Curriculum Committee Summary Report

November 2, 2018   1:30 PM – 3:30 PM   Lee AA-177, Charlotte E-105, Collier G-109, Hendry/Glades A-106

Proposal Status

Accepted	Second Read (Postponed)	Withdrawn	Information Items Committee Business
			Committee: Manual Update Committee: Forms Update
03 – NUR4827C – Change of Course	01 – Youth Development Services CCC – New Program		
04 – NUR4955 – Change of Course	02 – Human Services Generalist CCC		
10 – Discontinuation of Program, Certificate, or Course	05 – LAH2022 – New Course – New Program		
11 – EDF2005 – Change of Course	06 – ART2616C – New Course		
12 – EEC1319 – New Course	07 – DIG2100C – New Course		
	08 – DIG2118C – New Course		
	09 – Digital Media/Multimedia Production CCC – New Program		
	13 – Child Development Specialization CCC – New Program		
	14 – Inclusion Specialization CCC – New Program		
	15 – Preschool Specialization CCC – New Program		
	16 – Early Childhood Education AS – Change of Program		

Attendance

MEMBER	Present/Absent	Proxy
Mary Myers, Chair	P	
Arenthia Herren, Vice Chair	P	
Rebecca Harris	P	
Michael McGowan	P	
Sheila Seelau	P	
Rebecca Page	P	
Don Ransford	P	
John Salem	P	
Andrew Blitz	P	
Leroy Bugger	P	
Regina Miller	P	
Robert Olancin	P	
June Davis	P	
Susan Torres	P	
Arenthia Herren	P	
Garnett Salmon	P	
Andrae Jones	P	
Christy Gilfert	P	
Martin McClinton	P	
Joe Van Gaalen	P	

CHAIR	Dr. Mary Myers
VICE CHAIR	Professor Arenthia Herren

COMMITTEE BUSINESS	
PRESENTER	Mary Myers
Committee Manual Update	Effective Date: Fall, 2018
Summary of proposed changes:	

A step has been added to the review process. Following the Provost's review and decision, the forms will be reviewed and signed by the Office of Accountability and Effectiveness. This has been noted in the manual.

COMMITTEE BUSINESS	
PRESENTER	Mary Myers
Forms Update	**Effective Date: Fall, 2018**
Summary of proposed changes:	
The signature block for the Provost's office has been updated. The missing Header for the New Program or Certificate form was added. Forms have been updated on the Document Manager: vp academic affairs » academic committees » curriculum committee » curriculum committee 2018-2019 » forms 2018-2019	

ACTION ITEM	1
TYPE OF PROPOSAL	New Program or Certificate
PRESENTER	Dr. Terry McVannel-Erwin
Youth Development Services - CCC	**Effective Date: Fall, 2019**
Summary of proposed changes:	
Reinstatement of CCC due to FLDOE changes.	

CURRICULUM ACTION			
☐ **Accepted**	☐ Accepted with Minor Corrections	☒ Proposal Postponed	☐ Proposal Denied

Delete the course DEP2004 from the 3.0 Framework Standard. Add a restriction to HUS2302.

ACTION ITEM	2
TYPE OF PROPOSAL	New Program or Certificate
PRESENTER	Dr. Terry McVannel-Erwin
Human Services Generalist - CCC	**Effective Date: Fall, 2019**
Summary of proposed changes:	
Reinstatement of CCC due to FLDOE changes.	

CURRICULUM ACTION			
☐ **Accepted**	☐ Accepted with Minor Corrections	☒ Proposal Postponed	☐ Proposal Denied

Add a restriction to HUS2302.

ACTION ITEM	3
TYPE OF PROPOSAL	Change of Course

PRESENTER	Professor Susan Torres

NUR4827C Leadership in Nursing Practice	Effective Date: Fall, 2019

Summary of proposed changes:

Adding NUR4955 as a co-requisite to NUR4827C.
The co-requisite NUR4955 supports successful achievement course and program outcomes for the RN to BSN student. The inclusion of the co-requisite will help students complete their degree in one less semester, while meeting the 2, 4 and 6 semester tracks

CURRICULUM ACTION

☒ **Accepted**	☐ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	4
TYPE OF PROPOSAL	Change of Course
PRESENTER	Professor Susan Torres

NUR4955 Portfolio Capstone	Effective Date: Fall, 2019

Summary of proposed changes:

Change in Title to: NUR4955 Nursing Capstone.
Adding NUR4827C as a co-requisite to NUR4955.
The co-requisite NUR4827C supports successful achievement of the course and program outcomes for the RN to BSN student. The inclusion of the co-requisite will provide students the foundational knowledge for the leadership skills needed to develop an evidence-based practice project from the leadership perspective.

CURRICULUM ACTION

☒ **Accepted**	☐ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	5
TYPE OF PROPOSAL	New Course
PRESENTER	Dr. Brian Page

LAH 2022 Modern Latin American History	Effective Date: Fall, 2019

Summary of proposed changes:

A SURVEY OF LATIN AMERICAN HISTORY FROM THE AGE OF INDEPENDENCE FROM 1808 TO THE PRESENT. THE COURSE WILL EXAMINE THE SOCIAL (INCLUDING GENDER), CULTURAL, INTELLECTUAL, POLITICAL, ECONOMIC AND ENVIRONMENTAL ASPECTS OF LATIN AMERICA. THIS COURSE IS TERMED A WRITING INTENSIVE COURSE AND REQUIRES A MINIMUM OF 4,000 WORDS OF INSTRUCTOR-EVALUATED WRITING PER STUDENT, INCLUDING A MINIMUM OF THREE GRADED ASSIGNMENTS OVER THE DURATION OF THE COURSE. IF COMPLETED WITH A GRADE OF "C" OR BETTER, THIS COURSE SERVES TO COMPLETE PART OF THE WRITING INTENSIVE COURSE REQUIREMENTS.

CURRICULUM ACTION

☐ **Accepted**	☐ Accepted with Minor Corrections	☒	Proposal Postponed	☐ Proposal Denied

A question was raised about the reinstatement of an old course. It was determined (after the meeting) that this is a new course.

ACTION ITEM	6
TYPE OF PROPOSAL	New Course
PRESENTER	Professor Dana Roes

ART2616C Digital Art and Animation	**Effective Date: Fall, 2019**

Summary of proposed changes:
AN INTRODUCTORY EXPLORATION OF THE ISSUES AND PRACTICES INVOLVED IN THE CREATION ANIMATION AND DIGITAL ART. THE COURSE FOCUSES ON AN INTERDISCIPLINARY APPROACH TO ELECTRONIC MEDIA. EMPHASIS IN THIS COURSE IS ON DEVELOPING TIME-BASED ARTWORKS STUDENTS WILL LEARN THE TECHNICAL AND CONCEPTUAL SKILLS NEEDED TO PRODUCE VIDEO, ANIMATION, AUDIO AND OTHER DIGITAL ARTS.

CURRICULUM ACTION			
☐ **Accepted**	☐ Accepted with Minor Corrections	☒ Proposal Postponed	☐ Proposal Denied

No delivery method(s) listed.

ACTION ITEM	7
TYPE OF PROPOSAL	New Course
PRESENTER	Professor Dana Roes

DIG 2100C Web Design I	**Effective Date: Fall, 2019**
Summary of proposed changes:	
AN INTRODUCTION TO CONTEMPORARY WEB DESIGN, AS A SUCCESSFUL TOOL IN DIGITAL COMMUNICATION. EQUIPPED WITH A HISTORICAL UNDERSTANDING OF THE WEB'S EVOLUTION AND KEY INDUSTRY-STANDARD DESIGN GUIDELINES. YOU WILL HAVE A FOUNDATIONAL KNOWLEDGE OF WEBSITE CREATION AND APPLY IT TO THE PLANNING, DESIGN AND DEVELOPMENT OF YOUR OWN WEB PAGE OVER THE COURSE OF THE SEMESTER. CRITICAL AND CREATIVE THINKING WILL BE ENCOURAGED THROUGH YOUR CLASS INTERACTIONS, PROJECTS, AND ONLINE POSTINGS.	

CURRICULUM ACTION				
☐ **Accepted**	☐ Accepted with Minor Corrections	☒	Proposal Postponed	☐ Proposal Denied
No delivery method(s) listed. Corrections needed to prerequisites.				

ACTION ITEM	8
TYPE OF PROPOSAL	New Course
PRESENTER	Professor Dana Roes

DIG 2118C Digital Graphic Design	**Effective Date: Fall, 2019**
Summary of proposed changes:	
THIS COURSE IS DESIGNED FOR ANY STUDENT WHO IS INTERESTED IN LEARNING HOW TO CREATE AND EDIT WELL-DESIGNED DIGITAL GRAPHICS FOR PROFESSIONAL USE. TOPICS INCLUDE SKILLS RELATED TO DEVELOPING VECTOR AND PIXEL BASED GRAPHICS FOR PRINT AND WEB USING COMMERCIAL-GRADE GRAPHICS SOFTWARE AS WELL AS FUNDAMENTAL 2-D DESIGN PRINCIPLES. GAUGED FOR BEGINNERS WHO ARE COMPUTER COMPETENT.	

CURRICULUM ACTION				
☐ **Accepted**	☐ Accepted with Minor Corrections	☒	Proposal Postponed	☐ Proposal Denied
No delivery method(s) listed. Corrections needed to prerequisites.				

ACTION ITEM	9
TYPE OF PROPOSAL	New Program or Certificate
PRESENTER	Professor Dana Roes

Digital Media/Multimedia Production CCC	**Effective Date: Fall, 2019**

Summary of proposed changes:

New certificate program.

CURRICULUM ACTION

☐ **Accepted**	☐ Accepted with Minor Corrections	☒	Proposal Postponed	☐ Proposal Denied

Postponed – will be reintroduced with the corrected courses.

ACTION ITEM	10
TYPE OF PROPOSAL	Discontinuation of Program, Certificate, or Course
PRESENTER	Professor Dana Roes
	Effective Date: Fall, 2019

Summary of proposed changes:

Request to retain courses in the catalog that have not been taught within the past five years.

CURRICULUM ACTION

☒ **Accepted**	☐ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	11
TYPE OF PROPOSAL	Change of Course
PRESENTER	Dr. Joyce Rollins
EDF2005 Introduction to the Teaching Profession	**Effective Date: Fall, 2019**

Summary of proposed changes:
EDF 2005 IS A PREREQUISITE IN THE STATE OF FLORIDA FOR ALL EDUCATION PROGRAMS. THE OBJECTIVES ARE COMMON STATE OBJECTIVES. THE STATE FORMED A COMMITTEE AND AGREED UPON NEW OBJECTIVES FOR THE COURSE.

CURRICULUM ACTION			
☒ **Accepted**	☐ Accepted with Minor Corrections	☐ Proposal Postponed	☐ Proposal Denied

ACTION ITEM	12
TYPE OF PROPOSAL	New Course
PRESENTER	Dr. Regina Miller
EEC 1319 Portfolio Development and Performance Observation	**Effective Date: Fall, 2019**

Summary of proposed changes:
THE PROPOSED COURSE INCLUDES THE COLLECTION OF MATERIALS NECESSARY TO PRESENT A PORTFOLIO FOR THE NATIONAL CREDENTIAL OF CHILD DEVELOPMENT ASSOCIATE (CDA) OR THE FLORIDA CREDENTIAL OF THE FLORIDA CHILD CARE PROVIDER CREDENTIAL (FCCPC). THE PRE-REQUISITE COURSES INCLUDE FOUNDATIONAL KNOWLEDGE FOR COMPLETION OF THE FIELD WORK AND DEVELOPMENT OF MANY ARTIFACTS CONTAINED WITHIN THE PORTFOLIO.

CURRICULUM ACTION			
☒ **Accepted**	☐ Accepted with Minor Corrections	☐ Proposal Postponed	☐ Proposal Denied

ACTION ITEM	13
TYPE OF PROPOSAL	New Program or Certificate
PRESENTER	Dr. Regina Miller

Child Development Specialization Certificate	**Effective Date: Fall, 2019**

Summary of proposed changes:

THE NEED FOR THE CERTIFICATE WAS IDENTIFIED AS A RESULT OF THE DEPARTMENT OF EARLY LEARNING'S CAREER PATHWAY INITIATIVE FOR PROFESSIONAL DEVELOPMENT AND CAREER ADVANCEMENT IN EARLY CHILDHOOD EDUCATION. IT WAS REQUESTED IN APRIL 2018 THAT STATE COLLEGES CONSIDER DEVELOPING OR ADOPTING CERTIFICATES TO ENHANCE EARLY CHILDHOOD EDUCATORS' OPPORTUNITIES TO MOVE THROUGH THE TIERS OF CREDENTIALS AND PROVIDE OPPORTUNITIES FOR RECOGNITION OF ACHIEVEMENT PRIOR TO COMPLETION OF THE AS. THIS HAS BEEN ENDORSED BY ECE FACULTY AND STAFF.

CURRICULUM ACTION

☐ **Accepted**	☐ Accepted with Minor Corrections	☒ Proposal Postponed	☐ Proposal Denied

The certificates will need to stand alone in the catalog – they cannot be embedded automatically.

ACTION ITEM	14
TYPE OF PROPOSAL	New Program or Certificate
PRESENTER	Dr. Regina Miller

Inclusion Specialization Certificate	**Effective Date: Fall, 2019**

Summary of proposed changes:

THE NEED FOR THE CERTIFICATE WAS IDENTIFIED AS A RESULT OF THE DEPARTMENT OF EARLY LEARNING'S CAREER PATHWAY INITIATIVE FOR PROFESSIONAL DEVELOPMENT AND CAREER ADVANCEMENT IN EARLY CHILDHOOD EDUCATION. IT WAS REQUESTED IN APRIL 2018 THAT STATE COLLEGES CONSIDER DEVELOPING OR ADOPTING CERTIFICATES TO ENHANCE EARLY CHILDHOOD EDUCATORS' OPPORTUNITIES TO MOVE THROUGH THE TIERS OF CREDENTIALS AND PROVIDE OPPORTUNITIES FOR RECOGNITION OF ACHIEVEMENT PRIOR TO COMPLETION OF THE AS. THIS HAS BEEN ENDORSED BY ECE FACULTY AND STAFF.

CURRICULUM ACTION

☐ **Accepted**	☐ Accepted with Minor Corrections	☒ Proposal Postponed	☐ Proposal Denied

The certificates will need to stand alone in the catalog – they cannot be embedded automatically.

ACTION ITEM	15
TYPE OF PROPOSAL	New Program or Certificate
PRESENTER	Dr. Regina Miller

Preschool Specialization Certificate	**Effective Date: Fall, 2019**

Summary of proposed changes:
THE NEED FOR THE CERTIFICATE WAS IDENTIFIED AS A RESULT OF THE DEPARTMENT OF EARLY LEARNING'S CAREER PATHWAY INITIATIVE FOR PROFESSIONAL DEVELOPMENT AND CAREER ADVANCEMENT IN EARLY CHILDHOOD EDUCATION. IT WAS REQUESTED IN APRIL 2018 THAT STATE COLLEGES CONSIDER DEVELOPING OR ADOPTING CERTIFICATES TO ENHANCE EARLY CHILDHOOD EDUCATORS' OPPORTUNITIES TO MOVE THROUGH THE TIERS OF CREDENTIALS AND PROVIDE OPPORTUNITIES FOR RECOGNITION OF ACHIEVEMENT PRIOR TO COMPLETION OF THE AS. THIS HAS BEEN ENDORSED BY ECE FACULTY AND STAFF.

CURRICULUM ACTION			
☐ **Accepted**	☐ Accepted with Minor Corrections	☒ Proposal Postponed	☐ Proposal Denied
The certificates will need to stand alone in the catalog – they cannot be embedded automatically.			

ACTION ITEM	16
TYPE OF PROPOSAL	Change of Program or Certificate
PRESENTER	Dr. Regina Miller

Early Childhood Education (AS)	**Effective Date: Fall, 2019**

Summary of proposed changes:
STUDENTS MUST EARN A C OR BETTER IN ALL EARLY CHILDHOOD EDUCATION COURSES (CHD, EEC, EEX, EDF, AND HSC) REQUIRED FOR THE MAJOR FOR A COURSE TO MEET DEGREE COMPLETION REQUIREMENTS FOR THE AS IN ECE.

CURRICULUM ACTION			
☐ **Accepted**	☐ Accepted with Minor Corrections	☒ Proposal Postponed	☐ Proposal Denied
Revisit the "C" or better language. Does it mean every class in the program or only Education classes?			

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.
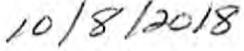
School or Division	School of Health Professions
Proposed by (faculty only)	Dr. Terry McVannel-Erwin, Professor Pamela Peters & Professor Susan Patti
Presenter (faculty only)	Dr. Terry McVannel-Erwin

Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date.

Submission date	10/8/2018

All Curriculum proposals require approval of the Curriculum Committee and the Vice Provost for Academic Affairs. 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

_____   _____

Interim Provost for Academic Affairs Signature   *Date*

All Curriculum proposals require review by the Office of Accountability & Effectiveness.

☐   Reviewed

_____   _____

Office of Accountability & Effectiveness Signature   *Date*

Section I, Important Dates and Endorsements Required

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 Vice Provost for Academic Affairs' Office.

Term in which approved action will take place	Fall 2019
Provide an explanation below for the requested exception to the effective date.	
N/A	

Any exceptions to the term start date requires the signatures of the Academic Dean and Vice Provost for Academic Affairs prior to submission to the Dropbox.		
Dean	Signature	Date
N/A		
Vice Provost for Academic Affairs	Signature	Date
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Dr. Terry McVannel-Erwin	10/8/2018
Academic Dean or Vice Provost for Academic Affairs	Dr. Denis Wright *Denis H. Wright*	10/8/2018 *10/8/2018*

Library Review: Has the Libraries' Collection Manager been contacted about the new program or certificate and discussed potential impacts to the libraries' collections?
The Libraries' Collection Manager has not been contacted about the new certificate. There are no potential impacts to the libraries' collections.

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

Section II, New Program or Certificate Information (must complete all items)

List new program or certificate.	Youth Development Services, CCC

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.

In March, 2014 the Human Services Assistant CCC and Youth Development CCC were approved by the FSW Curriculum Committee. These Certificates were offered by the FSW Social and Human Services Program for two academic years (2014-15 and 2015-16). During the 2015-16 academic year, the Florida Department of Education changed the Curriculum Framework and program length for the AS Degree and all certificates in Human Services. At that time, the faculty opted to offer only the new 60 credit AS degree in Social and Human Services (with Generalist, Addictions and Youth Development tracks) and the new 24 credit Addiction Services CCC. The Human Services Assistant CCC and Youth Development Services CCC were discontinued (see below)..

Previous Program Name/Length

Human Services Assistant/27 credits

Youth Development/30 credits

New Program Name/Length

Human Services Generalist/18 credits

Youth Development Services/18 credits

In a series of meetings and discussions with between Dr. Terry McVannel-Erwin, Social and Human Services Program Chair; Dr. Denis Wright, Dean, School of Health Professions; Cassie Steves, Student Success Advisor; Professor Pamela Peters; Professor Susan Patti; and current students in the Social and Human Services Program, it was decided that we would pursue Curriculum Committee approval for reinstatement of these certificates under the new FLDOE Curriculum Framework requirements. These certificates will be embedded in our current AS degree Human Services Generalist Track I and Youth Development Track III. (Our current Addiction Services CCC is embedded in our Addictions Track II).

Provide a summary of the Salary Levels that graduates of this Program can expect to make.

According to the Occupational Outlook Handbook, in May 2017 the median annual wages for social and human service assistants in the top industries in which they worked were as follows:

Local government, excluding education and hospitals $39,390

State government, excluding education and hospitals	$36,970
Individual and family services	$32,660
Community and vocational rehabilitation services	$29,380
Nursing and residential care facilities	$28,930

The overall 2017 the Median Pay for Social and Human Service Assistants was $33,120 per year/$15.92 per hour. In addition, employment of Social and Human Service Assistants is projected to grow 16 percent from 2016 to 2026, much faster than the average for all occupations.

Briefly describe the existing resources available needed to implement this new program.

This College Credit Certificate will be embedded into the corresponding AS Degree track. All resources needed to implement this new certificate are already in place.

Briefly describe the additional resources needed to implement this new program.

No additional resources are needed to implement this new certificate.

Briefly describe any Program Accreditation required for this program.

No Program Accreditation is required for this certificate.

Briefly describe any Industry Certification available for student to take during or following completion this program.

There is no Industry Certification available for students to take during or following completion of this program.

Project (below) the average enrollment for core courses.

We project an enrollment of 25 students for core courses.

Describe (below) how this projection was determined.

Approximately 25 students are currently enrolled in our Addiction Services CCC. We anticipate similar interest in this certificate.

List (below) similar programs or certificates at other colleges and universities.

This certificate is offered across the U.S. It is offered in the state of Florida at the following colleges:
- Palm Beach State College offers the Youth Development CCC
- St. Petersburg College offers the Youth Development CCC

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.

