGS DATA FOR A&P RELATED OCCUPATIONS IN THE FSW A&P REGION**

SOC	TITLE	AVERAGE MONTHLY POSTINGS (APR2013-APR2015)	AVERAGE MONTHLY HIRES (APR2013-APR2015)
49-3011	Aircraft Mechanics and Service Technicians	16	38
49-2091	Avionics Technicians	4	4
51-2011	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	0	5

Source: EMSI’s Job Postings Analytics tool

**TABLE 3: TOP 10 CITIES POSTING FOR A&P OCCUPATIONS- FSW A&P REGION**

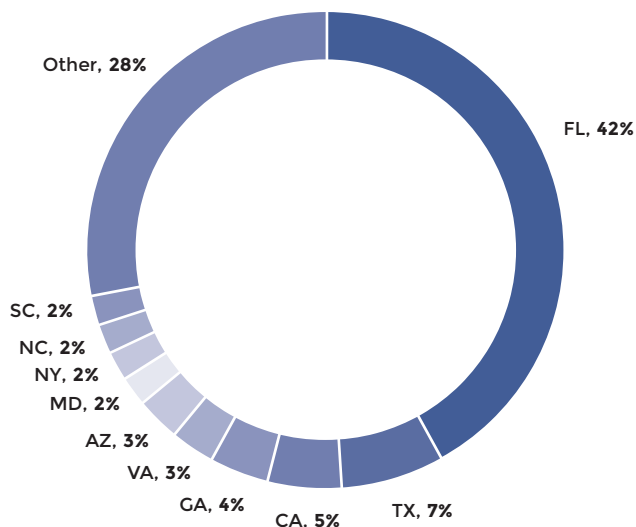
CITY	TOTAL POSTINGS (APR2015)	UNIQUE POSTINGS (APR2015)	POSTING INTENSITY (APR2015)
West Palm Beach, FL	36	4	9 to 1
Fort Myers, FL	18	6	3 to 1
Jupiter, FL	6	2	3 to 1
Sarasota, FL	6	2	3 to 1
Punta Gorda, FL	4	2	2 to 1
Boynton Beach, FL	2	1	2 to 1
Naples, FL	7	5	1 to 1
Venice, FL	1	1	1 to 1

Source: EMSI’s Job Postings Analytics tool

**TABLE 4: TOP 10 STATES FOR A&P COMPLETERS IN A&P RELATED OCCUPATIONS**

STATE	NUMBER OF OBSERVATIONS	PERCENTAGE OF TOTAL
Florida	611	41.5%
Texas	101	6.9%
California	67	4.5%
Georgia	63	4.3%
Virginia	48	3.3%
Arizona	45	3.1%
Maryland	36	2.4%
New York	32	2.2%
North Carolina	30	2.0%
South Carolina	30	2.0%
Other States	411	27.9%

**FIGURE 2: TOP 10 STATES FOR A&P COMPLETERS**



## CAREERBUILDER RESUME DATA FOR A&P RELATED OCCUPATIONS

In addition to the job postings data from EMSI’s Job Posting Analytics tool, we took a more in depth look at the resume data available to EMSI through CareerBuilder. The resume data analyzed in this section is from aviation related programs in colleges in Florida. A total of over 5,000 observations were analyzed, 1,500 of which pertained to A&P related occupations. Of those nearly 1,500 observations, 41.5% of them remained in Florida after completing an aviation related program in Florida. Table 4 and Figure 2 displays the top 10 states that people relocated/settled after completing one of these programs. Table 5 shows how many observations there were per occupation that was directly related to mechanics and airframe mechanics. As the table shows, there were only 120 observations with these 19 specifically related A&P occupations.

## DEMOGRAPHICS OF A&P OCCUPATIONS IN THE FSW SERVICE REGION

The demographics of A&P workers in the FSW A&P Region were included for the purpose of examining the potential student population in the region. Tables 6, 7, and 8 on the next page show the demographics of A&P occupations in the FSW A&P Region by age cohort, race, and gender,

**TABLE 5: OBSERVATIONS IN A&P RELATED OCCUPATIONS**

OCCUPATION	COUNT OF OBSERVATIONS
Aircraft Mechanics and Service Technicians	41
Avionics Technicians	20
Aerospace Engineers	13
Airline Pilots, Copilots, and Flight Engineers	9
Air Traffic Controllers	6
Industrial Machinery Mechanics	6
Aviation Inspectors	3
Machinists	3
Maintenance and Repair Workers, General	3
Transportation Security Officers	3
Aerospace Engineering and Operations Technicians	2
Air Crew Officers	2
Assemblers and Fabricators, All Other	2
Transportation Managers	2
Aircraft Launch and Recovery Specialists	1
Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	1
Artillery and Missile Officers	1
Mechanical Engineering Technicians	1
Wind Energy Project Managers	1
<b>Total</b>	<b>120</b>



respectively. Please note that these figures are estimates based on national age distribution data, which is applied to the regional employment totals. Therefore, these data may or may not reflect the actual age distribution of these workers in the region.

Table 6 shows that of the 1,149 A&P workers in the region, the largest portion of them are between the ages of 45 and 54 years old. There are 207 A&P workers who are in the 25 to 34 year category; the most likely age group for college graduates. There are 50 A&P workers who would be considered above retirement age.

Table 7 shows the breakdown of A&P workers in the FSW Service Region population by race. The region is primarily “White, Non-Hispanic or Latino,” and the number of A&P workers who are “White, Non-Hispanic or Latino” reflects that.

Table 8 shows the region’s A&P workers by gender. The A&P occupations are dominantly male in both the FSW A&P Region and the nation, but more so in the region.

**TABLE 8: DEMOGRAPHICS OF A&P OCCUPATIONS IN THE FSW A&P REGION BY GENDER**

GENDER	2014 JOBS	PROPORTION	NATIONAL PROPORTION
Males	1,074	93.5%	90.0%
Females	75	6.5%	10.0%
<b>Total</b>	<b>1,149</b>	<b>100.0%</b>	<b>100.0%</b>

**TABLE 6: DEMOGRAPHICS OF A&P OCCUPATIONS IN THE FSW A&P REGION BY AGE COHORT**

AGE	2014 JOBS	PROPORTION
14 to 18 years	1	0.1%
19 to 24 years	55	4.8%
25 to 34 years	207	18.0%
35 to 44 years	248	21.6%
45 to 54 years	346	30.1%
55 to 64 years	242	21.1%
65 years and over	50	4.4%
<b>Total</b>	<b>1,149</b>	<b>100.0%</b>

**TABLE 7: DEMOGRAPHICS OF A&P OCCUPATIONS IN THE FSW A&P REGION BY RACE**

RACE	2014 JOBS	PROPORTION
White, Non-Hispanic or Latino	787	68.4%
Hispanic or Latino, All Types	253	22.0%
Black or African American, Non-Hispanic or Latino	81	7.0%
Asian, Non-Hispanic or Latino	15	1.3%
Two or More Races, Non-Hispanic or Latino	9	0.8%
American Indian or Alaska Native, Non-Hispanic or Latino	2	0.2%
Native Hawaiian or Other Pacific Islander, Non-Hispanic or Latino	2	0.1%
<b>Total</b>	<b>1,149</b>	<b>100.0%</b>

## II. PROGRAM GAP ANALYSIS

The results that appear in this section present a focused view of A&P programs in the FSW A&P Region, and whether these programs have a regional gap or surplus. The potential A&P program was analyzed at the postsecondary certificate and associate's degree level, according to the program training levels FSW envisions for the potential program.

Each table includes the CIP code and title, the average annual openings associated with the program (which have been de-duplicated using the process outlined in Appendix 4), the average annual completers between 2011 and 2013, and finally the gap or surplus figure. If the numbers are positive, there is a shortage or “gap” of completers—i.e., there are more job openings in those occupations than there are graduates or completers. If the numbers are negative, then there are fewer annual job openings compared to the “surplus” of completers for those program groups. The median hourly wage rate for related occupations is included. Due to data limitations, the wages are aggregated for all education levels.

### INTERPRETING GAP/SURPLUS ANALYSIS RESULTS

The gap analysis is intended to serve as a starting point for FSW as the College discusses regional workforce needs. A surplus or deficit of workers in a particular category does not necessarily indicate a problem for the region, and it is important that each occupation group be evaluated on a case-by-case basis. Evaluation of the program supply (surplus and gaps) will provide an understanding of the role skilled occupations play in economic sustainability and growth.

Other information should also be considered when evaluating these surpluses and gaps. For example, only the education supply pipeline is considered in this analysis because these numbers can be tracked at the county and school level. However, other sources of supply exist as well—unemployed workers, industry trained pipelines, in-migrators, and job changers from other occupational categories can also be a source of skilled occupations.

These types of considerations are useful when evaluating specific types of occupations. Unfortunately, secondary data sources (e.g., regional, state, and federal data) do not account for this, and primary data collection methods (i.e., interviews and surveys) are among the only ways to obtain information on this type of supply pipeline.

Lastly, it is important to keep in mind that the labor market is not so simple or efficient that one could expect supply and demand to be at perfect equilibrium for any extended period of time. As such, as a general rule of thumb, only programs with considerable gaps or surpluses should be considered long-term strategic issues worthy of closer examination. Given the size and characteristics of the FSWA&P Region, any gap or surplus within 10 jobs either above or below zero should be considered within the normal range of labor market fluctuations.

Once evaluated internally within the College, specific implications should be considered for programs with substantial surpluses or gaps. These implications include:

- **Surplus:** Oversupply of specific education completers may lead to higher attrition rates (i.e., brain drain). In other words, the region is educating a workforce that is leaving after program completion because of a lack of jobs. Note: In the analysis of the FSWA&P Region where the neighboring population density is high in neighboring areas, a surplus of completers may indicate the need for service region residents to commute outside of the service region to find job opportunities.
- **Gap:** Undersupply of specific program completers may lead to missed opportunities for economic growth and put stress on local businesses to find necessary human capital elsewhere. In other words, the region's education institutions are not providing the necessary workforce for the region and thereby shifting the burden on the industries to find workers in other economies to fill the needed occupations. This translates into higher human resources costs and decreased efficiencies in the economic system. This also provides an opportunity for institutions to develop new programs. Note: Given population density in the areas bordering the

service region, a completion gap may be filled by other institutions near the service region. This potential scenario will need to be taken into consideration from the leadership.

### FSW A&P REGION GAP ANALYSIS FOR THE POTENTIAL A&P PROGRAM

Figures 3 and 4 provide an illustration that summarizes the gap for the certificate and associate’s degree level for the potential A&P program. Demand for A&P occupations in the FSW A&P Region were split into the two A&P related occupations: Airframe Mechanics & Aircraft Maintenance Technology/Technician (certificate level gap of 18) and Aircraft Powerplant Technology/Technician (certificate level gap of 12). These gaps are considered to be significant in the FSW A&P Region. The A&P programs at Lorenzo Walker Institute of Technology are the only programs in the A&P region and had a three-year average of 10 completers in the certificate level A&P programs.

At the associate’s degree level, the two A&P related occupations had a gap of 24 for Airframe Mechanics &

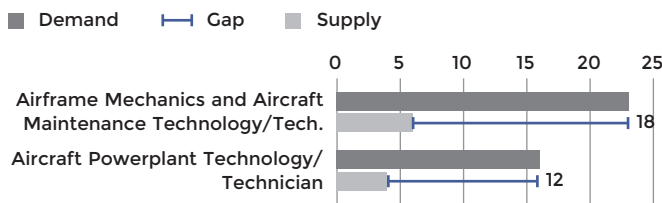
Aircraft Maintenance Technology/Technician and a gap of 15 for Aircraft Powerplant Technology/Technician. There were no regional completers for these programs at the associate’s degree level. Both of these programs have significant workforce gaps at the associate’s degree level.

Table 9 lists the same information that Figures 3 and 4 represent graphically. The table shows both the postsecondary certificate and associate’s degree level gaps for the FSW A&P Region.

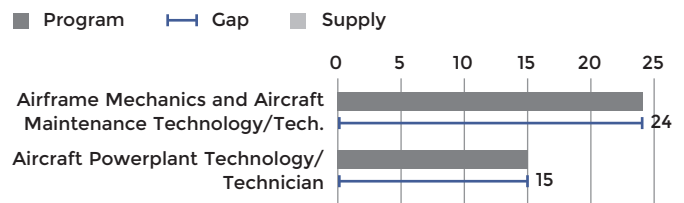
Table 9 shows the de-duplicated average annual openings, a process that is explained in detail in Appendix 4 under “De-Duplication of Annual Openings.” This procedure is designed to reflect the unique supply and demand dynamics of the FSW A&P Region.

However, EMSI recognizes that in some cases a student from a less predominant educational program is a more likely candidate to be offered a local job. These alternative supply and demand calculations give equal weight to every job opportunity within students’ field of study, regardless of whether that program is a big or small player in talent development for the region. The exact demand depends on whether regional employers demonstrate a preference for existing educational providers or not.

**FIGURE 3: POSTSECONDARY CERTIFICATE SUPPLY AND DEMAND FOR THE A&P PROGRAMS IN THE FSW A&P REGION**



**FIGURE 4: ASSOCIATE’S DEGREE SUPPLY AND DEMAND FOR THE A&P PROGRAMS IN THE FSW A&P REGION**



**TABLE 9: SUPPLY AND DEMAND FOR THE A&P PROGRAM IN THE FSW A&P REGION**

CIP CODE	CIP TITLE	AVERAGE ANNUAL OPENINGS	AVERAGE ANNUAL COMPLETERS	AVERAGE ANNUAL FSW COMPLETERS	TOTAL GAP OR SURPLUS	MEDIAN HOURLY WAGE
<b>POSTSECONDARY CERTIFICATE LEVEL</b>						
47.0607	Airframe Mechanics and Aircraft Maintenance Technology/Technician	23	6	0	18	\$24.99
47.0608	Aircraft Powerplant Technology/Technician	16	4	0	12	\$24.81
<b>ASSOCIATE’S DEGREE LEVEL</b>						
47.0607	Airframe Mechanics and Aircraft Maintenance Technology/Technician	24	0	0	24	\$24.99
47.0608	Aircraft Powerplant Technology/Technician	15	0	0	15	\$24.81

Source: EMSI Gap Analysis Model  
May not sum due to rounding

# III. PROGRAM SPECIFIC ECONOMIC IMPACT STUDY

## INTRODUCTION

This section describes the economic impact attributable to the potential A&P program to be offered by FSW. For this analysis, both A&P programs were analyzed, and then combined using proportions assumed by FSW to arrive at the figures for the potential new A&P program.<sup>3</sup> “Economic impact” describes the full range of economic effects that can be directly attributed to each of the academic programs in terms of the increased wages rendered to program completers, the increased productivity for employers, and the increased earnings for other workers who either get jobs or are enabled to be more productive due to the contributions of FSW’s completers.

