FSW Curriculum Committee Agenda

April 5, 2019   1:30 PM – 3:30 PM   Lee AA-177, Charlotte E-105, Collier G-109, Hendry/Glades A-106

CHAIR	Dr. Mary Myers
VICE CHAIR	Professor Arenthia Herren

INFORMATION ITEM	Curriculog Implementation
PRESENTER	Mary Myers

Summary of proposed changes: The Interim Provost, Dr. Eileen DeLuca, has postponed the implementation of Curriculog for the near future.

Please see attached email.

INFORMATION ITEM	Curriculum Committee Chair and Vice Chair
PRESENTER	Mary Myers

Summary of proposed changes: The faculty senate approved the selection of Mary Myers as chair and Arenthia Herren as vice chair for a two-year term beginning in fall, 2019.

Senate meeting was held on Friday, 3/15/19.

INFORMATION ITEM	
TYPE OF PROPOSAL	Information Item
PRESENTER	David Licht
MAC1114: Trigonometry	

Summary of proposed changes: Change of Course Outcomes.

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

ACTION ITEM	1
TYPE OF PROPOSAL	Change of Course
PRESENTER	Jean Newberry
RET2876L: Clinical Practicum IV	

Summary of proposed changes:

RET2264C was split into RET2264 an dRET2264L in 2016, per curriculum committee action/college approval. The prerequisite course will need to be updated accordingly to match the current college catalog.

(The Interim Provost, Dr. Eileen DeLuca, approved the exception for the change to be effective in fall, 2019).

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

ACTION ITEM	2
TYPE OF PROPOSAL	New Course
PRESENTER	Matthew Hoffman, JD
Second Read: BUL2561 Cyber Law	

Summary of proposed changes: As part of an initiative to update course, offerings and begin building a cyber-security based curriculum, we hope to begin with a relevant course that can fit within a framework of an existent program.

NOTES FROM REGISTRAR REVIEW:
1. Is it the intention to limit this course to just AS? Research in SCNS shows that it could be used for AA credit if it is designated as such. It would then be used for AA or AS elective credit. (Response: Yes)
2. The exception states spring, 2020. It would be beneficial for program audits if it were approved for Fall, 2019. It would not have to be offered until spring but would be listed in the 2019-2020 catalog. (Response: Yes)
3. Comments from 3/1 Meeting:
   - Credentialing could be an issue. You will need a JD with 18 graduate credit hours in Computer Science (CS). A background in cyber security is essential.
   - Currently, the BUL prefix is not listed as an acceptable elective in the Computer Science programs, so the wording that this is acceptable for CS students is not accurate.
   - The faculty in SOBT would like to discuss this proposal and its broader implications at a department meeting so that all faculty have a chance to discuss this course.

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

ACTION ITEM	3
TYPE OF PROPOSAL	New Course
PRESENTER	Joseph S. Washburn
EMS2600L: Introduction to Paramedic Lab	

Summary of proposed changes: In laboratory, Students will demonstrate satisfactory performance of psychomotor skills of basic and advanced life support techniques, of both adult and child patients, according to the current American Heart Association Guidelines or its equivalent. The laboratory course is an in-depth study of the U.S. Department of Transportation, Paramedic: National EMS Education Standards, which covers "hands-on" skills, related to Introduction to Paramedics.

(The Interim Provost, Dr. Eileen DeLuca, approved the exception for the change to be effective in fall, 2019).

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

ACTION ITEM	4
TYPE OF PROPOSAL	Change of Course
PRESENTER	Joseph S. Washburn
EMS2600: Introduction to Paramedics	

Summary of proposed changes: Change in prerequisites. From EMS2522 General Pharmacology for EMS Provider to EMS21522 AND EMS2600L Introduction to Paramedic Laboratory.

This change will affect both the Paramedic CCC and the Paramedic AS degree.
(The Interim Provost, Dr. Eileen DeLuca, approved the exception for the change to be effective in fall, 2019).

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

ACTION ITEM	5
TYPE OF PROPOSAL	Change of Program or Certificate
PRESENTER	Joseph S. Washburn
Paramedic CCC	

Summary of proposed changes:

Update the curriculum for the change in course to EMS2600. Remove EMS2677L. (The Interim Provost, Dr. Eileen DeLuca, approved the exception for the change to be effective in fall, 2019).

Note from Director:
EMS2677L will be taught in Fall 2019 for the current cohort and it will be available in Fall 2020 for anyone who needed from 2017-2018 or 2018-2019 cohorts. That would be the last time. Any student after that would have left the program over a year ago and would need to redo the EMS program.

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

ACTION ITEM	6
TYPE OF PROPOSAL	Change of Program or Certificate
PRESENTER	Joseph S. Washburn
Paramedic AS	

Summary of proposed changes:

Update the curriculum for the change in course to EMS2600. Remove EMS2677L. (The Interim Provost, Dr. Eileen DeLuca, approved the exception for the change to be effective in fall, 2019).

Note from Director:
EMS2677L will be taught in Fall 2019 for the current cohort and it will be available in Fall 2020 for anyone who needed from 2017-2018 or 2018-2019 cohorts. That would be the last time. Any student after that would have left the program over a year ago and would need to redo the EMS program.

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

ACTION ITEM	7
TYPE OF PROPOSAL	New Course
PRESENTER	Dr. Wendy Chase

IDH2910: Interdisciplinary Studies and Honors	

Summary of proposed changes:

This course is designed to foster critical and creative thinking habits and develop the research skills necessary to conduct rigorous inquiry into the human condition. Interdisciplinary honors courses provide in-depth trans disciplinary engagement with select topics by integrating enhanced learning experiences such as individual and group research, field trips, guest speakers, Socratic discussions, and/or service learning initiatives into the curriculum. Selected topics may range from addressing the great questions of human existence such as "What is a Good Life?" or "Who Owns the Post?" to focusing on contemporary issues such as Sustainability, or Poverty, Economics and Revolution. The systemic problem-solving habits and research skills developed in this course will serve as the foundation for all further study in the Honors Scholar Program and therefore must be completed with a grade of "C" or better.
(The Interim Provost, Dr. Eileen DeLuca, approved the exception for the change to be effective in fall, 2019).

CURRICULUM ACTION

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

ACTION ITEM	8
TYPE OF PROPOSAL	New Course
PRESENTER	Dr. Wendy Chase

IDH2911: Interdisciplinary Studies Capstone	

Summary of proposed changes:

This course constitutes a culminating experience in the Honors curriculum focused on integrative and applied learning. This course provides in-depth engagement with a specific topic through individual or group research, service learning, community-engaged education, and/or experiential learning. This capstone course provides an opportunity to synthesize prior disciplinary training and implement the active learning habits necessary to design and execute a significant project.
(The Interim Provost, Dr. Eileen DeLuca, approved the exception for the change to be effective in fall, 2019).

CURRICULUM ACTION

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

Curriculog

Eileen DeLuca

Thu 3/21/2019 5:44 PM

To: Martin A. McClinton <Martin.McClinton@fsw.edu>; Deborah D. Teed <Deborah.Teed@fsw.edu>;
Debbie Psihountas <Debbie.Psihountas@fsw.edu>; Joycellen Rollins <joyce.rollins@fsw.edu>;
Paula D. Tropello <Paula.Tropello@fsw.edu>; Mary Myers <Mary.Myers@fsw.edu>;
Arenthia L. Herren <Arenthia.Herren@fsw.edu>
Cc: Sarah Clouse <Sarah.Clouse@fsw.edu>; Jeffrey D. Peterman <Jeffrey.Peterman@fsw.edu>;
Jeanne M. Cortes <Jeanne.Cortes@fsw.edu>

All,

As Garnett has been put on administrative leave and we are supporting the interim leadership, we are going to need to put the Curriculog Implementation on hold.

Thanks for your patience.

Eileen

Eileen DeLuca, Ph.D.
Interim Provost and Vice President for Academic Affairs
Florida SouthWestern State College
8099 College Parkway
Fort Myers, FL, 33919
239-985-3498
eileen.deluca@fsw.edu

Curriculum Committee

Change of Course Proposal

School or Division	School of Pure and Applied Sciences
Program or Certificate	General Education
Proposed by (faculty only)	David Licht
Presenter (faculty only)	David Licht
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	3/20/2019
Current course prefix, number, and title	MAC 1114 Trigonometry

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.**	
Information item only.	

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. Ivana Ilic	3/20/2019
Academic Dean or Interim Provost for Academic Affairs		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).
Approved by the mathematics faculty in attendance at the mathematics department meeting (3/15/2019) unanimously.

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; 10/18

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. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student's general education along with the general education competency it supports.

       Integral *General Education Competency*: **Evaluate**

       Course Outcomes or Objectives Supporting the General Education Competency Selected:

  Students will be able to:
- Solve trigonometric equations

    B. Other Course Objectives/Standards

  Students will be able to:

- Evaluate trigonometric functions and inverse trigonometric functions related to special angles given in degrees and/or radians without a calculator.
- Evaluate trigonometric functions and inverse trigonometric functions related to an angle given in degrees or radians by using a graphing calculator.
- Analyze trigonometric functions and identify properties such as domain, range, amplitude, period, phase shift, and vertical shift when appropriate.
- Graph trigonometric functions and/or their inverses both analytically and using a graphing utility.
- Evaluate inverse trigonometric functions involving numeric values and algebraic expressions analytically.
- Prove trigonometric identities.

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 5/18, 6/18; 10/18

- Select and apply appropriate fundamental trigonometric identities, including double angle formulas to solve trigonometric equations and to prove trigonometric identities.
- Solve right triangles using definitions of the trigonometric functions and solve oblique triangles using the Law of Sines and the Law of Cosines.
- Perform basic vector operations including the dot product.
- Sketch a curve that is represented by a set of parametric equations.
- Graph polar equations.
- Convert points and equations between polar and rectangular forms.
- Apply trigonometry to solve real world problems.

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

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

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 5/18, 6/18; 10/18

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.
Faculty within the mathematics department determined that course objectives for this course needed to be revised and updated.

I support this.