Program Title:	Youth Development Services	
Career Cluster:	**Human Services**	

FLDOE Framework Standard		FSW Course
01.0	Understand the importance of legal, ethical, and professional responsibilities.	HUS 1001 Introduction to Human Services HUS 2500 Issues and Ethics in Human Services
02.0	Display an understanding of a youth development approach in community-based, residential, group home and other youth worker environments.	HUS 1001 Introduction to Human Services HUS 1640 Principles of Youth Development DEP 2004 Human Growth and Development
03.0	Examine the theories, principles and stages of typical human growth and development and the challenges of each stage.	HUS 1001 Introduction to Human Services HUS 1640 Principles of Youth Development DEP 2004 Human Growth and Development
04.0	Demonstrate a general knowledge and understanding of community characteristics.	HUS 1001 Introduction to Human Services HUS 1640 Principles of Youth Development HUS 2540 Building Stronger Families and Communities
05.0	Demonstrate a general knowledge and understanding of family dynamics.	HUS 1001 Introduction to Human Services HUS 1640 Principles of Youth Development HUS 2540 Building Stronger Families and Communities
06.0	Understand how current social issues influence children/youth.	HUS 1001 Introduction to Human Services HUS 1640 Principles of Youth Development HUS 2540 Building Stronger Families and Communities
07.0	Demonstrate an understanding of principles and best practices of a developmentally appropriate youth program.	HUS 1001 Introduction to Human Services HUS 1640 Principles of Youth Development HUS 2302 Basic Counseling Skills HUS 2540 Building Stronger Families and Communities

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

Section III, Personnel and Resources Needed (add rows as necessary)

Faculty position(s) (List discipline)	Full time or adjunct?	Total annual expenses
No additional faculty required	N/A	$0
Staff position(s) (List title)	**Full time or part time?**	**Total annual expenses**
No additional staff required	N/A	$0
Describe (below) library resources needed to support this program or certificate. Explain rationale		

Revised: 6/18

for response, even if answer is none.
No additional library resources are needed to support this certificate. This certificate is embedded into an existing track.
Describe (below) the technology, facilities, laboratory, or other resources needed to support this program or certificate.
No additional technology, facilities, laboratory, or other resources are needed to support this certificate.
List (below) the estimated annual amount required for educational materials and supplies or other operating expenses for implementation of the new program or certificate.
No additional costs for required educational materials and supplies or other operating expenses for implementation of the new certificate.
Identify (below) the funding source to be used for personnel and operating expenses.
N/A

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
The Youth Development Services CCC will be embedded in our current AS degree Human Services Youth Development Track III. This involves no additional faculty, personnel or resources; however, the certificate will offer our students a number of opportunities upon successful completion of the certificate.

- This college credit certificate will provide a short-term college investment with a high degree of academic rigor and relevance for those students interested in attaining the training required for immediate employment in the field of Social and Human Services. Moreover, the quality, consistency and relevancy of this college credit credential, along with our reputation as a program of integrity and rigor can potentially improve marketability and career opportunities for our students, validate skills, encourage interview selection, promote safe and effective practice, and increase median earnings.
- By adding a college credit certificate, AA degree-seeking students will have a competitive edge in applying to Bachelor's Degree programs in related fields. Moreover, our graduates will have the training required to immediately begin working in the field of Social and Human Services while pursuing a Bachelor's degree. In turn, social and human service agencies that hire these students |

may encourage them to pursue a higher degree by assisting them with the cost of their education.

- A college credit certificate would give graduates interested in pursuing a Bachelor's degree in a related field a solid foundation for their future studies. This would promote safe and effective practice and highly qualified practitioners.

- There is clearly student interest and demand for the reinstatement of this certificate. When this certificate was not updated to meet the new Curriculum Framework Standards, students expressed disappointment and asked that the faculty consider reinstatement of this certificate.

Youth Development Services, CCC

Mission

The mission of the Social and Human Services Program is to provide the highest quality education to future and current Human Service Professionals with a learning environment that supports the development of culturally competent, compassionate, and accountable professionals. The Program prepares graduates who are dedicated to the autonomy, dignity, and diversity of the people they serve.

Program Highlights

The Human Services Youth Development Services College Credit Certificate (CCC) is a shorter program of study that consists of select courses from the Social and Human Services Associate in Science Program. The CCC is designed to prepare students with the knowledge and skills for working in child, family and youth service occupations in community, school, residential and group environments. It provides a foundation for AA students who wish to pursue a higher degree in a related field or supplemental training for persons previously or currently employed in the field of human services.

After successful completion of the Youth Development Services CCC, the student will be able to perform the following:

1. Understand the importance of legal, ethical, and professional responsibilities.
2. Display an understanding of a youth development approach in community-based, residential, group home and other youth worker environments.
3. Examine the theories, principles and stages of typical human growth and development and the challenges of each stage.
4. Demonstrate a general knowledge and understanding of community characteristics.
5. Demonstrate a general knowledge and understanding of family dynamics.
6. Understand how current social issues influence children/youth.
7. Demonstrate an understanding of principles and best practices of a developmentally appropriate youth program.

Many courses in the Program are available fully online (no classroom attendance) or offered in a blended format (occasional classroom attendance). The Social and Human Services Program is an open enrollment program; no additional application is required. Students who enter the Youth Development Services, CCC Program in the Fall semester can complete the program in 3 semesters. All courses must be completed with a grade of "C" or better.

Program of Study

- HUS 1001 – Introduction to Human Services **3 credits**
- HUS 1640 – Principles of Youth Development **3 credits**
- HUS 2302 – Basic Counseling Skills **3 credits**
- HUS 2500 – Issues and Ethics in Human Services **3 credits**
- HUS 2540 – Building Stronger Families and Communities **3 credits**
- DEP 2004 – Human Growth and Development 3 credits

Youth Development Services, College Credit Certificate Total Requirements: 18 credits

Information is available on line at: www.fsw.edu/academics/ and on the School of Health Professions Home page at: www.fsw.edu/sohp

Florida Department of Education
Curriculum Framework

Program Title: **Youth Development Services**
Career Cluster: **Human Services**

CCC	
CIP Number	0451159906
Program Type	College Credit Certificate (CCC)
Program Length	18 credit hours
CTSO	HOSA (Future Health Professionals)
SOC Codes (all applicable)	21-1093 Social and Human Service Assistants
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Social and Human Services AS degree program (1451159901).

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 (Rule 6A-14.030, F.A.C.).

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 Human Services 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 aspects of the Human Services career cluster.

The content includes but is not limited to knowledge of the human services system, roles of human service workers in various settings specifically youth work environments. Students must be able to demonstrate a knowledge of human development as it relates to specific age groups; develop a professional awareness of youth work; understand and implement a youth development approach in various environments; develop a capacity to design and implement programs consistent with the needs of youth in relation to available community resources.

This College Credit Certificate program is designed to be the first educational step to a professional career in Human Services with emphasis in Youth Services or other positions that are a part of the social services delivery SOC Code 21-1093 (Social and Human Service Assistants). It will provide credit course work for those employed in youth service occupations as well as those who seek to enter the profession without experience.

The College Credit Certificate will focus on broad introductory principles of human services specific to the good practices and techniques of a youth development approach. Course work will prepare students to function as youth workers in community-based, residential, group home and other youth work environments.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

<u>**Standards**</u>

After successfully completing this program, the student will be able to perform the following:

01.0   Understand the importance of legal, ethical, and professional responsibilities.
02.0   Display an understanding of a youth development approach in community-based, residential, group home and other youth worker environments.
03.0   Examine the theories, principles and stages of typical human growth and development and the challenges of each stage.
04.0   Demonstrate a general knowledge and understanding of community characteristics.
05.0   Demonstrate a general knowledge and understanding of family dynamics.
06.0   Understand how current social issues influence children/youth.
07.0   Demonstrate an understanding of principles and best practices of a developmentally appropriate youth program.

Florida Department of Education
Student Performance Standards

Program Title: Youth Development Services
CIP Number: 0451159906
Program Length: 18 credit hours
SOC Code(s): 21-1093

	This certificate program is part of the Social and Human Services AS degree program (01451159901). At the completion of this program, the student will be able to:
01.0	Understand the importance of legal, ethical, and professional responsibilities – the student will be able to:
	01.01 Demonstrate the use of procedures for accurate documentation and record keeping
	01.02 Understand the legal framework of the human services occupations including scope of practice legislation.
	01.03 Recognize practices that could results in malpractice, liability and/or negligence.
	01.04 Recognize and report abuse in accordance with the Florida law.
	01.05 Understand the appropriate use of self-disclosure.
	01.06 Analyze personal morals and values in relation to working in human services.
02.0	Display an understanding of a youth development approach in community-based, residential, group home and other youth worker environments – the student will be able to:
	02.01 Describe the role of the youth worker as they relate to the management, organization and development of effective youth organizations.
	02.02 Distinguish between the asset and deficit models of adolescent development.
	02.03 Identify social problems unique to adolescent development.
	02.04 Identify characteristics of a successful youth organization.
	02.05 Design a youth program and intervention strategy consistent with the needs of youth and available resources.
	02.06 Evaluate programs based upon the needs of youth and available resources.
03.0	Examine the theories, principles and stages of typical human growth and development and the challenges of each stage – the student will be able to:
	03.01 Compare differences among theoretical perspectives on human growth and development.
	03.02 Demonstrate an understanding of the varying influences on the domains of human development.
	03.03 Demonstrate an understanding of and describe changes in cognitive, bio-psychosocial, and psychosexual development across the lifespan.
	03.04 Define and identify potential threats to normal human growth and development across the lifespan.
04.0	Demonstrate a general knowledge and understanding of community characteristics – the student will be able to:

	04.01	Identify and recognize the cultural diversity of the community when providing human services.
	04.02	Demonstrate knowledge of agencies and resources that meet the needs of youth in the community.
05.0	Demonstrate a general knowledge and understanding of family dynamics – the student will be able to:	
	05.01	Demonstrate knowledge of how family factors can influence youth development.
06.0	Understand how current social issues influence children/youth – the student will be able to:	
	06.01	Compare the effectiveness of various techniques of intervention/advocacy for social awareness/improvement.
	06.02	Recognize the social problems within society that affect children/youth. (i.e., crime, juvenile delinquency, socio-economics, etc.)
07.0	Demonstrate an understanding of principles and best practices of a developmentally appropriate youth program – the student will be able to:	
	07.01	Compare and contrast age appropriate curriculum that reflects the families, children and youth served in the community.
	07.02	Develop an understanding of how strategic planning, goal setting, needs assessment and program evaluation promote program improvement and sustainability.

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.

Career and Technical Student Organization (CTSO)

HOSA (Future Health Professionals) 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.

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.

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

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.

School or Division	School of Health Professions
Proposed by (faculty only)	Dr. Terry McVannel-Erwin, Professor Pamela Peters & Professor Susan Patti
Presenter (faculty only)	Dr. Terry McVannel-Erwin

Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date.

Submission date	10/8/2018

All Curriculum proposals require approval of the Curriculum Committee and the Vice Provost for Academic Affairs. 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

Interim Provost for Academic Affairs Signature   *Date*

All Curriculum proposals require review by the Office of Accountability & Effectiveness.

☐   Reviewed

Office of Accountability & Effectiveness Signature   *Date*

Section I, Important Dates and Endorsements Required

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 Vice Provost for Academic Affairs' Office.

Term in which approved action will take place	Fall 2019
Provide an explanation below for the requested exception to the effective date.	
N/A	

Any exceptions to the term start date requires the signatures of the Academic Dean and Vice Provost for Academic Affairs prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
N/A		
Vice Provost for Academic Affairs	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Dr. Terry McVannel-Erwin	10/8/2018
Academic Dean or Vice Provost for Academic Affairs	Dr. Denis Wright *[signature: Deny H. Wright]*	10/8/2018 *10/3/2018*

Library Review: Has the Libraries' Collection Manager been contacted about the new program or certificate and discussed potential impacts to the libraries' collections?
The Libraries' Collection Manager has not been contacted about the new certificate. There are no potential impacts to the libraries' collections.

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

Section II, New Program or Certificate Information (must complete all items)

List new program or certificate.	Human Services Generalist, CCC

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.

In March, 2014 the Human Services Assistant CCC and Youth Development CCC were approved by the FSW Curriculum Committee. These Certificates were offered by the FSW Social and Human Services Program for two academic years (2014-15 and 2015-16). During the 2015-16 academic year, the Florida Department of Education changed the Curriculum Framework and program length for the AS Degree and all certificates in Human Services. At that time, the faculty opted to offer only the new 60 credit AS degree in Social and Human Services (with Generalist, Addictions and Youth Development tracks) and the new 24 credit Addiction Services CCC. The Human Services Assistant CCC and Youth Development Services CCC were discontinued (see below).

Previous Program Name/Length	**New Program Name/Length**
Human Services Assistant/27 credits	Human Services Generalist/18 credits
Youth Development/30 credits	Youth Development Services/18 credits

In a series of meetings and discussions with between Dr. Terry McVannel-Erwin, Social and Human Services Program Chair; Dr. Denis Wright, Dean, School of Health Professions; Cassie Steves, Student Success Advisor; Professor Pamela Peters; Professor Susan Patti; and current students in the Social and Human Services Program, it was decided that we would pursue Curriculum Committee approval for reinstatement of these certificates under the new FLDOE Curriculum Framework requirements. These certificates will be embedded in our current AS degree Human Services Generalist Track I and Youth Development Track III. (Our current Addiction Services CCC is embedded in our Addictions Track II).

Provide a summary of the Salary Levels that graduates of this Program can expect to make.

According to the Occupational Outlook Handbook, in May 2017 the median annual wages for social and human service assistants in the top industries in which they worked were as follows:

Local government, excluding education and hospitals $39,390

Revised: 6/18

State government, excluding education and hospitals	$36,970
Individual and family services	$32,660
Community and vocational rehabilitation services	$29,380
Nursing and residential care facilities	$28,930

The overall 2017 the Median Pay for Social and Human Service Assistants was $33,120 per year/$15.92 per hour. In addition, employment of Social and Human Service Assistants is projected to grow 16 percent from 2016 to 2026, much faster than the average for all occupations.

Briefly describe the existing resources available needed to implement this new program.

This College Credit Certificate will be embedded into the corresponding AS Degree track. All resources needed to implement this new certificate are already in place.

Briefly describe the additional resources needed to implement this new program.

No additional resources are needed to implement this new certificate.

Briefly describe any Program Accreditation required for this program.

No Program Accreditation is required for this certificate.

Briefly describe any Industry Certification available for student to take during or following completion this program.

There is no Industry Certification available for students to take during or following completion of this program.

Project (below) the average enrollment for core courses.

We project an enrollment of 25 students for core courses.

Describe (below) how this projection was determined.

Approximately 25 students are currently enrolled in our Addiction Services CCC. We anticipate similar interest in this certificate.

List (below) similar programs or certificates at other colleges and universities.

This certificate is offered across the U.S. It is offered in the state of Florida at the following colleges:
- Palm Beach State College offers the Human Services CCC
- Pasco-Hernando State College offers the Human Services Assistant CCC

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.

Program Title:	Human Services Generalist	
Career Cluster:	Human Services	
FLDOE Framework Standard		FSW Course
01.0	Understand the importance of legal, ethical, and professional responsibilities.	HUS 1001 Introduction to Human Services HUS 2200 Dynamics of Groups and Group Counseling HUS 2500 Issues and Ethics in Human Services
02.0	Understand the risk factors that lead to human services intervention.	HUS 1001 Introduction to Human Services HUS 1320 Theories and Foundations of Crisis Intervention HUS 1400 Alcoholism and Other Drug Abuse
03.0	Examine the theories utilized in human services.	HUS 1001 Introduction to Human Services HUS 1320 Theories and Foundations of Crisis Intervention HUS 2200 Dynamics of Groups and Group Counseling
04.0	Display an understanding of treatment knowledge.	HUS 1001 Introduction to Human Services HUS 1320 Theories and Foundations of Crisis Intervention HUS 1400 Alcoholism and Other Drug Abuse HUS 2200 Dynamics of Groups and Group Counseling
05.0	Demonstrate competencies of practice using various interventions.	HUS 1320 Theories and Foundations of Crisis Intervention HUS 2200 Dynamics of Groups and Group Counseling HUS 2302 Basic Counseling Skills

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

Section III, Personnel and Resources Needed (add rows as necessary)

Faculty position(s) (List discipline)	Full time or adjunct?	Total annual expenses
No additional faculty required	N/A	$0
Staff position(s) (List title)	**Full time or part time?**	**Total annual expenses**
No additional staff required	N/A	$0

Describe (below) library resources needed to support this program or certificate. Explain rationale for response, even if answer is none.

No additional library resources are needed to support this certificate. This certificate is embedded

into an existing track.
Describe (below) the technology, facilities, laboratory, or other resources needed to support this program or certificate.
No additional technology, facilities, laboratory, or other resources are needed to support this certificate.
List (below) the estimated annual amount required for educational materials and supplies or other operating expenses for implementation of the new program or certificate.
No additional costs for required educational materials and supplies or other operating expenses for implementation of the new certificate.
Identify (below) the funding source to be used for personnel and operating expenses.
N/A

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
The Human Services Generalist CCC will be embedded in our current AS degree Human Services Generalist Track II. This involves no additional faculty, personnel or resources; however, the certificate will offer our students a number of opportunities upon successful completion of the certificate.

- This college credit certificate will provide a short-term college investment with a high degree of academic rigor and relevance for those students interested in attaining the training required for immediate employment in the field of Social and Human Services. Moreover, the quality, consistency and relevancy of this college credit credential, along with our reputation as a program of integrity and rigor can potentially improve marketability and career opportunities for our students, validate skills, encourage interview selection, promote safe and effective practice, and increase median earnings.

- By adding a college credit certificate, AA degree-seeking students will have a competitive edge in applying to Bachelor's Degree programs in related fields. Moreover, our graduates will have the training required to immediately begin working in the field of Social and Human Services while pursuing a Bachelor's degree. In turn, social and human service agencies that hire these students may encourage them to pursue a higher degree by assisting them with the cost of their education.

- A college credit certificate would give graduates interested in pursuing a Bachelor's degree in a related field a solid foundation for their future studies. This would promote safe and effective

practice and highly qualified practitioners.

- There is clearly student interest and demand for the reinstatement of this certificate. When this certificate was not updated to meet the new Curriculum Framework Standards, students expressed disappointment and asked that the faculty consider reinstatement of this certificate.

Human Services Generalist, CCC

Mission

The mission of the Social and Human Services Program is to provide the highest quality education to future and current Human Service Professionals with a learning environment that supports the development of culturally competent, compassionate, and accountable professionals. The Program prepares graduates who are dedicated to the autonomy, dignity, and diversity of the people they serve.

Program Highlights

The Human Services Generalist College Credit Certificate (CCC) is a shorter program of study that consists of select courses from the Social and Human Services Associate in Science Program. The CCC is designed to prepare students for work with diverse populations in a variety of human services environments, to provide a foundation for AA students who wish to pursue a higher degree in a related field, or to provide supplemental training for persons previously or currently employed in the field of human services.

After successful completion of the Human Services Generalist CCC, the student will be able to perform the following:

1. Understand the importance of legal, ethical, and professional responsibilities.
2. Understand the risk factors that lead to human services intervention.
3. Examine the theories utilized in human services.
4. Display an understanding of treatment knowledge.
5. Demonstrate competencies of practice using various interventions.

Many courses in the Program are available fully online (no classroom attendance) or offered in a blended format (occasional classroom attendance). The Social and Human Services Program is an open enrollment program; no additional application is required. Students who enter the Human Services Generalist, CCC Program in the Fall semester can complete the program in 3 semesters.   All courses must be completed with a grade of "C" or better.

Program of Study

- HUS 1001 – Introduction to Human Services **3 credits**
- HUS 1400 – Alcoholism and Other Drug Abuse **3 credits**
- HUS 1320 – Theories and Foundations of Crisis Intervention **3 credits**
- HUS 2200 – Dynamics of Groups and Group Counseling **3 credits**
- HUS 2302 – Basic Counseling Skills **3 credits**
- HUS 2500 – Issues and Ethics in Human Services **3 credits**

Human Services Generalist, College Credit Certificate Total Requirements: 18 credits

Information is available on line at: www.fsw.edu/academics/ and on the School of Health Professions Home page at: www.fsw.edu/sohp

Florida Department of Education
Curriculum Framework

Program Title: **Human Services Generalist**
Career Cluster: **Human Services**

CCC	
CIP Number	0451159905
Program Type	College Credit Certificate (CCC)
Program Length	18 credit hours
CTSO	HOSA (Future Health Professionals)
SOC Codes (all applicable)	21-1093 Social and Human Service Assistants
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Social and Human Services AS degree program (1451159901).

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 (Rule 6A-14.030, F.A.C.).

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 Human Services 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 aspects of the Human Services career cluster.