## ECONOMIC IMPACT OF THE POTENTIAL A&P PROGRAM

Table 10 displays summary statistics on the two A&P related programs including the total regional economic impact attributable to program completers as of 2014, the number of completers active in the regional workforce as of 2014, and the 2014 economic impact per completer. The magnitude of the total economic impact is directly related to how long the program has been in existence

3 The potential A&P program is assumed to be 50% Airframe Mechanics & Aircraft Maintenance Technology/Technician and 50% Aircraft Powerplant Technology/Technician.

and how many completers have matriculated through the program. EMSI used assumed completer data from FSW across a ten-year period (AY 2003/2004 to AY 2013/2014); though the analyzed program has not been active for this period of time.<sup>4</sup> A programs’ economic impact will generally increase with time. There are two key reasons for this: first, as more students enter the labor force, the program’s total economic impact will increase. Secondly, even if no additional completers enter the workforce, the economic impact will increase with time as the alumni gain greater work experience and earn higher wages.

Furthermore, it is important to note that although the total economic impact is a good indicator of the economic benefits provided to the FSWA&P Region, the per completer impact figures are a better indicator of each program’s potency in generating new economic activity. Though none of the A&P programs are a poor investment for taxpayers, those with lower per completer impact (those generating less than \$100k of impact) are inducing a relatively smaller amount of economic activity.

The total 2014 impact demonstrated in Table 10 includes the initial impact (alumni’s increased earnings due to their education at FSW) and various other multiplier effects. Multiplier effects refer to the additional income created in the economy as FSW alumni and their employers spend money within the region. The impacts are categorized according to the following four effects: the

4 Assumptions for these data were made by FSW.

**TABLE 10: SUMMARY OF 2014 ECONOMIC IMPACT OF FSW’S POTENTIAL A&P PROGRAM**

CIP	DESCRIPTION	TOTAL ECONOMIC IMPACT IN 2014	NUMBER OF COMPLETERS IN WORKFORCE IN 2014	2014 ECONOMIC IMPACT PER COMPLETER
47.0607	Airframe Mechanics and Aircraft Maintenance Technology/Technician	\$118,410	188	\$628,900
47.0608	Aircraft Powerplant Technology/Technician	\$118,085	187	\$629,900
47.0607*	Potential New A&P Program	\$118,247	188	\$629,400

initial effect, the direct effect, the indirect effect, and the induced effect. Initial effects refer to wages paid to FSW alumni by employers. Direct effects occur as employers purchase goods and services from other local companies. Indirect effects occur as this secondary round of businesses purchase more goods and services from local companies. Finally, induced effects occur as these purchases create additional income for employees of all local businesses. Appendix 6 provides further information about EMSI's methodology, and within that appendix Table A6.1 breaks out each program's economic impact by category and shows the combined program impact for the potential A&P Program.

Graduates of FSW's combined potential program in A&P are expected to generate an estimated \$118.2 million in added income to the regional economy in 2014. This value represents 17.31% of FSW A&P Region's total economic output (or Gross Regional Product) for 2014. In terms of total economic impact in 2014, Airframe Mechanics & Aircraft Maintenance Technology/Technician ranked highest at \$118.4 million, and Aircraft Powerplant Technology/Technician had a slightly lower total economic impact at \$118.1 million. Therefore, combined with the correct percentages, the potential A&P program's total economic impact was \$118.2 million.

In terms of per completer economic impact, the Aircraft Powerplant Technology/Technician program had a higher per completer economic impact than Airframe Mechanics & Aircraft Maintenance Technology/Technician, which led to the combined A&P per completer economic impact to be \$629,400.

The per completer economic impact is highly correlated with the wage level of completers, so when alumni's earnings are high, the per completer economic impact tends to be high as well. Earnings are not the only factor driving economic impact. Some programs may prepare individuals for careers with low to moderate earnings, but income is generated for others within the region, particularly other

related to the industries employing these individuals. The two explanations for this situation are a strong regional supply chain for a given industry and capital-intensive methods within a given industry. Where strong regional supply chains exist, more spending by the business employing FSW alumni translates into greater in-region spending on inputs and supplies. In capital intensive industries, the amount spent by businesses employing FSW alumni may not be particularly high, but these businesses are simultaneously purchasing expensive equipment required to support those workers, thereby generating income and tax revenue within the region.

## LIFETIME EARNINGS OF A&P PROGRAM COMPLETERS

Table 11 displays the expected earnings for FSW graduates over the course of their working careers, put in present value terms.<sup>5</sup> Present value indicates that future values have been discounted based on the riskiness of students' investment in education and the time value of money.<sup>6</sup> These earnings figures have been simulated using EMSI's program specific earnings forecast model, which accounts for educational level, years of experience, race/ethnicity, gender, occupation, and average regional earnings by occupation. Also displayed in Table 11 is a column indicating increased lifetime earnings of FSW completers as a result of their education. EMSI's economic impact model does not just quantify the gross earnings of completers over time, it also deducts the earnings that individuals would have collected had they never graduated from FSW at all, but pursued an alternative career. As such, this column represents a truer measurement of former students' increased

5 An average student is a composite of an average age, and average racial composition among all program completers.

6 Further explanation of the Present Value is explained in Appendix 6 under the section labelled Discount Rate.

**TABLE 11: NET PRESENT VALUE (NPV) OF LIFETIME EARNINGS**

CIP	TITLE	NPV OF LIFETIME EARNINGS WITH FSW DEGREE	NPV OF INCREASED LIFETIME EARNINGS DUE TO FSW DEGREE
47.0607	Airframe Mechanics and Aircraft Maintenance Technology/Technician	\$897,488	\$524,292
47.0608	Aircraft Powerplant Technology/Technician	\$897,488	\$525,038
47.0607*	Potential New A&P Program	\$897,488	\$524,665

earnings. The values shown in the “increased earnings column” are simply around \$373,000 less than those in the total lifetime earnings column because alternative earnings are the same in each case.

Lifetime earnings are the same for the two A&P programs. However, Aircraft Powerplant Technology/Technician has slightly higher increased lifetime earnings than Airframe Mechanics & Aircraft Maintenance Technology/Technician. Compared to the earnings that students likely would have received had they just obtained a high school diploma and then gone directly into the workforce, all programs have positive returns. For example, a graduate

of the potential new A&P program is expected to earn \$372,823 more in discounted present value dollars, than if he or she had never received credentials in this program.

The estimated lifetime earnings of graduates in each program at every age between 18 and 67 are displayed in the Mincer curve figures in Appendix 6. For comparison purposes, each of these graphs also contains the estimated lifetime earnings those individuals had they only received a high school diploma and then entered the workforce. Further information on the earnings estimate model can also be found in Appendix 6.

# CONCLUSION

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The potential A&P program envisioned by FSW is a program offering courses in both Airframe Mechanics & Aircraft Maintenance Technology/Technician and Aircraft Powerplant Technology/Technician and will cover all the basic information necessary for completers to move on to get FAA certified as an A&P worker. While a degree is not absolutely necessary to be eligible to take the FAA certification tests, it is highly recommended.

The job market for A&P workers in the FSW A&P Region is fairly strong for aircraft mechanics and service technicians, and the market is very good for A&P job seekers in West Palm Beach. The development of the regional airports as well as the advent of the Airglades project bode well for A&P jobs in the near future. From the CareerBuilder resume data, we can tell that over half of all completers from Florida colleges stay in the state of Florida or the southeastern US. Nearly all workers in A&P occupations are male, the largest portion of which are between the ages of 45 and 54 years old.

From the Program Gap Analysis, we see that both the Airframe Mechanics & Aircraft Maintenance Technology/Technician and Aircraft Powerplant Technology/Technician programs have significant gaps in the FSW A&P Region at

both the postsecondary certificate and associate's degree levels. The A&P occupations associated with these programs also have high median hourly earnings (greater than \$24 an hour), which is attractive for students interested in getting an A&P certificate or associate's degree.

From the Program Specific Economic Impact Study, we see that if we were to assume that this program has been established for the past ten years, the total economic impacts to the regional economy in 2014 would have been over \$118.2 million. Assuming that these completions follow the trend identified by FSW, there would have been 188 completers of this A&P program entering into the workforce in 2014, meaning that the economic impact per completer would have been over \$629,400. Looking at the lifetime earnings of these completers, a graduate of the potential new A&P program is expected to earn around \$373,000 more in discounted present value dollars, than if they had never received credentials in this program.

Based on the various pieces of this analysis, development of a program in A&P could fill workforce gaps at both the certificate and associate's degree levels and have relatively large economic benefits to the regional economy.

# APPENDIX 1: ABOUT EMSI DATA

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As previously stated, EMSI data were used to calculate the projected number of annual job openings from 2014 to 2024. These projections take into account openings due to job growth and openings due to replacement needs. In order to capture a complete picture of industry employment, EMSI gathers and integrates economic, labor market, demographic, and education data from over 90 government and private-sector sources, creating a comprehensive and current database that includes both published data and detailed estimates with full coverage of the United States.

More specifically, EMSI develops this data by combining covered employment data from Quarterly Census of Employment and Wages (QCEW-produced by the Department of Labor) with total employment data in Regional Economic Information System (REIS-published by the

Bureau of Economic Analysis or BEA). This is augmented with County Business Patterns (CBP) and Non-Employer Statistics (NES) published by the US Census Bureau. Projections are based on the latest-available EMSI industry data, past 15-year local trends in each industry, growth rates in statewide and (where available) sub-state area industry projections published by individual state agencies, and (in part) growth rates in national projections from the Bureau of Labor Statistics.

Through this combination of data sources, EMSI is able to fill gaps in individual sources (such as suppressions and missing proprietors). This yields a composite database that leverages the strengths of all its sources. Finally, EMSI's database is updated quarterly, providing the most up-to-date integrated information possible.



# APPENDIX 2: PROGRAM-TO-OCCUPATION MAPPING

Table A2.1 displays the crosswalk between educational programs (CIP codes) and occupations (SOC codes) that EMSI used to complete the gap analysis.

**TABLE A2.1: CIP TO SOC MAPPING FOR A&P PROGRAMS**

CIP CODE	TITLE	SOC CODE	TITLE	PROGRAM BASED WEIGHT	PSV AWARD OR "SOME COLLEGE"	ASSOC. DEGREE
47.0607	Airframe Mechanics and Aircraft Maintenance Technology/Technician	49-2091	Avionics Technicians	1.00	65	87
		49-3011	Aircraft Mechanics and Service Technicians	0.57	69	90
		51-2011	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	0.57	85	93
47.0608	Aircraft Powerplant Technology/Technician	49-3011	Aircraft Mechanics and Service Technicians	0.43	69	90
		51-2011	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	0.43	85	93

# APPENDIX 3: PROGRAM GAP ANALYSIS METHODOLOGY

This appendix focuses on describing and understanding the methodology used in the program gap analysis. This requires data on both occupation demand (e.g., annual job openings) and education supply (e.g., number of certificate and associate's degree completions). These are then compared through an education "gap" analysis to determine whether an education program is potentially producing a surplus or shortage of workforce talent relative to the number of job openings. In this way, it is possible to see how the institution's current programs are satisfying regional workforce needs.

## SUPPLY AND DEMAND MODEL

EMSI builds a model using demand-side data (average annual openings) and supply-side data (postsecondary certificate and associate's degree education output), to compare workforce demand with education supply. The purpose of this analysis is to find the difference or "gap" between the average annual openings for A&P related occupations and the number of people completing degrees for those occupations, whether at FSW or at another training provider within the region. This makes it possible to identify whether there may be talent shortages or surpluses within the service region.

The first step involves mapping the linkage between annual openings for a SOC code and the number of completions for an education program CIP code. The BLS provides information on the occupations that completers of specific CIP codes are more likely to enter. Specific connections have been refined through previous engagements with education institutions and state departments of labor. Some programs have direct occupational ties. For example, a physical therapist assistant is a specific occupation that requires specialized postsecondary training. In this case, one CIP code (physical therapy technician/assistant) maps

to only one SOC code (physical therapists assistants). This provides an easy comparison of annual openings for physical therapist assistants to the number of people completing the relevant program to see whether a talent shortage or surplus exists. Unfortunately, this is not always the case. More often than not an educational program maps to multiple occupations and an occupation maps to multiple educational programs. For this reason, EMSI has pioneered a method of de-duplicating completers, such that the potential sources of supply are not double-counted for any occupation. The details of this process are outlined in this chapter, under "De-duplication of Annual Openings."

## OCCUPATION DEMAND

### Educational Level Adjustments

To capture occupation demand, EMSI uses a proprietary employment dataset that reflects total employment (i.e., employment covered by unemployment insurance as well as proprietor employment). The employment data reflects jobs for the first quarter of 2015. Within this dataset, EMSI calculates the number of regional annual job openings for A&P related occupations that require a postsecondary certificate or an associate's degree level of education.<sup>7</sup>The BLS also provides educational attainment data of current workers for each SOC code, broken out by their highest level of education attained. The data is presented as the percentage of workers in the SOC code with educational attainment ranging from less than a high school degree to a bachelor's degree. Using these data, EMSI adjusted the annual opening estimates for each SOC code to only incorporate the percentage of workers for the educational level that corresponds with FSW's proposed program.