From: Mary Myers
Sent: Monday, March 25, 2019 1:01 PM
To: Martin A. McClinton <Martin.McClinton@fsw.edu>
Cc: Eileen DeLuca <Eileen.DeLuca@fsw.edu>; Jeffrey D. Peterman <Jeffrey.Peterman@fsw.edu>
Subject: Re: 2018-2019-Change_of_Course_Proposal MAC 1114

It is an information item, so I can easily add it if Dr. DeLuca approves.

Mary

On Mar 25, 2019, at 12:50 PM, Martin A. McClinton <Martin.McClinton@fsw.edu> wrote:

> Dr. DeLuca
>
> The math department is recommending some minor changes to the syllabus language
> for the MAC1114 Trigonometry class; I think that this is an information item, but still
> needs your approval to move forward. I am not sure that it can make the April meeting
> though
>
> Martin
>
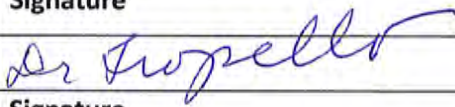> <2018-2019-Change_of_Course_Proposal MAC 1114.docx>

FLORIDA
SOUTHWESTERN
STATE COLLEGE

Change of Course Proposal
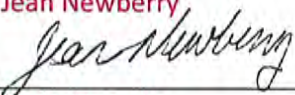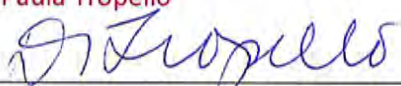
School or Division	School of Health Professions
Program or Certificate	Respiratory Care, AS
Proposed by (faculty only)	Jean Newberry
Presenter (faculty only)	Jean Newberry
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
Submission date	3/20/2019
Current course prefix, number, and title	RET 2876L Clinical Practicum IV

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

Eileen Dehua   3-20-19
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 2020
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**
Paula Tropello	*Dr Tropello*	3/25/19
Interim Provost for Academic Affairs	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Jean Newberry *Jean Newberry*	Click here to enter a date. 3/25/19
Academic Dean or Interim Provost for Academic Affairs	Paula Tropello *Tropello*	Click here to enter a date. 3/25/19

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Sindee Karpel, Heather O'Connell

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 5/18, 6/18; 10/18

Section II, Proposed Changes

Change to course prefix and number Lecture/lab course combined must include "C" / lab course must include "L"	No change
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	No change
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	No Change
Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")	From: RET 2264C To: RET 2264 and RET 2264L, RET 2875L and RET 2244
Change to course co-requisites	From: no change To: no change
Provide justification for the proposed co-requisite(s).	RET 2264C was split into RET 2264 and RET 2264L in 2016, per curriculum committee action/college approval The prerequisite course will need to be updated accordingly to match the current College Catalog.
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	No Change
Change to contact hours (faculty load)	No change
Are the Contact hours different from the credit/lecture/lab hours?	

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 5/18, 6/18; 10/18

Change to grade mode	Standard Grading (A, B, C, D, F)
Change to credit type	College Credit
Change to course description (provide below)	-
N/A	

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*:
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

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

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

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.
N/A courses are specific and restricted to Respiratory Care, AS degree program only

Section IV, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
RET 2264C was split into RET 2264 and RET 2264L in 2016, per curriculum committee action/college approval The prerequisite course will need to be updated accordingly to match the current College Catalog.

Curriculum Committee

New Course Proposal

FLORIDA
SOUTHWESTERN
STATE COLLEGE

School or Division	School of Business and Technology
Program or Certificate	Elective
Proposed by (faculty only)	Matthew J. Hoffman JD/MBA
Presenter (faculty only)	Matthew J. Hoffman JD/MBA

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	2/1/2019
Course prefix, number, and title	BUL 2561 Cyber Law

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	Exception (Requires approval before submission to the Curriclum Committee)
Spring 2020	
Provide an explanation below for the requested exception to the effective date.	
As part of an initiative to update course offerings and begin building a cyber-security based curriculum, we hope to begin with a relevant course that can fit within a framework of an existent program.	

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 Psihountas	*[signature]*	1-29-19
Interim Provost for Academic Affairs	Signature	Date
Dr. Eileen DeLuca	*[signature]*	1-30-19

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Mary Conwell	1/30/2019
Academic Dean or Interim Provost for Academic Affairs	Debbie Psihountas	1/30/2019

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

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;10/18

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").	GEB 1011 – Introduction to Business – C or Higher
Provide justification for the proposed prerequisite(s).	Students need a basic understanding of business concepts in order to be adequately prepared for Cyber Law.
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
Course credits or clock hours	3
Contact hours (faculty load)	
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, Blended, Ground
Course description (provide below)	
This course will examine the various developing legal issues in the use of business information technology, including an examination of constitutional rights, intellectual property, and employment law. Other topics studied during the course are freedom of speech, privacy, privileged communications, copyright, and trademark. These issues and others will be examined as they relate to business operations in today's complex electronic world.	

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18

General topic outline (type in outline below)
- Jurisdiction   - Intellectual Property   - Taxation   - Online Contracting   1st Amendment Issues   - Criminal Liability

Learning Outcomes:

IV. Course Competencies, Learning Outcomes and Objectives

A. General Education Competencies and Course Outcomes

1. Integral *General Education Competency or competencies*: Communicate

2. Supplemental *General Education Competency or competencies*: Research

B. Learning Outcomes

1. THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF INFORMATION TECHNOLOGY AS WELL AS VARIOUS LAWS IMPACTED BY ELECTRONIC BUSINESS OPERATIONS.

2. THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF THE CHANGES TO EMPLOYMENT LAW CAUSED BY INFORMATION TECHNOLOGY.

3. THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF THE CONCERNS AND ISSUES SURROUNDING INTELLECTUAL PROPERTY AMID THE BUSINESS INFORMATION TECHNOLOGY EXPLOSION.

4. THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF THE LEGAL ASPECTS OF ELECTRONIC BUSINESS COMMUNICATIONS.

C. Course Objectives

1. THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF INFORMATION TECHNOLOGY AS WELL AS VARIOUS LAWS IMPACTED BY ELECTRONIC BUSINESS OPERATIONS, AS MEASURED BY THE ABILITY TO: RECOGNIZE VARIOUS LAWS THAT MAY BE IMPACTED BY ELECTRONIC

TRANSACTIONS, SALES TAX, FREE SPEECH, INTELLECTUAL PROPERTY, ETC.

2. EXPLAIN ACCESSIBILITY OF EMPLOYEE INFORMATION.

3. EXPLAIN BUSINESS COPYRIGHT VERSUS FREE SPEECH ON THE INTERNET ISSUES.

4. THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF THE CHANGES TO EMPLOYMENT LAW CAUSED BY INFORMATION TECHNOLOGY, AS MEASURED BY THE ABILITY TO: 2.1ANALYZE INFORMATION TECHNOLOGY IN THE WORKPLACE AND ITS IMPACT ON ISSUES SUCH AS EMPLOYEE MONITORING, PRIVACY, AND DISCRIMINATION/HARASSMENT.

5. RECOGNIZE AND ANALYZE PROBLEMS INVOLVING INFORMATION TECHNOLOGY IN THE CONCEPT OF TELECOMMUTING AND RELATED ISSUES FOR THE EMPLOYER.

6. EXPLAIN VARIOUS FRAUD PREVENTION METHODS USED IN E-BUSINESS TRANSACTIONS. 3.THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF THE CONCERNS AND ISSUES SURROUNDING INTELLECTUAL PROPERTY AMID THE BUSINESS INFORMATION TECHNOLOGY EXPLOSION, AS MEASURED BY THE ABILITY TO: EXPLAIN BUSINESS'S RESPONSIBILITY TO EDUCATE EMPLOYEES ABOUT THE ISSUES OF COPYRIGHT INFRINGEMENT ON THE INTERNET.

7. DEVELOP SAMPLE-TRAINING PROGRAMS FOR EDUCATING EMPLOYEES ON WAYS TO PROTECT TRADEMARKS AND PATENTS.

8. EXPLAIN HOW COPYRIGHT LAWS AND TRADEMARK LAWS AFFECT THE CREATION OF BUSINESS WEB PAGES.

9. EXPLAIN NETIQUETTE" AND LIST THE RULES OF BEHAVIOR.

10. THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF THE LEGAL ASPECTS OF ELECTRONIC BUSINESS COMMUNICATIONS, AS MEASURED BY THE ABILITY TO LIST SEVERAL EXAMPLES OF EMAIL ABUSE.

11. DESCRIBE ETHICAL EMAIL ETIQUETTE.

12. DESCRIBE PRIVACY RIGHTS OF EMAIL COMMUNICATORS.

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

Discipline
112-BUSINESS LAW

Discipline Definition
NONE

Prefix
BUL-BUSINESS LAW

Prefix Definition
COURSES THAT DESCRIBE THE USE, OR APPLY PRINCIPLES OF, COMMON LAW, STATUTORY LAW, ADMINISTRATIVE RULES AND PRECEDURES, OR THE FEDERAL OR STATE CONSTITUTIONS AS THEY

APPLIED TO BUSINESS.

Century Title
500-599-SPECIALIZED COURSES

Decade Title
560-569-LAW AND TECHNOLOGY

StateWide Course
BUL 561-CYBERLAW (L)

Status
ACTIVE

Transfer
GUARANTEED TRANSFER TO INSTITUTION OFFERING SAME COURSE.

Course Intent
LOWER

Prerequisites
GEB 1011

Corequisites
NONE

Profile Description
THIS COURSE GIVES THE BUSINESS OR COMPUTER SCIENCE STUDENT AN OVERVIEW OF THE LEGAL ISSUES INVOLVED IN THE EMERGING BUSINESS REALM OF CYBERSPACE. TOPICS INCLUDE JURISDICTION, INTELLECTUAL PROPERTY, TAXATION, ON-LINE CONTRACTING, FIRST AMENDMENT ISSUES, AND CRIMINAL LIABILITY.

ICS code for this course	ADVANCED AND PROFESSIONAL - 1.18.14 - LAW
Institutional Reporting Code	11814 LAW
Degree Attributes	AS AS COURSE
Degree Attributes (if needed)	
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

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18

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?	n/a
Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below. This course has been discussed with Academic Affairs and within SoBT through all of the departments.	