The College Credit Certificate program is designed to be the first educational step to a professional career in Human Services as Human Service Assistants (SOC 21-1093),or other positions that are a part of the social services delivery. It will provide credit course work for those employed in human service occupations as well as those who seek to enter the profession without experience.

The College Credit Certificate will focus on broad introductory principles of human behavior specific to the good practices and techniques in human service. Course work will enable student's to employ effective communications and interpersonal skills, understand the legal and ethical responsibilities of human services and demonstrate computer literacy.

Students will demonstrate knowledge of the human services system, specifically how it affects practice and policy as well as the roles of human service workers in various settings. Students must be able to demonstrate knowledge of human development from birth to senescence, understand adaptive and maladaptive patterns of behavior and have an understanding of various treatment modalities and therapeutic interventions.

Students must develop effective interpersonal communication with clients, co-workers and supervisors. They must be able to demonstrate assessment, evaluation, problem solving and referral and crisis intervention skills as well as a working knowledge of legal and ethical issues related to human services.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Understand the importance of legal, ethical, and professional responsibilities.
02.0   Understand the risk factors that lead to human services intervention.
03.0   Examine the theories utilized in human services.
04.0   Display an understanding of treatment knowledge.
05.0   Demonstrate competencies of practice using various interventions.

Florida Department of Education
Student Performance Standards

Program Title: Human Services Generalist
CIP Number: 0451159905
Program Length: 18 credit hours
SOC Code(s): 21-1093

This certificate program is part of the Social and Human Services AS degree program (1451159901). At the completion of this program, the student will be able to:
01.0 Understand the importance of legal, ethical, and professional responsibilities – the student will be able to:
01.01 Demonstrate the use of procedures for accurate documentation and record keeping
01.02 Understand the legal framework of the human services occupations including scope of practice legislation.
01.03 Recognize practices that could results in malpractice, liability and/or negligence.
01.04 Recognize and report abuse in accordance with the Florida law.
01.05 Understand the appropriate use of self-disclosure.
01.06 Analyze personal morals and values in relation to working in human services.
02.0 Understand the risk factors that lead to human services intervention.
03.0 Examine the theories utilized in human services.
04.0 Display an understanding of treatment knowledge.
05.0 Demonstrate competencies of practice using various interventions.

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.

Career and Technical Student Organization (CTSO)

HOSA (Future Health Professionals) 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.

Accommodations

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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

FLORIDA SOUTHWESTERN STATE COLLEGE

Change of Course Proposal

School or Division	School of Health Professions
Program or Certificate	RN to BSN Program
Proposed by (faculty only)	Susan Torres, Marti Jenner
Presenter (faculty only)	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.	
Submission date	10/8/2018
Current course prefix, number, and title	NUR4827C Leadership in Nursing Practice

All Curriculum proposals require approval of the Curriculum Committee and the Interim Provost for Academic Affairs. 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

Interim Provost for Academic Affairs Signature   *Date*

All Curriculum proposals require review by the Office of Accountability & Effectiveness.

☐ Reviewed

Office of Accountability & Effectiveness Signature   *Date*

Section I, Important Dates and Endorsements Required

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 Interim Provost for Academic Affairs' Office.

Term in which approved action will take place	Fall 2019
Provide an explanation below for the requested exception to the effective **date.**	
NA	

Any exceptions to the term start date requires the signatures of the Academic Dean and Interim Provost for Academic Affairs prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
NA		
Interim Provost for Academic Affairs	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Susan Torres for Bobby Holbrook	10/8/2018
Academic Dean or Interim Provost for Academic Affairs	Deb Selman	Click here to enter a date.

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Marti Jenner, Marsha Weiner, Shawn Steiner, Margaret Kruger, Barbara Ward

Section II, Proposed Changes

Change to course prefix and number Lecture/lab course combined must include "C" / lab course must include "L"	No
Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)	☐ Yes ☒ No
Provide justification for the proposed prerequisite(s).	NA
Change to course title	NA
Does the Course Title Change affect other courses? (Ex: If Guitar I becomes Intro to Guitar, should Guitar II become Guitar I?)	NA
Change of School, Division, or Department	NA
Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")	From: none To: NUR3870 Informatics for Healthcare Professionals and NUR4165 Nursing Research
Change to course co-requisites	From: No co-requisites To: NUR4955 Nursing Capstone (New course proposed)
Provide justification for the proposed co-requisite(s).	The co-requisite NUR4955 supports successful achievement course and program outcomes for the RN to BSN student. The inclusion of the co-requisite will help students complete their degree in one less semester, while meeting the 2, 4 and 6 semester tracks
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
Change to course credits or clock hours	From: None To:
Change to contact hours (faculty load)	From: None

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 5/18, 6/18

	To:
Are the Contact hours different from the credit/lecture/lab hours?	No
Change to grade mode	Standard Grading (A, B, C, D, F)
Change to credit type	College Credit

Change to course description (provide below)
This course focuses on the theory, concepts, and underlying principles of leadership in health care delivery systems. The methods and interpersonal skills to become an effective nurse Leader in various health care delivery systems are explored along with the concepts of professional organizations decision making, power/authority, health care policy and finance, cost effectiveness, problem-solving/change strategies, evidence-based practice, evaluation/quality improvement, inter/intra-professional communication and collaboration skills, and leader behaviors. This course includes 45 clinical hours of leadership practice experiences.

Change to general topic outline
• None •

Change to Learning Outcomes: None

IV. Course Competencies, Learning Outcomes and Objectives
A. General Education Competencies and Course Outcomes 1. Integral *General Education Competency or competencies*: 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**

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 5/18, 6/18

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 5/18, 6/18

Section III (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). *Not the same as Multiple Attempts or Grade Forgiveness	No

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

Impact of Change of Course Proposal	
Will this change of course proposal impact library services or budgets?	No

If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	NA
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 IV, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
After faculty review of curriculum this decision was made to enhance student success to meet program and course outcomes. This supports ongoing evaluation meeting accreditation standards.

Curriculum Committee

Change of Course Proposal

School or Division	School of Health Professions
Program or Certificate	RN to BSN Program
Proposed by (faculty only)	Susan Torres, Marti Jenner
Presenter (faculty only)	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.	
Submission date	10/8/2018
Current course prefix, number, and title	NUR4955 Portfolio Capstone

All Curriculum proposals require approval of the Curriculum Committee and the Interim Provost for Academic Affairs. 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

Interim Provost for Academic Affairs Signature   *Date*

All Curriculum proposals require review by the Office of Accountability & Effectiveness.

☐ Reviewed

Office of Accountability & Effectiveness Signature   *Date*

Section I, Important Dates and Endorsements Required

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 Interim Provost for Academic Affairs' Office.

Term in which approved action will take place	Fall 2019
Provide an explanation below for the requested exception to the effective **date.**	
NA	

Any exceptions to the term start date requires the signatures of the Academic Dean and Interim Provost for Academic Affairs prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
NA		
Interim Provost for Academic Affairs	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Susan Torres for Bobby Holbrook	10/8/2018
Academic Dean or Interim Provost for Academic Affairs	Deb Selman	Click here to enter a date.

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Marti Jenner, Marsha Weiner, Shawn Steiner, Margaret Kruger, Barbara Ward

Section II, Proposed Changes

Change to course prefix and number Lecture/lab course combined must include "C" / lab course must include "L"	NUR4955
Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)	☐ Yes ☒ No
Provide justification for the proposed prerequisite(s).	NA
Change to course title	Yes, NUR4955 Nursing Capstone
Does the Course Title Change affect other courses? (Ex: If Guitar I becomes Intro to Guitar, should Guitar II become Guitar I?)	No
Change of School, Division, or Department	NA
Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")	From: none To: none
Change to course co-requisites	From: No co-requisites To: NUR4827C Leadership in Nursing Practice
Provide justification for the proposed co-requisite(s).	The co-requisite NUR4827C supports successful achievement of the course and program outcomes for the RN to BSN student. The inclusion of the co-requisite will provide students the foundational knowledge for the leadership skills needed to develop an evidence-based practice project from the leadership perspective.
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
Change to course credits or clock hours	From: None To:
Change to contact hours (faculty load)	From: None

	To:
Are the Contact hours different from the credit/lecture/lab hours?	No
Change to grade mode	Standard Grading (A, B, C, D, F)
Change to credit type	College Credit
Change to course description (provide below)	

The Nursing Capstone course is designed to be a culmination of the learning experiences through the leadership course (NUR4827C) and the inclusion of the learning experiences in previous courses in the RN to BSN program. This course will utilize concepts and skills acquired throughout the program to develop a plan of implementation for an evidence-based practice project from a leadership perspective within a defined clinical setting. Concepts that are included in this course are professionalism, evidence-based nursing practice, critical evaluation of research, leadership as a nurse, ethical, legal and regulatory requirements for safe healthcare delivery, and social responsibility of the nursing profession.

Change to general topic outline

- Application of research and evidence-based nursing practice into exemplar of achievement
- Demonstration of professional practice changes planned for implementation into practice
- Construction of an exemplar of achievement as a result of previous scholarly work

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Change to Learning Outcomes: See below

IV. Course Competencies, Learning Outcomes and Objectives

    A. General Education Competencies and Course Outcomes

    Integral *General Education Competency or competencies*: **Communication**

- Evaluation of professional practice and potential changes
- Application of research and evidence-based nursing practice
- Synthesis of current and previous scholarly work in to an exemplar of achievement

    Supplemental *General Education Competency or competencies*: **Think**

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 5/18, 6/18

- Evaluate and critically analyze current and changing healthcare information technologies and systems (HIT).
- Synthesis of current and previous scholarly work in to an exemplar of achievement
- Application of research and evidence-based nursing practice

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 ….

NUR 4955 NURSING CAPSTONE	
END OF PROGRAM STUDENT LEARNING OUTCOMES	**COURSE OUTCOMES**
1. Synthesize knowledge from nursing and the physical, behavioral, psychological and social sciences, and the humanities in the practice of professional nursing.	Application of research and evidence based nursing practice. Synthesis of current and previous scholarly work in to an exemplar of achievement
2. Integrate global health and health care, its relevant issues and policies as they relate to professional nursing practice.	Application of research and evidence based nursing practice. Evaluation of professional practice and potential changes Synthesis of current and previous scholarly work in to an exemplar of achievement
3. Evaluate research in the exploration of the spectrum of health within the framework of evidence-based practice.	Application of research and evidence based nursing practice. Evaluate and critically analyze current and changing healthcare information technologies and systems (HIT). Synthesis of current and previous scholarly work in to an exemplar of achievement
4. Synthesize standards of professional practice and care.	Application of research and evidence based nursing practice. Evaluation of professional practice and potential changes
5. Articulate the role of the professional nurse within inter-professional teams.	Application of research and evidence based nursing practice. Evaluation of professional practice and potential changes

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 5/18, 6/18

	Synthesis of current and previous scholarly work in to an exemplar of achievement
6. Analyze current and changing health care information technologies and systems	Application of research and evidence based nursing practice. Evaluate and critically analyze current and changing healthcare information technologies and systems (HIT).
7. Summarize the components of leadership and followership in professional nursing practice.	Application of research and evidence based nursing practice. Evaluation of professional practice and potential changes Synthesis of current and previous scholarly work in to an exemplar of achievement
8. Interpret the social responsibility of the nursing profession in the development and implementation of health care policy.	Application of research and evidence based nursing practice. Evaluate and critically analyze current and changing healthcare information technologies and systems (HIT). Synthesis of current and previous scholarly work in to an exemplar of achievement

C. Other Course Objectives/Standards

Section III (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). *Not the same as Multiple Attempts or Grade Forgiveness	No

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

Impact of Change of Course Proposal	
Will this change of course proposal impact library services or budgets?	No
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	NA

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 5/18, 6/18

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 IV, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
After faculty review of curriculum this decision was made to enhance student success to meet program and course outcomes. This supports ongoing evaluation meeting accreditation standards.

Curriculum Committee

New Course Proposal

School or Division	School of Arts, Humanities, and Social Sciences
Program or Certificate	List name of the new or existing program or certificate
Proposed by (faculty only)	Brian D. Page, Peter Henderson, and Ingrid Arguelles
Presenter (faculty only)	Brian D. Page

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	10/8/2018
Course prefix, number, and title	LAH 2022 Modern Latin American History

All Curriculum proposals require approval of the Curriculum Committee and the Interim Provost for Academic Affairs. 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

Interim Provost for Academic Affairs Signature　　　*Date*

All Curriculum proposals require review by the Office of Accountability & Effectiveness.

☐　　Reviewed

Office of Accountability & Effectiveness Signature　　　*Date*

Section I, Important Dates and Endorsements Required

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 Interim Provost for Academic Affairs' Office.

Term in which approved action will take place	Fall 2019
Provide an explanation below for the requested exception to the effective **date.**	
No Exception	

Any exceptions to the term start date requires the signatures of the Academic Dean and Interim Provost for Academic Affairs prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Dr. Deborah Teed	*Dr. Deborah Teed*	10/8/2018
Interim Provost for Academic Affairs	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Brian D. Page	10/5/2018
Academic Dean or Interim Provost for Academic Affairs	Type name here	Click here to enter a date.

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Brian D. Page, Lauren Madak, Bruno Baltodano, Jacquelyn Davis, Terri Housley,

Has the Libraries' Collection Manager been contacted about the new course and discussed potential impacts to the libraries' collections?
Yes

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18

Section II, New Course Information (must complete all items)

List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D").	None
Provide justification for the proposed prerequisite(s).	N/A
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).	N/A
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 List the co-requisite
Course credits or clock hours	3
Contact hours (faculty load)	3
Are the Contact hours different from the credit/lecture/lab hours?	
Select grade mode	Standard Grading (A, B, C, D, F)
Credit type	College Credit
Possible Delivery Types (Online, Blended, On Campus)	Online and On Campus
Course description (provide below)	
A survey of Latin American history from the age of Independence from 1808 to the present. The course will examine the social (including gender), cultural, intellectual, political, economic and environmental aspects of Latin America. This course is termed a writing intensive course and requires a minimum of 4,000 words of instructor-evaluated writing per student, including a minimum of three graded assignments over the duration of the course. If completed with a grade of "C" or better, this course serves to complete part of the writing intensive course requirements.	

General topic outline (type in outline below)
• The ideas and events of the Age of Independence

- Problems in Early State Formation
- The Age of Progress and Modernization
- Foreign Interventions and Influences
- The Great Depression , New Economies. New Social Classes
- Revolution and Reaction
- The Late Cold War, Debt Crisis, and Return to Democracy
- Neoliberalism and Recent Populism
- Current Issues in Latin America

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*:
General Education Competency: **Think**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Students will analyze historical evidence, primary sources, and generate conclusions from this evidence.

B. **Other Course Objectives/Standards**

- Students will analyze how regionalism and ideological differences inhibited the creation of modern nation states in the early nineteenth century.
- Students will identify major causes and effects of the age of progress and modernization and Latin America's growing inclusion into the global economy.
- Students will analyze the quest for greater inclusion, greater development, and greater egalitarianism in the aftermath of the Great Depression.
- Students will compare and contrast the impact of the Cold War, including the Late Cold War on the different Latin American countries.

Copy and Paste the SCNS Course Profile Description below (http://scns.fldoe.org/scns/public/pb_index.jsp).

THE WARS FOR INDEPENDENCE. HISTORIES OF THE COUNTRIES OF LATIN AMERICA WITH FOCUS ON POLITICAL, SOCIAL, ECONOMIC, AND DIPLOMATIC FORCES SHAPING PRESENT-DAY LATIN AMERICA. GOVERNMENTAL INSTITUTIONS. 1. TO EXAMINE THE MAJOR EVENTS IN THE HISTORY OF THE LATIN AMERICAN COUNTRIES FROM WARS OF INDE- PENDENCE TO THE PRESENT TIME. 2. TO EXAMINE POLITICAL, SOCIAL, CULTURAL, AND ECONOMIC DEVELOPMENTS IN THE LATIN AMERICAN COUNTRIES FROM THE WARS OF INDEPENDENCE TO THE PRESENT.

ICS code for this course	ADVANCED AND PROFESSIONAL - 1.17.22 - SOCIAL SCIENCES
Institutional Reporting Code	11722 SOCIAL SCIENCE
Degree Attributes	AA - AA COURSE
Degree Attributes (if needed)	Choose an item.
Degree Attributes (if needed)	Choose an item.
Degree Attributes (if needed)	Choose an item.
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".	No N/A
Is the course an "International or Diversity Focus" course?	Yes, International or Diversity Focus
Is the course a General Education course?	Yes
Is the course a Writing Intensive course?	Yes
If Replacing a course, combining a Lecture/Lab or splitting a C course – Is there a course equivalency?	
Is the course repeatable*? (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). *Not the same as Multiple Attempts or Grade Forgiveness	No N/A
Do you expect to offer this course three times or less (experimental)?	No

Impact of Course Proposal	
Will this new course proposal impact other courses, programs, departments, or budgets?	No
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	

Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.
Department Chairs in the Humanities and English informed. No agreements were made.

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
To provide additional introductory survey options in history that provides students with an opportunity to examine the history and culture of diverse regions from different perspectives.

Curriculum Committee

New Course Proposal

School or Division	School of Arts, Humanities, and Social Sciences
Program or Certificate	Fine arts
Proposed by (faculty only)	Dana Roes
Presenter (faculty only)	Dana Roes
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	9/12/2018
Course prefix, number, and title	ART2616C Digital Art and Animation

All Curriculum proposals require approval of the Curriculum Committee and the Vice Provost for Academic Affairs. 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

Vice Provost for Academic Affairs Signature   _Date_

All Curriculum proposals require review by the Office of Accountability & Effectiveness.

☐ Reviewed

Office of Accountability & Effectiveness Signature   _Date_

Section I, Important Dates and Endorsements Required

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 Vice Provost for Academic Affairs' Office.

Term in which approved action will take place	Fall 2019
Provide an explanation below for the requested exception to the effective **date.**	
Type in the explanation for exception.	

Any exceptions to the term start date requires the signatures of the Academic Dean and Vice Provost for Academic Affairs prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Dr. Debbie Teed		10/9/18
Vice Provost for Academic Affairs	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Dana Roes	10/9/2018
Academic Dean or Vice Provost for Academic Affairs	Type name here	Click here to enter a date.

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Dana Roes

Has the Libraries' Collection Manager been contacted about the new course and discussed potential impacts to the libraries' collections?
Provide information here

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18

Section II, New Course Information (must complete all items)

List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D").	ART2600C Grade of C or better
Provide justification for the proposed prerequisite(s).	To move forward with Digital Art and Animation (ART2616c) students must first understand the programs and design basics that of Digital Art (2600c) offers.
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
Contact hours (faculty load)	4 contact
Are the Contact hours different from the credit/lecture/lab hours?	
Select grade mode	Standard Grading (A, B, C, D, F)
Credit type	College Credit
Possible Delivery Types (Online, Blended, On Campus)	
Course description (provide below)	
ART2616C Digital Art and Animation AN INTRODUCTORY EXPLORATION OF THE ISSUES AND PRACTICES INVOLVED IN THE CREATION ANIMATION AND DIGITAL ART. THE COURSE FOCUSES ON AN INTERDISCIPLINARY APPROACH TO ELECTRONIC MEDIA. EMPHASIS IN THIS COURSE IS ON DEVELOPING TIME-BASED ARTWORKS STUDENTS WILL LEARN THE TECHNICAL AND CONCEPTUAL SKILLS NEEDED TO PRODUCE VIDEO, ANIMATION, AUDIO AND OTHER DIGITAL ARTS.	

General topic outline (type in outline below)

This is an introductory Video and Animation course that provides students with a working knowledge of Mac OS and relevant video and animation software tools. The class will introduce students to sophisticated ways of understanding the language of moving images, and encourage them to develop their own artistic voice through this medium. They will also gain increased understanding of the technical principles of analogue and digital video. Assignments build on one another technically so that by the end of the semester students are able to create technically and conceptually developed video and animation works of art. In conjunction with these studies students will expand their artistic skills and vision through an exploration of different means of presentation and contextualization of video. Students will be encouraged to synthesize the ideas presented in class with their individual artistic sensibilities, and then stretch and transform their creative boundaries to create work that is personal, expressive and conceptually challenging.