For example, as shown in Table A3.1, there are three

<sup>7</sup> See Appendix 1 for a description of the sources and processes of EMSI data.

**TABLE A4.1: EDUCATIONAL LEVEL ADJUSTMENTS**

CIP CODE	CIP TITLE	SOC	TITLE	ASSOCIATE'S DEGREE OR LOWER	BACHELOR'S DEGREE OR LOWER
43.0102	Corrections	33-3012	Correctional Officers and Jailers	86%	98%
		33-1012	First-Line Supervisors of Police & Detectives	59%	89%
		33-1011	First-Line Supervisors of Correctional Officers	71%	92%
<b>Weighted Average</b>				<b>72%</b>	<b>93%</b>

occupations trained for by Corrections (CIP code 43.0102). Within that cluster are an assortment of career fields, including correctional officers and jailers, first-line supervisors of police and detectives, and first-line supervisors of correctional officers. Among correctional officers, the majority of job openings (72%) are available to somebody with an associate's degree or lower. Alternatively, for first-line supervisors of police & detectives, only 59% of job openings are accessible to a person with an associate's degree. However, with a bachelor's degree, the amount of job openings accessible jumps up to 89%. The weighted average of job openings is calculated for each program at each program/degree level where FSW has produced completers over the past three years. Not taking into account the educational attainment dynamics in this way would bias the result by over-counting potential job opportunities for completers.<sup>8</sup>

### De-duplication of Annual Openings

Most educational programs are designed to train people for multiple occupational types, many of which are simultaneously linked with other educational programs, presenting a complexity when comparing supply and demand for any particular educational program. For instance, the Computer Systems Networking & Telecommunications program is mapped to three different occupations: computer support specialists, information security analysts, and computer systems analysts. If we focus on just one of the occupations for this list—computer support specialists—it is also mapped to 10 different educational programs, spanning program titles such as Computer Systems Analysis and Medical Office Computer Specialist.

To ensure that no double-counting occurs, it is necessary to either realign the program groupings to eliminate the mapping of occupations to multiple programs, or to determine what proportion of demand should be compared with supply numbers from each program. EMSI

<sup>8</sup> Given the changing dynamics and need for more education in the existing workforce (i.e., skills-biased technology change in many occupations and industry sectors), this assumption is considered conservative.

takes the second approach in this analysis, which has the advantage of maintaining the program titles and descriptions in roughly the same format that completer data were originally delivered to EMSI. EMSI uses a formula that favors program types with the largest number of completers, attributing a greater proportion of demand to these than the programs which produce a smaller number of completers. This method utilizes the assumption that the higher output educational programs are likely feeding a higher degree of demand within the service region.<sup>9</sup>

One possible criticism of this methodology is that it assumes, all else being equal, students from higher-output programs are more likely to obtain a job than students from lower-output programs, whereas in reality students are judged more by their skills and merits than their educational program of study. The intention of the analysis is not to rate students' capability of competing for jobs, but rather to capture the unique dynamics of the local labor market. For example, in a region where a unique program such as Commercial and Advertising Art is more prevalent than Graphic Design, it can safely be assumed that the graduates of the Commercial and Advertising Art program will be offered a larger number of local openings than are students from the Graphic Design program. If such were not the case, it would be unlikely for the Commercial and Advertising Art program to remain the producer of local talent in the long-term, as the program would yield students to a program with a more successful job placement rate.

Recognizing that some smaller programs produce students who are more capable of obtaining local jobs than students from larger programs, EMSI also provides an alternative gap analysis, which does not reduce the number of annual openings based on the size of each educational program. The results of the alternative gap analysis are included in Appendix 4.

<sup>9</sup> Note this adjustment is performed on a program-by-program basis without consideration of individual colleges or training providers. Therefore, a single program offered at one large institution has no advantage over a group of similar programs offered a number of smaller educational providers provided that the aggregate output of the smaller schools is near the output of the single larger school.

# APPENDIX 4: ALTERNATIVE GAP ANALYSIS CALCULATIONS

EMSI de-duplicated the annual openings shown in Section Two to account for the magnitude of output from different educational programs in the region. The process is explained in detail in Appendix 3 under “De-duplication of Annual Openings.” This procedure is designed to reflect the unique supply and demand dynamics of each regional economy. However, EMSI also recognizes that in some cases a student from a less predominant educational program is a more likely candidate to be offered a local job. These alternative supply and demand calculations give equal weight to every job opportunity within students’ field of study, regardless of whether that program is a big or small player in talent development for the region. Therefore, these estimates should be considered as less conservative measures than those from Section Two.

## HIGHLIGHTS OF ALTERNATIVE GAP ANALYSIS

The gaps for A&P programs in the FSW A&P Region increased significantly in the alternative analysis. Table A4.1 shows that at the postsecondary certificate level, the gaps increased for Airframe Mechanics & Aircraft Maintenance Technology/Technician and Aircraft Powerplant Technology/Technician to gaps of 34 and 32, respectively. The same is true for these programs at the associate’s degree level, increasing to gaps of 43 and 41, respectively.

## ALTERNATIVE GAP ANALYSIS TABLE

**TABLE A4.1: ALTERNATIVE SUPPLY AND DEMAND FOR POTENTIAL A&P PROGRAMS**

CIP CODE	CIP TITLE	AVERAGE ANNUAL OPENINGS	AVERAGE ANNUAL COMPLETERS	AVERAGE ANNUAL FSW COMPLETERS	TOTAL GAP OR SURPLUS
<b>POSTSECONDARY CERTIFICATE LEVEL</b>					
47.0607	Airframe Mechanics and Aircraft Maintenance Technology/Technician	39	6	0	34
47.0608	Aircraft Powerplant Technology/Technician	37	4	0	32
<b>ASSOCIATE’S DEGREE LEVEL</b>					
47.0607	Airframe Mechanics and Aircraft Maintenance Technology/Technician	43	0	0	43
47.0608	Aircraft Powerplant Technology/Technician	41	0	0	41

Source: EMSI Gap Analysis Model  
May not sum due to rounding

# APPENDIX 5: DETAILED EMPLOYMENT PROJECTIONS

Table A5.1 displays the occupations that align with the potential A&P program in each of the FSW A&P Regions. The program mapping can be found in Table A2.1.

**TABLE A5.1: DETAILED EMPLOYMENT PROJECTIONS RELATED TO POTENTIAL A&P PROGRAM- FSW A&P REGION**

SOC	OCCUPATION	2014 JOBS	2024 JOBS	CHANGE	PERCENT CHANGE	PROJECTED ANNUAL OPENINGS
49-2091	Avionics Technicians	93	111	18	19%	4
49-3011	Aircraft Mechanics and Service Technicians	854	980	126	15%	39
51-2011	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	202	280	78	39%	12

# APPENDIX 6: ECONOMIC IMPACT ANALYSIS MODEL AND DATA

## METHODOLOGY

In this report, EMSI aims to assess the economic impact of a potential A&P program on the local economy. EMSI also has a college-wide economic impact study (EIS) that analyzes the broad impact of the college in terms of college operations, student spending, and student productivity. The strength of the EIS model is that it encompasses all forms of impact that a college may have on a community, but it lacks the ability to narrow in on specific impacts of particular programs. This study focuses on the economic impacts generated by students from five specific programs, with particular focus on their future productivity in the workforce.

The unique challenge of the program specific model is predicting the lifetime earnings curve of workers by occupation. Research on the relationship between earnings, education and experience extends back to economist Jacob Mincer, who first explored the issue in the 1930s. At the time, he developed a model to explain how education and experience affects earnings, later to be termed the Mincer Curve. Since that time, economists have continued to use and improve upon the tools developed by Mincer, but EMSI is the first to integrate occupational specific effects into its model. This is critically important for producing a program specific economic impact model because individuals in different occupations receive different returns on education and experience. For example, many professional occupations, such as lawyers and professors, will continue to see appreciation in annual earnings late into their working careers, whereas occupations that require intense physical labor such as electricians and automotive repair see peak wages much earlier in their careers. Likewise, some workers, such as those in management and education, experience a greater return for educational attainment than other types of workers.

Another methodological component that EMSI considers in this analysis is called counterfactuals, or opportunity costs. Essentially, counterfactuals are deductions from gross measurements to account for alternate possibilities in use of assets. These deductions account for positive effects that would have manifested even without the presence of the thing being measured. The challenge in this case is to determine what proportion of the total economic impact generated by FSW alumni should be attributed to the education these individuals received at FSW. In other words, what are these FSW alumni doing in the economy that other workers could not do? Cursory reflection is enough to reveal that in most cases employers have the option to substitute one type of worker for another. For example, if a hospital is unable to find a qualified registered nurse, methods of operation could be adjusted so that workers of other occupational categories (e.g.: nursing assistance, LPNs, etc.) could take on the work that would have been assigned to the registered nurse. The ease with which businesses can replace the knowledge, skills, and abilities of one worker for another is that occupational category's marginal rate of substitution. This rate of substitution varies depending on the occupation, with some nearly indispensable occupations receiving very little reduction of the gross effects and others more transferable occupations receiving large reductions.

If data existed that indicates the alternate staffing options of various industry groups, which did not also alter the all other potential variables (such as cost and availability of labor), EMSI could use these data to estimate the elasticity of labor between different types of workers. However, in the absence of such data, EMSI estimates the elasticity with available empirical data in the form of compatibility scores. To determine these substitution effects, EMSI used its own proprietary compatibility index, which measures the similarity in knowledge, skills, and

abilities between different types of workers. All 784 5-digit Standard Occupational Classification (SOC) codes were ranked on a “dispensability index” based on the number of other workers in the region that were compatible enough to effectively perform the same basic work functions.

## DISCOUNT RATE

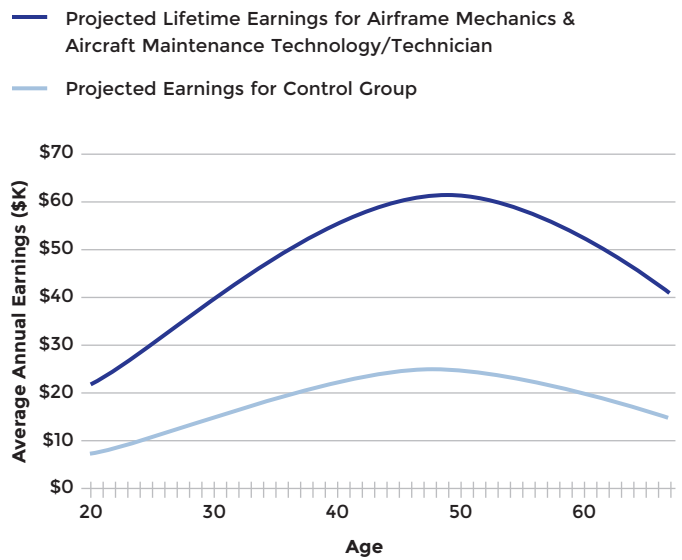
The estimated lifetime earnings values shown in this report are calculated based on the expected earnings of completers for each year of their careers. These values are not reported in gross terms but rather discounted to account for future value. This discount rate converts future monies to their present value. In investment analysis, the discount rate accounts for two fundamental principles: 1) the time value of money, and 2) the level of risk that an investor is willing to accept. Time value of money refers to the value of money after interest or inflation has accrued over a given length of time. An investor must be willing to forgo the use of his money in the present if he wishes to receive compensation for it in the future. Typically this minimum rate of return is determined by the known returns of less risky assets where the investors might alternatively consider placing their money. In this study, EMSI assumes a 4.5% discount rate for students.<sup>10</sup> Therefore, the dollar amounts stated for lifetime earnings increase is expressed as the value of the lifetime earnings increase in today’s dollars.

## ABOUT THE DATA

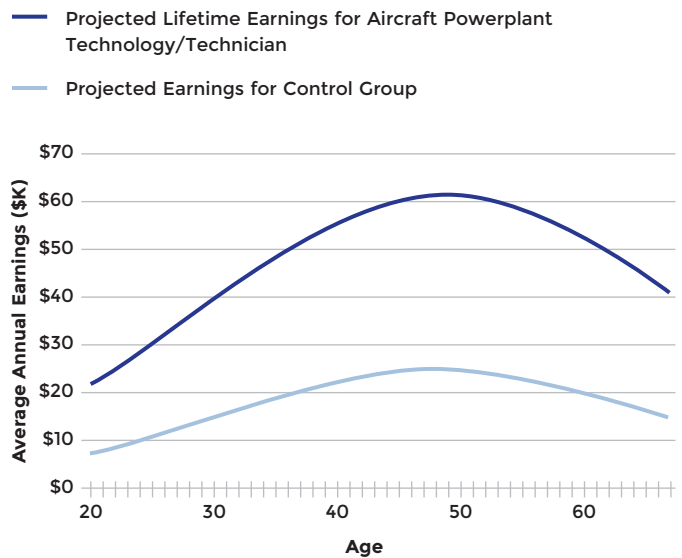
The program specific model utilizes five-year panel data from the American Community Survey Public Use Micro-

<sup>10</sup> This value is based on the baseline forecasts for the 10-year zero coupon bond discount rate published by the Congressional Budget Office. See the Congressional Budget Office, Student Loan and Pell Grant Programs - March 2012 Baseline.

**FIGURES A6.1: PROJECTED EARNINGS CURVE FOR AIRFRAME MECHANICS & AIRCRAFT MAINTENANCE TECHNOLOGY/TECHNICIAN**



**FIGURES A6.2: PROJECTED EARNINGS CURVE FOR AIRCRAFT POWERPLANT TECHNOLOGY/TECHNICIAN**



**TABLE A6.1: 2014 DETAILED ECONOMIC IMPACT OF FSW’S A&P RELATED PROGRAMS**

CIP	DESCRIPTION	INITIAL EFFECT	DIRECT EFFECT	INDIRECT EFFECT	INDUCED EFFECT	TOTAL EFFECT
47.0607	Airframe Mechanics and Aircraft Maintenance Technology/Technician	\$79,797	\$9,649	\$2,126	\$26,838	<b>\$118,410</b>
47.0608	Aircraft Powerplant Technology/Technician	\$79,642	\$10,121	\$2,230	\$26,092	<b>\$118,085</b>
47.0607*	Potential New A&P Program	\$79,720	\$9,885	\$2,178	\$26,465	<b>\$118,247</b>

data (PUMS) 2008-2012. The PUMS data contain detailed records of employment status, occupational category, earnings, age, and numerous other fields for roughly 1.4 million workers per year. Using these data, EMSI ran a multivariate regression to estimate wages based on occupation, years of education, years of experience, and other control variables.