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
This course provides students with an understanding of modern Cyber Law which is important in the business world in 2019 and beyond. Pasco-Hernando offers this course and no other state college offers it. Therein, FSW will be an almost exclusive state college to offer this course providing FSW to offer students a course which is not readily available anywhere else.

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18

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").	GEB 1011 – Introduction to Business – C or Higher
Provide justification for the proposed prerequisite(s).	Students need a basic understanding of business concepts in order to be adequately prepared for Cyber Law.
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
Course credits or clock hours	3
Contact hours (faculty load)	
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, Blended, Ground
Course description (provide below)	
This course will examine the various developing legal issues in the use of business information technology, including an examination of constitutional rights, intellectual property, and employment law. Other topics studied during the course are freedom of speech, privacy, privileged communications, copyright, and trademark. These issues and others will be examined as they relate to business operations in today's complex electronic world.	

General topic outline (type in outline below)
• Jurisdiction
• Intellectual Property
• Taxation
• Online Contracting
• 1st Amendment Issues
• Criminal Liability

Learning Outcomes:

IV. Course Competencies, Learning Outcomes and Objectives

A. General Education Competencies and Course Outcomes

1. Integral *General Education Competency or competencies*: Communicate

2. Supplemental *General Education Competency or competencies*: Research

B. Learning Outcomes

1. THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF INFORMATION TECHNOLOGY AS WELL AS VARIOUS LAWS IMPACTED BY ELECTRONIC BUSINESS OPERATIONS.

2. THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF THE CHANGES TO EMPLOYMENT LAW CAUSED BY INFORMATION TECHNOLOGY.

3. THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF THE CONCERNS AND ISSUES SURROUNDING INTELLECTUAL PROPERTY AMID THE BUSINESS INFORMATION TECHNOLOGY EXPLOSION.

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5. RECOGNIZE AND ANALYZE PROBLEMS INVOLVING INFORMATION TECHNOLOGY IN THE CONCEPT OF TELECOMMUTING AND RELATED ISSUES FOR THE EMPLOYER.

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Discipline
112-BUSINESS LAW

Discipline Definition
NONE

Prefix
BUL-BUSINESS LAW

Prefix Definition
COURSES THAT DESCRIBE THE USE, OR APPLY PRINCIPLES OF, COMMON LAW, STATUTORY LAW, ADMINISTRATIVE RULES AND PRECEDURES, OR THE FEDERAL OR STATE CONSTITUTIONS AS THEY

APPLIED TO BUSINESS.

Century Title
500-599-SPECIALIZED COURSES

Decade Title
560-569-LAW AND TECHNOLOGY

StateWide Course
BUL 561-CYBERLAW (L)

Status
ACTIVE

Transfer
GUARANTEED TRANSFER TO INSTITUTION OFFERING SAME COURSE.

Course Intent
LOWER

Prerequisites
GEB 1011

Corequisites
NONE

Profile Description
THIS COURSE GIVES THE BUSINESS OR COMPUTER SCIENCE STUDENT AN OVERVIEW OF THE LEGAL ISSUES INVOLVED IN THE EMERGING BUSINESS REALM OF CYBERSPACE. TOPICS INCLUDE JURISDICTION, INTELLECTUAL PROPERTY, TAXATION, ON-LINE CONTRACTING, FIRST AMENDMENT ISSUES, AND CRIMINAL LIABILITY.

ICS code for this course	ADVANCED AND PROFESSIONAL - 1.18.14 - LAW
Institutional Reporting Code	11814 LAW
Degree Attributes	AS AS COURSE
Degree Attributes (if needed)	
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

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18

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?	n/a
Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below. This course has been discussed with Academic Affairs and within SoBT through all of the departments.	

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
This course provides students with an understanding of modern Cyber Law which is important in the business world in 2019 and beyond. Pasco-Hernando offers this course and no other state college offers it. Therein, FSW will be an almost exclusive state college to offer this course providing FSW to offer students a course which is not readily available anywhere else.

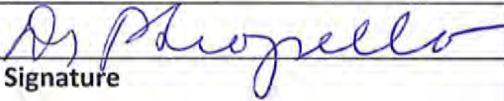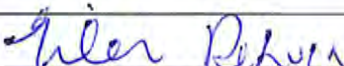Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18

Curriculum Committee

New Course Proposal

FLORIDA SOUTHWESTERN STATE COLLEGE

School or Division	School of Health Professions
Program or Certificate	Paramedic certificate/ AS EMS
Proposed by (faculty only)	Joe Washburn
Presenter (faculty only)	Joe Washburn

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	2/28/2019
Course prefix, number, and title	EMS 2600L Introduction to Paramedic Lab

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.	
Change in the EMS accreditation (CoAEMSP) paramedic skill requirements	

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. Paula Tropello	*DrPtropello*	3-1-19
Interim Provost for Academic Affairs	**Signature**	**Date**
Dr. Eileen DeLuca	*Eileen DeLuca*	3-1-19

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Joseph Washburn	2/6/2019
Academic Dean or Interim Provost for Academic Affairs	Dr. Eileen Deluca	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).
Professor Mathew Stachler, Professor Tresa Hibben , Professor Rima Stevens

Has the Libraries' Collection Manager been contacted about the new course and discussed potential impacts to the libraries' collections?
No

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18

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").	No prerequisite Minimum grade of a "C"
Provide justification for the proposed prerequisite(s).	
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.	EMS 2600 Introduction to paramedics
Provide justification for the proposed co-requisite(s).	Content is shared in the lecture
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)	Yes EMS 2600 Introduction to Paramedics
Course credits or clock hours	2 credits
Contact hours (faculty load)	4 hrs.
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)	
Type course description here In Laboratory, Students will demonstrate satisfactory performance of psychomotor skills of basic and advanced life support techniques, of both adult and child patients, according to the current American Heart Association Guidelines or its equivalent. The laboratory course is an in-depth study of the U.S. Department of Transportation, Paramedic: National EMS Education Standards, which covers "hands-on" skills, related to Introduction to Paramedics.	

General topic outline (type in outline below)

- Professional Roles of the paramedic
- Basic Life Support skills
- Venous access and medication administration
- Advanced patient assessment skills
- Advanced Airway management skills
- Advanced Cardiac monitoring skills
- Emergency Medical Technician Skills

Learning Outcomes: For information purposes only.

IV. Course Competencies, Learning Outcomes and Objectives

    A. General Education Competencies and Course Outcomes

    1. Integral *General Education Competency or competencies*: **Communicate**

- Integrate scene and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression. This includes developing a list of differential diagnoses through clinical reasoning to modify the assessment and formulate a treatment plan.

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

- Integrates complex knowledge of anatomy, physiology, and pathophysiology into the assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.

    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).

Discipline166-EMERGENCY MEDICAL SERVICES
Discipline Definition NONE
Prefix EMS-EMERGENCY MEDICAL SERVICES
Prefix Definition EMERGENCY MEDICAL SERVICES IS A SYSTEM BY WHICH VICTIMS OF UNEXPECTED ILLNESS OR INJURY RECEIVE PRE-HOSPITAL EMERGENCY MEDICAL CARE BY TRAINED PERSONNEL. IN THIS DISCIPLINE, LAB REFERS TO LEARNING IN A CLASSROOM SETTING AND CLINICAL REFERS TO THE APPLICATION OF SKILLS IN A REAL PATIENT CARE SETTING. EMERGENCY MEDICAL SERVICES IS A SYSTEM BY WHICH VICTIMS OF UNEXPECTED ILLNESS OR INJURY RECEIVE PRE-HOSPITAL EMERGENCY MEDICAL CARE BY TRAINED PERSONNEL. IN THIS DISCIPLINE, LAB REFERS TO LEARNING IN A CLASSROOM SETTING AND CLINICAL REFERS TO THE APPLICATION OF SKILLS IN A REAL PATIENT CARE SETTING.

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18

Century Title600-699-1998 PARAMEDIC CURRICULUM

Decade Title600-609-LECTURE, LAB (L), OR LECTURE/LAB (C)

State Wide Course EMS 600-PARAMEDIC FUNDAMENTALS

Status ACTIVE

Transfer GUARANTEED TRANSFER TO INSTITUTION OFFERING SAME COURSE.

Course Intent LOWER

Prerequisites EMT CERTIFICATE

Corequisites PARAMEDIC PREPARATORY

Profile Description THIS COURSE IS THE SECOND COURSE IN A SEQUENCE OF INSTRUCTION FOR THE PARAMEDIC CERTIFICATE PROGRAM AND MEETS THE REQUIREMENTS OF THE UNITED STATES DEPARTMENT OF TRANSPORTATION NATIONAL STANDARD CURRICULUM. COURSE INSTRUCTION INCLUDES VENOUS ACCESS AND MEDICATION ADMINISTRATION, HISTORY TAKING, TECHNIQUES OF PATIENT ASSESSMENT, COMMUNICATION, DOCUMENTATION, AND AIRWAY VENTILATION. ers, FL 33908

ICS code for this course	ADVANCED AND PROFESSIONAL - 1.11.12 - HEALTH PROFESSIONS
Institutional Reporting Code	11112 HEALTH PROFESSIONS
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".	Yes Must be accepted into the paramedic program
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?	Yes
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	It will change the AS in EMS degree requirements. No impact in any other areas.

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

The course was discussed with the Medical Director, Program Coordinator's, The Dean of Health Professions, and the Provost and all agree to the new course.