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**

OBJECTIVES. THE GOAL OF THIS COURSE IS TO BUILD ON THE KNOWLEDGE THAT STUDENTS GAIN IN THE BEGINNING VIDEO, ANIMATION, AND DIGITAL ARTS COURSE,, WITH A GREATER FOCUS ON 2D COMPUTER-AIDED ANIMATION.
-THIS INCLUDES EXPLORATION OF THE HISTORY, THEORY, TECHNICAL, AND AESTHETIC ISSUES INVOLVED IN ANIMATION. THE COURSE EMPHASIZES THE CRAFT OF ARTICULATING MOTION AND CHANGE OVER TIME, SPECIFICALLY AS IT RELATES TO ANIMATION.
-IT FOCUSES ON A RANGE OF TOPICS INCLUDING STRATEGIES TO PLAN ANIMATION, INTERFACE CONCERNS, ANIMATION PRINCIPLES, TRANSITIONS, NARRATIVE, AND THE AESTHETICS OF MOTION. -
-THE INTENT IS NOT ONLY FOR STUDENTS TO BE ABLE TO EMULATE MOTION, BUT ALSO ANALYZE, EXAGGERATE, AND CONSTRUCT ACTIONS THAT BOTH MANAGE VIEWER ATTENTION AND ENHANCE MEANING.
-IN ADDITON, STUDENT WILL LEARN ABOUT OTHER ARTISTS AND DESIGNERS WHO EITHER USE ANIMATION AS A PART OF THEIR WORK OR ADDRESS CONCERNS RELATED TO ANIMATION.

. LEARNING OUTCOMES. AFTER SUCCESSFULLY COMPLETING THIS COURSE, STUDENTS WILL BE ABLE TO:
1) IDENTIFY AND EMPLOY FUNDAMENTAL ANIMATION PRINCIPLES;
2) PLAN ANIMATION THROUGH THE USE OF STORYBOARDS, EXPOSURE SHEETS, AND THUMBNAILS;
3) DYNAMICALLY COMPOSE ELEMENTS BOTH TEMPORALLY AND SPATIALLY;
4) EMULATE THE PHYSICS OF MOTION TO CREATE CONVINCING AND EXAGGERATED MOVEMENT;
5) IDENTIFY AND DISCUSS IMPORTANT ARTISTS AND DESIGNERS THAT USE ANIMATION;
6) IDENTIFY AND DISCUSS A BROAD RANGE OF ANIMATION TECHNIQUES;
7) DEVELOP AND EMPLOY EFFECTIVE WORKFLOWS FOR ANIMATION;
8) APPLY COMMON VISUAL TRANSITIONS;
9) COMPOSE ANIMATION WITH AUDIO.

MAJOR TOPICS. COURSE TOPICS INCLUDE: 1) ISSUES IN ANIMATION: ARTISTS, DESIGNERS, AND STUDIOS; 2) THE PRINCIPLES OF ANIMATION; 3) FRAMES, FRAME RATES, AND TIMING; 4) GRAPH EDITORS, INTERPOLATION, AND IN-BETWEENING; 5) PLANNING ANIMATION; 6) DYNAMIC SPATIAL AND TEMPORAL COMPOSITION; 7) CREATING VISUAL TRANSITIONS; 8) KEYFRAMING STRATEGIES AND WORKFLOWS; 9) CREATING VISUAL TRANSITIONS; 10) SYNCING ANIMATION WITH AUDIO AND RESPONDING VISUALLY TO SOUND.

        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

Copy and Paste the SCNS Course Profile Description below (http://scns.fldoe.org/scns/public/pb_index.jsp).

ART 2616C -COMPUTER ANIMATION
A STUDY OF COMPUTER ANIMATION FOR THE CREATION OF ART. INCLUDES CEL, PROGRAMMED, AND 3-D ANIMATION TECHNIQUES.

ICS code for this course	ADVANCED AND PROFESSIONAL - 1.12.10 - FINE AND APPLIED ARTS
Institutional Reporting Code	11210 FINE AND APPLIED ARTS
Degree Attributes	AA - AA COURSE
Degree Attributes (if needed)	Choose an item.
Degree Attributes (if needed)	Choose an item.
Degree Attributes (if needed)	Choose an item.
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".	No List applicable major restriction codes
Is the course an "International or Diversity Focus" course?	No, not International or Diversity Focus
Is the course a General Education course?	No
Is the course a Writing Intensive course?	No
If Replacing a course, combining a Lecture/Lab or splitting a C course – Is there a course equivalency?	no
Is the course repeatable*? (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). *Not the same as Multiple Attempts or Grade Forgiveness	No
Do you expect to offer this course three times or less (experimental)?	No

Impact of Course Proposal	
Will this new course proposal impact other courses, programs, departments, or budgets?	No
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	List impacts here

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18

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

Discussed with The Dean, Dr. Teed

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action. Offering the digital arts at FSW would be doing a great service to our student population. There is work force demand in the digital arts in South West Florida.

Curriculum Committee

New Course Proposal

School or Division	School of Arts, Humanities, and Social Sciences
Program or Certificate	Fine arts
Proposed by (faculty only)	Dana Roes
Presenter (faculty only)	Dana Roes
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	9/12/2018
Course prefix, number, and title	DIG 2100C Web Design I

All Curriculum proposals require approval of the Curriculum Committee and the Interim Provost for Academic Affairs. 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

Interim Provost for Academic Affairs Signature   *Date*

All Curriculum proposals require review by the Office of Accountability & Effectiveness.

☐ Reviewed

Office of Accountability & Effectiveness Signature   *Date*

Section I, Important Dates and Endorsements Required

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 Interim Provost for Academic Affairs' Office.

Term in which approved action will take place	Fall 2019
Provide an explanation below for the requested exception to the effective **date.**	
Type in the explanation for exception.	

Any exceptions to the term start date requires the signatures of the Academic Dean and Interim Provost for Academic Affairs prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Dr. Debbie Teed		9/12/18
Interim Provost for Academic Affairs	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Dana Roes	9/12/2018
Academic Dean or Interim Provost for Academic Affairs	Type name here	Click here to enter a date.

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Dana Roes

Has the Libraries' Collection Manager been contacted about the new course and discussed potential impacts to the libraries' collections?
Provide information here

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18

Section II, New Course Information (must complete all items)

List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D").	ART12600C, Grade of C or better
Provide justification for the proposed prerequisite(s).	Intro to Computer Art (ART2600C) will teach the students how to utilizes various programs to create digitally as well as supply a historical context for their creations.
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
Contact hours (faculty load)	4 contact
Are the Contact hours different from the credit/lecture/lab hours?	
Select grade mode	Standard Grading (A, B, C, D, F)
Credit type	College Credit
Possible Delivery Types (Online, Blended, On Campus)	
Course description (provide below)	
DIG 2100 Web design DESCRIPTION: An introduction to contemporary web design, as a successful tool in digital communication. Equipped with a historical understanding of the web's evolution and key industry-standard design guidelines. You will have a foundational knowledge of website creation and apply it to the planning, design and development of your own web page over the course of the semester. Critical and creative thinking will be encouraged through your class interactions, projects,	

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18

and online postings.

General topic outline (type in outline below)

GOALS AND/OR OBJECTIVES:
By the end of this course, students will:

- Create a full functioning website
- Understand how to upload websites to a web server
- Be familiar with different web design theories and understand web terminology
- Apply basic design concepts and principles of web delivery.
- Demonstrate a basic understanding of the components and mechanics of a website.
- Utilize web software tools at an introductory level.

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**

- Students will demonstrate a basic understanding of the components and mechanics of a website.
- Will perform project planning
- Will perform, wireframes, design, layout, development, troubleshooting
- Will demonstrate strong design knowledge and sensibilities
- Will utilize graphic, photo and text with in a web design

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

Copy and Paste the SCNS Course Profile Description below (http://scns.fldoe.org/scns/public/pb_index.jsp).

DIG 2100C
STUDENTS BECOME FAMILIAR WITH ESSENTIAL CONCEPTS USED TO EMPLOY CRITICAL THINKING AND BASIC PROGRAMMING SKILLS TO CREATE STANDARDS COMPLIANT WEB SITES. STUDENTS ALSO LEARN THE IMPORTANCE OF USABILITY, ACCESSIBILITY, AND WEB STANDARDS WHEN CREATING PROJECTS.

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18

ICS code for this course	ADVANCED AND PROFESSIONAL - 1.12.10 - FINE AND APPLIED ARTS
Institutional Reporting Code	11210 FINE AND APPLIED ARTS
Degree Attributes	AA - AA COURSE
Degree Attributes (if needed)	Choose an item.
Degree Attributes (if needed)	Choose an item.
Degree Attributes (if needed)	Choose an item.
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".	No List applicable major restriction codes
Is the course an "International or Diversity Focus" course?	No, not International or Diversity Focus
Is the course a General Education course?	No
Is the course a Writing Intensive course?	No
If Replacing a course, combining a Lecture/Lab or splitting a C course – Is there a course equivalency?	no
Is the course repeatable*? (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). *Not the same as Multiple Attempts or Grade Forgiveness	No
Do you expect to offer this course three times or less (experimental)?	No

Impact of Course Proposal	
Will this new course proposal impact other courses, programs, departments, or budgets?	No
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	List impacts here

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18

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

Discussed with The Dean, Dr. Teed

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action. Offering the digital arts at FSW would be doing a great service to our student population. There is work force demand in the digital arts in South West Florida.

Curriculum Committee

New Course Proposal

FLORIDA
SOUTHWESTERN
STATE COLLEGE

School or Division	School of Arts, Humanities, and Social Sciences
Program or Certificate	Fine arts
Proposed by (faculty only)	Dana Roes
Presenter (faculty only)	Dana Roes
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	9/12/2018
Course prefix, number, and title	DIG 2118C Digital Graphic Design

All Curriculum proposals require approval of the Curriculum Committee and the Interim Provost for Academic Affairs. 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

Interim Provost for Academic Affairs Signature   *Date*

All Curriculum proposals require review by the Office of Accountability & Effectiveness.

☐ Reviewed

Office of Accountability & Effectiveness Signature   *Date*

Section I, Important Dates and Endorsements Required

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 Interim Provost for Academic Affairs' Office.

Term in which approved action will take place	Fall 2019
Provide an explanation below for the requested exception to the effective **date.**	
Type in the explanation for exception.	

Any exceptions to the term start date requires the signatures of the Academic Dean and Interim Provost for Academic Affairs prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Dr. Debbie Teed		9/12/18
Interim Provost for Academic Affairs	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Dana Roes	9/12/2018
Academic Dean or Interim Provost for Academic Affairs	Type name here	Click here to enter a date.

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Dana Roes

Has the Libraries' Collection Manager been contacted about the new course and discussed potential impacts to the libraries' collections?
Provide information here

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18

Section II, New Course Information (must complete all items)

List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D").	ART12600C, Grade of C or better
Provide justification for the proposed prerequisite(s).	Intro to Computer Art (ART2600C) will teach the students how to utilizes various programs to create digitally as well as supply a historical context for their creations.
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
Contact hours (faculty load)	4 contact
Are the Contact hours different from the credit/lecture/lab hours?	
Select grade mode	Standard Grading (A, B, C, D, F)
Credit type	College Credit
Possible Delivery Types (Online, Blended, On Campus)	
Course description (provide below)	
DIG 2118 C DIGITAL GRAPHIC DESIGN THIS COURSE IS DESIGNED FOR ANY STUDENT WHO IS INTERESTED IN LEARNING HOW TO CREATE AND EDIT WELL-DESIGNED DIGITAL GRAPHICS FOR PROFESSIONAL USE. TOPICS INCLUDE SKILLS RELATED TO DEVELOPING VECTOR AND PIXEL BASED GRAPHICS FOR PRINT AND WEB USING COMMERCIAL-GRADE GRAPHICS SOFTWARE AS WELL AS FUNDAMENTAL 2-D DESIGN PRINCIPLES. GAUGED FOR BEGINNERS WHO ARE COMPUTER COMPETENT.	

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18

General topic outline (type in outline below)

GOALS AND/OR OBJECTIVES:
By the end of this course, students will:

THIS COURSE WILL MEET THE FOLLOWING OBJECTIVES: 1. TRAIN STUDENTS IN THE PRECEPTS OF UTILIZING GRAPHIC ARTS IN A DIGITAL MEDIUM. 2. FAMILIARIZE STUDENTS OPERATING IN A DIGITAL MEDIUM WITH THE GOAL OF CREATING GRAPHIC ART. 3. PREPARE STUDENTS FOR THE PROFESSIONAL DIGITAL MEDIA INDUSTRY IN WHICH DIGITAL IMAGERY IS A HIGHLY MARKETABLE SKILL. 4. ENCOURAGE STUDENTS TO BUILD CONFIDENCE IN WORKING ON PROJECTS INVOLVING MULTIPLE STEPS THAT DIRECTLY CORRELATE TO THE WORKPLACE. 5. TEACH STUDENTS THE BENEFITS OF ITERATION. THIS COURSE IS DESIGNED TO IMPROVE THE STUDENTS ABILITY TO COMPOSE, EDIT AND MANIPULATE DIGITAL IMAGERY. STUDENTS ENROLLED IN THIS COURSE WILL ACQUIRE THE NECESSARY KNOWLEDGE TO SUCCEED IN PROFESSIONAL DIGITAL MEDIA ENVIRONMENTS. USING ADOBE PHOTOSHOP SOFTWARE, SEVERAL TOPICS WILL BE COVERED RELATED TO LEARNING DIGITAL IMAGING PROCESSES AS WELL AS MASTERY OF THE SOFTWARE INCLUDING: CUSTOMIZING THE WORK SPACE USING THE TOOLS, PANELS, AND LAYERS LAYER BASICS AND SELECTION TOOLS PHOTO CORRECTIONS AND ENHANCEMENTS MASKS AND CHANNELS TYPOGRAPHIC DESIGN VECTOR DRAWING TECHNIQUES ADVANCED COMPOSITING WORKING WITH 3D IMAGES PAINTING WITH THE MIXER BRUSH EDITING VIDEO PREPARING FILES FOR THE WEB PRODUCING AND PRINTING CONSISTENT COLOR

Learning Outcomes: For information purposes only.

-

IV. Course Competencies, Learning Outcomes and Objectives

A. General Education Competencies and Course Outcomes

Integral *General Education Competency or competencies*: Critical Thinking

1) Successfully understand and utilize digital media as a tool within the larger context of fine art and how it compares to other traditional fine art media.
2) Effectively utilize digital media/image manipulation skills for the purposes of artistic creative expression.
3) Understand how to utilize symbolism, iconography and metaphor in the creation of digitally created artistic imagery.
4) Learn the MAC or PC operating system and be able to navigate from application to application.

5.) UTILIZE VALUABLE GRAPHIC DESIGN TOOLSETS PROVIDED IN INDUSTRY-STANDARD SOFTWARE TO DEVELOP AND EDIT BITMAP AND VECTOR GRAPHICS

6.) APPLY PROPER 2-D DESIGN PRINCIPLES, INCLUDING COLOR THEORY, TYPOGRAPHY, AND LAYOUT WHEN CREATING AND EDITING DIGITAL GRAPHICS

7.) EFFECTIVELY COMMUNICATE AN IDEA, THEORY, OR PRINCIPLE RELATED TO THE USING VECTOR GRAPHICS CAPTURE AND EDIT DIGITAL PHOTOGRAPHS TO DOCUMENT AN EVENT, COMMUNICATE AN IDEA, OR MAKE A STATEMENT.

8.) COMBINE VECTOR AND BITMAP GRAPHICS TO PRODUCE A COLLAGE SHARE AND DISTRIBUTE DIGITAL GRAPHICS ONLINE

9.) UTILIZING PROPER FORMATS AND SOFTWARE TOOLS PRESENT DIGITAL GRAPHICS FOR PRINT PRODUCTION.

10.) UTILIZING DESKTOP PUBLISHING SOFTWARE CREATE DIGITAL GRAPHICS TO COMPLIMENT WEB PAGE DESIGN, OR AS A WEBPAGE DESIGN CRITIQUE DIGITAL GRAPHIC DESIGNS UTILIZING ESTABLISHED 2-D DESIGN PRINCIPLES, AND PROVIDING CONSTRUCTIVE SUGGESTIONS

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 ….

C. Other Course Objectives/Standards:

Copy and Paste the SCNS Course Profile Description below (http://scns.fldoe.org/scns/public/pb_index.jsp).

DIG 118-DIGITAL GRAPHIC DESIGN

THIS COURSE IS DESIGNED FOR ANY STUDENT WHO IS INTERESTED IN LEARNING HOW TO CREATE AND EDIT WELL-DESIGNED DIGITAL GRAPHICS FOR PROFESSIONAL USE. TOPICS INCLUDE SKILLS RELATED TO DEVELOPING VECTOR AND PIXEL BASED GRAPHICS FOR PRINT AND WEB USING COMMERCIAL-GRADE GRAPHICS SOFTWARE AS WELL AS FUNDAMENTAL 2-D DESIGN PRINCIPLES. GAUGED FOR BEGINNERS WHO ARE COMPUTER COMPETENT.

ICS code for this course	ADVANCED AND PROFESSIONAL - 1.12.10 - FINE AND APPLIED ARTS
Institutional Reporting Code	11210 FINE AND APPLIED ARTS
Degree Attributes	AA - AA COURSE
Degree Attributes (if needed)	Choose an item.
Degree Attributes (if needed)	Choose an item.
Degree Attributes (if needed)	Choose an item.
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".	No List applicable major restriction codes
Is the course an "International or Diversity Focus" course?	No, not International or Diversity Focus
Is the course a General Education course?	No
Is the course a Writing Intensive course?	No
If Replacing a course, combining a Lecture/Lab or splitting a C course – Is there a course equivalency?	no
Is the course repeatable*? (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). *Not the same as Multiple Attempts or Grade Forgiveness	No
Do you expect to offer this course three times or less (experimental)?	No

Impact of Course Proposal	
Will this new course proposal impact other courses, programs, departments, or budgets?	No
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	List impacts here

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18

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

Discussed with The Dean, Dr. Teed

Section III, Justification for proposal

> **Provide justification (below) for this proposed curriculum action.** Offering the digital arts at FSW would be doing a great service to our student population. There is work force demand in the digital arts in South West Florida.

Curriculum Committee

New Program 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.

School or Division	School of Arts, Humanities, and Social Sciences
Proposed by (faculty only)	Dana Roes
Presenter (faculty only)	Dana Roes
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	10/8/2018

All Curriculum proposals require approval of the Curriculum Committee and the Interim Provost for Academic Affairs. 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

Interim Provost for Academic Affairs Signature   *Date*

All Curriculum proposals require review by the Office of Accountability & Effectiveness.

☐ Reviewed

Office of Accountability & Effectiveness Signature   *Date*

Curriculum Committee

New Program Proposal

Section I, Important Dates and Endorsements Required

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 Interim Provost for Academic Affairs' Office.

Term in which approved action will take place	Fall 2019
Provide an explanation below for the requested exception to the effective **date.**	
No exception	

Any exceptions to the term start date requires the signatures of the Academic Dean and Interim Provost for Academic Affairs prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Dr. Debbie Teed	*Deborah D. Teed*	10/10/2018
Interim Provost for Academic Affairs	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Dana Roes	10/8/2018
Academic Dean or Interim Provost for Academic Affairs	Dr. Debbie Teed	10/9/2018

Library Review: Has the Libraries' Collection Manager been contacted about the new program or certificate and discussed potential impacts to the libraries' collections?
No , it should have minimum impact on the library

Revised: 6/18

Curriculum Committee

New Program Proposal

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Dana Roes, Steve Chase

FLORIDA
SOUTHWESTERN
STATE COLLEGE

New Program Proposal

Section II, New Program or Certificate Information (must complete all items)

List new program or certificate.	Digital Media/Multimedia Production certificate
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.	
The process was a slow unfolding based on listening to our students requests and community needs. The visual Art Department and the leadership of Dean Dr. Teed, it was decided it was time to move forward with creating a Digital Arts track.	
Provide a summary of the Program needs analysis.	
The program needs were based on assessing local business from marketing and advertising firms to mega churches and the medical industry. Once those opportunities were identified we designed the courses and ultimately a certificate program to fulfill those needs	
Provide a summary of the Salary Levels that graduates of this Program can expect to make.	
It is wide and diverse 18k-60k with a median of 28k	
Briefly describe the existing resources available needed to implement this new program. --- **We already received the funds from Perkins and are good to go. Computers are in, we are just waiting for furniture and build out.**	
Briefly describe the additional resources needed to implement this new program.	
We have it all secured	
Briefly describe any Program Accreditation required for this program.	
List information here	
Briefly describe any Industry Certification available for student to take during or following completion this program.	
N/A	
Project (below) the average enrollment for core courses.	
12	

Curriculum Committee

FLORIDA SOUTHWESTERN STATE COLLEGE

New Program Proposal

Describe (below) how this projection was determined.
By student and industry needs.
List (below) similar programs or certificates at other colleges and universities.
St Peters State college, Seminole State College, Central Florida College

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.