To determine economic impacts, we rely on a specialized Social Accounting Matrix (SAM) model to calculate the additional income created in the FSWA&P Region economy as a result of the added skills of MCC students. EMSI's Multi-Regional Social Accounting Matrix (MR-SAM) represents the flow of all economic transactions in a given region. It replaces EMSI's previous input-output (IO) model,

which operated with some 1,100 industries, four layers of government, a single household consumption sector, and an investment sector. The old IO model was used to simulate the ripple effects (i.e., multipliers) in the regional economy as a result of industries entering or exiting the region. The SAM model performs the same tasks as the old IO model, but it also does much more. Along with the same 1,100 industries, government, household and investment sectors embedded in the old IO tool, the SAM exhibits much more functionality, a greater amount of data, and a higher level of detail on the demographic and occupational components of jobs (16 demographic cohorts and about 750 occupations are characterized).



**Report to Advisory Steering Committee Members**  
**School of Business and Technology Advisory Steering Committee Meeting**  
**October 27, 2016 at 5:30 PM on Thomas Edison Campus U 102**

**In Attendance:** Adrian Kerr, Michael Koszewnik, Joe Paterno, John Holloway, Dennis Fahey, Peg Elmore, Beth Prather, David Hoffman, Darlyn Estes, Mark Baker, Meg Scanlan, Byan Jones, Andy Blitz, Bernardine Carter, Michelle Zamniak, Tom Pagono, Doug Goldman, Jesslyn Woosley, Victoria Myers, David McCormick, Mary Conwell, Tyler Patak, Jackie Beard, Dr. Richard Worch, Dr. Thomas Rath, Dr. John Meyer, and Jill De Valk.

**Welcome:** Dr. John Meyer, Dean of the School of Business and Technology welcomed attendees with introductions around.

**Approval of April 28, 2016 Minutes:**

Dr. Meyer called for a motion to approve the meeting minutes. The motion was seconded, all were in favor and none opposed.

**School of Business and Technology Updates:**

- Enrollment is up 10% in the FTE or full-time equivalent and head count is up 7.6%. More students are taking more credits and the population is younger. The baccalaureate programs are seeing growth with career changers in the mix.
- Brochure – The brochure has a different approach which aims to be equally informative and promotional, but adds a changed look to appeal to a younger audience. The brochure includes the educational missions and a glossary of terms have been added. The programs have definite pathways and each are explained in the program areas. The brochure has been modernized with icons and QR codes which link to the catalog page. As always, all workforce programs in SoBT remain academically rigorous.
- Three college credit certificates have been approved by the College’s accreditor, SACSCOC, including the following:
  - Financial Services – meets an industry requirement
  - Digital Forensics – meets an industry requirement
  - Engineering Technology Support Specialist – Introduction to manufacturing and advanced in support of a grant funded initiative and in response to input from two separate focus groups.
- Western Michigan University & FSW have a partnership agreement and will be sharing space at the FSW Charlotte Campus. WMU is the number 2 rated pilot training program in the nation and will bring its program here. It owns a fleet of planes which will be located at the Punta Gorda

Airport. They will also offer graduate medical programs in response to the medical need of the aging population.

- We are still planning an aviation airframe and powerplant (aircraft maintenance and repair) PSAV program. The college is negotiating to lease hangar space at the airport and has attracted interest in two aircraft to be donated. The educational ladder includes an AS in Aircraft Maintenance Administration, Students would gain 30 credits toward the core classes for FAA A&P licensure (through Gold Standard Articulation) and that degree would fully matriculate to the BAS, SMAN where the plan is for a 12-credit concentration in an aviation management area.
- Faculty changes – one FT Computer faculty member has departed and a new faculty member will be hired for the January term. Jennifer Patterson was hired as a FT faculty member for the BAS of Supervision and Management.
- The Information Science Technology BAS degree has passed the internal hurdles. The application has been received by the state and then will apply to SACSCOC before the winter break in order to be on the current SACSCOC review cycle.
- Advising Overhaul: SoBT is now advising its own students. Previously it was more difficult because general advisors need to be completely versed in all of the primary and secondary programs and also the appropriate SoBT electives for AA students. FSW's new initiative, *Dedicate to Graduate*, has advisors embedded in the schools and with AA students remaining with assigned advisors in S Building.
- The TAACCCT Grant – XCEL-It Programs is entering the last year, ending September 30, 2017. The program has been partnering with CareerSource and has seen a 500% increase since last year due to bootcamps for business certifications. The terms of the grant are well-intentioned but the execution is challenging. The grant does not pay for tuition but pays for most everything else. The grant has launched two new programs: Intermodal Freight with Professor Tim Lucas and the Engineering Technology Support Specialist CCC with Professor Vincent Butler to complete the first cohort in December.
- FutureMakers Coalition – has reinvigorated the need for foundational skills programs, particularly for 2<sup>nd</sup> generation, soft skills or basic skills to learn work ethic are not taught at home. The population is not prepared and does not possess the foundational skills employers require.
- Per FLDOE, an SoBT AS degree holder out earns someone with an AA degree and SUS Bachelor degrees. At FSW, the BAS in Supervision and Management has the largest number of bachelor degree graduates.
- Rocket Lounge has an incubator and accelerator of ideas with a technical focus. Entrepreneurs meet with potential funders. SoBT is exploring ways to leverage a partnership for the benefit of our students to help marry technical proficiency with entrepreneurship. Presentations on this topic are schedule for spring faculty meetings.
- Gold Standard: The State mandates that FCS institutions award college credit for specified industry certifications. This list is a moving target and is updated annually.

- Corporate Training: Each year there is a total of \$12 million dollars available from CareerSourceFlorida to help companies that relocate or expand in Florida offset training costs for new hires. SoBT's Corporate Training department, under the direction of Adrian Kerr, has secured 25% of the state pool of funds for each of the past couple of years and is on track to do the same this year. The college gets 5% of the grant amount to offset administrative expenses. Our corporate training brings grant funds to four of five counties in our economic area. IWT Florida Flex on the job training is underutilized, particularly among smaller companies who are most likely to benefit. Corporate Training is concentrating on this market, as well.
- Programs we are concerned about: Architectural Design & Construction Technology and Civil Engineering Technology. Industry does not seem to demand these programs and students are gaining employment in-field without degree completion. We are seeking input from the committee about the need for these programs and potential alternatives such as short, focused CCCs, and the potential for a BAS, SMAN concentration in Construction Management.

The attendees proceeded to their breakout groups.

Florida Department of Education  
Curriculum Framework

**Program Title:** Aviation Airframe Mechanics  
**Program Type:** Career Preparatory  
**Career Cluster:** Transportation, Distribution and Logistics

PSAV – Career Preparatory	
Program Number	T640300
CIP Number	0647060703
Grade Level	30, 31
Standard Length	1,350 hours
Teacher Certification	Refer to the <b>Program Structure</b> section
CTSO	SkillsUSA
SOC Codes (all applicable)	49-3011 – Aircraft Mechanics and Service Technicians
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml</a>
Basic Skills Level	Mathematics: 10 Language: 9 Reading: 10

**Purpose**

The purpose of this program is to prepare students for employment or advanced training in the commercial and general aviation industry. Instruction is designed to prepare students for Federal Aviation Administration (FAA) license examinations for Airframe ratings. Federal Aviation Regulation (FAR) Part 147 identifies minimum requirements for AMT schools. Any changes to the FAA-approved course content must be approved in advance. This program prepares students for employment as an Aviation Maintenance General Technician, and an Aviation Airframe Maintenance Technician.

This program focuses on broad, transferable skills, stresses understanding of all aspects of the aviation maintenance industry, and demonstrates elements of the industry such as planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Transportation, Distribution and Logistics career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Transportation, Distribution and Logistics career cluster.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

### **Program Structure**

This program is a planned sequence of instruction consisting of two occupational completion points. The Aviation Maintenance General Technician (AMT0705) course is the core course.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44 (3) (b), F.S.

To teach the course(s) listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the PSAV program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	AMT0705	Aviation Maintenance General Technician	AIR MECH @7 7G	450 hours	49-3011
B	AMT0765	Aviation Maintenance Airframe Technician 1		450 hours	49-3011
	AMT0766	Aviation Maintenance Airframe Technician 2		450 hours	

### **National Standards**

Industry or National Standards corresponding to the standards and/or benchmarks for the Aircraft Airframe Mechanics program can be found using the following link:

<http://www.gpo.gov/fdsys/pkg/CFR-2012-title14-vol3/pdf/CFR-2012-title14-vol3-part147-appC.pdf>

## **Common Career Technical Core** – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Perform basic aircraft drawing skills.
- 02.0 Demonstrate aircraft weight and balance skills.
- 03.0 Perform ground operations and servicing duties.
- 04.0 Demonstrate mathematical skills.
- 05.0 Maintain forms and records.
- 06.0 Apply principles of basic physics.
- 07.0 Demonstrate the use of maintenance publications.
- 08.0 Demonstrate appropriate communication skills.
- 09.0 Demonstrate employability skills as an Aviation Maintenance General Technician.
- 10.0 Maintain aircraft fluid lines and fittings.
- 11.0 Perform aircraft materials and processes skills.
- 12.0 Perform cleaning and corrosion-control operations.
- 13.0 Perform basic electricity skills.
- 14.0 Interpret mechanic privileges and limitations.
- 15.0 Maintain wood structures.
- 16.0 Perform aircraft covering.
- 17.0 Apply aircraft finishes.
- 18.0 Repair sheet-metal and non-metallic structures.
- 19.0 Perform and identify proper welding.
- 20.0 Perform assembly and rigging.
- 21.0 Perform airframe inspection.
- 22.0 Maintain aircraft landing-gear systems.
- 23.0 Maintain hydraulic and pneumatic power systems.
- 24.0 Maintain cabin atmosphere control systems.
- 25.0 Maintain aircraft instrument systems.
- 26.0 Maintain communication and navigation systems.
- 27.0 Inspect and repair aircraft fuel systems.
- 28.0 Inspect and repair aircraft electrical systems.
- 29.0 Inspect and repair position and warning systems.
- 30.0 Maintain ice and rain control systems.
- 31.0 Inspect and repair aircraft fire-protection systems.
- 32.0 Demonstrate knowledge of Federal Aviation Administration Airframe licensing requirements.
- 33.0 Demonstrate employability skills for an Aviation Maintenance Airframe Technician (AMT) with an FAA Airframe rating.
- 34.0 Demonstrate an understanding of entrepreneurship related to opportunities in Aviation Airframe Maintenance occupations.

Florida Department of Education  
Student Performance Standards

Program Title: Aviation Airframe Mechanics  
PSAV Number: T640300

Course Number: AMT0705  
Occupational Completion Point: A  
Aviation Maintenance General Technician – 450 Hours – SOC Code 49-3011

**Course Description:**

The Aviation Maintenance General Technician course prepares students for entry into the aviation industry. Students explore career opportunities and requirements of a professional aviation mechanic. Students study basic electricity, aircraft drawing, weight, balance, fluid lines, fittings, materials, processes, operations, services, cleaning, corrosion-control, math, forms, records, basic physics, maintenance publications, communication, and employability skills.

CTE Standards and Benchmarks	FAA FAR Part 147
01.0 Perform basic aircraft drawing skills--The student will be able to:	
01.01 Use aircraft drawings, symbols, and system schematics.	App. B, B, 7. Level 2
01.02 Draw sketches of repairs and alterations.	App. B, B, 8. Level 3
01.03 Use blueprint information.	App. B, B, 9. Level 3
01.04 Use graphs and charts.	App. B, B, 10. Level 3
02.0 Demonstrate aircraft weight and balance skills--The student will be able to:	
02.01 Weigh aircraft.	App. B, C, 11. Level 2
02.02 Perform complete weight-and-balance check and record data.	App. B, C, 12. Level 3
02.03 Properly configure aircraft for weighing and capable of setting up and using weighing equipment.	
03.0 Perform ground operations and servicing duties--The student will be able to:	
03.01 Start, ground operate, move, service, and secure aircraft and identify typical ground-operations hazards.	App. B, G, 20. Level 2
03.02 Identify and select fuels.	App. B, G, 21. Level 2
03.03 Comply with prescribed shop and personal safety procedures.	
04.0 Demonstrate mathematical skills--The student will be able to:	
04.01 Extract roots and raise numbers to a given power.	App. B, H, 24. Level 3



CTE Standards and Benchmarks	FAA FAR Part 147
04.02 Determine areas and volumes of various geometrical shapes by solving problems for volume, weight, area, circumference, and perimeter measurements for rectangles, squares, and cylinders.	App. B, H, 25. Level 3
04.03 Solve ratio, proportion, and percentage problems.	App. B, H, 26. Level 3
04.04 Perform algebraic operations involving addition, subtraction, multiplication, and division of positive and negative numbers.	App. B, H, 27. Level 3
05.0 Maintain forms and records--The student will be able to:	
05.01 Write descriptions of work performed including aircraft discrepancies and corrective actions using typical aircraft maintenance records.	App. B, I, 28. Level 3
05.02 Complete required maintenance forms, records, and inspection reports.	App. B, I, 29. Level 3
06.0 Apply principles of basic physics--The student will be able to:	
06.01 Use and understand the principles of simple machines; sound, fluid, and heat dynamics; basic aerodynamics; aircraft structures; and theory of flight.	App. B, J, 30. Level 2
06.02 Understand molecular action as a result of temperature extremes, chemical reaction, and moisture content.	
06.03 Draw conclusions or make inferences from data.	
06.04 Identify health-related problems that may result from exposure to work-related chemicals and hazardous materials and know the proper precautions required for handling such materials.	
06.05 Understand pressure measurement in terms of PSI, inches of mercury, and KPA.	
07.0 Demonstrate the use of maintenance publications--The student will be able to:	
07.01 Demonstrate ability to read, comprehend, and apply information contained in FAA and manufacturers' aircraft maintenance specifications, data sheets, manuals, publications, and related Federal Aviation Regulations, Airworthiness Directives, and Advisory material.	App. B, K, 31. Level 3
07.02 Read technical data.	App. B, K, 32. Level 3
08.0 Demonstrate appropriate communication skills--The student will be able to:	
08.01 Write logical and understandable statements or phrases to accurately complete forms/invoices commonly used in business and industry.	
08.02 Read and understand graphs, charts, diagrams, and tables commonly used in this industry/occupation area.	
08.03 Read and follow written and oral instructions.	
08.04 Answer and ask questions coherently and concisely.	
08.05 Read critically by recognizing assumptions and implications and by evaluating ideas.	
08.06 Demonstrate appropriate telephone/communication skills.	
09.0 Demonstrate employability skills as an Aviation Maintenance General Technician--The student will be able to:	