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
CoAEMSP accreditation standards: *Standard III.A.2. Hospital/Clinical Affiliations and Field/Internship Affiliations Critical components to this process are demonstrating the program is providing "adequate numbers of patients, proportionally distributed by age-range, chief complaint and interventions in the delivery of emergency care"* Possible Evidence of Compliance For This Standard: ¬ Completed Appendix G – Student Patient Contact Matrix [Appendix G – Student Patient Contact Matrix for available at http://coaemsp.org/Self_Study_Reports.htm]. ¬ Advisory committee minutes [Advisory Committee Agenda and Checklist form available at http://coaemsp.org/Evaluations.htm]. The clinical resources must ensure exposure to, and assessment and management of the following patients and conditions: adult trauma and medical emergencies; airway management to include endotracheal intubation; obstetrics to include obstetric patients with delivery and neonatal assessment and care; pediatric trauma and medical emergencies including assessment and management; and geriatric trauma and medical emergencies. The program must set and require minimum competency numbers of patient contacts for each listed category. Those minimum numbers must be approved by the Medical Director and endorsed by the Advisory Committee with documentation of those actions. The tracking documentation must then show those minimums and that each student has met them. There must be periodic evaluation that the established minimums are adequate to achieve competency. No minimum number can be fewer than two (2), including each pediatric age subgroup. The objectives must clearly state the intent of the rotation and outcomes required. While the specific units/rooms may provide the types of patients to meet the objectives, there are likely other locations and creative activities that can provide the necessary type of patient encounters.

The access and availability of the patients is the critical issue. The location of the experiences is at the discretion of the program. For example, psychiatric patient exposures may occur in the emergency department.

Live patient encounters must occur; however, appropriate simulations can be integrated into the educational process to provide skills acquisition, develop skills proficiency, provide practice opportunities for low volume procedures, and ensure competency prior to exposure to a patient. The program must show that this method of instruction is contributing to the attainment of the program's goals and outcomes.

In order for an interfacility transfer to be documented as a patient contact in the field experience or the capstone field internship, the patient must be transferred to a higher level of care requiring assessment and may require emergency care.

For airway management: Each student must demonstrate competency in airway management. The program sets the required minimum competency numbers approved by the Medical Director and Advisory Committee as described above.

For example, the paramedic student should be successful in any combination of live patients, high definition simulations, low fidelity simulations, and/or cadaver labs in all age brackets (neonate, infant, pediatric, and adults). High definition simulation is highly recommended but optional. Low fidelity simulation is defined by traditional simulation heads. Paramedic students should have exposure to diverse environments of learning, including but not limited to hospital units (e.g., operating rooms, emergency departments, intensive care units), ambulatory surgical centers, and out of hospital settings (e.g., ambulance or field environments) and laboratories (floor, varied noise levels, varied lighting conditions).

The paramedic student should have no fewer than fifty (50) attempts at airway management across all age levels, with a 90% success rate utilizing endotracheal intubation models in their last ten (10) attempts. The paramedic student needs to be 100% successful in the management of their last twenty (20) attempts at airway management. The majority of airway attempts should be emphasized

with live intubations, realistic simulation labs, or both. As with all other required skills, terminal competency needs to be validated by the program medical director's signature.

Evaluation of the clinical and capstone field internship sites should be done by the program. They should ensure, through tracking (Standard III.C.2) that the clinical and capstone field internship sites provide the minimum requirements for competency (See II.C and IV.A.1).

Standard III.C.1. Curriculum (Sequencing) Showing progression of learning from the class to the lab to clinical to field to the capstone field internship
Progression of learning typically involves didactic/theory followed by laboratory practice followed by clinical experience followed by capstone field internship.

The required curriculum content topics should be documented through course syllabi, lesson plans, supplemental instructional materials, textbooks, reference materials, etc, which lead to accomplishment of the program goals and outcomes.

In order to assure entry-level competence, the program must adopt a skills assessment system that results in a portfolio which documents the evaluation of the progression of each student through individual skills acquisition, scenario labs, clinical and capstone field internship. The program shall evaluate and document student progression over time. This assessment system should represent best practices in education, measurement and documentation of the affective, cognitive, and psychomotor domains.

Program completion is defined as successful completion of all phases (didactic, clinical, field experience, and capstone field internship).

Standard III.C.2. Curriculum (Establishing Minimums) Establishing a minimum number of patient encounters prior to program completion
The program must establish the minimum number of encounters for each of the competencies for each of the defined distributions. (see Interpretation III.A.2)

Standard III.C.3. Curriculum (Team Leads) The field internship must provide the student with an opportunity to serve as team leader in a variety of prehospital advanced life support emergency medical situations.

The capstone field internship site must allow students to assess and manage patients in the pre-hospital environment where he/she will progress to the role of Team Leader.

Minimum team leads must be established by the program and accomplished by each student. The number of team leads is established and analyzed by the program through the program evaluation system and must reflect the depth and breadth of the paramedic profession.

The program must show that the timing and sequencing of the team leads occur as a capstone experience and in relation to the didactic and clinical phases of the program so as to provide an appropriate experience to demonstrate competence.

Evaluating the effectiveness of being a team lead is under standard IV.A.1 and IV.A.2.

Team Leadership Objective: The student has successfully led the team if he or she has conducted a comprehensive assessment (not necessarily performed the entire interview or physical exam, but rather been in charge of the assessment), as well as formulated and implemented a treatment plan for the patient. This means that most (if not all) of the decisions have been made by the student, especially formulating a field impression, directing the treatment, determining patient acuity, disposition and packaging/moving the patient (if applicable). Minimal to no prompting was needed by the preceptor. No action was initiated/performed that endangered the physical or psychological safety of the patient, bystanders, other responders or crew. (Preceptors should not agree to a "successful" rating unless it is truly deserved. As a general rule, more unsuccessful attempts indicate willingness to try and are better than no attempt at all.)

To be counted as a Team Lead the Paramedic student must accompany the transport team to a higher level of care and function as Team Leader with the exception of termination of resuscitation in the field.

Curriculum Committee

FLORIDA SOUTHWESTERN
STATE COLLEGE

Change of Course Proposal

School or Division	School of Health Professions
Program or Certificate	Paramedic, CCC
Proposed by (faculty only)	Joseph S. Washburn
Presenter (faculty only)	Joseph S. Washburn

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	2/15/2019
Current course prefix, number, and title	EMS 2600 - Introduction to Paramedics

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.**	
Change in the EMS accreditation (CoAEMSP) paramedic skill requirements	

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. Paula Tropello	Dr P Tropello	3-7-19
Interim Provost for Academic Affairs	**Signature**	**Date**
Dr. Eileen DeLuca	Eileen DeLuca	3-11-19

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Joseph S. Washburn	2/15/2019
Academic Dean or Interim Provost for Academic Affairs	Dr. Paula Tropello	2/28/2019

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Professor Mathew Stachler, Professor Tresa Hibben , Professor Rima Stevens

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 5/18, 6/18; 10/18

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: EMS 2522 General Pharmacology for EMS provider To: EMS 2522 General Pharmacology for EMS provider. EMS 2600L Introduction to Paramedic Laboratory
Provide justification for the proposed co-requisite(s).	This laboratory course is an in-depth study of the U.S. Department of Transportation, Paramedic: National EMS Education Standards, which covers "hands-on" skills, related to Introduction to Paramedics.
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:

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 5/18, 6/18; 10/18

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.
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*:
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

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?	No, not International or Diversity Focus
Change course to a General Education course?	No
Change course from General Education to non-General Education?	No
Change course to a Writing Intensive course?	No
Change course from Writing Intensive to non-Writing intensive?	No
Change course to repeatable? (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). *Not the same as Multiple Attempts or Grade Forgiveness	No If repeatable, list maximum number of credits

Impact of Change of Course Proposal	
Will this change of course proposal impact other courses, programs, departments, or budgets?	No
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	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.	
The course was discussed with the Medical Director, Program Coordinator's, The Dean of Health Professions, and the Provost and all agree to the new course.	

Section IV, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
Type in justification here

Curriculum Committee

FLORIDA
SOUTHWESTERN
STATE COLLEGE

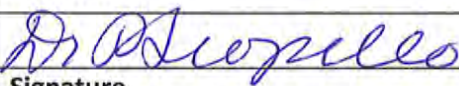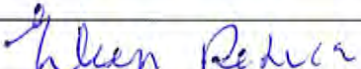## Change of Program or Certificate Proposal

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 Health Professions
Program or Certificate	Paramedic, CCC
Proposed by (faculty only)	Joseph Washburn
Presenter (faculty only)	Joseph Washburn

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	2/18/2019

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*

<u>Section I, Important Dates and Endorsements Required</u>

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.
Progression of learning typically involves didactic/theory followed by laboratory practice followed by clinical experience followed by capstone field internship.
In order to assure entry-level competence, the program must adopt a skills assessment system that results in a portfolio which documents the evaluation of the progression of each student through individual skills acquisition, scenario labs, clinical and capstone field internship. The minimum skills assessment must take place before going to the capstone in the final semester.
Current program sequencing does not achieve this accreditation requirement.

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. Paula Tropello	*Dr PTropello*	3-1-19
Interim Provost for Academic Affairs	Signature	Date
Dr. Eileen DeLuca	*Eileen DeLuca*	3-11-19

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Joseph S. Washburn	2/14/2019
Academic Dean or Interim Provost for Academic Affairs	Dr. Eileen Deluca	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).

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18; 10/18

Professor Mathew Stachler, Professor Tresa Hibben , Professor Rima Stevens

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.	
List changes to program or certificate prerequisites	
List below, any changes to the General Education requirements. Include course titles and credits if applicable.	
List changes to program or certificate General Education requirements	
List below, any changes to the program or certificate Core requirements. Include course titles and credits if applicable.	
List changes to program or certificate Core requirements	
List below, any changes to the program or certificate Elective requirements. Include course titles and credits if applicable.	
List changes to program or certificate Elective requirements	
List below, any other changes to the program or certificate requirements.	
List other changes	
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; 10/18

Section III, Justification for proposal

This action is to provide a CCC in paramedic with the necessary curriculum (Sequencing) for showing progression of learning from the class to the lab to clinical to field to the capstone field internship (Capstone).