Program Title: Digital Media/Multimedia Production certificate	
Career Cluster: Arts A/V Technology &Communication	
FLDOE Framework Standard 2018-19 Digital Media/Multimedia	**FSW Course**
01.0 Use industry standard digital media/multimedia hardware and software. **02.0** Create, alter and/or adjust presentations utilizing a variety of digital media/multimedia technologies. **03.0** Design and generate video and/or animations in a multimedia project. **04.0** Design and execute audio technology for a digital media/multimedia project. **05.0** Use computer applications for digital media/multimedia projects. **06.0** Produce digital media/multimedia projects.	**ART2600C Introduction to Digital Art**
	DIG 2280C Digital Video and Sound
	DIG 2118C Digital Graphic Design
	DIG 2100C Web Design I
	ART 2616C Digital Art and Animation

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

Section III, Personnel and Resources Needed (add rows as necessary)

Curriculum Committee

New Program Proposal

Faculty position(s) (List discipline)	Full time or adjunct?	Total annual expenses
Professor of Digital Art	Full Time	49K
Professor of Digital art or graphic design	Part	5k
Staff position(s) (List title)	Full time or part time?	Total annual expenses
none		

Describe (below) library resources needed to support this program or certificate. Explain rationale for response, even if answer is none.
None
Describe (below) the technology, facilities, laboratory, or other resources needed to support this program or certificate.
MAC computer lab and software , which has been purchased through the Perkins grant
List (below) the estimated annual amount required for educational materials and supplies or other operating expenses for implementation of the new program or certificate.
$1100
Identify (below) the funding source to be used for personnel and operating expenses.
Full and part time faculty 55k, work study lab assistant 3k.

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
These course and program will serve the needs of our community and help fill the needs of our local employers.

DRAFT

Digital Media/Multimedia Production ~~Certificate~~, CCC

~~Certificate in Digital Media/Multimedia Production Certificate~~

~~Mission/~~Purpose

The Digital Media/Multimedia Production Certificate Program will prepare students for employment as specialists in use of digital technology for the production of digital art, film, and music applications. The program also provides supplemental training for persons previously or currently trained as fine artists or employed in Information Technology who need cutting-edge training in the use of graphics and music in online environments. Graduates of this program can potentially obtain employment as graphic artists or film technicians or editors across various industries including newspaper production, advertising agencies, or any other industry that uses digital applications.

Program Structure

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 in order to be eligible for graduation. Students intention to attend commencement ceremony, by completing the Commencement Form

by the published deadline.

Audio Technology Certificate Requirements

Students must take all courses from the following list to fulfill certificate requirements:

ART 2600 Introduction to Digital Art –3 credits

DIG 2118 Digital Graphic Design- 3 credits

DIG 2100 Web Design I - 3 credits

DIG 2280 Digital Video and Sound- 3 credits

DRAFT

ART 2616 Digital Art and Animation – 3 credits

Total Certificate Requirements: 15 Credit Hours

Curriculum Committee

New Course Proposal

School or Division	School of Arts, Humanities, and Social Sciences
Program or Certificate	A.A. Program/SAHSS Courses
Proposed by (faculty only)	Dana Roes
Presenter (faculty only)	Dana Roes
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	10/8/2018
Course prefix, number, and title	Below is the list of multiple courses that need to remain in catalog for 2019-20 despite not have been offered recently: AMH 2931 WOMEN IN US HISTORY ANT 2910 UNDERGRADUATE RESEARCH ART 1330C FIGURE DRAWING HUM 1950 HUMANITIES STUDY TOUR HUM 2950 HUMANITIES STUDY TOUR LIT 2120 WORLD LITERATURE II MUE 1440 STRING TECHNIQUES MUE 1450 WOODWIND TECHNIQUES MUE 1460 BRASS TECHNIQUES MUE 1470 PERCUSSION TECHNIQUES MUM 2700 MUSIC BUSINESS MUN 2340 VOCAL ENSEMBLE MVB 1212 APPLIED MUSIC: FRENCH HORN MVB 1214 APPLIED MUSIC: BARITONE HORN MVB 1215 APPLIED MUSIC INSTR: TUBA MVB 2222 APPLIED MUSIC: FRENCH HORN MVB 2223 APPLIED MUSIC INSTR: TROMBONE MVB 2224 APPLIED MUSIC: BARITONE HORN MVB 2225 APPLIED MUSIC INSTR: TUBA MVB 2324 APPLIED MUSIC: BARITONE HORN MVK 1312 APPLIED MUSIC: HARPSICHORD MVK 1313 APPLIED MUSIC INSTR: ORGAN MVK 2222 APPLIED MUSIC: HARPSICHORD MVK 2223 APPLIED MUSIC INSTR: ORGAN MVK 2322 APPLIED MUSIC: HARPSICHORD MVK 2323 APPLIED MUSIC INSTR: ORGAN MVS 1213 APPLIED MUSIC INSTR: CELLO MVS 2222 APPLIED MUSIC INSTR: VIOLA MVS 2223 APPLIED MUSIC INSTR: CELLO MVS 2224 APPLIED MUSIC: STRING BASS MVV 2121 CLASS VOICE II MVW 1212 APPLIED MUSIC INSTR: OBOE

	MVW	1214	APPLIED MUSIC INSTR: BASSOON
	MVW	1312	APPLIED MUSIC INSTR: OBOE
	MVW	2221	APPLIED MUSIC INSTR: FLUTE
	MVW	2222	APPPLIED MUSIC INSTR: OBOE
	MVW	2223	APPLIED MUSIC INSTR: CLARINET
	MVW	2224	APPLIED MUSIC INSTR: BASSOON
	MVW	2225	APPLIED MUSIC INSTR: SAX
	MVW	2322	APPLIED MUSIC INSTR: OBOE
	MVW	2323	APPLIED MUSIC INSTR: CLARINET
	MVW	2324	APPLIED MUSIC INSTR: BASSOON
	PGY	1801C	ADVANCED DIGITAL PHOTO
	INP	2390	HUMAN RELATIONS BUS/INDUS
	SPN	2210	ADV SPANISH CONVERSATION COMP
	TPA	1210	STAGE CRAFT I
	TPP	2300	DIRECTING I
	WOH	2910	UNDERGRADUATE RESEARCH

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").	N/A
Provide justification for the proposed prerequisite(s).	N/A
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.	N/A
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	N/A
Contact hours (faculty load)	N/A
Select grade mode	Standard Grading (A, B, C, D, F)
Credit type	College Credit
Course description (provide below)	

General topic outline (type in outline below)
•

Learning Outcomes: For information purposes only.

IV. Course Competencies, Learning Outcomes and Objectives

Copy and Paste the SCNS Course Profile Description below (http://scns.fldoe.org/scns/public/pb_index.jsp).

ICS code for this course	CHOOSE THE APPROPRIATE ICS CODE
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".	
Is the course an "International or Diversity Focus" course?	No, not International or Diversity Focus
Is the course a General Education course?	No
Is the course a Writing Intensive course?	No
Is the course repeatable*? (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). *Not the same as Multiple Attempts or Grade Forgiveness	
Do you expect to offer this course three times or less (experimental)?	No

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

Section II, Justification for proposal

Provide justification (below) for this proposed curriculum action.

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).

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 2019
Provide an explanation below for the requested exception the submission deadline.	

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	Dana Roes	10/8/2018
Academic Dean or Associate Vice President	Deborah D. Teed	10/8/2018

Select Curriculum Committee Meeting Date	November 2, 2018

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

VPAA: Revised 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17

☐ Approve   ☐ Do not approve

_____   _____

Provost Signature   *Date*

Curriculum Committee

Change of Course Proposal

School or Division	School of Education
Program or Certificate	AS Early Childhood; BS Elementary Education
Proposed by (faculty only)	Dr. Joyce Rollins
Presenter (faculty only)	Dr. Joyce Rollins
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
Submission date	10/8/2018
Current course prefix, number, and title	EDF 2005 – Introduction to the Teaching Profession
All Curriculum proposals require approval of the Curriculum Committee and the Interim Provost for Academic Affairs. 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 *Interim Provost for Academic Affairs Signature* *Date*	
All Curriculum proposals require review by the Office of Accountability & Effectiveness. ☐ Reviewed *Office of Accountability & Effectiveness Signature* *Date*	

Section I, Important Dates and Endorsements Required

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 Interim Provost for Academic Affairs' Office.

Term in which approved action will take place	Fall 2019

Provide an explanation below for the requested exception to the effective **date.**

Type in the explanation for exception.

Any exceptions to the term start date requires the signatures of the Academic Dean and Interim Provost for Academic Affairs prior to submission to the Dropbox.

Dean	Signature	Date
Type name here		
Interim Provost for Academic Affairs	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Dr. Joyce Rollins	10/8/2018
Academic Dean or Interim Provost for Academic Affairs	Dr. Larry Miller	10/8/2018

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).

Dr. Anne Angstrom, Dr. Kelly Roy, Dr. Regina Miller, Dr. Caroline Seefchak, Dr. Julia Kroeker, Prof. JoAnne Devine

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 5/18, 6/18

Section II, Proposed Changes

Change to course prefix and number Lecture/lab course combined must include "C" / lab course must include "L"	List new course prefix and number
Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)	☐ Yes ☒ No
Provide justification for the proposed prerequisite(s).	
Change to course title	List new course title
Does the Course Title Change affect other courses? (Ex: If Guitar I becomes Intro to Guitar, should Guitar II become Guitar I?)	
Change of School, Division, or Department	List new school, division, or department
Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")	From: To:
Change to course co-requisites	From: To:
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)	Choose an item. List the co-requisite
Change to course credits or clock hours	From: To:
Change to contact hours (faculty load)	From: To:
Are the Contact hours different from the credit/lecture/lab hours?	
Change to grade mode	Choose an item.
Change to credit type	Choose an item.

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 5/18, 6/18

Change to course description (provide below)
Type in entire new course description here

Change to general topic outline (type in entire new outline below)
•   •

Change to 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*:   DEMONSTRATE EFFECTIVE ORAL AND WRITTEN COMMUNICATION SKILLS, INCLUDING DIGITAL LITERACY, FOR THE FIELD OF EDUCATION (FSW: Communicate).   EXAMINE EFFECTIVE INQUIRY-BASED STRATEGIES FOR INCORPORATING HIGH-ORDER AND PROBING QUESTIONS THAT CHALLENGE STUDENT THINKING, PROMOTE DISCUSSION, AND ELICIT POSSIBLE MISCONCEPTIONS. (FSW: Investigate)   IDENTIFY CURRENT AND HISTORICAL TRENDS, EVENTS, ISSUES, AND INDIVIDUALS WHO HAVE INFLUENCED SCHOOL CURRICULA AND THE DEVELOPMENT OF SCHOOL SYSTEMS.   2. Supplemental *General Education Competency or competencies*:   EXAMINE KEY EDUCATIONAL PHILOSOPHIES AND THEIR INFLUENCES ON EDUCATION, AS WELL AS THE IMPACT ON PERSONAL LEARNING EXPERIENCES   .

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 5/18, 6/18

EXPLAIN THE RELATIONSHIP BETWEEN SCHOOLS AND SOCIETY, INCLUDING ADDRESSING SOCIAL JUSTICE ISSUES

DESCRIBE THE LEGAL FOUNDATIONS OF EDUCATION, STUDENT AND TEACHER RIGHTS, GOVERNANCE STRUCTURE, AND LEGAL TRENDS.

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

EXAMINE THE ATTRIBUTES AND ETHICAL STANDARDS OF HIGHLY EFFECTIVE PROFESSIONAL EDUCATORS AND THEIR POSITIVE IMPACT ON STUDENTS AND COMMUNITIES.

DETERMINE HOW ONE'S PERSONAL VALUES, INTEREST AND EXPERIENCE MAY INFLUENCE THE TEACHING AND LEARNING IN DIVERSE SETTINGS THROUGH REFLECTIVE PRACTICE.

RECOGNIZE REQUIREMENTS FOR EDUCATOR PREPARATION CERTIFICATION, AS WELL AS CAREER OPTIONS IN THE FIELD OF EDUCATION.

IDENTIFY THE IMPACT OF CURRENT ECONOMIC DYNAMICS ON LOCAL, STATE, AND FEDERAL FUNDING SOURCES FOR EDUCATION.

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 5/18, 6/18

EXAMINE CURRENT TEACHING PRACTICES, EDUCATIONAL SETTINGS, AND SCHOOL ENVIRONMENTS THROUGH STRUCTURED OBSERVATIONAL LEARNING.

RECOGNIZE STRATEGIES TO ENGAGE DIVERSE STUDENT POPULATIONS; INCLUDING EXCEPTIONALITIES, RACE, ETHNICITY, GENDER, SEXUAL ORIENTATION/IDENTITY, RELIGION, LANGUAGE BACKGROUND AND SOCIOECONOMIC STATUS.

Section III (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.	Choose an item. List applicable major restriction codes
Change course to an "International or Diversity Focus" course?	Choose an item.
Change course to a General Education course?	Choose an item.
Change course from General Education to non-General Education?	Choose an item.
Change course to a Writing Intensive course?	Choose an item.
Change course from Writing Intensive to non-Writing intensive?	Choose an item.
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).	Choose an item. If repeatable, list maximum number of credits

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 5/18, 6/18

*Not the same as Multiple Attempts or Grade Forgiveness	

Impact of Change of Course Proposal	
Will this change of course proposal impact other courses, programs, departments, or budgets?	Choose an item.
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	List impacts here
Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.	
Provide detail information here	

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

Section IV, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
EDF 2005, is a course that is a prerequisite in the state of Florida for all education programs. The objectives are common state objectives. The state formed a committee and agreed upon new objectives for the course.

Curriculum Committee

New Course Proposal

School or Division	School of Education
Program or Certificate	AS in Early Childhood Education
Proposed by (faculty only)	Kelly Roy
Presenter (faculty only)	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 must be submitted for a later date.

Submission date	9/19/2018
Course prefix, number, and title	EEC 1319 Portfolio Development and Performance Observation

All Curriculum proposals require approval of the Curriculum Committee and the Interim Provost for Academic Affairs. 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

Interim Provost for Academic Affairs Signature　　　　*Date*

All Curriculum proposals require review by the Office of Accountability & Effectiveness.

☐ Reviewed

Office of Accountability & Effectiveness Signature　　　*Date*

Section I, Important Dates and Endorsements Required

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 Interim Provost for Academic Affairs' Office.

Term in which approved action will take place	Fall 2019
Provide an explanation below for the requested exception to the effective **date.**	
Type in the explanation for exception.	

Any exceptions to the term start date requires the signatures of the Academic Dean and Interim Provost for Academic Affairs prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Type name here		
Interim Provost for Academic Affairs	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Kelly Roy	9/19/2018
Academic Dean or Interim Provost for Academic Affairs	Larry Miller	9/19/2018

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Julia Kroeker, Kelly Roy, Mary Harder, and Mary Barbara Trube

Has the Libraries' Collection Manager been contacted about the new course and discussed potential impacts to the libraries' collections?
No. This course does not require a text.

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18

Section II, New Course Information (must complete all items)

List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D").	Permission of the Coordinator or CHD 1134, CHD 1135, EEC 1000 with a grade of C or higher
Provide justification for the proposed prerequisite(s).	The proposed course includes the collection of materials necessary to present a portfolio for the national credential of Child Development Associate (CDA) or the Florida credential of the Florida Child Care Provider Credential (FCCPC). The pre-requisite courses include foundational knowledge for completion of the field work and development of many artifacts contained within the portfolio.
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)?	Yes
List course co-requisites.	N/A
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
Contact hours (faculty load)	This course should be treated as a practicum, based on class size, as a result of the field placement component.
Are the Contact hours different from the credit/lecture/lab hours?	Yes
Select grade mode	Standard Grading (A, B, C, D, F)
Credit type	College Credit
Possible Delivery Types (Online, Blended, On Campus)	Online and blended
Course description (provide below)	
Course Description: The Florida Child Care Professional Certificate (FCCPC) and the National Child Development Associate (CDA) portfolio documenting successful mastery of Developmentally Appropriate Practices (DAP) is required for course completion and meets the Florida Department of Education and the Department of Children and Families requirements. Students are required to be evaluated on classroom seminars, field experiences and performance observation in an early childhood setting. The course also is one of four courses designed to meet the education requirements for the FCCPC and CDA.	

General topic outline (type in outline below)
- Basic principles of child development   - Developmentally Appropriate Environments for young children   - Promotion of social and emotional development for young children   - Promotion of physical and cognitive development for young children   - Promotion of positive relationships with families   - Screening and assessment of young children   - Professionalism in Early Childhood Education   - Effective management strategies for early care and education services

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*:

    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. Demonstrate the ability to follow a contracted learning experience.
2. Demonstrate the ability to communicate with instructor and the site supervisor to develop a functional student contract.
3. Demonstrate the ability to follow schedules and instructions.
4. Plan and complete a summary report of progress made in all contract areas.
5. Plan and complete a portfolio documenting successful completion of Program Goals.
6. Demonstrate professional competencies in a developmentally appropriate early childcare class setting.
7. Demonstrate professionalism by following a schedule, attending required meetings and submitting timely, completed assignments.
8. Plan for, establish, and maintain a safe, clean and healthy learning environment for young children.
9. Demonstrate knowledge of appropriate methods of guidance and classroom management.

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18

Copy and Paste the SCNS Course Profile Description below (http://scns.fldoe.org/scns/public/pb_index.jsp).

Discipline
024-EDUCATION SYSTEMS
Discipline Definition
EDUCATION SYSTEMS COURSES INCLUDE ELEMENTARY, GENERAL, HIGHER EDUCATION, MIDDLE SCHOOL, EARLY CHILDHOOD, TECHNOLOGY/MEDIA AND SECONDARY, INCLUDING RELATED PRACTICA, INTERNSHIPS, AND OTHER CLINICAL EXPERIENCES.
Prefix
EEC-EDUCATION: EARLY CHILDHOOD
Prefix Definition
COURSES WITH THIS PREFIX DEAL WITH SCHOLARLY STUDY IN VARIOUS AREAS SUCH AS CURRICULUM, INSTRUCTION AND ACTIVITIES, PARENT/COMMUNITY RELATIONSHIPS, INFANT CARE, THEORY AND RESEARCH, CHILD DEVELOPMENT, INTERNSHIPS, PRACTICUMS AND CLINICAL PRACTICE.
Century Title
300-399-INSTRUCTION & ACTIVITIES
Decade Title
310-319-PRE-SCHOOL
StateWide Course
EEC 319-PORTFOLIO DEVELOPMENT & SUPERVISED WORK EXPERIENCE
Status
ACTIVE
Transfer
GUARANTEED TRANSFER TO INSTITUTION OFFERING SAME COURSE.
Course Intent
LOWER
Prerequisites
PERMISSION OF PROGRAM MANAGER.
Corequisites
NONE
Profile Description
PREREQUISITES: PERMISSION OF PROGRAM MANAGER & EEC 1003; EEC 1601; EEC 1704. THE CDA-CHILD DEVELOPMENT ASSOCIATE-PORTFOLIO DOCUMENTING SUCCESSFUL MASTERY OF DAP-DEVELOPMENTALLY APPROPRIATE PRACTICES-IS REQUIRED FOR COURSE COMPLETION AND MEETS

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18

MCC CDA EQUIVALENCY CERTIFICATE/NATIONAL CDA REQUIREMENTS. STUDENTS ALSO EVALUATED ON CLASSROOM SEMINARS AND PERFORMANCE OBSERVATION IN AN EARLY CHILDHOOD SETTING.

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18

ICS code for this course	POSTSECONDARY VOCATIONAL (PSV) - 1.24.01 - FAMILY AND CONSUMER SCIENCES
Institutional Reporting Code	11408 EDUCATION
Degree Attributes	AS AS COURSE
Degree Attributes (if needed)	Choose an item.
Degree Attributes (if needed)	Choose an item.
Degree Attributes (if needed)	Choose an item.
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".	No List applicable major restriction codes
Is the course an "International or Diversity Focus" course?	No, not International or Diversity Focus
Is the course a General Education course?	No
Is the course a Writing Intensive course?	No
If Replacing a course, combining a Lecture/Lab or splitting a C course – Is there a course equivalency?	
Is the course repeatable*? (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). *Not the same as Multiple Attempts or Grade Forgiveness	No If repeatable, list maximum number of credits
Do you expect to offer this course three times or less (experimental)?	No

Impact of Course Proposal	
Will this new course proposal impact other courses, programs, departments, or budgets?	No
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	List impacts here

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18

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

This is a pre-requisite course for students to transfer seamlessly into the BS in ECE offered at the State College of Florida (SCF). We are in the process of finalizing an articulation agreement for AS students with SCF. One student has transferred already.

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
As previously stated, this is a pre-requisite course for students to transfer seamlessly into a BS in ECE at SCF. Without this course in place, their transfer can be slowed until they complete the credential as an alternative to the course. Also, we can, potentially, increase the number of credits articulated from CDAs and FCCPCs from 9 to 12 to include this course, as the components are met when the credentials are earned. This may make completion of the CDA/FCCPC at FSW more attractive to students. ECE faculty have discussed this course and endorse its creation to support students in transferring to pursue a BS with certification, as well as complete the process for students pursuing a CDA/FCCPC within FSW, as opposed to completing it outside of FSW.

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.