CTE Standards and Benchmarks	FAA FAR Part 147
09.01 Conduct a job search.	
09.02 Secure information about a job.	
09.03 Identify documents that may be required when applying for a job position.	
09.04 Complete a job-application form correctly.	
09.05 Demonstrate job-interview skills.	
09.06 Identify appropriate responses to criticism from employer, supervisor, or other employees.	
09.07 Identify work habits for getting and keeping a job.	
09.08 Explain how to make job changes.	
09.09 Explain the purpose of the Federal Law as recorded in (29 CFR-1910.1200).	
<b>10.0 Maintain aircraft fluid lines and fittings--The student will be able to:</b>	
10.01 Fabricate and install rigid and flexible fluid lines and fittings.	App. B, D, 13. Level 3
10.02 Utilize proper personal safety procedures for fluid lines and fittings.	
<b>11.0 Perform aircraft materials and processes skills--The student will be able to:</b>	
11.01 Identify and select appropriate nondestructive testing methods.	App. B, E, 14. Level 1
11.02 Perform dye penetrant, eddy current, ultrasonic, and magnetic particle inspections.	App. B, E, 15. Level 2
11.03 Perform basic heat-testing processes.	App. B, E, 16. Level 1
11.04 Identify and select aircraft hardware and materials.	App. B, E, 17. Level 3
11.05 Inspect and check welds.	App. B, E, 18. Level 3
11.06 Perform precision measurements.	App. B, E, 19. Level 3
11.07 Perform safety-wiring techniques.	
<b>12.0 Perform cleaning and corrosion-control operations--The student will be able to:</b>	
12.01 Identify and select cleaning materials.	App. B, G, 22. Level 3
12.02 Inspect, identify, remove, and treat aircraft corrosion and perform aircraft cleaning. Understand metal strength limitations when removing corrosion.	App. B, G, 23. Level 3
<b>13.0 Perform basic electricity skills--The student will be able to:</b>	
13.01 Calculate and measure capacitance and inductance.	App. B, A, 1. Level 2
13.02 Calculate and measure electrical power.	App. B, A, 2. Level 2
13.03 Measure voltage, current, resistance, and continuity.	App. B, A, 3. Level 3

<b>CTE Standards and Benchmarks</b>	<b>FAA FAR Part 147</b>
13.04 Determine the relationship of voltage, current, and resistance in electrical circuits.	App. B, A, 4. Level 3
13.05 Read and interpret aircraft electrical-circuit diagrams, including solid-state devices and logic functions.	App. B, A, 5. Level 3
13.06 Inspect and service batteries.	App. B, A, 6. Level 3
13.07 Utilize proper electrical safety procedures.	
14.0 Interpret mechanic privileges and limitations--The student will be able to:	
14.01 Exercise mechanic privileges within the limitations prescribed by Part 65 of this chapter.	App. B, L, 33. Level 3
14.02 Identify the information in Federal Aviation Regulations (FAR) Part 65 pertaining to eligibility for Aviation Maintenance Technician (AMT) certification and ratings.	
14.03 Identify the FAA requirements that must be satisfied in order to display the FAA Airframe and Powerplant license.	

Florida Department of Education  
Student Performance Standards

**Course Number: AMT0765**  
**Occupational Completion Point: B (1 of 2)**  
**Aviation Maintenance Airframe Technician 1 – 450 Hours – SOC Code 49-3011**

**Course Description:**

The Aviation Maintenance Airframe Technician 1 course is designed to build on the skills and knowledge students learned in the Aviation Maintenance General Technician course. Students explore career opportunities and requirements of a professional aviation mechanic. Students study wood structures, aircraft covering, finishes, metallic and non-metallic surfaces, basic welding, assembly, rigging, airframe inspection, landing gear, hydraulic and pneumatic systems, atmosphere control, aircraft instruments, communication, and navigation systems.

CTE Standards and Benchmarks	FAA FAR Part 147
15.0 Maintain wood structures--The student will be able to:	
15.01 Service and repair wood structures.	App. C, I, A, 1. Level 1
15.02 Identify wood defects.	App. C, I, A, 2. Level 1
15.03 Inspect wood structures.	App. C, I, A, 3. Level 1
16.0 Perform aircraft covering--The student will be able to:	
16.01 Select and apply fabric and fiberglass covering materials.	App. C, I, B, 4. Level 1
16.02 Inspect, test, and repair fabric and fiberglass.	App. C, I, B, 5. Level 1
17.0 Apply aircraft finishes--The student will be able to:	
17.01 Apply trim, letters, and touch-up paint.	App. C, I, C, 6. Level 1
17.02 Identify and select aircraft finishing materials.	App. C, I, C, 7. Level 2
17.03 Apply finishing materials.	App. C, I, C, 8. Level 2
17.04 Inspect finishes and identify defects.	App. C, I, C, 9. Level 2
17.05 Demonstrate an understanding of common safety practices dealing with paints and solvents.	
18.0 Repair sheet-metal and non-metallic structures--The student will be able to:	
18.01 Select, install, and remove special fasteners for metallic, bonded, and composite structures.	App. C, I, D, 10. Level 2
18.02 Inspect bonded structures.	App. C, I, D, 11. Level 2
18.03 Inspect, test, and repair fiberglass, plastics, honeycomb, composite, and laminated primary and secondary structures.	App. C, I, D, 12. Level 2

CTE Standards and Benchmarks	FAA FAR Part 147
18.04 Inspect, check, service, and repair windows, doors, and interior furnishings.	App. C, I, D, 13. Level 2
18.05 Inspect and repair sheet-metal structures.	App. C, I, D, 14. Level 3
18.06 Install conventional rivets.	App. C, I, D, 15. Level 3
18.07 Form, lay out, and bend sheet metal.	App. C, I, D, 16. Level 3
19.0 Perform and identify proper welding--The student will be able to:	
19.01 Weld magnesium and titanium.	App. C, I, E, 17. Level 1
19.02 Solder stainless steel.	App. C, I, E, 18. Level 1
19.03 Fabricate tubular structures.	App. C, I, E, 19. Level 1
19.04 Solder, braze, gas-weld, and arc-weld steel.	App. C, I, E, 20. Level 2
19.05 Weld aluminum and stainless steel.	App. C, I, E, 21. Level 1
20.0 Perform assembly and rigging--The student will be able to:	
20.01 Rig rotary-wing aircraft.	App. C, I, F, 22. Level 1
20.02 Rig fixed-wing aircraft.	App. C, I, F, 23. Level 2
20.03 Check alignment of structures.	App. C, I, F, 24. Level 2
20.04 Assemble aircraft components, including flight control surfaces.	App. C, I, F, 25. Level 3
20.05 Balance, rig, and inspect movable primary and secondary flight control structures.	App. C, I, F, 26. Level 3
20.06 Jack aircraft.	App. C, I, F, 27. Level 3
21.0 Perform airframe inspection--The student will be able to:	
21.01 Perform aircraft conformity and airworthiness inspections.	App. C, I, G, 28. Level 3
22.0 Maintain aircraft landing gear systems--The student will be able to:	
22.01 Inspect, check, service, and repair landing gear, retraction systems, shock struts, brakes, wheels, tires, and steering systems.	App. C, II, A, 29. Level 3
22.02 Utilize proper safety procedures and equipment when working on aircraft with electrical or hydraulic power on.	
22.03 Utilize proper safety procedures when working on landing gear struts or wheel and tire assemblies.	
23.0 Maintain hydraulic and pneumatic power systems--The student will be able to:	
23.01 Repair hydraulic and pneumatic power system components.	App. C, II, B, 30. Level 2
23.02 Identify and select hydraulic fluids.	App. C, II, B, 31. Level 3
23.03 Inspect, check, service, troubleshoot, and repair hydraulic and pneumatic power systems.	App. C, II, B, 32. Level 3

CTE Standards and Benchmarks		FAA FAR Part 147
24.0	Maintain cabin atmosphere control systems--The student will be able to:	
24.01	Inspect, check, troubleshoot, service, and repair heating, cooling, air-conditioning, pressurization systems, and air-cycle machines.	App. C, II, C, 33. Level 1
24.02	Inspect, check, troubleshoot, service, and repair heating, cooling, air-conditioning, and pressurization systems.	App. C, II, C, 34. Level 1
24.03	Inspect, check, troubleshoot, service and repair oxygen systems.	App. C, II, C, 35. Level 2
25.0	Maintain aircraft instrument systems--The student will be able to:	
25.01	Inspect, check, service, troubleshoot, and repair electronic flight-instrument systems and both mechanical and electrical heading, speed, altitude, temperature, pressure, and position-indicating systems to include the use of built-in test equipment.	App. C, II, D, 36. Level 1
25.02	Install instruments and perform a static pressure-system leak test.	App. C, II, D, 37. Level 2
26.0	Maintain communication and navigation systems--The student will be able to:	
26.01	Inspect, check, and troubleshoot autopilot, servos, and approach coupling systems.	App. C, II, E, 38. Level 1
26.02	Inspect, check, and service aircraft electronic communication and navigation systems, including VHF passenger address interphones and static-discharge devices, aircraft VOR, ILS, LORAN, radar beacon transponders, flight-management computers, and GPWS.	App. C, II, E, 39. Level 1
26.03	Inspect and repair antenna and electronic equipment installations.	App. C, II, E, 40. Level 2

**Course Number: AMT0766**

**Occupational Completion Point: B (2 of 2)**

**Aviation Maintenance Airframe Technician 2 – 450 Hours – SOC Code 49-3011**

**Course Description:**

The Aviation Maintenance Airframe Technician 2 course is designed to build on the skills and knowledge students learned in the Aviation Maintenance Airframe Technician 1 course. Students explore career opportunities and requirements of a professional aviation mechanic. Students study aircraft fuel, electrical, position, warning, ice and rain control, fire-protection, FAA Airframe licensing requirements, employability skills, and entrepreneurship.

CTE Standards and Benchmarks		FAA FAR Part 147
27.0	Inspect and repair aircraft fuel systems--The student will be able to:	
27.01	Check and service fuel-dump systems	App. C, II, F, 41. Level 1
27.02	Perform fuel-management transfer, re-fueling, and de-fueling	App. C, II, F, 42. Level 1
27.03	Inspect, check, and repair pressure fuel systems	App. C, II, F, 43. Level 1

CTE Standards and Benchmarks	FAA FAR Part 147
27.04 Repair aircraft fuel-system components.	App. C, II, F, 44. Level 2
27.05 Inspect and repair fluid quantity-indicating systems.	App. C, II, F, 45. Level 2
27.06 Troubleshoot, service, and repair fluid pressure and temperature warning systems.	App. C, II, F, 46. Level 2
27.07 Inspect, check, service, troubleshoot, and repair aircraft fuel systems.	App. C, II, F, 47. Level 3
28.0 Inspect and repair aircraft electrical systems--The student will be able to:	
28.01 Repair and inspect aircraft electrical system components; crimp and splice wiring to manufacturers' specifications; and repair pins and sockets of aircraft connectors.	App. C, II, G, 48. Level 2
28.02 Install, check, and service airframe electric wiring, controls, switches, indicators, and protective devices.	App. C, II, G, 49. Level 3
28.03 Inspect, check, troubleshoot, service, and repair alternating and direct current electrical systems.	App. C, II, G, 50a. Level 3
28.04 Inspect, check, and troubleshoot constant and integrated speed- drive generators.	App. C, II, G, 50b. Level 1
29.0 Inspect and repair position and warning systems--The student will be able to:	
29.01 Inspect, check, and service speed and configuration warning systems, electrical brake controls, and antiskid systems.	App. C, II, H, 51. Level 2
29.02 Inspect, check, troubleshoot, and service landing gear position- indicating and warning systems.	App. C, II, H, 52. Level 3
30.0 Maintain ice and rain control systems--The student will be able to:	
30.01 Inspect, check, troubleshoot, service, and repair airframe ice and rain control systems.	App. C, II, I, 53. Level 2
31.0 Inspect and repair aircraft fire-protection systems--The student will be able to:	
31.01 Inspect, check, and service smoke and carbon monoxide detection systems.	App. C, II, J, 54. Level 1
31.02 Inspect, check, service, troubleshoot, and repair aircraft fire detection and extinguishing systems.	App. C, II, J, 55. Level 3
32.0 Demonstrate knowledge of Federal Aviation Administration Airframe licensing requirements--The student will be able to:	
32.01 Explain the requirements for obtaining FAA authorization to take the FAA Airframe examinations.	
33.0 Demonstrate employability skills for an Aviation Maintenance Airframe Technician (AMT) with an FAA Airframe rating --The student will be able to:	
33.01 Conduct a job search for an AMT with FAA Airframe rating position.	
33.02 Secure information about the requirements for an AMT with FAA Airframe rating in a particular firm.	
33.03 Identify documents that may be required when applying for an AMT with FAA Airframe rating position.	
33.04 Complete a job-application form correctly.	
33.05 Demonstrate competency in job-interview techniques.	