Briefly describe and Program Accreditation required for this program.
SACSCOC, CoAEMSP, CAHEEP
Briefly describe any Industry Certification available for student to take during or following completion this program.
Students will be eligible for National Registry Paramedic certification and the Florida Department of Health State licensure

Program Title: Paramedic, CCC Career Cluster: Health Science	
CIP Number	0351090405
Program Type	College Credit Certificate (CCC)
Program Length	42 credit hours
CTSO	HOSA: Future Health Professionals
SOC Codes (all applicable)	29-2041 Emergency Medical Technicians and Paramedics
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

FLDOE Framework Standard	**FSW Course**
01.0 Demonstrate a fundamental depth and foundational breadth of the History of EMS and a complex depth and comprehensive breadth of EMS Systems. 02.0 Demonstrate a fundamental depth, foundational breath of research principles to interpret literature and advocate evidence-based practice.	EMS 2600 Introduction to Paramedics EMS 2600L Introduction to Paramedics EMS 2601 Paramedic Theory I EMS 2601L Paramedic Laboratory I EMS 2602 Paramedic Theory II EMS 2602L Paramedic Laboratory II EMS 2646 Paramedic Clinical Experience EMS 2648 Paramedic Field Experience EMS 2661 Paramedic Field Internship

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18; 10/18

03.0 Demonstrate a complex depth, comprehensive breadth of workforce safety and wellness.	
04.0 Demonstrate a complex depth, comprehensive breadth of the principles of medical documentation and report writing.	
05.0 Demonstrate a complex depth, comprehensive breadth of EMS communication system.	
06.0 Demonstrate a complex depth and comprehensive breadth of the therapeutic communication principles.	
07.0 Demonstrate a complex depth, comprehensive breadth of medical legal and ethical concepts related to EMS.	
09.0 Demonstrate the integration of comprehensive anatomical and medical terminology and abbreviations into written and oral communication with health care professionals	
16.0 Demonstrate a complex depth, comprehensive breadth of airway management and respiration within the scope of practice of the paramedic.	
17.0 Demonstrate a complex breadth, comprehensive breadth of assessment and management utilizing artificial ventilation.	
18.0 Demonstrate a complex depth, comprehensive breadth of scene management.	
19.0 Demonstrate a complex depth, comprehensive breadth of the primary assessment for all patient situations.	
20.0 Demonstrate a complex depth, comprehensive breath of the components of history taking.	
21.0 Demonstrate a complex depth, comprehensive breadth of techniques used for a secondary assessment.	
22.0 Demonstrate a fundamental depth, foundational breadth of monitoring devices within the scope of practice of the paramedic.	

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18; 10/18

23.0	Demonstrate a complex depth, comprehensive breadth of how and when to perform a reassessment for all patient situations.	
08.0	Demonstrate a complex depth and comprehensive breadth of anatomy and physiology of all human systems.	BSC 1085C Anatomy & Physiology I BSC 1086C Anatomy & Physiology II EMS 2601 Paramedic Theory I EMS 2601L Paramedic Laboratory I EMS 2602 Paramedic Theory II EMS 2602L Paramedic Laboratory II EMS 2646 Paramedic Clinical Experience EMS 2648 Paramedic Field Experience EMS 2661 Paramedic Field Internship
10.0	Demonstrate a comprehensive knowledge of pathophysiology of major systems.	
13.0	Demonstrate a complex depth, comprehensive breadth in the principles of pharmacology.	EMS 2522 Introduction to Pharmacology EMS 2601 Paramedic Theory I EMS 2601L Paramedic Laboratory I EMS 2602 Paramedic Theory II EMS 2602L Paramedic Laboratory II EMS 2646 Paramedic Clinical Experience EMS 2648 Paramedic Field Experience EMS 2661 Paramedic Field Internship
14.0	Demonstrate a complex depth, comprehensive breadth of medication administration within the scope of practice of the paramedic.	
15.0	Demonstrate a complex depth, comprehensive breadth of emergency medications within the scope of practice for the paramedic.	
24.0	Demonstrate a complex depth and comprehensive breadth of pathophysiology, assessment, and management of medical complaints.	EMS 2601 Paramedic Theory I EMS 2601L Paramedic Laboratory II EMS 2646 Paramedic Clinical Experience EMS 2648 Paramedic Field Experience ~~EMS 2677L Paramedic Laboratory III~~ EMS 2661 Paramedic Field Internship
25.0	Demonstrate a complex depth and comprehensive breadth of neurologic disorders/emergencies for all age groups.	
26.0	Demonstrate a complex depth and comprehensive breadth of abdominal and gastrointestinal disorders/emergencies for all age groups.	
27.0	Demonstrate a complex depth, comprehensive breadth of immunology disorders/emergencies for all age groups.	
28.0	Demonstrate a complex depth, comprehensive breadth of	

assessment and management of a patient who may have an infectious diseases for all age groups.	
29.0 Demonstrate a complex depth, comprehensive breadth in endocrine disorders/emergencies for all age groups.	
30.0 Demonstrate a complex depth, comprehensive breadth regarding the assessment and management of psychiatric disorders/emergencies for all age groups.	
31.0 Demonstrate a complex depth, comprehensive breadth of cardiovascular disorders/ emergencies for all age groups.	
32.0 Demonstrate a complex depth, comprehensive breadth of the assessment and management of toxicology emergencies for all age groups.	
33.0 Demonstrate a complex depth, comprehensive breadth of the assessment and management of respiratory disorders/emergencies for all age groups.	
34.0 Demonstrate a complex depth, foundational breadth of the assessment, and management of hematology disorders/ emergencies for all age groups.	
35.0 Demonstrate a complex depth, comprehensive breadth of genitourinary and renal emergencies all age groups.	
36.0 Demonstrate a complex depth, comprehensive breadth of the assessment findings and the management of gynecology disorders/emergencies for all age groups.	
37.0 Demonstrate a fundamental depth, foundation breadth of the assessment and management of non-traumatic fractures for all age groups.	
38.0 Demonstrate a fundamental depth, foundational breadth of the assessment and management of common or major diseases of the eyes, ears, nose and throat for all age groups.	

39.0	Demonstrate the integration of a comprehensive knowledge of causes and pathophysiology into the management of shock and respiratory failure.	
55.0	Demonstrate a complex depth, comprehensive breadth of management of the patient with special challenges within the scope of practice of the paramedic	
56.0	Demonstrate a simple depth, foundational breadth of risks and responsibilities of transport.	
57.0	Demonstrate a complex depth, comprehensive breadth of establishing and working within the incident management system	
59.0	Demonstrate a complex depth, comprehensive breadth of air Medical transport risks, needs and advantages	
61.0	Demonstrate a simple depth, simple breadth of risks and responsibilities of operating in a cold zone at a hazardous material or other special incident.	
62.0	Demonstrate a simple depth, simple breadth of risks and responsibilities of operating on the scene of a natural or man- made disaster.	
40.0	Demonstrate a complex depth, comprehensive breadth of pathophysiology, assessment and management of the trauma patient for all age groups.	EMS 2602 Paramedic Theory II EMS 2602L Paramedic Laboratory II EMS 2646 Paramedic Clinical Experience EMS 2648 Paramedic Field Experience ~~EMS 2677L Paramedic Laboratory III~~
41.0	Demonstrate a complex depth, comprehension breadth of pathophysiology, assessment and management of bleeding for all age groups.	
42.0	Demonstrate a complex depth, comprehensive breadth of pathophysiology, assessment, and management of chest trauma for all age groups.	
43.0	Demonstrate a complex depth, comprehensive breadth of pathophysiology, assessment, and	

	management of abdominal and genitourinary trauma for all age groups.	
44.0	Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment, and management of orthopedic trauma for all age groups.	
45.0	Demonstrate a complex depth, comprehensive breadth of pathophysiology, assessment, and management of soft tissue trauma for all age groups.	
46.0	Demonstrate a fundamental depth, foundational breadth of head, face, neck and spine trauma for all age groups.	
47.0	Demonstrate a fundamental depth, foundational breadth of nervous system trauma for all age groups.	
48.0	Demonstrate a complex depth, comprehensive breadth of special considerations in trauma for all age groups.	
49.0	Demonstrate a complex depth, comprehensive breadth of environmental emergencies for all age groups.	
50.0	Demonstrate a complex depth, comprehensive breadth of multi-system trauma and blast injuries.	
51.0	Demonstrate a complex depth, comprehensive breadth of the management of the obstetric patient within the scope of practice of the paramedic.	
52.0	Demonstrate a complex depth, comprehensive breadth of the management of the neonatal patient within the scope of practice of the paramedic.	
53.0	Demonstrate a complex depth, comprehensive breadth of the management of the pediatric patient within the scope of practice of the paramedic.	

54.0	Demonstrate a complex depth, comprehensive breadth of the management of the geriatric patient within the scope of practice of the paramedic.	
60.0	Demonstrate a simple depth, simple breadth for safe vehicle extrication and use of simple hand tools.	

Provide justification (below) for each change on this proposed curriculum action
EMS 2677 L and EMS 2600L will be offered for Fall 2019 as part of a 2 year teach out. Students starting the paramedic program in Fall 2019 will only be required to take the EMS 2600 L and not EMS 2677 L:

The changes to the program by removing the final lab and moving a lab up into the first semester will allow the program to meet the minimum number of live/ simulated patient encounters before capstone.

Standard III.C.1. Curriculum (Sequencing) Showing progression of learning from the class to the lab to clinical to field to the capstone field internship

Progression of learning typically involves didactic/theory followed by laboratory practice followed by clinical experience followed by capstone field internship.

The required curriculum content topics should be documented through course syllabi, lesson plans, supplemental instructional materials, textbooks, reference materials, etc, which lead to accomplishment of the program goals and outcomes.

In order to assure entry-level competence, the program must adopt a skills assessment system that results in a portfolio which documents the evaluation of the progression of each student through individual skills acquisition, scenario labs, clinical and capstone field internship. The program shall evaluate and document student progression over time. This assessment system should represent best practices in education, measurement and documentation of the affective, cognitive, and psychomotor domains.

Program completion is defined as successful completion of all phases (didactic, clinical, field experience, and capstone field internship).

Paramedic, CCC

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18; 10/18

Graduates of the Paramedic College Credit Certificate (CCC) Program are prepared to become a licensed Paramedic in the field of emergency medical services. Upon successful completion of this program, the student will receive a Certificate of Completion from the Florida SouthWestern State College and the necessary instruction required to sit for the National Registry Paramedic (NRP) examination.

People's lives often depend on the quick reaction and competent care of emergency medical technicians (EMTs) and paramedics. Paramedics have additional advanced training to perform more difficult pre-hospital medical procedures. Incidents as varied as automobile accidents, heart attacks, drownings, childbirth, and gunshot wounds all require immediate medical attention. EMTs and paramedics provide this vital attention as they care for and transport the sick or injured to a medical facility.