School or Division	School of Education
Proposed by (faculty only)	Kelly Roy
Presenter (faculty only)	Regina Miller for 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 must be submitted for a later date.	
Submission date	10/8/2018

All Curriculum proposals require approval of the Curriculum Committee and the Vice Provost for Academic Affairs. 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

Interim Provost for Academic Affairs Signature   *Date*

All Curriculum proposals require review by the Office of Accountability & Effectiveness.

☐ Reviewed

Office of Accountability & Effectiveness Signature   *Date*

Revised: 6/18

Section I, Important Dates and Endorsements Required

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 Vice Provost for Academic Affairs' Office.

Term in which approved action will take place	Fall 2019
Provide an explanation below for the requested exception to the effective **date.**	
Type in the explanation for exception.	

Any exceptions to the term start date requires the signatures of the Academic Dean and Vice Provost for Academic Affairs prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Type name here		
Vice Provost for Academic Affairs	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Kelly Roy	10/8/2018
Academic Dean or Vice Provost for Academic Affairs	Larry Miller	10/8/2018

Library Review: Has the Libraries' Collection Manager been contacted about the new program or certificate and discussed potential impacts to the libraries' collections?
No, this will not result in a need for new materials.

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Kelly Roy, Julia Kroeker, Mary Harder, and Mary Barbara Trube

Section II, New Program or Certificate Information (must complete all items)

List new program or certificate.	Child Development Specialization Certificate
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.	
The need for the certificate was identified as a result of the Department of Early Learning's Career Pathway initiative for professional development and career advancement in Early Childhood Education. It was requested in April 2018 that State Colleges consider developing or adopting certificates to enhance early childhood educators' opportunities to move through the Tiers of credentials, and provide opportunities for recognition of achievement prior to completion of the AS. This has been endorsed by ECE faculty and staff.	
Provide a summary of the Program needs analysis.	
The needs analysis consisted of consideration of existing courses being gathered into a certificate to create a ladder for students that is consistent with the request from the Office of Early Learning.	
Provide a summary of the Salary Levels that graduates of this Program can expect to make.	
Students can earn between $9.00/hour and $20.00/hour following completion of the certificate.	
Briefly describe the existing resources available needed to implement this new program.	
Courses and faculty are in place and can accommodate the potential students pursuing the certificate. Courses will be offered online and blended supported through eLearning.	
Briefly describe the additional resources needed to implement this new program.	
Documentation of completion of the certificate and recognition on the transcript will be necessary. An increase in the number of students participating in graduation may result.	
Briefly describe any Program Accreditation required for this program.	
None currently	
Briefly describe any Industry Certification available for student to take during or following completion this program.	
This supports students' work towards an Florida Advanced Early Care and Education Credential.	
Project (below) the average enrollment for core courses.	
22	
Describe (below) how this projection was determined.	
Courses are currently being taught annually and that is their average enrollment each year. Some courses are offered each semester.	
List (below) similar programs or certificates at other colleges and universities.	
This certificate is a part of the statewide ECE framework. It is offered at Broward College, the College of Central Florida, Eastern Florida State College, Gulf Coast State College, and others currently.	

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.

Program Title: Child Development Early Intervention Certificate	
Career Cluster: Education & Training	
FLDOE Framework Standard	**FSW Course**
01.0 Demonstrate knowledge of child growth and development.	CHD 1220 EEC 1947
02.0 Demonstrate knowledge of disabling conditions	EEX 1013
03.0 Demonstrate knowledge of early childhood education	EEC 1202
04.0 Guide physical development.	EEC 1947 EEX 1013
05.0 Guide cognitive, language, and literacy development.	CHD 2324 EEC 1946 EEC 1947
06.0 Guide creative development.	CHD 1332
07.0 Guide social, self-help and affective development.	CHD 1220 EEC 1603 EEC 1947
08.0 Demonstrate knowledge of state and local rules and regulations.	CHD 1134 EDF 2005
09.0 Demonstrate knowledge of appropriate methods of guidance and classroom management.	EEC 1603 EEC 1946 EEC 1947
10.0 Initiate and facilitate positive interaction with the child's family	CHD 1134 EEX 1013
11.0 Demonstrate knowledge of safety, health and nutrition.	HSC 1421
12.0 Identify and report child abuse and neglect in accordance with state regulations.	HSC 1421 EDF 2005
13.0 Demonstrate knowledge of community needs and resources.	EEX 1013
14.0 Demonstrate professionalism.	CHD 1134 EEC 1946
15.0 Demonstrate various observation and recording methods.	CHD 1134 EEC 1946
16.0 Demonstrate use of classroom media.	EME 2040

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

Section III, Personnel and Resources Needed (add rows as necessary)

Faculty position(s) (List discipline)	Full time or adjunct?	Total annual expenses
No new positions		
Staff position(s) (List title)	Full time or part time?	Total annual expenses
No new positions		

Describe (below) library resources needed to support this program or certificate. Explain rationale for response, even if answer is none.
No new resources are necessary
Describe (below) the technology, facilities, laboratory, or other resources needed to support this program or certificate.
No new resources are necessary
List (below) the estimated annual amount required for educational materials and supplies or other operating expenses for implementation of the new program or certificate.
No new resources are necessary
Identify (below) the funding source to be used for personnel and operating expenses.
No new resources are necessary

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
The addition of this certificate can offer students an opportunity for recognition and achievement as they progress towards their AS, or to support them in their workplace. It is consistent with a statewide initiative of incentives. It can increase completion rates as well.

Recommended Course Sequence

Semester	Course	Credit	Preschool	Inclusion	Child Dev.
Fall 1	(General Education) Mathematics	3			
	ENC 1101 Composition I	3			
	EEC 1000 Foundations in Early Childhood Education	3	X		
	CHD 1135 Understanding Young Children	3	X		
	SLS 1515 Cornerstone Experience Course	3			
Spring 1	(General Education) Social Sciences (Writing Intensive)	3			
	CHD 1134 Management of Early Childhood Learning	3	X		X
	SPC 1017 Fundamentals of Speech Communication	3			
	HSC 1421 Health, Safety, and Nutrition for the Young Child	3			X
	CHD 1220 Introduction to Child Development	3	X		X
Fall 2	(General Education) Natural Sciences	3			
	EEC 1603 Positive Guidance and Behavior Management	3		X	X
	EEC 1946 Early Childhood Practicum I	3			X
	CHD 2324 Early Childhood Language Arts and Reading	3			X
	EDF 2005 Introduction to the Teaching Profession	3			X
	CHD 1332 Creative Experiences for the Young Child	3		X	X
Spring 2	EEX 1013 Special Needs in Early Childhood Education	3		X	X
	EEC 1202 Principles of Early Childhood Curriculum	3			X
	EEC 1947 Early Childhood Practicum II	3			X
	EDF 2085 Introduction to Diversity for Educators	3		X	
	EME 2040 Introduction to Technology for Educators	3			X

Associate of Science in Early Childhood Education- 2166

Career Pathway: Education

Location(s): Courses for this program are offered at all BC locations. The core Early Childhood Education courses are only offered at the North Campus and the Judson A. Samuels South Campus. Please consult the course schedule for specific semester locations.

Program Entrance Requirements: HS Diploma or GED

Program Description: Opportunities for a rewarding career in early childhood abound for the well trained professional interested in being a teacher of young children, supervisor of children's programs, or owner of a child care facility. The Associate of Science degree combines classroom and field experiences to give students the necessary background for success in the job market. Visit the program's website for more information.

Build Your Education

Child Care Center Management (TC 1) 6316 → Infant/Toddler Specialization (TC 2) 6317 → Preschool Specialization (TC 3) 6318 → Child Development (TC4) 6319 → Early Child Education AS 2166 → Bachelor of Applied Science

Recommended Course Sequence

Full Time	Course ID	Description	Credit	TC1	TC2	TC3	TC4
Term 1	ENC1101	Composition I	3				
	MGF1106* MAC1105	Foundations of Mathematical Reasoning or College Algebra	3				
	EEC1603	Child Guidance	3	X		X	X
	EEC1200	Early Childhood Education	3	X	X		X
	CGS1060C	Computer and Internet Literacy	3				
Term 2	ENC1102	Composition II	3				
	PSY2012	General Psychology	3				X
	CHD1331	Creativity for Young Children	3				X
	CHD1320	Curriculum Planning for Early Childhood	3	X	X	X	X
Term 3	CHD1334	Children's Literature Language Arts	3				X
	SPC1024 SPC1608	Introduction to Speech Communication or Public Speaking	3				X
Term 4	CHD1338	Math and Science for the Young Child	3				X
	HLP1081	Total Wellness	2				
	CHD1940	Practicum I: Observation and Evaluation	3				X
	EDF1005**	Introduction to the Teaching Profession	3				
	DEP2002	Child Psychology	3		X	X	X
Term 5	HUM1020	Foundations of the Humanities	3				
	CHD2800	Admin and Management in Early Childhood Education	3	X	X	X	X
	CHD2441	Practicum II	3				X
	BSC1005	Biological Principles	3				
	BSC1005L	Biological Lab	1				
Total Program Credit Hours			60	12	12	12	36

Notes: *Student may need to take MAT1033/STA1001 based on placement score.

**Recommended elective. This course is required for admission into any baccalaureate Education program.

Part Time	Course ID	Description	Credits	TC1	TC2	TC3	TC4
Term 1	*ENC1101*	*Composition I*	*3*				
	EEC1200	*Early Childhood Education*	*3*	X	X		X
Term 2	*MGF1106**	*Foundations of Mathematical Reasoning*	*3*				
	MAC1105	*or College Algebra*					
	EEC1603	*Child Guidance*	*3*	X		X	X
Term 3	*CGS1060C*	*Computer and Internet Literacy*	*3*				
	CHD1331	*Creativity for Young Children*	*3*				X
Term 4	*ENC1102*	*Composition II*	*3*				
	CHD1320	*Curriculum Planning for Early Childhood*	*3*	X	X	X	X
Term 5	*CHD1334*	*Children's Literature Language Arts*	*3*				X
	SPC1024	*Introduction to Speech Communication or*	*3*				X
	SPC1608	*Public Speaking*					
Term 6	*CHD1338*	*Math and Science for the Young Child*	*3*				X
	PSY2012	*General Psychology*	*2*				X
Term 7	*CHD1940*	*Practicum I: Observation and Evaluation*	*3*				X
	DEP2002	*Child Psychology*	*3*		X	X	X
Term 8	*EDF1005***	*Introduction to the Teaching Profession*	*3*				
	CHD2800	*Admin and Management in Early*					
		Childhood Education	*3*	X	X	X	X
Term 9	*Humanities*	*General Education Humanities*	*3*				
	HLP1081	*Total Wellness*	*3*				
Term 10	*CHD2441*	*Practicum II*	*3*				X
	BSC1005	*Biological Principles*	*3*				
	BSC1005L	*Biological Lab*	*1*				
Total Program Credit Hours			*60*	*12*	*12*	*12*	*36*

Notes: *Student may need to take MAT1033/STA1001 based on placement score.
　　　**Recommended elective. This course is required for admission into any baccalaureate Education program.

CHOOSE YOUR COURSES

Program Highlights

Credit for Prior Learning: Accelerate your path to completion with these options:
- Credit by exam
- Earned Industry certifications
- Prior Learning Assessment
- And much more…

Related Industry Certifications: Upon completing this program, graduates will be eligible to sit for the following industry certifications/licenses: N/A

Get an Internship: After completing your first year of coursework make sure to visit the Career Center for internship opportunities that help you take your career to the next level!

Median Wage and Job Growth Outlook: Broward College has Career Coach! It is designed to help you find a good career by providing the most current local data on wages, employment, job postings, and associated education and training.

Fund Your Education:
This Program is Financial Aid eligible. Scholarships may be available.

Get Started Today!

START APPLICATION

Florida Department of Education
Curriculum Framework

Program Title: **Early Childhood Inclusion Specialization**
Career Cluster: **Education & Training**

CCC	
CIP Number	0413121000
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2051 - Special Education Teachers, Preschool
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004).

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 (Rule 6A-14.030, F.A.C.).

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 Education & Training 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 Education & Training career cluster.

The content includes but is not limited to child development early childhood education; establishing and maintaining a safe, clean, healthy learning environment, guidance techniques and classroom management; communication; identification and reporting of child abuse and neglect; implementation of rules and regulations; nutrition; family interaction; legal and professional responsibilities, and employability skills. Programs prepare individuals to assume major care giving, educational, and maintenance responsibilities within home or center-based programs under the supervision of a lead teacher or supervisor.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0 Demonstrate knowledge of early childhood education practices.
02.0 Demonstrate knowledge of early intervention and inclusion strategies.
03.0 Demonstrate knowledge of observing and assessing young children.
04.0 Demonstrate knowledge of the learning environment for young children.

Program Title: **Early Childhood Inclusion**
CIP Number: <mark>TBD</mark>
Program Length: **12 credit hours**
SOC Code: <mark>TBD</mark>

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004). At the completion of this program, the student will be able to:
01.0 Demonstrate knowledge of early childhood education practices. The student will be able to:
01.01 Explain typical and atypical development.
01.02 Characterize the principles and patterns of child development.
01.03 Demonstrate an understanding of the signs of trauma, abuse and neglect.
01.04 Identify agencies in the community that screen and evaluate for intervention services to support children and their families.
01.05 Demonstrate an understanding of the science of early brain development.
01.06 Demonstrate an understanding of the foundations and fundamentals of autism spectrum disorders (ASD) and developmental delays (including causes and indicators, prevalence, effects on learning and effects on life).
01.07 Demonstrate an understanding of the foundations and fundamentals of giftedness.
02.0 Demonstrate knowledge of early intervention and inclusion strategies. The student will be able to:
02.01 Demonstrate an understanding of social and emotional competence in children.
02.02 Identify strategies that will improve executive functioning skills in young children.
02.03 Demonstrate an understanding of developmentally appropriate approaches (i.e.: conscious discipline techniques, positive behavior support, etc.)
02.04 Identify appropriate strategies that support and empower diverse families through respectful, reciprocal relationships.
03.0 Demonstrate knowledge of observing and assessing young children. The student will be able to:
03.01 Demonstrate an understanding of the difference between screening and assessment.
03.02 Explain the importance of observation and assessment.
03.03 Identify the tools and processes for documenting and collecting information.

	03.04	Demonstrate an understanding of how observation and assessment data are used to monitor student growth and development.
	03.05	Demonstrate an understanding of how data from observations and assessments are utilized to identify children in need of intervention strategies.
	03.06	Develop strategies for reporting observation and assessment results to families and staff members.
	03.07	Demonstrate an understanding of how data from observation and assessments assist in the development of individual educational plans (IEP) and/or individual family service plans (IFSP).
04.0	Demonstrate knowledge of the learning environment for young children. The student will be able to:	
	04.01	Assess the learning environment to increase accessibility and support inclusion.
	04.02	Demonstrate an understanding of developmentally and functionally appropriate materials and equipment.
	04.03	Identify methods of differentiating instruction to meet the needs of all children.
	04.04	Utilize best practices in educational neuroscience research to plan activities.
	04.05	Explain the importance and role of assistive technology in teaching.
	04.06	Identify the guiding principles, laws, and funding options for assistive technology.
	04.07	Identify types of assistive technology options for young children.

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.

Special Notes

Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals. These include but are not limited to Early Childhood Association of Florida, National Association for the Education of Young Children and The Council for Exceptional Children.

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.

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.

Florida Department of Education
Curriculum Framework

Program Title: **Preschool Specialization**
Career Cluster: **Education & Training**

CCC	
CIP Number	0419070908
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2011 – Preschool Teachers, Except Special Education
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004).

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 degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 Education & Training 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 Education & Training career cluster.

The purpose of this program is to prepare students as early childhood education caregivers with a preschool specialization or to provide supplementary training for persons previously or currently employed in these occupations.

The content includes but is not limited to growth and development, early childhood education; establishing and maintaining a safe, clean, healthy, learning environment; guidance techniques and classroom management; communication; identification of child abuse and neglect; implementation of rules and regulations; nutrition; family interaction; legal and professional responsibilities; and employability skills. Programs prepare individuals to assume major care giving and educational responsibilities within home or center-based programs for preschool children.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Plan for, establish, and maintain a safe, clean and healthy learning environment for three, four and five-year-old preschool children.
02.0   Demonstrate a knowledge of child growth and development of a three, four and five-year-old child.
03.0   Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.

Florida Department of Education
Student Performance Standards

Program Title:	**Preschool Specialization**
CIP Number:	**0419070908**
Program Length:	**12 credit hours**
SOC Code:	**25-2011**

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004). At the completion of this program, the student will be able to:	
01.0	Plan for, establish, and maintain a safe, clean and healthy learning environment for three, four, and five-year-old preschool children. The student will be able to:
	01.01 Identify good health and safety habits and potential hazards in a child care facility.
	01.02 Identify accidents common to children and appropriate first aid techniques.
	01.03 Outline the steps to be taken in case of seizures, accidents or injury to a child.
	01.04 Outline the steps to be taken in case of a fire or other disaster and identify evacuation procedures.
	01.05 Demonstrate developmentally appropriate health activities.
	01.06 Demonstrate developmentally appropriate safety activities.
	01.07 Identify a food program to meet the nutritional needs of children and demonstrate developmentally appropriate nutrition education activities.
	01.08 Observe and collect data on safety, health and nutrition.
	01.09 Identify and outline procedures to deal with allergies.
02.0	Demonstrate knowledge of child growth and development of a three, four and five-year-old preschool child. The student will be able to:
	02.01 Demonstrate knowledge of the basic principles related to child growth and development.
	02.02 Identify various influences on the development of a child from three to five years.
	02.03 Guide the physical development of three, four and five-year-old Preschool children by planning and implementing developmentally appropriate activities that promote fine and gross motor development.
	02.04 Guide the cognitive, language and literacy development of three, four, and five-year-old preschool children by planning and implementing developmentally appropriate activities in the areas of math, science, social science, language and literacy.
	02.05 Guide the creative development of three, four, and five-year-old Preschool children by planning and implementing developmentally appropriate activities in the areas of music, art, dramatic play and creative movement.

	02.06	Guide the social and affective development of three, four, and five-year-old preschool children by planning and implementing activities that help develop interpersonal skills, positive self-esteem and promote multicultural understanding.
	02.07	Demonstrate age appropriate methods of guiding behavior in three, four and five-year-old preschool children.
	02.08	Select developmentally appropriate equipment and materials that will promote child growth and development.
	02.09	Observe and collect data on physical, cognitive, creative and social/emotional development.
	02.10	Demonstrate knowledge of an inclusive environment.
	02.11	Demonstrate knowledge of unbiased practices.
03.0		Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver. The student will be able to:
	03.01	Initiate and facilitate positive interaction with the child's family or primary caregiver.
	03.02	Demonstrate knowledge of the social, economic, cultural and political forces that have an impact on the lives of children and families.
	03.03	Implement parent involvement activities.
	03.04	Demonstrate interpersonal skills.
	03.05	Share information about child development and developmentally appropriate practices.
	03.06	Demonstrate positive and productive staff and parent interactions.
	03.07	Identify methods for empowering families in their roles as advocates for their children.

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.

Special Notes

The student must successfully complete the four required courses in this area of specialization.

Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals. These include but are not limited to Early Childhood Association of Florida (ECAF), National Association for the Education of Young Children (NAEYC) and Council for Exceptional Children (CEC).

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.

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.

Florida Department of Education
Curriculum Framework

Program Title: **Preschool Specialization**
Career Cluster: **Education & Training**

CCC	
CIP Number	0419070908
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2011 – Preschool Teachers, Except Special Education
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004).

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 degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 Education & Training 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 Education & Training career cluster.

The purpose of this program is to prepare students as early childhood education caregivers with a preschool specialization or to provide supplementary training for persons previously or currently employed in these occupations.

The content includes but is not limited to growth and development, early childhood education; establishing and maintaining a safe, clean, healthy, learning environment; guidance techniques and classroom management; communication; identification of child abuse and neglect; implementation of rules and regulations; nutrition; family interaction; legal and professional responsibilities; and employability skills. Programs prepare individuals to assume major care giving and educational responsibilities within home or center-based programs for preschool children.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Plan for, establish, and maintain a safe, clean and healthy learning environment for three, four and five-year-old preschool children.
02.0   Demonstrate a knowledge of child growth and development of a three, four and five-year-old child.
03.0   Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.