<b>CTE Standards and Benchmarks</b>	<b>FAA FAR Part 147</b>
33.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other employees.	
33.07 Identify or adopt acceptable work habits.	
33.08 Demonstrate knowledge of how to make job changes appropriately.	
33.09 Demonstrate acceptable employee health habits.	
33.10 Demonstrate knowledge of the Federal Law as recorded in (29 CFR-1910.1200).	
34.0 Demonstrate an understanding of entrepreneurship related opportunities in Aviation Airframe Maintenance occupations--The student will be able to:	
34.01 Define entrepreneurship.	
34.02 Describe the importance of entrepreneurship to Aviation Airframe Maintenance occupations.	
34.03 List the advantages and disadvantages of Aviation Airframe Maintenance business ownership.	
34.04 Identify the risks involved in ownership of an Aviation Airframe Maintenance business.	
34.05 Identify the necessary personal characteristics of a successful Aviation Airframe Maintenance business owner.	
34.06 Identify the business skills needed to operate an Aviation Airframe Maintenance business efficiently and effectively.	



## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Classroom, shop, and laboratory activities are an integral part of this program. FAR Section 147.21(e) requires teaching of at least 50 percent of the curriculum in the shop or laboratory. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes found in the industry. Equipment and supplies should be provided to enhance hands-on experiences for students in the chosen occupation.

### Special Notes

Required FAA exams include GENERAL written, oral, and practical; AIRFRAME written, oral, and practical; and POWERPLANT written, oral, and practical. The only way a person can get authorization to take these examinations is to (1) graduate from an approved school or (2) obtain permission from the FAA to take the test based on prior experience on certified aircraft. Schools cannot grant permission (FAA FAR, Part 65 and Part 147, Subpart C 147.31).

Since an Aviation Maintenance Technician School (AMTS) is certified and inspected by the FAA, satisfaction of FAR Part 147 requirements should be the primary concern of an AMTS. When local and state educational requirements conflict with the FAA's regulation of an AMTS, those requirements must be resolved to satisfy FAR Part 147. In other words, FAA standards take precedence over other requirements. The FAA specifies minimum hours required and encourages schools to exceed minimum standards for the curriculum. The course content specified by the FAA may not be lowered.

"FAA FAR Part 147" identifies standards required by the FAA. Minimum teaching levels expected by the FAA also appear:

- Level 1:** knowledge of general principles
- Level 2:** knowledge of general principles and limited practical application
- Level 3:** knowledge of general principles with a high degree of practical application and hands-on skill levels according to FAA FAR Part 147: For subjects taught at Level 3, all special tools required to meet "return to service" standards must be in satisfactory working condition, properly calibrated/tested, and of the proper kind for the purpose for which they are intended. Tools should include an adequate supply of special tools appropriate to the ratings and curriculum. If students are required to provide hand tools, then the school should list the specific tools with the curriculum and provide a copy of this list to the students. Shop equipment and special tools should be maintained in good working order and be in a condition for safe operation.

All tools and equipment should be maintained in good working order and be in a condition for safe operation. The types of tools and equipment required for Aviation General, Airframe, and Powerplant teaching include the ones listed below:

Common hand tools, portable tools, precision tools, machine tools, torqueing tools, shop equipment and machinery, specialized tools and equipment, airframe structures, aircraft, airframes, powerplants, propellers, and components of this equipment

FAA FAR Part 147 states: Each certified Aviation Maintenance Technician School shall provide facilities, equipment, and material equal to the standards currently required for the issue of the certificate and rating that it holds.

Refer to FAA FAR Part 147 and industry publications for more information about required levels of proficiency, hours of instruction, and updates to occupational titles and training requirements. Keeping pace with the standards of industry and maintaining a high quality of training requires ongoing linkages with industry and FAA representatives.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student. Access MyCareerShines by visiting: [www.mycareershines.org](http://www.mycareershines.org).

### **Career and Technical Student Organization (CTSO)**

SkillsUSA is the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10.0, Language 9.0, and Reading 10.0. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

### **Additional Resources**

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>

## Curriculum Committee



### New Program or Certificate Proposal

*Note: Before completing this proposal, all core courses for a new program or certificate must have already been reviewed (or submitted for the same meeting) by the Curriculum Committee and approved by the Provost. In addition, the complete catalog page must be included at the end of this document.*

<b>School or Division</b>	School of Business and Technology
<b>Proposed by (faculty only)</b>	Bill Van Glabek
<b>Presenter (faculty only)</b>	Leroy Bugger
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 must be submitted for a later date.	
<b>Submission date</b>	10/15/2017

### Section I, New Program or Certificate Information (must complete all items)

<b>List new program or certificate.</b>	<p>CCC Risk Management &amp; Insurance Management</p> <p>Program: 1552020102</p> <p>CIP: 0552020109</p>
<p><b>Describe (below) the process by which the need for the new program or certificate was identified. Along with the summary, delineate the parties that have endorsed the new program such as Advisory Board, Faculty, and/or Ad Hoc Committees. Submit Minutes of meetings and endorsements along with this form.</b></p>	
<p>The Florida Department of Education (FDE), Florida Department of Financial Regulation (FDFR), and the Florida Association of Insurance Agents (FAIA) have identified a workforce need for insurance agents. These parties are seeking partnerships with State Colleges in Florida. Upon successful completion of the program the Florida Department of Financial Regulation will waive the examination requirement for 215, 440, 2044 insurance licenses for the State of Florida. The FSW SoBT Advisory Board endorsed the addition of the certificate.</p>	
<p><b>Provide a summary of the Program needs analysis.</b></p>	
<p>Employment of insurance sales agents is projected to grow 9 percent from 2014 to 2024, faster than the average for all occupations.</p> <p>Because the profitability of insurance companies depends on a steady stream of new customers, the demand for insurance sales agents is expected to continue. Employment growth will likely be strongest</p>	

for independent sales agents as insurance companies rely more on brokerages and less on captive agents as a way to control costs.

Many clients do their own Internet research and purchase insurance online. This practice somewhat reduces demand for insurance sales agents, because many purchases can then be made without their services. However, agents are still needed to interact with clients to help them understand their options and choose a policy that is right for them. Many people lack the time or expertise to study the different types of insurance to decide what they need. These clients will continue to rely on the advice from insurance sales agents.

Employment growth should be stronger for agents selling health and long-term care insurance. As the population ages over the next decade, demand will likely increase for packages that cover long-term care. The number of individuals who have access to health insurance will increase because of federal health insurance reform. Insurance companies will rely on sales agents to enroll people from this new customer base.

College graduates who have sales ability, excellent customer-service skills, and expertise in a range of insurance and financial services products are likely to have the best prospects. Multilingual agents may have an advantage, because they can serve a wider customer base. In addition, insurance terminology is often technical, so agents who have a firm understanding of the relevant technical and legal terms also should be desirable to employers.

Many beginning agents fail to earn enough from commissions to meet their income goals. These agents eventually transfer to other careers. Many job openings are likely to result from the need to replace agents who leave the occupation or retire.

Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-24		Employment by Industry
				Percent	Numeric	
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program						
Insurance sales agents	41-3021	466,100	509,500	9	43,500	

**(U.S. Department of Labor, 2016)**

**University and College Partnerships**

FAIA, fueled by the fundraising and organizational efforts of the Good Works Fund, is aggressively promoting risk management and insurance associate degree programs to Florida state colleges. The number of state colleges now offering such programs has more than doubled:

- Broward College
- Palm Beach State College

- [Polk State College](#)
- [Santa Fe College](#)
- [Se minole State College](#)
- [St. Johns River State College](#)
- [St. Pe tersburg College](#)
- [State College of Florida](#)

The ultimate goal is to connect students looking for viable career opportunities with agencies that are ready to hire them.

Link: [http://www.faia.com/Workforce\\_Development/](http://www.faia.com/Workforce_Development/)

**Provide a summary of the Salary Levels that graduates of this Program can expect to make.**

**Occupational Employment and Wages, May 2016**

**41-3021 Insurance Sales Agents**

Percentile wage estimates for this occupation:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$13.19	\$17.07	\$24.03	\$37.09	\$61.57
Annual Wage <a href="#"><u>(2)</u></a>	\$27,430	\$35,500	\$49,990	\$77,140	\$128,070

**Florida**

<b>41-3021</b>	<a href="#"><u>Insurance Sales Agents</u></a>	detail	30,060	3.5%	3.656	1.33	\$26.26	\$
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(U.S. Department of Labor, 2016)

**Briefly describe the existing resources available needed to implement this new program.**

Instructors, classrooms, and instructional material. No additional resources other than normal operational resources.

**Briefly describe the additional resources needed to implement this new program.**

None

**Briefly describe any Program Accreditation required for this program.**

SACSCOC, FDFR, and FAIA
Briefly describe any Industry Certification available for student to take during or following completion this program.
FDFR will waive examination requirement for 215, 440, and 2044 insurance licenses upon successful completion of the RMI courses in the program.
Project (below) the average enrollment for core courses.
25 students
Describe (below) how this projection was determined.
Previous enrollments in RMI at FSW.
List (below) similar programs or certificates at other colleges and universities.
<ul style="list-style-type: none"> <li>• <u>Broward College</u></li> <li>• Palm Beach State College</li> <li>• <u>Polk State College</u></li> <li>• <u>Santa Fe College</u></li> <li>• <u>Seminole State College</u></li> <li>• <u>St. Johns River State College</u></li> <li>• <u>St. Petersburg College</u></li> <li>• <u>State College of Florida</u></li> </ul>

**For AS and Certificate Programs:** Attach a Copy of the related FLDOE Curriculum Frameworks. Copy and paste the "Standards" from the FLDOE framework (one standard per row). List the FSW course or courses in which that Standard is taught.

<b>Program Title: CCC in Risk Management and Insurance Management</b>	
<b>Career Cluster: RMI</b>	
<b>FLDOE Framework Standard</b>	<b>FSW Course</b>
<b>01.0 Demonstrate effective business communication skills. – The student will be able to:</b> <b>01.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. Give, follow and interpret oral and written communications.</b>	<b>SLS 1515 Cornerstone Experience or SLS 1331 Personal Business Skills and GEB 1011 Introduction to Business</b>

<p><b>01.02 Use interpersonal communication skills to facilitate effective interactions to work collaboratively.</b></p> <p><b>01.03 Exhibit public relations skills that aid in achieving customer satisfaction.</b></p> <p><b>01.04 Demonstrate effective teamwork skills. Participate in a group discussion as a member and leader.</b></p> <p><b>01.05 Develop the ability to withstand conflict and resolve it when dealing with difficult people</b></p> <p><b>01.06 Discuss the need to use appropriate tone and professional demeanor in business communications, including e-mails, correspondence, conference calls, and conversation. Demonstrate effective listening skills.</b></p> <p><b>01.07 Compose business correspondence and related documents and demonstrate correct spelling, grammar, punctuation and word choice.</b></p> <p><b>01.08 Prepare, outline and deliver an effective oral presentation. Prepare and use visual material, including slide presentation software.</b></p> <p><b>01.09 Research and interpret information retrieved from print and electronic resources.</b></p> <p><b>01.10 Research and compose a document containing statistical information.</b></p> <p><b>01.11 Demonstrate ability to communicate effectively with diverse populations.</b></p>	
<p><b>02.0 Describe the significance of legal and ethical issues in a business environment. – The student will be able to:</b></p> <p><b>02.01 Describe the basic features of a contract.</b></p> <p><b>02.02 Describe the features of negotiable instruments.</b></p> <p><b>02.03 Define intellectual property rights.</b></p> <p><b>02.04 Identify the appropriate use of employer property.</b></p> <p><b>02.05 Describe the role of confidentiality in business.</b></p> <p><b>02.06 Identify the importance of making decisions that are based on ethical reasoning and describe the personal and long term consequences of unethical choices in the workplace.</b></p> <p><b>02.07 Use ethical reasoning and judgment and act in accordance with legal responsibilities.</b></p> <p><b>02.08 Demonstrate conflict resolution skills.</b></p>	<p><b>RMI 2212 Personal Business &amp; Property Insurance</b></p> <p><b>RMI 2110 Personal Insurance</b></p> <p><b>RMI 2662 Introduction to Risk Management &amp; Insurance</b></p>



<p><b>02.09 Recognize different personality styles and how to interact effectively with them in the workplace.</b></p> <p><b>02.10 Discuss how values and attitudes influence behavior.</b></p> <p><b>02.11 Demonstrate knowledge of legal and privacy issues regarding e-mail, voice mail, internet, telephone, and other communication methods</b></p>	
<p><b>03.0 Develop human resources skills. – The student will be able to:</b></p> <p><b>03.01 Identify the role and function of human resources in the business environment.</b></p> <p><b>03.02 Describe and conduct a job analysis.</b></p> <p><b>03.03 Identify the role, principles and functions of recruitment and staffing.</b></p> <p><b>03.04 Describe the recruitment and staffing process.</b></p> <p><b>03.05 Demonstrate effective interview methods.</b></p> <p><b>03.06 Identify methods of new employee orientation and training.</b></p> <p><b>03.07 Identify the components of compensation and benefits plans.</b></p> <p><b>03.08 Describe the legal issues associated with compensation and benefits plans.</b></p> <p><b>03.09 Describe the administration of employer compensation and benefits plans.</b></p> <p><b>03.10 Describe the provisions of the Civil Rights Acts and Equal Employment Opportunity Commission (EEOC), as they apply human resources functions.</b></p> <p><b>03.11 Identify methods to protect organizations from potential negative legal actions.</b></p>	<p><b>MAN 2021 Management Principles</b></p>
<p><b>04.0 Demonstrate employability skills. – The student will be able to:</b></p> <p><b>04.01 Identify sources of employment opportunities.</b></p> <p><b>04.02 Describe the job search process.</b></p> <p><b>04.03 Complete a resume and a cover letter.</b></p> <p><b>04.04 Complete an electronic job application form correctly.</b></p> <p><b>04.05 Prepare a resume for electronic distribution.</b></p> <p><b>04.06 Demonstrate effective job interview techniques and identify different types of interviews.</b></p> <p><b>04.07 Prepare a thank you note for an interview.</b></p> <p><b>04.08 Identify and demonstrate appropriate responses to feedback from supervisors.</b></p>	<p><b>SLS 1515 Cornerstone Experience</b></p>