Purchase of professional liability insurance is required and included in the program cost. Uniforms are required in all EMS classes and at the clinical sites. During the Paramedic Program, students will be required to complete clinical rotations in local hospital settings and internships with area EMS providers. These clinical rotations are in addition to scheduled lecture and laboratory hours. Students are responsible for transportation to and from the clinical and internship sites. The total Paramedic Certification Program length is four (4) semesters and 42 credit hours.

Current occupational employment and wages data for Paramedics are published by the United States Department of Labor's Bureau of Labor Statistics at www.bls.gov/oes/current/oes292041.htm.

Accreditation:
The Florida SouthWestern State College Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

Commission on Accreditation of Allied Health Education Programs
1361 Park Street
Clearwater, FL 33756
Office: (727) 210-2350
www.caahep.org

Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions
8301 Lakeview Parkway
Suite 111-312
Rowlett, TX 75088
(214) 703-8445
Fax (214) 703-8992
www.coaemsp.org

Application Deadline
Fall Semester Start - Application due by June 30

Admission Requirements

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18; 10/18

The Paramedic Certificate Program has limited enrollment due to the rigorous clinical education requirements for the program. Acceptance to Florida SouthWestern State College does not imply acceptance into the Paramedic Certificate program. Each applicant must meet specific criteria which are listed in the admission policies. The Criteria for Admission Policies are available through the program office or through the School of Health Professions office at (239)489-9392. Admission applications are located at www.fsw.edu/academics/programs/certparamedic.

Pre-admission requirements include satisfactory completion of the following:

Current Florida Emergency Medical Technician certification OR eligibility for EMT license if a new EMT graduate
Must have Florida EMT license prior to enrolling in Paramedic Theory I
College-approved criminal records check and drug testing at the applicant's expense
Proof of personal health insurance throughout enrollment in the program, naming the student and dates of coverage
After acceptance, students must complete the following:

Immunization and health report
Tuberculosis Screening Test
Current Certification in American Heart Association Basic Life Support for Healthcare Professionals (CPR and AED).
Academic Standards
A grade of "C" or better is required in each course for progression in the Paramedic curriculum.
Courses in the Paramedic curriculum may be repeated a maximum of two times. After a second unsuccessful attempt, the student must reapply and restart the curriculum.
Paramedic, CCC Program of Study
First Semester: 9 credits
BSC 1085C - Anatomy and Physiology I 4 credits
or
BSC 1093C - Anatomy and Physiology I 4 credits
EMS 2522 - General Pharmacology for the EMS Provider 2 credits
EMS 2600 - Introduction to Paramedics 3 credits
EMS 2600L- Introduction to Paramedic Lab 2 credits
Second Semester: 13 credits
BSC 1086C - Anatomy and Physiology II 4 credits
or

BSC 1094C - Anatomy and Physiology II 4 credits
EMS 2601 - Paramedic Theory I 6 credits
EMS 2601L - Paramedic Laboratory I 3 credits
Third Semester: 13 credits
EMS 2602 - Paramedic Theory II 6 credits
EMS 2602L - Paramedic Laboratory II 3 credits
EMS 2646 - Paramedic Clinical Experience 2 credits
EMS 2648 - Paramedic Field Experience 2 credits
Fourth Semester: 7 credits
EMS 2661 - Paramedic Field Internship 5 credits
~~EMS 2677L - Paramedic Laboratory III 2 credits~~

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18; 10/18

Total Paramedic, CCC : 42 Credit Hours
Information is available online at: www.fsw.edu/academics/ and on the School of Health Professions
Home page at: www.fsw.edu/sohp

Curriculum Committee

FLORIDA SOUTHWESTERN
STATE COLLEGE

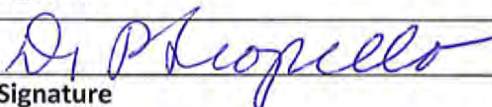## Change of Program or Certificate Proposal

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 Health Professions
Program or Certificate	As, Emergency Medical Services
Proposed by (faculty only)	Joseph Washburn
Presenter (faculty only)	Joseph Washburn

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	2/18/2019

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.	

Progression of learning typically involves didactic/theory followed by laboratory practice followed by clinical experience followed by capstone field internship.

In order to assure entry-level competence, the program must adopt a skills assessment system that results in a portfolio which documents the evaluation of the progression of each student through individual skills acquisition, scenario labs, clinical and capstone field internship. The minimum skills assessment must take place before going to the capstone in the final semester.

Current program sequencing does not achieve this accreditation requirement.

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. Paula Tropello	*Dr P Tropello*	3/1/19
Interim Provost for Academic Affairs	Signature	Date
Dr. Eileen DeLuca	*[signature]*	3-1-19

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Joseph S. Washburn	2/14/2019
Academic Dean or Interim Provost for Academic Affairs	Dr. Eileen Deluca	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).

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18; 10/18

Professor Mathew Stachler, Professor Tresa Hibben , Professor Rima Stevens

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.	
List changes to program or certificate prerequisites	
List below, any changes to the General Education requirements. Include course titles and credits if applicable.	
List changes to program or certificate General Education requirements	
List below, any changes to the program or certificate Core requirements. Include course titles and credits if applicable.	
Delete EMS 2677L Paramedic Lab III and add EMS 2600L Introduction to Paramedic Lab	
List below, any changes to the program or certificate Elective requirements. Include course titles and credits if applicable.	
List changes to program or certificate Elective requirements	
List below, any other changes to the program or certificate requirements.	
List other changes	
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.

Section III, Justification for proposal

This action is to provide a AS, Emergency Medical Service with the necessary curriculum (Sequencing) for showing progression of learning from the class to the lab to clinical to field to the capstone field internship (Capstone).

Briefly describe and Program Accreditation required for this program.
SACSCOC, CoAEMSP, CAHEEP
Briefly describe any Industry Certification available for student to take during or following completion this program.
Students will be eligible for National Registry Paramedic certification and the Florida Department of Health State licensure

Program Title: Emergency Medical Services Career Cluster: Health Science	
CIP Number	0351090402
Program Type	College Credit
Program Length	73 credit hours
CTSO	HOSA: Future Health Professionals
SOC Codes (all applicable)	29-2041 Emergency Medical Technicians and Paramedics
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
FLDOE Framework Standard	**FSW Course**

01.0	Demonstration of a simple depth and foundational breadth of EMS systems.	EMS 2119 - Fundamentals of Emergency Medical Care
02.0	Demonstration of a simple depth, simple breadth of research and evidence-based decision making.	EMS 2119L - Fundamentals of Emergency Medical Care Lab EMS 2421L - Emergency Medical Technician Practicum
03.0	Demonstration of a fundamental depth, foundational breadth of workforce safety and wellness.	
04.0	Demonstration of a fundamental depth, foundational breadth of the principles of medical documentation and report writing.	
05.0	Demonstration of a simple depth, simple breadth of the EMS communication system, communication with other health care professionals, and team communication.	
06.0	Demonstration of a simple depth and simple breadth of the principles of therapeutic communication.	
07.0	Demonstration of a fundamental depth, foundational breadth of medical legality and ethics.	
08.0	Demonstrate the application of fundamental knowledge of the anatomy and function of all human systems to the practice of EMS.	
09.0	Demonstrate the application of fundamental knowledge in the use of medical terminology and medical terms.	
10.0	Demonstrate the application of a fundamental knowledge of the causes, pathophysiology and management of shock and the components of resuscitation.	
11.0	Demonstrate the application of fundamental knowledge of life span development to patient assessment and management.	
12.0	Demonstrate the use of simple knowledge of the principles of illness and injury prevention in emergency care.	
13.0	Demonstrate a simple depth, simple breadth for medication safety and kinds	

	of medications used during an emergency.
14.0	Demonstrate a fundamental depth and foundational breadth of medication administration within the scope of practice of the EMT.
15.0	Demonstrate a fundamental depth and simple breadth of emergency medications within the scope of practice of the EMT.
16.0	Demonstrate a foundational depth, foundational breadth of airway management within the scope of practice of the EMT.
17.0	Demonstrate a fundamental depth, foundational breadth of respiration.
18.0	Demonstrate a fundamental depth, foundational breadth of assessment and management utilizing artificial ventilation.
19.0	Demonstrate a fundamental depth, foundational breadth of scene management and multiple patient situations.
20.0	Demonstrate a fundamental depth, simple breadth of the primary assessment for all patient situations.
21.0	Demonstrate a fundamental depth, foundational breadth of the components of history taking.
22.0	Demonstrate a fundamental depth, foundational breadth of techniques used for a secondary assessment.
23.0	Demonstrate a simple depth, simple breath of monitoring devices within the scope of practice of the EMT.
24.0	Demonstrate a fundamental depth, foundational breadth of how and when to perform a reassessment for all patient situations.
25.0	Demonstrate a simple depth, foundation breadth of pathophysiology, assessment and management of medical complaints.
26.0	Demonstrate a fundamental depth, foundational breadth of the assessment

	and management of neurologic disorders/emergencies for all age groups.
27.0	Demonstrate a fundamental depth, foundational breadth of the assessment and management of abdominal and gastrointestinal disorders/emergencies for all age groups.
28.0	Demonstrate a fundamental depth, foundational breadth of the assessment and management of immunology disorders/emergencies for all age groups.
29.0	Demonstrate a simple depth, simple breadth of the assessment and management of a patient who may have an infectious disease for all age groups.
30.0	Demonstrate a fundamental depth, foundational breadth of the assessment and management of endocrine disorders/emergencies for all age groups.
31.0	Demonstrate a fundamental depth, foundational breadth regarding the assessment and management of psychiatric emergencies for all age groups.
32.0	Demonstrate a fundamental depth, foundational breadth of the assessment and management of cardiovascular emergencies for all age groups.
33.0	Demonstrate a fundamental depth, foundational breadth of the assessment and management of toxicological (poisoning and overdose) emergencies for all age groups.
34.0	Demonstrate a fundamental depth, foundational breadth of the assessment and management of respiratory disorders/emergencies for all age groups.
35.0	Demonstrate a simple depth, simple breadth of the assessment, and management of hematology disorders for all age groups.
36.0	Demonstrate a simple depth, simple breath of the assessment and