Florida Department of Education
Student Performance Standards

Program Title: **Preschool Specialization**
CIP Number: **0419070908**
Program Length: **12 credit hours**
SOC Code: **25-2011**

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004). At the completion of this program, the student will be able to:
01.0 Plan for, establish, and maintain a safe, clean and healthy learning environment for three, four, and five-year-old preschool children. The student will be able to:
01.01 Identify good health and safety habits and potential hazards in a child care facility.
01.02 Identify accidents common to children and appropriate first aid techniques.
01.03 Outline the steps to be taken in case of seizures, accidents or injury to a child.
01.04 Outline the steps to be taken in case of a fire or other disaster and identify evacuation procedures.
01.05 Demonstrate developmentally appropriate health activities.
01.06 Demonstrate developmentally appropriate safety activities.
01.07 Identify a food program to meet the nutritional needs of children and demonstrate developmentally appropriate nutrition education activities.
01.08 Observe and collect data on safety, health and nutrition.
01.09 Identify and outline procedures to deal with allergies.
02.0 Demonstrate knowledge of child growth and development of a three, four and five-year-old preschool child. The student will be able to:
02.01 Demonstrate knowledge of the basic principles related to child growth and development.
02.02 Identify various influences on the development of a child from three to five years.
02.03 Guide the physical development of three, four and five-year-old Preschool children by planning and implementing developmentally appropriate activities that promote fine and gross motor development.
02.04 Guide the cognitive, language and literacy development of three, four, and five-year-old preschool children by planning and implementing developmentally appropriate activities in the areas of math, science, social science, language and literacy.
02.05 Guide the creative development of three, four, and five-year-old Preschool children by planning and implementing developmentally appropriate activities in the areas of music, art, dramatic play and creative movement.

	02.06	Guide the social and affective development of three, four, and five-year-old preschool children by planning and implementing activities that help develop interpersonal skills, positive self-esteem and promote multicultural understanding.
	02.07	Demonstrate age appropriate methods of guiding behavior in three, four and five-year-old preschool children.
	02.08	Select developmentally appropriate equipment and materials that will promote child growth and development.
	02.09	Observe and collect data on physical, cognitive, creative and social/emotional development.
	02.10	Demonstrate knowledge of an inclusive environment.
	02.11	Demonstrate knowledge of unbiased practices.
03.0		Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver. The student will be able to:
	03.01	Initiate and facilitate positive interaction with the child's family or primary caregiver.
	03.02	Demonstrate knowledge of the social, economic, cultural and political forces that have an impact on the lives of children and families.
	03.03	Implement parent involvement activities.
	03.04	Demonstrate interpersonal skills.
	03.05	Share information about child development and developmentally appropriate practices.
	03.06	Demonstrate positive and productive staff and parent interactions.
	03.07	Identify methods for empowering families in their roles as advocates for their children.

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.

Special Notes

The student must successfully complete the four required courses in this area of specialization.

Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals. These include but are not limited to Early Childhood Association of Florida (ECAF), National Association for the Education of Young Children (NAEYC) and Council for Exceptional Children (CEC).

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.

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.

Florida Department of Education
Curriculum Framework

Program Title: **Child Development Early Intervention**
Career Cluster: **Education & Training**

CCC	
CIP Number	0419070904
Program Type	College Credit Certificate (CCC)
Program Length	36 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2011 – Preschool Teachers, Except Special Education
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121003).

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 (Rule 6A-14.030, F.A.C.).

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 Education & Training 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 Education & Training career cluster.

The content includes but is not limited to child development early childhood education; establishing and maintaining a safe, clean, healthy learning environment, guidance techniques and classroom management; communication; identification and reporting of child abuse and neglect; implementation of rules and regulations; nutrition; family interaction; legal and professional responsibilities, and employability skills. Programs prepare individuals to assume major care giving, educational, and maintenance responsibilities within home or center-based programs under the supervision of a lead teacher or supervisor.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Demonstrate knowledge of child growth and development.
02.0   Demonstrate knowledge of disabling conditions.
03.0   Demonstrate knowledge of early childhood education.
04.0   Guide physical development.
05.0   Guide cognitive language and literacy development.
06.0   Guide creative development.
07.0   Guide social, self-help and affective development.
08.0   Demonstrate knowledge of state and local rules and regulations.
09.0   Demonstrate knowledge of appropriate methods of guidance and classroom management.
10.0   Initiate and facilitate positive interaction with the child's family.
11.0   Demonstrate knowledge of safety, health and nutrition.
12.0   Identify and report child abuse and neglect in accordance with state regulations.
13.0   Demonstrate knowledge of community needs and resources.
14.0   Demonstrate professionalism.
15.0   Demonstrate various observation and recording methods.
16.0   Demonstrate use of classroom media.

Florida Department of Education
Student Performance Standards

Program Title: **Child Development Early Intervention**
CIP Number: **0419070904**
Program Length: **36 credit hours**
SOC Code: **25-2011**

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121003). At the completion of this program, the student will be able to:
01.0 Demonstrate knowledge of child growth and development. – The student will be able to:
01.01 Describe the principles of child growth and development.
01.02 Describe the physical, emotional, intellectual, and social development of children from birth though age eight.
01.03 Explain how nutrition, genetics, heredity, environment, developmental disorders and physiological crises may influence the development of the child.
01.04 Demonstrate knowledge of the major theories of development and the use of that knowledge in understanding child growth and development.
01.05 Demonstrate the ability to list and discuss the developmental milestones.
02.0 Demonstrate knowledge of disabling conditions. – The student will be able to:
02.01 Discuss factors that put a child at risk for developing disabling conditions.
02.02 Discuss impaired functioning in: fine motor; gross motor; cognitive; social/emotional; and self-help skills.
02.03 Discuss behavioral characteristics of children who display mild, moderate and profound disabling conditions.
02.04 Identify interdisciplinary team approaches to the education, treatment, and developmental programming of children with disabling conditions.
02.05 Identify specific conditions that require referral.
03.0 Demonstrate knowledge of early childhood education. – The student will be able to:
03.01 Describe the relationship of child development center philosophy and policy to program implementation.
03.02 Identify contemporary models of early childhood programs.
03.03 Demonstrate knowledge of appropriate scheduling and program planning.
03.04 Identify appropriate teaching techniques to meet various learning styles, and/or disabling conditions.

	03.05	Design, construct, and/or adapt developmentally appropriate supplies and teaching materials.
	03.06	Arrange learning centers for a variety of activities.
	03.07	Implement developmentally appropriate special events.
	03.08	Maintain children's records.
	03.09	Demonstrate knowledge of the importance of play in children's development.
	03.10	Support and implement positive child/adult interaction.
04.0	Guide physical development. – The student will be able to:	
	04.01	Demonstrate knowledge of physical development.
	04.02	Implement developmentally appropriate gross motor activities.
	04.03	Implement developmentally appropriate fine motor activities.
	04.04	Identify appropriate equipment, materials, and space for physical development.
	04.05	Under direction, utilize appropriate adaptive equipment and positioning techniques.
	04.06	Demonstrate observation techniques and collect data on physical development.
05.0	Guide cognitive language and literacy development. – The student will be able to:	
	05.01	Demonstrate knowledge of cognitive, language, and literacy development.
	05.02	Implement developmentally appropriate language, literacy, and sensory activities.
	05.03	Implement developmentally appropriate math activities.
	05.04	Implement developmentally appropriate science activities.
	05.05	Implement developmentally appropriate social science activities.
	05.06	Implement problem solving activities which foster critical thinking skills.
	05.07	Recognize and utilize alternative forms of communication when necessary.
	05.08	Demonstrate observation techniques and collect data on cognitive language, literacy, and sensory development.
06.0	Guide creative development. – The student will be able to:	
	06.01	Demonstrate knowledge of creative development.

	06.02	Implement developmentally appropriate music activities.
	06.03	Implement developmentally appropriate art activities.
	06.04	Implement developmentally appropriate creative movement activities.
	06.05	Demonstrate observation techniques and collect data on creative development.
07.0	Guide social, self-help and affective development. – The student will be able to:	
	07.01	Demonstrate knowledge of social and affective development.
	07.02	Implement activities which help children to develop interpersonal skills.
	07.03	Implement developmentally appropriate self-concept activities.
	07.04	Implement developmentally appropriate activities which promote multicultural understanding.
	07.05	Implement activities which help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
	07.06	Implement activities which help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
	07.07	Implement developmentally appropriate dramatic play activities.
	07.08	Implement developmentally appropriate group and individual activities.
	07.09	Demonstrate observation techniques and collect data on social and affective development.
08.0	Demonstrate knowledge of state and local rules and regulations. – The student will be able to:	
	08.01	Identify the major areas of child care standards in Florida.
	08.02	Identify child care facilities that require licensing.
	08.03	Identify local day care standards that govern child care.
	08.04	Identify the local licensing agency and list responsibilities of this agency.
	08.05	Identify state minimal standards for screening of owners, operators, staff volunteers, and others.
09.0	Demonstrate knowledge of appropriate methods of guidance and classroom management. – The student will be able to:	
	09.01	Identify developmentally appropriate classroom management strategies: routines, scheduling, transitions, and room arrangement.
	09.02	Foster a child-centered classroom based on nurturing and guidance.
	09.03	List and discuss important variables in the background of children, birth through age eight, which might contribute to problem

		behavior, including but not limited to, physical, psychological, and behavioral factors.
	09.04	Identify and demonstrate positive guidance techniques that foster the development of self-control.
10.0	Initiate and facilitate positive interaction with the child's family. – The student will be able to:	
	10.01	Recognize the family as the primary provider for the child, having the ultimate approval of and primary responsibility for the care and development of the child, and support family members in the endeavor.
	10.02	Recognize and be sensitive to varying family structures and families in transition.
	10.03	Demonstrate knowledge of the social, economic, cultural, linguistic, and political forces which have an impact on the lives of children and their families.
	10.04	Implement family involvement activities.
	10.05	Demonstrate interpersonal skills.
	10.06	Demonstrate positive and productive staff and family interactions.
11.0	Demonstrate knowledge of safety, health and nutrition. – The student will be able to:	
	11.01	Demonstrate good health and safety habits and identify potential hazards in a child development facility.
	11.02	Identify sources of certification in Infant/Child First Aid and Pediatric CPR.
	11.03	Identify accidents common to children and perform appropriate first aid techniques.
	11.04	Outline the steps to be taken in case of seizures, accidents or injury to a child.
	11.05	Identify regulation and procedures for fire and other disasters.
	11.06	Identify evacuation procedures.
	11.07	Construct a list of emergency phone numbers for such as poison control, fire and police, and medical assistance.
	11.08	Demonstrate knowledge of specialized health care and environmental requirements.
	11.09	Identify developmentally appropriate positioning and handling strategies for children with disabling conditions.
	11.10	Identify developmentally appropriate safety activities.
	11.11	Identify developmentally appropriate food preparation and nutrition education activities.
	11.12	Identify drug reactions and take appropriate follow up action.
12.0	Identify and report child abuse and neglect in accordance with state regulations. – The student will be able to:	
	12.01	Define physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.

	12.02	Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect.
	12.03	Identify the factors, multiple forces, and most common causes for child abuse and neglect.
	12.04	Identify the impact and effects of child abuse and neglect on children, families and society.
	12.05	Identify current legislation that deals with child abuse and neglect.
	12.06	Identify the requirements and protection of child care workers in reporting suspected child abuse or neglect as described in Florida law.
	12.07	Identify state and local guidelines and procedures for reporting child abuse and neglect.
	12.08	Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.
	12.09	Identify local community resources that provide help for the abused and the abuser.
	12.10	Demonstrate the appropriate procedures for reporting suspected child abuse and neglect.
13.0	Demonstrate knowledge of community needs and resources. – The student will be able to:	
	13.01	Identify state organizations and agencies that serve children and families.
	13.02	Identify local community resources that serve children and families.
	13.03	Identify purposes and functions of local community resources.
	13.04	Identify organizations and agencies that provide services and assistance to children with disabling conditions and their families.
	13.05	Discuss ways to access community resources.
14.0	Demonstrate professionalism. – The student will be able to:	
	14.01	Identify and defend a personal philosophy of early childhood education which is consistent with developmentally appropriate practices.
	14.02	Identify and demonstrate professional behavior including but not limited to ethics and confidentiality.
	14.03	Participate as a positive and productive team member and role model.
	14.04	Complete a self-evaluation.
	14.05	Plan and implement a self-improvement plan related to professional development.
	14.06	Identify the professional organizations in the field and the goals and responsibilities of their members.
	14.07	Maintain personal physical and mental health.
	14.08	Participate as an advocate for issues related to children and families.

15.0	Demonstrate various observation and recording methods. – The student will be able to:
	15.01 Identify and use appropriate methods for collecting information.
	15.02 Complete an observational record.
	15.03 Distinguish between collection and interpretation of data.
	15.04 Apply observational information.
16.0	Demonstrate use of classroom media equipment. – The student will be able to:
	16.01 Demonstrate successful operation of copy machines, a DVD/Blu-ray disc player, a computer/printer, a LCD projector.
	16.02 Demonstrate process of obtaining audio-visual materials, computer programs, and equipment.

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.

Special Notes

Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals. These include but are not limited to Early Childhood Association of Florida, National Association for the Education of Young Children and The Council for Exceptional Children.

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.

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.

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.

School or Division	School of Education
Proposed by (faculty only)	Kelly Roy
Presenter (faculty only)	Regina Miller for 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 must be submitted for a later date.

Submission date	10/8/2018

All Curriculum proposals require approval of the Curriculum Committee and the Vice Provost for Academic Affairs. 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

Vice Provost for Academic Affairs Signature   *Date*

All Curriculum proposals require review by the Office of Accountability & Effectiveness.

☐ Reviewed

Office of Accountability & Effectiveness Signature   *Date*

Section I, Important Dates and Endorsements Required

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 Vice Provost for Academic Affairs' Office.

Term in which approved action will take place	Fall 2019
Provide an explanation below for the requested exception to the effective **date.**	
Type in the explanation for exception.	

Any exceptions to the term start date requires the signatures of the Academic Dean and Vice Provost for Academic Affairs prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Type name here		
Vice Provost for Academic Affairs	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Kelly Roy	10/8/2018
Academic Dean or Vice Provost for Academic Affairs	Larry Miller	10/8/2018

Library Review: Has the Libraries' Collection Manager been contacted about the new program or certificate and discussed potential impacts to the libraries' collections?
No, this will not result in a need for new materials.

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Kelly Roy, Julia Kroeker, Mary Harder, and Mary Barbara Trube

Section II, New Program or Certificate Information (must complete all items)

List new program or certificate.	Inclusion Specialization Certificate
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.	
The need for the certificate was identified as a result of the Department of Early Learning's Career Pathway initiative for professional development and career advancement in Early Childhood Education. It was requested in April 2018 that State Colleges consider developing or adopting certificates to enhance early childhood educators' opportunities to move through the Tiers of credentials, and provide opportunities for recognition of achievement prior to completion of the AS. This has been endorsed by ECE faculty and staff.	
Provide a summary of the Program needs analysis.	
The needs analysis consisted of consideration of existing courses being gathered into a certificate to create a ladder for students that is consistent with the request from the Office of Early Learning.	
Provide a summary of the Salary Levels that graduates of this Program can expect to make.	
Students can earn between $8.00/hour and $20.00/hour following completion of the certificate.	
Briefly describe the existing resources available needed to implement this new program.	
Courses and faculty are in place and can accommodate the potential students pursuing the certificate. Courses will be offered online and blended supported through eLearning.	
Briefly describe the additional resources needed to implement this new program.	
Documentation of completion of the certificate and recognition on the transcript will be necessary. An increase in the number of students participating in graduation may result.	
Briefly describe any Program Accreditation required for this program.	
None currently	
Briefly describe any Industry Certification available for student to take during or following completion this program.	
This supports students' work towards an Florida Advanced Early Care and Education Credential.	
Project (below) the average enrollment for core courses.	
45	
Describe (below) how this projection was determined.	
Courses are currently being taught annually and that is their average enrollment each year. Some courses are offered each semester.	
List (below) similar programs or certificates at other colleges and universities.	
This certificate is a part of the statewide ECE framework. It is offered at Broward College currently.	

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.

Program Title: Early Childhood Inclusion Specialization	
Career Cluster: Education & Training	
FLDOE Framework Standard	**FSW Course**
01.0 Demonstrate knowledge of early childhood education practices.	CHD 1332 EEC 1603
02.0 Demonstrate knowledge of early intervention and inclusion strategies.	EEX 1013 EEC 1603 EDF 2085
03.0 Demonstrate knowledge of observing and assessing young children.	EEX 1013
04.0 Demonstrate knowledge of the learning environment for young children.	CHD 1332 EEX 1013

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

Section III, Personnel and Resources Needed (add rows as necessary)

Faculty position(s) (List discipline)	Full time or adjunct?	Total annual expenses
No new positions		
Staff position(s) (List title)	**Full time or part time?**	**Total annual expenses**
No new positions		
Describe (below) library resources needed to support this program or certificate. Explain rationale for response, even if answer is none.		
No new resources are necessary		
Describe (below) the technology, facilities, laboratory, or other resources needed to support this program or certificate.		
No new resources are necessary		
List (below) the estimated annual amount required for educational materials and supplies or other operating expenses for implementation of the new program or certificate.		
No new resources are necessary		
Identify (below) the funding source to be used for personnel and operating expenses.		
No new resources are necessary		

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
The addition of this certificate can offer students an opportunity for recognition and achievement as they progress towards their AS, or to support them in their workplace. It is consistent with a statewide initiative of incentives. It can increase completion rates as well.

Florida Department of Education
Curriculum Framework

Program Title: **Early Childhood Inclusion Specialization**
Career Cluster: **Education & Training**

CCC	
CIP Number	0413121000
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2051 - Special Education Teachers, Preschool
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004).

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 (Rule 6A-14.030, F.A.C.).

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 Education & Training 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 Education & Training career cluster.

The content includes but is not limited to child development early childhood education; establishing and maintaining a safe, clean, healthy learning environment, guidance techniques and classroom management; communication; identification and reporting of child abuse and neglect; implementation of rules and regulations; nutrition; family interaction; legal and professional responsibilities, and employability skills. Programs prepare individuals to assume major care giving, educational, and maintenance responsibilities within home or center-based programs under the supervision of a lead teacher or supervisor.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Demonstrate knowledge of early childhood education practices.
02.0   Demonstrate knowledge of early intervention and inclusion strategies.
03.0   Demonstrate knowledge of observing and assessing young children.
04.0   Demonstrate knowledge of the learning environment for young children.

Florida Department of Education
Student Performance Standards

Program Title: **Early Childhood Inclusion**
CIP Number: <mark>TBD</mark>
Program Length: **12 credit hours**
SOC Code: <mark>TBD</mark>

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004). At the completion of this program, the student will be able to:
01.0   Demonstrate knowledge of early childhood education practices. The student will be able to:
01.01   Explain typical and atypical development.
01.02   Characterize the principles and patterns of child development.
01.03   Demonstrate an understanding of the signs of trauma, abuse and neglect.
01.04   Identify agencies in the community that screen and evaluate for intervention services to support children and their families.
01.05   Demonstrate an understanding of the science of early brain development.
01.06   Demonstrate an understanding of the foundations and fundamentals of autism spectrum disorders (ASD) and developmental delays (including causes and indicators, prevalence, effects on learning and effects on life).
01.07   Demonstrate an understanding of the foundations and fundamentals of giftedness.
02.0   Demonstrate knowledge of early intervention and inclusion strategies. The student will be able to:
02.01   Demonstrate an understanding of social and emotional competence in children.
02.02   Identify strategies that will improve executive functioning skills in young children.
02.03   Demonstrate an understanding of developmentally appropriate approaches (i.e.: conscious discipline techniques, positive behavior support, etc.)
02.04   Identify appropriate strategies that support and empower diverse families through respectful, reciprocal relationships.
03.0   Demonstrate knowledge of observing and assessing young children. The student will be able to:
03.01   Demonstrate an understanding of the difference between screening and assessment.
03.02   Explain the importance of observation and assessment.
03.03   Identify the tools and processes for documenting and collecting information.

	03.04	Demonstrate an understanding of how observation and assessment data are used to monitor student growth and development.
	03.05	Demonstrate an understanding of how data from observations and assessments are utilized to identify children in need of intervention strategies.
	03.06	Develop strategies for reporting observation and assessment results to families and staff members.
	03.07	Demonstrate an understanding of how data from observation and assessments assist in the development of individual educational plans (IEP) and/or individual family service plans (IFSP).
04.0	Demonstrate knowledge of the learning environment for young children. The student will be able to:	
	04.01	Assess the learning environment to increase accessibility and support inclusion.
	04.02	Demonstrate an understanding of developmentally and functionally appropriate materials and equipment.
	04.03	Identify methods of differentiating instruction to meet the needs of all children.
	04.04	Utilize best practices in educational neuroscience research to plan activities.
	04.05	Explain the importance and role of assistive technology in teaching.
	04.06	Identify the guiding principles, laws, and funding options for assistive technology.
	04.07	Identify types of assistive technology options for young children.

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.

Special Notes

Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals. These include but are not limited to Early Childhood Association of Florida, National Association for the Education of Young Children and The Council for Exceptional Children.

Accommodations

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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.