<p><b>04.09 Identify and demonstrate acceptable work habits.</b></p> <p><b>04.10 Describe the importance of an employee’s ability to be flexible in the workplace.</b></p> <p><b>04.11 Demonstrate effective time management skills.</b></p> <p><b>04.12 Identify methods for securing an employment reference.</b></p>	
<p><b>05.0 Prepare or develop strategic or organizational skills. – The student will be able to:</b></p> <p><b>05.01 Define effective leadership and identify key leadership behaviors.</b></p> <p><b>05.02 Compare different styles of leadership.</b></p> <p><b>05.03 Examine ways effective leaders develop, coach, and motivate.</b></p> <p><b>05.04 Define organization vision and mission.</b></p> <p><b>05.05 Identify characteristics of effective goals.</b></p> <p><b>05.06 Describe personal leadership style.</b></p> <p><b>05.07 Explain how effective leaders identify problems and make decisions.</b></p> <p><b>05.08 Compare different styles of managing conflict.</b></p> <p><b>05.09 Choose appropriate action in situations requiring application of business ethics.</b></p> <p><b>05.10 Identify ways to assign work to others.</b></p> <p><b>05.11 Apply steps in effective decision making process to a business situation.</b></p>	<p><b>MAN 2021 Management Principles</b></p>
<p><b>06.0 Identify, classify, and demonstrate management activities. – The student will be able to:</b></p> <p><b>06.01 Describe the components of management, including: human resources, operations, strategic, marketing, financial, information technology and their impact on an organization’s ability to achieve their goals.</b></p> <p><b>06.02 Identify how an organization’s management policy is formulated in large and small organizations. Describe how an organization’s mission and vision affect the formation of policy.</b></p> <p><b>06.03 Describe management’s primary function in a for-profit organization as the satisfaction of its shareholders in the achievement of a profit. Identify the goals of non-profit and public administration organizations in supporting the goals and mission of those organizations. Describe how</b></p>	<p><b>MAN 2021 Management Principles</b></p>

<p>an organization's policy impacts management's decisions.</p> <p><b>06.04</b> Describe basic management roles, including interpersonal, informational and decision-making.</p> <p><b>06.05</b> Discuss political, conceptual, interpersonal, and diagnostic skills required in management.</p> <p><b>06.06</b> Identify how a business's strategy is formulated to achieve organizational objectives, including use by management in planning, organizing, staffing, and directing organizational goals.</p> <p><b>06.07</b> Describe the value and application of data to management decision making.</p> <p><b>06.08</b> Describe how marketing and innovation are significant contributions to successful management.</p> <p><b>06.09</b> Identify a variety of organizational cultures and their impact on communication.</p>	
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<p><b>07.0</b> Demonstrate knowledge and application of product and service technology. – The student will be able to:</p> <p><b>07.01</b> Explain the terms, conditions, and coverage found in the standard fire policy.</p> <p><b>07.02</b> List and explain the purposes of the forms that can be added to the standard fire policy.</p> <p><b>07.03</b> Understand and discuss the standard clauses found in various fire and allied forms.</p> <p><b>07.04</b> List and explain the various dwelling coverage forms available.</p> <p><b>07.05</b> List and explain the various commercial coverage forms available.</p> <p><b>07.06</b> Understand and discuss the different types of insurance contracts available to cover consequential and contingent losses.</p> <p><b>07.07</b> Understand the procedure followed in the rating of fire and allied lines insurance contracts, and demonstrate this understanding.</p> <p><b>07.08</b> Explain the purpose and scope of the special flood and windstorm programs.</p> <p><b>07.09</b> Understand and discuss the basic inland marine policy.</p> <p><b>07.10</b> List the major personal inland marine coverage and explain the uses and differences.</p> <p><b>07.11</b> List the major commercial inland marine coverage and explain the use and purpose.</p>	<p><b>RMI 2212 Personal Business &amp; Property Insurance</b>  <b>RMI 2110 Personal Insurance</b>  <b>RMI 2662 Introduction to Risk Management &amp; Insurance</b></p>
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| <p><b>07.12 Understand the procedure followed in the rating of inland marine insurance contracts and demonstrate this understanding.</b></p> <p><b>07.13 List and discuss the divisions of ocean marine insurance.</b></p> <p><b>07.14 List and define the implied warranties in ocean marine insurance.</b></p> <p><b>07.15 Explain the liability of an ocean carrier for the property of others.</b></p> <p><b>07.16 List and explain the nature of the insurable interests in an ocean marine venture.</b></p> <p><b>07.17 Define the common ocean marine terms associated with the settlement of losses.</b></p> <p><b>07.18 List and understand the ocean marine perils.</b></p> <p><b>07.19 Explain the purpose of the basic ocean marine clauses.</b></p> <p><b>07.20 Discuss the coverage afforded by the ocean marine policies.</b></p> <p><b>07.21 Understand the procedure followed in the rating of ocean marine contracts and demonstrate this understanding.</b></p> <p><b>07.22 Discuss the principles and application of the law of negligence.</b></p> <p><b>07.23 List and discuss the broad division of general liability insurance.</b></p> <p><b>07.24 Discuss the different personal liability coverage and explain the differences among them.</b></p> <p><b>07.25 Discuss the different commercial liability coverage and explain the application to practical situations.</b></p> <p><b>07.26 Understand the procedure followed in the rating of general liability insurance and demonstrate this understanding.</b></p> <p><b>07.27 Discuss the negligence liability of automobile owners and operators.</b></p> <p><b>07.28 Explain the various automobile liability insurance plans.</b></p> <p><b>07.29 Discuss the different automobile insurance policies and explain the differences among them.</b></p> <p><b>07.30 List and explain the different types of automobile coverage.</b></p> <p><b>07.31 Understand the procedure followed in the rating of automobile insurance and demonstrate this understanding.</b></p> <p><b>07.32 Discuss the purpose and operation of the Florida Joint Underwriters Association (FJUA).</b></p> <p><b>07.33 Explain the Florida Automobile Reparation Reform Act (Personal Injury Protection-PIP).</b></p> |  |
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- 07.34** Discuss the negligence liability of employers.
- 07.35** Discuss the coverage, endorsements, conditions and exclusions found in Worker's Compensation policies.
- 07.36** Understand the workings of the various Worker's Compensation retrospective rating plans and demonstrate this understanding.
- 07.37** Understand the procedure followed in the rating of Worker's Compensation insurance and demonstrate this understanding.
- 07.38** Discuss the purpose and operation of the assigned risk plan.
- 07.39** Discuss the nature of the boiler and machinery hazard.
- 07.40** List and explain the basic coverage found in boiler and machinery policies.
- 07.41** Explain the use and purpose of the various boiler and machinery endorsements.
- 07.42** Discuss the various policy provisions found in boiler and machinery policies.
- 07.43** Understand the procedure followed in the rating of boiler and machinery insurance and demonstrate this understanding.
- 07.44** Define the basic crime terms.
- 07.45** Discuss the different personal crime policies.
- 07.46** List and discuss the basic and miscellaneous commercial crime coverage forms.
- 07.47** Explain the purposes, advantages and disadvantages of crime deductibles.
- 07.48** Demonstrate an understanding of the procedure followed in the rating of crime insurance.
- 07.49** Discuss the comprehensive glass policy.
- 07.50** Demonstrate an understanding of the procedure followed in the rating of plate glass insurance.
- 07.51** Explain the purposes of fidelity bonds.
- 07.52** Define certain basic terms used in the fidelity field.
- 07.53** List and discuss the different types of fidelity bonds.
- 07.54** Demonstrate an understanding of the procedure followed in the rating of fidelity bonds.
- 07.55** Explain the differences between suretyship and insurance.
- 07.56** List and identify the parties to a surety bond.

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| <p><b>07.57 List and discuss the different types of surety bonds.</b></p> <p><b>07.58 Demonstrate an understanding of the procedure followed in the rating of surety bonds.</b></p> <p><b>07.59 Discuss the development of the Homeowners policy.</b></p> <p><b>07.60 Determine the types of risks that are eligible for the Homeowners program.</b></p> <p><b>07.61 State the limits of liability required under the various Homeowners forms.</b></p> <p><b>07.62 List and discuss the basic Homeowners coverage forms.</b></p> <p><b>07.63 Discuss the various optional Homeowners coverage forms.</b></p> <p><b>07.64 Explain the application of the mandatory Homeowners deductibles and discuss the optional deductibles available.</b></p> <p><b>07.65 Demonstrate an understanding of the procedure followed in the rating of Homeowners contracts.</b></p> <p><b>07.66 Discuss the history and concept of commercial multiple line insurance.</b></p> <p><b>07.67 Define the above coverage risk and explain how this is reflected in the rate.</b></p> <p><b>07.68 List and discuss the advantages of packaging.</b></p> <p><b>07.69 List and discuss the various commercial multiple line programs.</b></p> <p><b>07.70 Understand the procedure followed in the rating of commercial multiple line programs and demonstrate this understanding.</b></p> <p><b>07.71 Explain the requirements necessary to underwrite and sell aviation insurance.</b></p> <p><b>07.72 Explain why life insurance is needed by our society.</b></p> <p><b>07.73 Define the terms used in life insurance.</b></p> <p><b>07.74 Identify and explain the various types of life insurance.</b></p> <p><b>07.75 Explain the basic life insurance policy and its provisions.</b></p> <p><b>07.76 Identify and explain the payment procedures and options for life insurance.</b></p> <p><b>07.77 Explain Florida's rules and regulations relative to life insurance.</b></p> <p><b>07.78 Define health insurance.</b></p> <p><b>07.79 Explain the importance of the health insurance application form.</b></p> |  |
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<p><b>07.80 Identify and explain the difference between individual and group health insurance.</b></p> <p><b>07.81 Discuss the importance of uniform provisions in a health insurance policy.</b></p>	
<p><b>08.0 Develop appropriate business records for an insurance agency. – The student will be able to:</b></p> <p><b>08.01 Discuss why business firms need good record systems.</b></p> <p><b>08.02 Identify appropriate business records for an insurance agency.</b></p> <p><b>08.03 List reasons why business records should be protected.</b></p> <p><b>08.04 Describe how budgets are used to run business firms efficiently.</b></p> <p><b>08.05 Complete identified business records accurately.</b></p>	<p><b>ACG 2450 Computer Applications for Business</b>  <b>ACG 2021 Financial Accounting</b></p>
<p><b>09.0 Demonstrate knowledge of employee compensation and benefits plan. – The student will be able to:</b></p> <p><b>09.01 Distinguish between the various types of wage and salary plans.</b></p> <p><b>09.02 Identify reasons why different wages and salaries are paid for different jobs.</b></p> <p><b>09.03 Describe the most common kinds of fringe benefits.</b></p> <p><b>09.04 Explain major provisions of both the Occupational Safety and Health Act and the Social Security Act.</b></p>	<p><b>ACG 2021 Financial Accounting</b>  <b>RMI 2662 Introduction to Risk Management &amp; Insurance</b></p>
<p><b>10.0 Develop a successful promotion plan for an insurance agency – the student will be able to:</b></p> <p><b>10.01 Identify the major methods of promotion.</b></p> <p><b>10.02 List the sources of advertising.</b></p> <p><b>10.03 Identify information sources for planning an advertising program.</b></p> <p><b>10.04 Discuss factors involved in managing promotion including cost, timeliness, and legality.</b></p> <p><b>10.05 Explain how understanding the customer can improve personal selling.</b></p> <p><b>10.06 Show how a salesperson can use product knowledge.</b></p> <p><b>10.07 Instruct employees in effective sales techniques.</b></p>	<p><b>RMI 2662 Introduction to Risk Management &amp; Insurance</b></p>

**Include complete new catalog page as an attachment. Proposals without the new catalog page will not be reviewed by the committee.**

**Section II, Personnel and Resources Needed** (add rows as necessary)

<b>Faculty position(s) (List discipline)</b>	<b>Full time or adjunct?</b>	<b>Total annual expenses</b>
Professor of Accounting	Full Time	No additional cost expected; part of FT teaching load
Professor of Accounting	Adjunct	N/A
<b>Staff position(s) (List title)</b>	<b>Full time or part time?</b>	<b>Total annual expenses</b>
N/A		
<b>Describe (below) library resources needed to support this program or certificate. Explain rationale for response, even if answer is none.</b>		
None beyond normal operations. FAIA library free for FSW RMI program .		
<b>Describe (below) the technology, facilities, laboratory, or other resources needed to support this program or certificate.</b>		
None beyond normal operations		
<b>List (below) the estimated annual amount required for educational materials and supplies or other operating expenses for implementation of the new program or certificate.</b>		
Normal operational funding for School of Business and Technology (SoBT).		
<b>Identify (below) the funding source to be used for personnel and operating expenses.</b>		
SoBT		

**Section III, Justification for proposal**

<b>Provide justification (below) for this proposed curriculum action.</b>
Providing a workforce need in the State of Florida along with forming a partnership with the FDFR and FAIA.

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

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
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William Van Glabek, Leroy Bugger, Alissa Callahan, Tim Lucas, Jennifer Patterson, Cindy Orndoff

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2018
<b>Provide an explanation below for the requested exception to the effective date.</b>	

\_\_\_\_\_

*Provost Signature*

\_\_\_\_\_

*Date*

Type in the explanation for exception to start date here.

<b>Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission to the Dropbox.</b>		
<b>Dean or Associate Vice President</b>	<b>Signature</b>	<b>Date</b>
Dr. Thomas Rath		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Jeff Stewart		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Leroy Bugger	Click here to enter a date.
<b>Academic Dean or Associate Vice President</b>	Dr. Thomas Rath	Click here to enter a date.

All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

Approve       Do not approve

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Curriculum Committee Chair Signature

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Date

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Approve       Do not approve

**Florida SouthWestern State College**

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**Risk Management and Insurance Management, CCC**

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**Purpose**

This certificate program can be used to articulate credits into the Business Administration and Management AS degree program.