	management of genitourinary/ renal emergency for all age groups.
37.0	Demonstrate a fundamental depth, foundational breadth of the assessment and management of gynecologic emergencies for all age groups.
38.0	Demonstrate a fundamental depth, foundational breadth of the assessment and management of non-traumatic fractures for all age groups.
39.0	Demonstrate a simple depth, simple breadth in recognition and management of nose bleed for all age groups.
40.0	Demonstrate the application of fundamental knowledge of the causes, pathophysiology, and management of shock and respiratory failure.
41.0	Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment and management of the trauma patient for all age groups.
42.0	Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment, and management of bleeding for all age groups.
43.0	Demonstrate a fundamental depth, simple breadth of pathophysiology, assessment and management of chest trauma for all age groups.
44.0	Demonstrate a fundamental depth, simple breadth of pathophysiology, assessment and management of abdominal and genitourinary trauma for all age groups.
45.0	Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment, and management of orthopedic trauma for all age groups.
46.0	Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment, and management of soft tissue trauma for all age groups.
47.0	Demonstrate a fundamental depth, foundational breadth of pathophysiology,

	assessment, and management of head, facial, neck and spine trauma for all age groups.	
48.0	Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment, and management of nervous system trauma for all age groups.	
49.0	Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment and management of trauma patients with special considerations for all age groups.	
50.0	Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment and management of environmental emergencies for all age groups.	
51.0	Demonstrate a fundamental depth, foundational breadth of the pathophysiology, assessment, and management of multi-system trauma and blast injuries.	
52.0	Demonstrate a fundamental depth, foundational breadth of management of the obstetric patient within the scope of practice of the EMT.	
53.0	Demonstrate a fundamental depth, foundational breadth of management of the newborn and neonatal patient within the scope of practice of the EMT.	
54.0	Demonstrate a fundamental depth, fundamental breath of management of the pediatric patient within the scope of practice of the EMT.	
55.0	Demonstrate a fundamental depth, foundational breadth of management of the geriatric patient within the scope of practice of the EMT.	
56.0	Demonstrate a simple depth, simple breadth of management of the patient with special challenges.	
57.0	Demonstrate a simple depth, foundational breadth of risks and responsibilities of transport.	

58.0	Demonstrate a fundamental depth, fundamental breadth of establishing and working within the incident management system.	
59.0	Demonstrate a simple depth, foundational breadth of responding to an emergency during a multiple casualty incident.	
60.0	Demonstrate a simple depth, simple breadth of safe air medical operations and criteria for utilizing air medical response.	
61.0	Demonstrate a simple depth, simple breadth for safe vehicle extrication and use of simple hand tools.	
62.0	Demonstrate a simple depth, simple breadth of risks and responsibilities of operating in a cold zone at a hazardous material or other special incident.	
63.0	Demonstrate a simple depth, simple breadth of risks and responsibilities of operating on the scene of a natural or man-made disaster.	
01.0	Demonstrate a fundamental depth and foundational breadth of the History of EMS and a complex depth and comprehensive breadth of EMS Systems.	EMS 2600 Introduction to Paramedics EMS 2600L Introduction to Paramedics Lab EMS 2601 Paramedic Theory I EMS 2601L Paramedic Laboratory I EMS 2602 Paramedic Theory II EMS 2602L Paramedic Laboratory II EMS 2646 Paramedic Clinical Experience EMS 2648 Paramedic Field Experience EMS 2661 Paramedic Field Internship
02.0	Demonstrate a fundamental depth, foundational breath of research principles to interpret literature and advocate evidence-based practice.	
03.0	Demonstrate a complex depth, comprehensive breadth of workforce safety and wellness.	
04.0	Demonstrate a complex depth, comprehensive breadth of the principles of medical documentation and report writing.	
05.0	Demonstrate a complex depth, comprehensive breadth of EMS communication system.	

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06.0 Demonstrate a complex depth and comprehensive breadth of the therapeutic communication principles.	
07.0 Demonstrate a complex depth, comprehensive breadth of medical legal and ethical concepts related to EMS.	
09.0 Demonstrate the integration of comprehensive anatomical and medical terminology and abbreviations into written and oral communication with health care professionals	
16.0 Demonstrate a complex depth, comprehensive breadth of airway management and respiration within the scope of practice of the paramedic.	
17.0 Demonstrate a complex breadth, comprehensive breadth of assessment and management utilizing artificial ventilation.	
18.0 Demonstrate a complex depth, comprehensive breadth of scene management.	
19.0 Demonstrate a complex depth, comprehensive breadth of the primary assessment for all patient situations.	
20.0 Demonstrate a complex depth, comprehensive breath of the components of history taking.	
21.0 Demonstrate a complex depth, comprehensive breadth of techniques used for a secondary assessment.	
22.0 Demonstrate a fundamental depth, foundational breadth of monitoring devices within the scope of practice of the paramedic.	
23.0 Demonstrate a complex depth, comprehensive breadth of how and when to perform a reassessment for all patient situations.	

08.0	Demonstrate a complex depth and comprehensive breadth of anatomy and physiology of all human systems.	BSC 1085C Anatomy & Physiology I BSC 1086C Anatomy & Physiology II EMS 2601 Paramedic Theory I
10.0	Demonstrate a comprehensive knowledge of pathophysiology of major systems.	EMS 2601L Paramedic Laboratory I EMS 2602 Paramedic Theory II EMS 2602L Paramedic Laboratory II EMS 2646 Paramedic Clinical Experience EMS 2648 Paramedic Field Experience EMS 2661 Paramedic Field Internship
13.0	Demonstrate a complex depth, comprehensive breadth in the principles of pharmacology.	EMS 2522 Introduction to Pharmacology EMS 2601 Paramedic Theory I EMS 2601L Paramedic Laboratory I
14.0	Demonstrate a complex depth, comprehensive breadth of medication administration within the scope of practice of the paramedic.	EMS 2602 Paramedic Theory II EMS 2602L Paramedic Laboratory II EMS 2646 Paramedic Clinical Experience EMS 2648 Paramedic Field Experience EMS 2661 Paramedic Field Internship
15.0	Demonstrate a complex depth, comprehensive breadth of emergency medications within the scope of practice for the paramedic.	
24.0	Demonstrate a complex depth and comprehensive breadth of pathophysiology, assessment, and management of medical complaints.	EMS 2601 Paramedic Theory I EMS 2601L Paramedic Laboratory II EMS 2646 Paramedic Clinical Experience EMS 2648 Paramedic Field Experience
25.0	Demonstrate a complex depth and comprehensive breadth of neurologic disorders/emergencies for all age groups.	~~EMS 2677L Paramedic Laboratory III~~ EMS 2661 Paramedic Field Internship
26.0	Demonstrate a complex depth and comprehensive breadth of abdominal and gastrointestinal disorders/emergencies for all age groups.	
27.0	Demonstrate a complex depth, comprehensive breadth of immunology disorders/emergencies for all age groups.	
28.0	Demonstrate a complex depth, comprehensive breadth of assessment and management of a patient who may have an infectious diseases for all age groups.	
29.0	Demonstrate a complex depth, comprehensive breadth in endocrine disorders/emergencies for all age groups.	

30.0	Demonstrate a complex depth, comprehensive breadth regarding the assessment and management of psychiatric disorders/emergencies for all age groups.	
31.0	Demonstrate a complex depth, comprehensive breadth of cardiovascular disorders/ emergencies for all age groups.	
32.0	Demonstrate a complex depth, comprehensive breadth of the assessment and management of toxicology emergencies for all age groups.	
33.0	Demonstrate a complex depth, comprehensive breadth of the assessment and management of respiratory disorders/emergencies for all age groups.	
34.0	Demonstrate a complex depth, foundational breadth of the assessment, and management of hematology disorders/ emergencies for all age groups.	
35.0	Demonstrate a complex depth, comprehensive breadth of genitourinary and renal emergencies all age groups.	
36.0	Demonstrate a complex depth, comprehensive breadth of the assessment findings and the management of gynecology disorders/emergencies for all age groups.	
37.0	Demonstrate a fundamental depth, foundation breadth of the assessment and management of non-traumatic fractures for all age groups.	
38.0	Demonstrate a fundamental depth, foundational breadth of the assessment and management of common or major diseases of the eyes, ears, nose and throat for all age groups.	
39.0	Demonstrate the integration of a comprehensive knowledge of causes and pathophysiology into the management of shock and respiratory failure.	
55.0	Demonstrate a complex depth, comprehensive breadth of management of the patient with	

	special challenges within the scope of practice of the paramedic	
56.0	Demonstrate a simple depth, foundational breadth of risks and responsibilities of transport.	
57.0	Demonstrate a complex depth, comprehensive breadth of establishing and working within the incident management system	
59.0	Demonstrate a complex depth, comprehensive breadth of air Medical transport risks, needs and advantages	
61.0	Demonstrate a simple depth, simple breadth of risks and responsibilities of operating in a cold zone at a hazardous material or other special incident.	
62.0	Demonstrate a simple depth, simple breadth of risks and responsibilities of operating on the scene of a natural or man- made disaster.	
40.0	Demonstrate a complex depth, comprehensive breadth of pathophysiology, assessment and management of the trauma patient for all age groups.	EMS 2602 Paramedic Theory II EMS 2602L Paramedic Laboratory II EMS 2646 Paramedic Clinical Experience EMS 2648 Paramedic Field Experience ~~EMS 2677L Paramedic Laboratory III~~
41.0	Demonstrate a complex depth, comprehension breadth of pathophysiology, assessment and management of bleeding for all age groups.	
42.0	Demonstrate a complex depth, comprehensive breadth of pathophysiology, assessment, and management of chest trauma for all age groups.	
43.0	Demonstrate a complex depth, comprehensive breadth of pathophysiology, assessment, and management of abdominal and genitourinary trauma for all age groups.	
44.0	Demonstrate a fundamental depth, foundational breadth of pathophysiology, assessment, and management of orthopedic trauma for all age groups.	