Recommended Course Sequence

Semester	Course	Credit	Preschool	Inclusion	Child Dev.
Fall 1	(General Education) Mathematics	3			
	ENC 1101 Composition I	3			
	EEC 1000 Foundations in Early Childhood Education	3	X		
	CHD 1135 Understanding Young Children	3	X		
	SLS 1515 Cornerstone Experience Course	3			
Spring 1	(General Education) Social Sciences (Writing Intensive)	3			
	CHD 1134 Management of Early Childhood Learning	3	X		X
	SPC 1017 Fundamentals of Speech Communication	3			
	HSC 1421 Health, Safety, and Nutrition for the Young Child	3			X
	CHD 1220 Introduction to Child Development	3	X		X
Fall 2	(General Education) Natural Sciences	3			
	EEC 1603 Positive Guidance and Behavior Management	3		X	X
	EEC 1946 Early Childhood Practicum I	3			X
	CHD 2324 Early Childhood Language Arts and Reading	3			X
	EDF 2005 Introduction to the Teaching Profession	3			X
	CHD 1332 Creative Experiences for the Young Child	3		X	X
Spring 2	EEX 1013 Special Needs in Early Childhood Education	3		X	X
	EEC 1202 Principles of Early Childhood Curriculum	3			X
	EEC 1947 Early Childhood Practicum II	3			X
	EDF 2085 Introduction to Diversity for Educators	3		X	
	EME 2040 Introduction to Technology for Educators	3			X

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.

School or Division	School of Education
Proposed by (faculty only)	Kelly Roy
Presenter (faculty only)	Regina Miller for 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 must be submitted for a later date.	
Submission date	10/8/2018

All Curriculum proposals require approval of the Curriculum Committee and the Vice Provost for Academic Affairs. 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
Vice Provost for Academic Affairs Signature   *Date*
All Curriculum proposals require review by the Office of Accountability & Effectiveness.
☐ Reviewed
Office of Accountability & Effectiveness Signature   *Date*

Revised: 6/18

Section I, Important Dates and Endorsements Required

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 Vice Provost for Academic Affairs' Office.

Term in which approved action will take place	Fall 2019
Provide an explanation below for the requested exception to the effective **date.**	
Type in the explanation for exception.	

Any exceptions to the term start date requires the signatures of the Academic Dean and Vice Provost for Academic Affairs prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Type name here		
Vice Provost for Academic Affairs	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Kelly Roy	10/8/2018
Academic Dean or Vice Provost for Academic Affairs	Larry Miller	10/8/2018

Library Review: Has the Libraries' Collection Manager been contacted about the new program or certificate and discussed potential impacts to the libraries' collections?
No, this will not result in a need for new materials.

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Kelly Roy, Julia Kroeker, Mary Harder, and Mary Barbara Trube

Revised: 6/18

Section II, New Program or Certificate Information (must complete all items)

List new program or certificate.	Preschool Specialization certificate

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.
The need for the certificate was identified as a result of the Department of Early Learning's Career Pathway initiative for professional development and career advancement in Early Childhood Education. It was requested in April 2018 that State Colleges consider developing or adopting certificates to enhance early childhood educators' opportunities to move through the Tiers of credentials, and provide opportunities for recognition of achievement prior to completion of the AS. This has been endorsed by ECE faculty and staff.
Provide a summary of the Program needs analysis.
The needs analysis consisted of consideration of existing courses being gathered into a certificate to create a ladder for students that is consistent with the request from the Office of Early Learning.
Provide a summary of the Salary Levels that graduates of this Program can expect to make.
Students can earn between $8.00/hour and $15.00/hour following completion of the certificate.
Briefly describe the existing resources available needed to implement this new program.
Courses and faculty are in place and can accommodate the potential students pursuing the certificate. Courses will be offered online and blended supported through eLearning.
Briefly describe the additional resources needed to implement this new program.
Documentation of completion of the certificate and recognition on the transcript will be necessary. An increase in the number of students participating in graduation may result.
Briefly describe any Program Accreditation required for this program.
None currently
Briefly describe any Industry Certification available for student to take during or following completion this program.
This supports students' work towards an Florida Advanced Early Care and Education Credential.
Project (below) the average enrollment for core courses.
50
Describe (below) how this projection was determined.
Courses are currently being taught and that is their average enrollment each semester.
List (below) similar programs or certificates at other colleges and universities.
This certificate is a part of the statewide ECE framework. It is offered at Broward College currently.

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.

Revised: 6/18

Program Title: Preschool Specialization	
Career Cluster: Education & Training	
FLDOE Framework Standard	**FSW Course**
01.0 Plan for, establish, and maintain a safe, clean and healthy learning environment for three, four and five-year-old preschool children.	CHD 1134 EEC 1000
02.0 Demonstrate a knowledge of child growth and development of a three, four and five-year-old child.	CHD 1220 EEC 1135
03.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.	CHD 1134

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

Section III, Personnel and Resources Needed (add rows as necessary)

Faculty position(s) (List discipline)	Full time or adjunct?	Total annual expenses
No new positions		
Staff position(s) (List title)	**Full time or part time?**	**Total annual expenses**
No new positions		
Describe (below) library resources needed to support this program or certificate. Explain rationale for response, even if answer is none.		
No new resources are necessary		
Describe (below) the technology, facilities, laboratory, or other resources needed to support this program or certificate.		
No new resources are necessary		
List (below) the estimated annual amount required for educational materials and supplies or other operating expenses for implementation of the new program or certificate.		
No new resources are necessary		
Identify (below) the funding source to be used for personnel and operating expenses.		
No new resources are necessary		

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
The addition of this certificate can offer students an opportunity for recognition and achievement, without completing general education courses. It is consistent with a statewide initiative of incentives. It can increase completion rates.

ECE Department Meeting

September 13, 2018

10:00 a.m., U-202B

Present: Ms. Kathie DiLascio, Dr. Mary Harder, Mr. David Koehler, Dr. Julia Kroeker, Ms. Elizabeth Perdomo, Dr. Kelly Roy, Dr. Barbara Trube

I.   Monthly Meeting Dates: Kelly Roy
   a.   Meetings will be held the 2nd Thursday of each month at 1:30 p.m.

II.   Effectiveness Plan: Kelly Roy (handout attached with student learning outcomes and results)
   a.   Kelly Roy distributed summary with goals and objectives.
   b.   Operational Outcomes: discussed changing pre-requisites for coursework students will be required to complete.
   c.   Elizabeth Perdomo moved to add CHD 1319 as an elective to AS ECE. David Koehler seconded. All were in favor and the motion carried.

III.   Student learning outcomes: Kelly Roy reported this has been achieved and asked if this outcome should be continued and refined. Discussion included the problem that not all are ECE students. Laura Osgood recommended CHD 1332 or EEC 1603 could work. Barbara Trube spoke about the problem that the student doesn't know the child they are working with, recommended they could work with a child they do know. Kelly Roy recommended a template be made to allow students to work with children they know or do not know.
   a.   Outcome I: CHD 1220: Julia Kroeker moved to not continue the first student learning outcome for 2018-19 Effectiveness Plan. Elizabeth Perdomo seconded the motion. All were in favor and the motion carried.
   b.   Outcome II: Kelly Roy recommended a version of this continue. Laura Osgood recommended focusing on disposition and total score, adjusting the outcome is a possibility.
   c.   Outcome III: EEC 1603 – Kelly Roy reported 81% objective met. More focus on this course is needed. Is behavior management the best tool? Suggestions on how to change: is rubric adequate? Kelly Roy will talk to Julia Kroeker and Barbara Trube individually.

IV.   Program Review: discussed changes in enrollment, number of degrees conferred, progression in the program. Success rates strategies were discussed. A motion was made by Barbara Trube to recommend to curriculum committee that students in the ECE major must have a grade of 'C' or better in ECE courses in order to count towards their degree. Laura Osgood seconded the motion, the motion carried.

V.   Success Rate and Goal: Discussion about challenges of online vs. ground classes. Barbara Trube stated students are not reading announcements.

VI.   Progression Goal: Laura Osgood stated the articulation agreement will help. Discussion about possibly doing exit interviews for students who leave the program for whatever reason. Exit survey was also discussed as a possibility.

VII.   Graduation Celebration: Kelly Roy reported that for Spring 2019, AS ECE should have approximately 25 graduates. Ways to celebrate were discussed. She asked for volunteers for a work group for May 2019 celebration.

VIII.   Pop-Up Play: Julia Kroeker announced the next Pop-Up Play will be November 10, 2018 at the field across the street from campus. She spoke about items needed for the event. This event connects to learning objectives.

IX.   Family Math Night: Kelly Roy distributed the flyer for the October 18, 2018 event.

X.   New certificates: Kelly Roy spoke about workforce career pathways including certificates for Director's Credentials, Infant Toddler, also discussed certifications with 36 credit certificate. She would like endorsement of the concept so she can go to Curriculum Committee with this possibility. She feels certifications will increase retention, meets statewide initiative and increases graduation rates. Barbara Trube moved that ECE explore and move to implement certificates for career pathway. Mary Harder seconded the motion, and the motion carried.

The meeting was adjourned at 11:15 a.m.

/kdl

Florida Department of Education
Curriculum Framework

Program Title: **Preschool Specialization**
Career Cluster: **Education & Training**

CCC	
CIP Number	0419070908
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2011 – Preschool Teachers, Except Special Education
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004).

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 degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 Education & Training 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 Education & Training career cluster.

The purpose of this program is to prepare students as early childhood education caregivers with a preschool specialization or to provide supplementary training for persons previously or currently employed in these occupations.

The content includes but is not limited to growth and development, early childhood education; establishing and maintaining a safe, clean, healthy, learning environment; guidance techniques and classroom management; communication; identification of child abuse and neglect; implementation of rules and regulations; nutrition; family interaction; legal and professional responsibilities; and employability skills. Programs prepare individuals to assume major care giving and educational responsibilities within home or center-based programs for preschool children.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Plan for, establish, and maintain a safe, clean and healthy learning environment for three, four and five-year-old preschool children.
02.0   Demonstrate a knowledge of child growth and development of a three, four and five-year-old child.
03.0   Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.

Florida Department of Education
Student Performance Standards

Program Title: **Preschool Specialization**
CIP Number: **0419070908**
Program Length: **12 credit hours**
SOC Code: **25-2011**

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004). At the completion of this program, the student will be able to:	
01.0	Plan for, establish, and maintain a safe, clean and healthy learning environment for three, four, and five-year-old preschool children. The student will be able to:
	01.01 Identify good health and safety habits and potential hazards in a child care facility.
	01.02 Identify accidents common to children and appropriate first aid techniques.
	01.03 Outline the steps to be taken in case of seizures, accidents or injury to a child.
	01.04 Outline the steps to be taken in case of a fire or other disaster and identify evacuation procedures.
	01.05 Demonstrate developmentally appropriate health activities.
	01.06 Demonstrate developmentally appropriate safety activities.
	01.07 Identify a food program to meet the nutritional needs of children and demonstrate developmentally appropriate nutrition education activities.
	01.08 Observe and collect data on safety, health and nutrition.
	01.09 Identify and outline procedures to deal with allergies.
02.0	Demonstrate knowledge of child growth and development of a three, four and five-year-old preschool child. The student will be able to:
	02.01 Demonstrate knowledge of the basic principles related to child growth and development.
	02.02 Identify various influences on the development of a child from three to five years.
	02.03 Guide the physical development of three, four and five-year-old Preschool children by planning and implementing developmentally appropriate activities that promote fine and gross motor development.
	02.04 Guide the cognitive, language and literacy development of three, four, and five-year-old preschool children by planning and implementing developmentally appropriate activities in the areas of math, science, social science, language and literacy.
	02.05 Guide the creative development of three, four, and five-year-old Preschool children by planning and implementing developmentally appropriate activities in the areas of music, art, dramatic play and creative movement.

	02.06	Guide the social and affective development of three, four, and five-year-old preschool children by planning and implementing activities that help develop interpersonal skills, positive self-esteem and promote multicultural understanding.
	02.07	Demonstrate age appropriate methods of guiding behavior in three, four and five-year-old preschool children.
	02.08	Select developmentally appropriate equipment and materials that will promote child growth and development.
	02.09	Observe and collect data on physical, cognitive, creative and social/emotional development.
	02.10	Demonstrate knowledge of an inclusive environment.
	02.11	Demonstrate knowledge of unbiased practices.
03.0		Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver. The student will be able to:
	03.01	Initiate and facilitate positive interaction with the child's family or primary caregiver.
	03.02	Demonstrate knowledge of the social, economic, cultural and political forces that have an impact on the lives of children and families.
	03.03	Implement parent involvement activities.
	03.04	Demonstrate interpersonal skills.
	03.05	Share information about child development and developmentally appropriate practices.
	03.06	Demonstrate positive and productive staff and parent interactions.
	03.07	Identify methods for empowering families in their roles as advocates for their children.

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.

Special Notes

The student must successfully complete the four required courses in this area of specialization.

Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals. These include but are not limited to Early Childhood Association of Florida (ECAF), National Association for the Education of Young Children (NAEYC) and Council for Exceptional Children (CEC).

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.

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.

Recommended Course Sequence

Semester	Course	Credit	Preschool	Inclusion	Child Dev.
Fall 1	(General Education) Mathematics	3			
	ENC 1101 Composition I	3			
	EEC 1000 Foundations in Early Childhood Education	3	X		
	CHD 1135 Understanding Young Children	3	X		
	SLS 1515 Cornerstone Experience Course	3			
Spring 1	(General Education) Social Sciences (Writing Intensive)	3			
	CHD 1134 Management of Early Childhood Learning	3	X		X
	SPC 1017 Fundamentals of Speech Communication	3			
	HSC 1421 Health, Safety, and Nutrition for the Young Child	3			X
	CHD 1220 Introduction to Child Development	3	X		X
Fall 2	(General Education) Natural Sciences	3			
	EEC 1603 Positive Guidance and Behavior Management	3		X	X
	EEC 1946 Early Childhood Practicum I	3			X
	CHD 2324 Early Childhood Language Arts and Reading	3			X
	EDF 2005 Introduction to the Teaching Profession	3			X
	CHD 1332 Creative Experiences for the Young Child	3		X	X
Spring 2	EEX 1013 Special Needs in Early Childhood Education	3		X	X
	EEC 1202 Principles of Early Childhood Curriculum	3			X
	EEC 1947 Early Childhood Practicum II	3			X
	EDF 2085 Introduction to Diversity for Educators	3		X	
	EME 2040 Introduction to Technology for Educators	3			X

Curriculum Committee

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.*

School or Division	School of Education
Program or Certificate	AS in Early Childhood Education
Proposed by (faculty only)	Kelly Roy
Presenter (faculty only)	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.

Submission date	9/19/2018

All Curriculum proposals require approval of the Curriculum Committee and the Interim Provost for Academic Affairs. 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

Interim Provost for Academic Affairs Signature   *Date*

All Curriculum proposals require review by the Office of Accountability & Effectiveness.

☐ Reviewed

Office of Accountability & Effectiveness Signature   *Date*

Section I, Important Dates and Endorsements Required

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 be received prior to approval from the Interim Provost for Academic Affairs' Office.

Term in which approved action will take place	Fall 2019
Provide an explanation below for the requested exception to the effective **date.**	
Type in the explanation for exception.	

Any exceptions to the term start date requires the signatures of the Academic Dean and Interim Provost for Academic Affairs prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Type name here		
Interim Provost for Academic Affairs	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Kelly Roy	9/19/2018
Academic Dean or Interim Provost for Academic Affairs	Larry Miller	9/19/2018

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

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18

Section II, Proposed Changes

Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)	☐ Yes ☒ No
Have the deans of the General Studies been contacted/consulted?	☐ Yes ☒ No
Have you attached an updated catalog page?	☒ Yes ☐ No
Change of School, Division, or Department	List new school, division, or department
Change to program or certificate name	List new program or certificate name
List below, any changes to the program or certificate prerequisites. Include course titles and credits if applicable.	
N/A	
List below, any changes to the General Education requirements. Include course titles and credits if applicable.	
N/A	
List below, any changes to the program or certificate Core requirements. Include course titles and credits if applicable.	
N/A	
List below, any changes to the program or certificate Elective requirements. Include course titles and credits if applicable.	
N/A	
List below, any other changes to the program or certificate requirements.	
Students must earn a C or better in all Early Childhood Education courses (CHD, EEC, EEX, EDF, and HSC) required for the major for a course to meet degree completion requirements for the AS in ECE.	
Change to program length (credits or clock hours to complete)	From: To:

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

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18

Section III, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
It is common practice for institutions of higher learning to require majors to demonstrate foundational knowledge by earning a C or better. There has been research linking Cs to a reduced likelihood of graduation, relative to higher grades. (See below). https://www.insidehighered.com/news/2016/09/23/students-who-earn-cs-gateway-courses-are-less-likely-graduate-new-data-show

Within the School of Education's Teacher Preparation Programs, the BS in Elementary Education currently requires a C or better in prerequisite courses (See Catalog page below). http://catalog.fsw.edu/preview_program.php?catoid=10&poid=571&returnto=531

Review of retention data for two Early Childhood Education courses indicate a substantial difference between the overall program retention and those who earn a C or better in the courses analyzed. |

Early Childhood Education, AS

This program is designed to prepares students for immediate employment to educateing and care for young children in a variety of settings, as well as transfer to specific Bachelor's Degree programs in the Florida College System. You will earn College Credit Certificates related to your program of study as you earn your AS.

Preschool Specialization (12 credits)

Inclusion Specialization (12 credits)

Child Development Specialization (36 credits)

We support those currently employed in early care and education in enhancing their skills and achieving their educational goals while staying debt free. This is accomplished by close collaboration with the T.E.A.C.H. (Teacher Education and Compensation Helps) scholarship program. While the credentials are provided by other organizations, our college course work meets requirements outlined by the awarding entities for the National Child Development Associate (CDA), the Florida Child Care Professional Credential (FCCPC), and the Florida Director Credential. Those who wish to earn an A.S. may include the coursework for these credentials as part of their degree. Students in this program participate in comprehensive courses that are centered on the development of children from birth through age eight years. The study of research and theory is blended with many opportunities for hands-on experiences, as well as practical experience in the field. Completion of the A.S. qualifies students to serve as the Lead Teacher in a Florida Voluntary Pre-Kindergarten class as well.

Program Highlights:

The AS in Early Childhood Education equips students to become reflective and transformative educators. An emphasis on relationships between children, families, and communities in our diverse world is central to the framework of our courses and experiences. The opportunity to build a foundation of practical experience with young children in a variety of educational settings allows our students to be well prepared to enter the work force. Our students get to practice what they learn, and learn from the teachers in the field. Our faculty all have extensive experience and education in Early Childhood Education to teach in a way that complements students' field experience. Students are supported in completing their courses on a full-time or part-time basis. All courses are available online, which allows great flexibility. Some courses are offered in a traditional, face-to-face, format, or a blend of the two formats. The practicum courses are available to local students throughout Charlotte, Collier, Glades, Hendry, and Lee counties so that on-sight observation and guidance can occu, as wellr. We have five star quality early care and education centers located on our Collier and Lee county campuses. This offers convenience and high quality experiences for our students. Service learning and professional advocacy are also important elements of development for the educators we graduate.

Insert table here of Recommended Course Sequence with graphic as in sample from Broward College.

Admission Requirements:

Students must fulfill the entrance requirements for Florida SouthWestern State College.

Degree Requirements: 60 credit hours

General Education Requirements: 15 credit hours

ENC 1101 - Composition I **3 credits**

SPC 1017 - Fundamentals of Speech Communication **3 credits**
OR
SPC 2608 - Introduction to Public Speaking **3 credits**
General Education Social Sciences writing intensive course **3 credits**
General Education Mathematics course **3 credits**
General Education Natural Sciences course **3 credits**

Early Childhood Education Core Requirements: 36 credit hours (Must complete with a grade of "C" or better)

CHD 1134 - Management of Early Childhood Learning **3 credits (CDA/FCCPC eligible course)**
CHD 1135 - Understanding Young Children **3 credits (CDA/FCCPC eligible course)**
CHD 1220 - Introduction to Child Development **3 credits**
CHD 1332 - Creative Experiences for the Young Child **3 credits**
CHD 2324 - Early Childhood Language Arts and Reading **3 credits**
EEC 1000 - Foundations in Early Childhood Education **3 credits (CDA/FCCPC eligible course)**
EEC 1202 - Principles of Early Childhood Curriculum **3 credits**
EEC 1603 - Positive Guidance and Behavior Management **3 credits**
EEC 1946 - Early Childhood Practicum I **3 credits**
EEC 1947 - Early Childhood Practicum II **3 credits**
EEX 1013 - Special Needs in Early Childhood Education **3 credits**
HSC 1421 - Health, Safety, and Nutrition for the Young Child **3 credits**

Early Childhood Education Core Electives: 9 credit hours (choose 3) (Must complete with a grade of "C" or better)

CHD 1120 - Infant/Toddler Development **3 credits**
DEP 2004 - Human Growth and Development **3 credits**
EEC 2521 - Administration of a Child Care Center **3 credits (Director Credential Course)**
EME 2040 - Introduction to Technology for Educators **3 credits** *
EDF 2005 - Introduction to the Teaching Profession **3 credits** *
EDF 2085 - Introduction to Diversity for Educators- (I) **3 credits** *