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment.

The purpose of this program is to prepare students for further education and employment in the Insurance industry. The program is designed to develop the student's general employability by improving their work attitudes, communication, critical thinking, technical skills, problem-solving skills and occupation-specific skills relative to insurance sales.

The program content is broad-based to reflect the cross-functional relationships prevalent in risk management and insurance. Students are exposed to related business practices such as standard operating procedures, budgeting, planning, organizing, marketing, customer service, property and casualty rules, personal and commercial insurance rules, and risk management theory. Emphasis is placed on understanding the concept of risk, insurance sales, insurance products/policies, customer service, and providing the right coverage for the amount of risk exposure. Learning is promoted via teamwork, case studies, practitioner guest lectures, video lectures, online learning aides, and visits to insurance agency and carrier sites.

This program prepares students for employment in roles such as: Customer Service Representative, Insurance Office Assistant, Account Managers, Personal Lines Agent, Claims Adjuster, and Risk Analyst.

The content includes but is not limited to related business and insurance practices such as: insurance standard policies and forms, Florida insurance regulations, operating procedures, planning, organizing, customer service, marketing, sales, and risk management. Emphasis is placed on the development of

business and risk management skills necessary to become efficient, effective, and ethical in identifying customers' insurance needs based on the amount of risk found and meeting profit goals within an insurance agency or carrier.

### **Program Structure**

This program is a planned sequence of instruction consisting of 24 credit hours. Students completing this College Credit Certificate can transfer the credits directly to the AS in Business Administration Degree. Please note that the AS in Business Administration and Management requires only five (5) credit hours of electives and the completion of this College Credit Certificate may result in seven (7) excess credit hours of electives beyond the requirement of the AS Business Administration and Management degree.

### **Course Prerequisites**

Many courses require prerequisites. Check the description of each course in the list below to check for prerequisites, minimum grade requirements, and other restrictions related to the course. Students must complete all prerequisites for a course prior to registering for it.

### **Certificate Completion/Graduation**

Students must fulfill all requirements of their program major. Students must indicate their intention to attend commencement ceremony, by completing the Commencement Form by the published deadline.

### **Risk Management and Insurance Management Core Requirements: 24 Hours**

MAN 2021 Management Principles

ACG 2021 Financial Accounting

ACG 2450 Accounting Software Applications

GEB 1011 Introduction to Business

RMI 2110 Personal Insurance

RMI 2112 Personal Business and Property Insurance

RMI 2662 Introduction to Risk Management and Insurance

SLS 1515 Cornerstone Experience or SLS 1331 Personal Business Skills

### **Total Degree Requirements: 24 Credit Hours**

**Advisory Committee Meeting**  
**Thursday, April 6, 2017 – 5:30 PM**  
**Lee Campus – AA 177**

**In Attendance:** Leroy Bugger, Florida SouthWestern State College; Dr. Richard Worch, FSW; Tracey Whirls, Glades County Economic Development Council, Inc.; Jeff Kunberger, Suncoast Credit Union; Dr. Tom Rath, FSW; Brian Mangan, FMTC/CCTC; Vincent Brejtfus, Chico's FAS, Inc.; Kevin Williams, BSSW Architects; Lucienne Pears, Charlotte County Economic Development Office; Eric Berglund, Southwest Florida Economic Development Alliance; Dana Brunett, Cape Coral Economic Development Office; Doug Adams, Florida Stairworks; Rick Evanchyk, Goodwill Industries of Southwest Florida; Sue Lampitt, Intech Printing & Direct Mail; Randy Mitchelson, iPartnerMedia; Doug Goldman, FSW; Denise Vidal, Lee County Electric Cooperative; Mike Lohr, Johnson Engineering; Seth Alte, Enterprise Holdings; Tom Pagano, Hertz Corporation; Peg Elmore, CareerSource Southwest Florida; Michael Koszewnik, Arthrex; Brad Schiffer, TAXIS Architecture & Planning; Andrew Blitz, FSW; Tyler Patak, Parker, Mudgett, Smith Architects, Inc.; Sarah Owen, Southwest Florida Community Foundation, Futuremakers Coalition; and Jill De Valk, FSW.

**Welcome and Introductions:** Dr. Tom Rath welcomed all participants attending. He announced that Dr. John Meyer, Dean of the School of Business and Technology would be leaving FSW to accept the position of Executive Vice President of Academic Affairs at Hodges University. Dr. Rath mentioned that he would be serving as Interim Dean with a new Dean in place by July 1, 2017. In the meantime, Dr. Rath and Dr. Jones from the Collier Campus will be attending the meetings such as OESC and Horizon Council until a new Dean is named. FSW faculty attending introduced themselves to the committee members.

**Approval of October 27, 2016 Minutes:**

Dr. Rath called for a motion to approve the minutes from the previous meeting. The motion was seconded, all were in favor, and none opposed.

**School of Business and Technology Update:**

- Professor David Hoffman, Coordinator of the Business and Accounting Programs will be retiring at the end of the academic year. There is a faculty search in place with in-person interviews scheduled soon. The new professor will be located mainly at the Collier Campus to concentrate on growing the Business Management and Entrepreneurship Programs.
- George Kodsey is a newly hired Professor of Computers as of the Spring 2017 semester. He teaches mainly at the Charlotte Campus with a few courses at the Lee Campus.
- The Carl D. Perkins Career and Technical Education Act of 2006 provides funding to support workforce programs. FSW partners with the Charlotte Technical College which helps to demonstrate continuity between them. Last year, the application included a Program of Study (POS) section where participants collaborated with schools within their districts. The purpose is

for the district to select a POS and show the pathway from high school to technical college to associate's degree to baccalaureate degree and finally to master's degree at a university. The POS that has been recommended for the year is Computer Programming and possibly Networking as a second. Last year the POS selected was Business Administration.

- Dr. Rath also mentioned that the advisory committee is also an important partner with FSW. He inquired "Is computer programming valuable to your business?" The majority of the audience agreed that the POS of computer programming was important to their company.
- In pursuit of the Airframe and Powerplant program, we have leased a hangar at the Punta Gorda Airport. Many donations of airplane components are coming in. We hope to roll out the program in the fall of 2018. The program is included in the Florida State Frameworks with the Federal Aviation Regulation Part 147 approving the minimum requirements. We have hired a consultant to assist with the curriculum development and will soon hire another consultant to deal with other program needs. Due to the large number of airplane mechanics retiring, there is a huge need. The PSAV certificate proposed would also prepare students to repair elevators or amusement park attractions. The certificate would articulate into an associate degree which in turn could articulate into the BAS in Supervision and Management degree.
- SoBT is waiting for approval from the state for the BAS Computer Networking degree. With approval, the program will begin in the Fall 2017 semester.
- FSW recently revised the system of advising students. SoBT recently started advising students in SoBT programs. Dr. Rath advises approximately 120 students. The coordinators of student success are assigned specific programs in which they advise all of the students enrolled in that program. Who better to advise the students than the coordinators in SoBT?
- Douglas Goldman, Coordinator of the XCEL-It programs provided an update of the TAACCCT Grant from the Department of Labor. This grant had the intention of assisting people affected in the economic downturn which included those who were unemployed, underemployed, and returning veterans. The average student who participated was over 30 years old and had a family. Under these circumstances, it takes longer to complete a degree. In year three, in November 2015, we had 25 participants, September 2016 we had 100 participants, and with the six-month extension another 50 to 60 participants. We have 60 completers of College Credit Certificates and IT Industry Certifications. This semester, 7 participants earned the QuickBooks certification. The grant will end in September, 2017 but Doug is recruiting and advocating for SoBT programs. The grant produced two new programs: the Engineering Technology Support Specialist CCC and Intermodal Freight and Logistics CCC. The ETSS program was housed at the Hendry/Glades Center with the purpose of providing skills for students to be able to work in manufacturing jobs. U.S. Sugar offered that any student who completed the certificate would be guaranteed an interview. The cohort from fall 2017 participated in 5 courses, each course lasted 3 weeks. They completed the Computer Aided Drafting class in the spring semester. Two students completed the certificate.

The first group of five students of the Logistics program completed certificates in December, 2016. One of the completers is now using the CCC in Raleigh, North Carolina. The 2<sup>nd</sup> group consists of 4 students this semester.

- The Financial Services Management CCC - Maybe a cohort consisting of employees

- The Paralegal Studies Program is currently going through the reapproval process and was recently evaluated by a site team from the American Bar Association. The visit went well and we will know if the program has been reapproved when the Standing Committee meets.
- Adrian Kerr, the Director of Corporate Training spoke about the \$12 million Florida budgets for training. The program used to be called Quick Response Training but is now Florida Flex. Of the \$12 million available, FSW receives about 25% of the funds. Recent awards: Cheney Brothers – 778 new hires - \$1.2 million; Arthrex is expanding – 400 new hires - \$900,000; and Herc equipment rental – 171 new hires - \$400,000. There is also a veterans program where companies receive money for hiring veterans. FSW was the first in the state to receive the grant funding from the veterans program.

Existing businesses in Florida may apply for Incumbent Worker Training (IWT) grants which provide for continuing education and training of current full-time employees. This grant provides reimbursement of 50% of the amount of the training costs. FSW could arrange the training. There is \$2 million available and this grant is underutilized.

- Enrollment in the Architecture Design and Construction Management and Civil Engineering Technology degrees is languishing. Dr. Rath requested in the breakout sessions, to please discuss what the education demands for employees in your areas are.

The meeting was adjourned to the breakout sessions.

### **Business Advisory Board -- Business Discussion Group**

Professor Bugger welcomed the business group to the breakout session. The following were discussed:

#### **Prospective changes to programs**

- A. Risk Management course—the risk Management course offered at Florida SouthWestern State College was up for course review. In doing the review, Professor VanGlabek discovered that the Florida Department of Financial Services offers state certifications to success completers—C or higher grade--of Risk Management courses offered by some state colleges. Currently, Professor Van Glabek has been talking with the Florida Association of Insurance Agents and will be working with the Florida Department of Financial Services to develop courses and a program based on Risk Management.
  1. Consequently, FSW is in the process of revising the current Risk Management course and offering two additional Risk Management courses.
    - a. RMI 2110 resulting in 440 certification—personal insurance planning
    - b. RMI 2212 resulting in 2044 certification—property and casualty insurance
    - c. RMI 2662 resulting in 215 certification—life, health, and annuity
    - d. Upon approval by the Florida Department of Financial Services, the state certificate test will be waived for successful completers of the course(s).
  2. By adding the following courses to our basic business core of courses, we expect to be able to offer an Associates in Insurance Management degree pending state approval: Accounting 2021-Financial Accounting, Accounting 2071-Managerial Accounting, Accounting 2450-Accounting Software Applications, Marketing 2011—

Marketing, Management 2021—Management Principles, Business Math, Business Law, Excel Spreadsheets, and Business Communication.

3. Other state colleges currently offering the Associates in Insurance Management degree include: Broward State College, Palm Beach State College, Santa Fe State College, Seminole State College, St. Johns River State College and State College of Florida.
4. Professor Van Glabek also discovered that the Florida Association of Insurance Agents have developed Goodwork Fund Scholarships that give an estimated \$5000 in scholarship funds to colleges that are offering the Associates in Insurance Management degree.
5. Professor Van Glabek is also looking into adding internships with local insurance agencies as part of the course.
6. Should the Associate degree program succeed, there is also the possibility of expanding the degree to the Bachelor degree level.
7. Brief discussion of Risk Management and Insurance Operations curriculum frameworks.

B. Accounting

1. Trusts, Gifts and Estates Tax course is being merged into the Tax II course which will now include corporations, trusts, and estate taxation as well as gift taxation.
2. Business Finance FIN 2001 is being added to the Accounting program as a required course
3. Business Finance FIN 2001 and its prerequisite Business Math is being to the Accounting Certificate program. However, this was accomplished by consolidating the Gifts and Estates Tax course into the Tax II course and then removing the Governmental Accounting course from the Certificate program. (Note that the Governmental Accounting course is still part of the AS Accounting Degree program)

C. Financial Services Management Certificate

1. FSW has recently completed the development of the online version of BAN1004-- Principles of Banking/Credit Union Operations. We currently only offer this course in a ground format.
2. Additional development of online courses is planned

The Advisory Committee brought up four points for the School of Business to consider:

- Courses related to 'big data'. These courses would address the gathering, extraction, and analyzing 'big data'.
- Student communication skills. Many of the participants spoke on the inability of students to communicate--other than by instant mail—in direct conversations and within groups.
- Student's inability to relate concepts—which they should have learned in college—to 'real-world' situations. This concern was voiced by numerous participants.
- The offering of continuing professional education courses (CPE).

## **Computer Science, Architecture Design and Construction, and Civil Engineering Technology Breakout**

Coordinator Andy Blitz welcomed all and repeated from the main meeting that enrollment in the Architectural Design and Construction AS degree and the Civil Engineering Technology AS degree is dwindling. Few employers are looking for employees with Associate degrees. Do we need a new generation of programs or certifications?

Professor Blitz asked the group “What skills do you need in employees?” Replies included the following: a worker bee is needed who has completed a certification program, technological knowledge and skills are important but general education is not as important, and for small companies an employee who knows how to complete many duties. Employers are looking for specific skill sets and want to have employees with these skill sets and not necessarily the degree. Certificate programs may be more beneficial.

With the Computer Program, the goal was to add 4 or 5 CCCs to piggyback on the AS degree. The Bachelor’s degree in Information Systems Technology is in the approval process. The CCC option helps in retention and helps to identify skills. The goal is for graduates to have the skills that companies are looking for to hire.

Professor Blitz inquired if the committee thought that it mattered if classes were online or face to face? He explained that in the computer programs more classes are online than face to face. Students may complete the entire degree online. The Architecture Design degree is face to face now. The committee members reviewed the courses that complete the AS degree in Architecture Design. A discussion ensued whether a manual drafting course is necessary anymore.

Professor Blitz thanked all participants for their input.

*Meeting minutes interpreted and reported by Jill De Valk*