45.0	Demonstrate a complex depth, comprehensive breadth of pathophysiology, assessment, and management of soft tissue trauma for all age groups.		
46.0	Demonstrate a fundamental depth, foundational breadth of head, face, neck and spine trauma for all age groups.		
47.0	Demonstrate a fundamental depth, foundational breadth of nervous system trauma for all age groups.		
48.0	Demonstrate a complex depth, comprehensive breadth of special considerations in trauma for all age groups.		
49.0	Demonstrate a complex depth, comprehensive breadth of environmental emergencies for all age groups.		
50.0	Demonstrate a complex depth, comprehensive breadth of multi-system trauma and blast injuries.		
51.0	Demonstrate a complex depth, comprehensive breadth of the management of the obstetric patient within the scope of practice of the paramedic.		
52.0	Demonstrate a complex depth, comprehensive breadth of the management of the neonatal patient within the scope of practice of the paramedic.		
53.0	Demonstrate a complex depth, comprehensive breadth of the management of the pediatric patient within the scope of practice of the paramedic.		
54.0	Demonstrate a complex depth, comprehensive breadth of the management of the geriatric patient within the scope of practice of the paramedic.		
60.0	Demonstrate a simple depth, simple breadth for safe vehicle extrication and use of simple hand tools.		

Provide justification (below) for each change on this proposed curriculum action

EMS 2677 L and EMS 2600L will be offered for Fall 2019 as part of a 2 year teach out. Students starting the paramedic program in Fall 2019 will only be required to take the EMS 2600 L and not EMS 2677 L:

The changes to the program by removing the final lab and moving a lab up into the first semester will allow the program to meet the minimum number of live/ simulated patient encounters before capstone.

Standard III.C.1. Curriculum (Sequencing) Showing progression of learning from the class to the lab to clinical to field to the capstone field internship

Progression of learning typically involves didactic/theory followed by laboratory practice followed by clinical experience followed by capstone field internship.

The required curriculum content topics should be documented through course syllabi, lesson plans, supplemental instructional materials, textbooks, reference materials, etc, which lead to accomplishment of the program goals and outcomes.

In order to assure entry-level competence, the program must adopt a skills assessment system that results in a portfolio which documents the evaluation of the progression of each student through individual skills acquisition, scenario labs, clinical and capstone field internship. The program shall evaluate and document student progression over time. This assessment system should represent best practices in education, measurement and documentation of the affective, cognitive, and psychomotor domains.

Program completion is defined as successful completion of all phases (didactic, clinical, field experience, and capstone field internship).

Emergency Medical Services Technology, AS
Return to: Programs of Study

The Associate of Science Degree in Emergency Medical Services Technology is designed for those holding Florida licenses in Emergency Medical Technician and Florida license in Paramedic who want to advance their education from the certificate to the associate's degree level. Advancement from the certificate to the associate's degree level may allow for continued growth and more opportunities in the health professions as well as promote a career pathway to the baccalaureate degree in a related field of study such as supervision or management.

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18; 10/18

People's lives often depend on the quick reaction and competent care of emergency medical technicians (EMT) and paramedics. Paramedics have additional advanced training to perform more difficult pre-hospital medical procedures. Incidents as varied as automobile accidents, heart attacks, drownings, childbirth, and gunshot wounds all require immediate medical attention. EMT's and paramedics provide this vital attention as they care for and transport the sick or injured to a medical facility. Current occupational employment and wages data for Emergency Medical Technicians and Paramedics are published by the United States Department of Labor's Bureau of Labor Statistics at www.bls.gov/oes/current/oes292041.htm.

Emergency Medical Technician - Basic (EMT) The Emergency Medical Technician - Basic (EMT) Florida license represents industry acknowledgement of technical skill attainment of competencies in the Emergency Medical Services program. The Emergency Medical Technician-Basic (EMT) Florida license shall articulate twelve (12) college credit hours in the AS degree in Emergency Medical Services upon evidence of current Florida Emergency Medical Technician-Basic (EMT) license.

Paramedic - The Florida license in Paramedic represents industry acknowledgement of technical skill attainment of competencies in the Emergency Medical Services program. The Paramedic Florida license shall articulate thirty-eight (38) college credit hours in the AS degree in Emergency Medical Services upon evidence of current Florida Paramedic license.

Baccalaureate Degree Opportunity:
Florida SouthWestern State College also offers a Bachelor of Applied Science (BAS) in Public Safety Administration and a Bachelor of Applied Science (BAS) in Supervision and Management. Graduates of the AS degree program in Emergency Medical Services Technology may enroll in these degree programs and complete remaining courses to earn the baccalaureate degree. For more information, please contact the School of Business and Technology.

Admission Requirements:
The criteria for admission are available at www.fsw.edu/academics/programs/asems. Please contact the School of Health Professions EMS Office at (239) 489-9392 if there are questions about the program or application process. Requirements for completion of the AS degree in Emergency Medical Services include Florida EMT license and Florida Paramedic license. See catalog pages for more information on those licensure requirements. To receive EMT-basic and Paramedic articulated college credit hours, the student must be currently enrolled at Florida SouthWestern State College and seeking the EMST, AS degree. All General Education and EMST Core Coursework and all college residency requirements must be completed prior to graduation and prior to the award of the EMST, AS degree. General Education requirements may be completed concurrently with career core requirements, or following successful Florida Paramedic licensure.

AS, Emergency Medical Services Technology Program of Study (73 credits)
All courses for the AS degree must be completed with a grade of "C" or better.

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18; 10/18

General Education Requirements: 15 credits

ENC 1101 - Composition I 3 credits, writing intensive - must complete with a "C" or better

Any General Education Humanities 3 credits

PSY 2012 - Introduction to Psychology 3 credits

Any General Education Mathematics 3 credits

Any Natural Sciences General Education Course 3 credits

Electives

Any 1000-2000 level courses to complete the remaining credits required for the 73 credit degree

Emergency Medical Services (EMT) Core: 12 credits

EMS 2119 - Fundamentals of Emergency Medical Care - AS 6 credits

EMS 2119L - Fundamentals of Emergency Medical Care Lab - AS 5 credits

EMS 2421L - Emergency Medical Technician Practicum - AS 1 credit

Paramedic Core Courses: 42 credits

BSC 1085C - Anatomy and Physiology I 4 credits

or

BSC 1093C - Anatomy and Physiology I 4 credits

BSC 1086C - Anatomy and Physiology II 4 credits

or

BSC 1094C - Anatomy and Physiology II 4 credits

EMS 2522 - General Pharmacology for the EMS Provider 2 credits

EMS 2600 - Introduction to Paramedics 3 credits

EMS 2600L –Introduction to Paramedic Laboratory 2 credits

EMS 2601 - Paramedic Theory I 6 credits

EMS 2601L - Paramedic Laboratory I 3 credits

EMS 2602 - Paramedic Theory II 6 credits

EMS 2602L - Paramedic Laboratory II 3 credits

EMS 2646 - Paramedic Clinical Experience 2 credits

EMS 2648 - Paramedic Field Experience 2 credits

EMS 2661 - Paramedic Field Internship 5 credits

~~EMS 2677L - Paramedic Laboratory III 2 credits~~

Statewide Articulation Agreement:

The following licenses will articulate credit towards the AS Emergency Medical Services Technology degree. Upon program approval and verification of current Florida EMT license and current Florida Paramedic license, professional articulation credit will be assigned for these 50 hours in the final semester of the EMST Program and noted on the transcript with a grade of Satisfactory (S).

Emergency Medical Technician Florida License: 12 credits

Paramedic Florida License: 38 credits

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

Return to {$returnto_text} Return to: Programs of Study

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18; 10/18
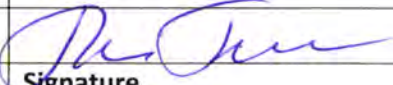
Curriculum Committee

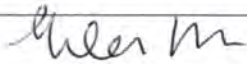## New Course Proposal

FLORIDA SOUTHWESTERN
STATE COLLEGE

School or Division	School of Arts, Humanities, and Social Sciences
Program or Certificate	Associate of Arts
Proposed by (faculty only)	Rona Axelrod, Wendy Chase, Jacquelyn Davis, Sarah Lublink
Presenter (faculty only)	Wendy Chase

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	3/19/2019
Course prefix, number, and title	IDH 2910: Interdisciplinary Studies and Honors

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.	
The Honors Advisory Council has redesigned the funding model and curricular requirements of the program to align with a new focus on undergraduate research. In order to pilot these changes in fall 2019, we need to add interdisciplinary Honors seminars for incoming students to prepare them for their required capstone projects.	

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		3-21-2019
Interim Provost for Academic Affairs	**Signature**	**Date**
Dr. Eileen DeLuca		3-21-19

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Dr. Wendy Chase	3/19/2019
Academic Dean or Interim Provost for Academic Affairs	Dr. Eileen DeLuca	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).
Rona Axelrod, Jacquelyn Davis, Ihasha Horn, Sarah Lublink

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

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18

Dr. Chase has written an email to Prof. Shuluk and Prof. Bishop to inform them of this course proposal and arrange for further discussion upon approval.

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").	Prerequisites: SB 1720 Testing Exemption or Testing into ENC 1101; or completion of {(ENC 0025 and REA 0017) or (ENC 0022 and REA 0019)} with a "C" or higher; or EAP 1620 and EAP 1640 with a "C" or higher; or an eligible testing/course completion combination Minimum Grade: C
Provide justification for the proposed prerequisite(s).	This course focuses on requires mastery of the rudimentary skills of reading and writing at a college level.
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)	N/A
Course credits or clock hours	3 credit hours
Contact hours (faculty load)	3
Are the Contact hours different from the credit/lecture/lab hours?	No
Select grade mode	Standard Grading (A, B, C, D, F)
Credit type	College Credit
Possible Delivery Types (Online, Blended, On Campus)	Ground, Blended, Online

Course description (provide below)

This course is designed to foster critical and creative thinking habits and develop the research skills necessary to conduct rigorous inquiry into the human condition. Interdisciplinary honors courses provide in-depth,transdisciplinary engagement with select topics by integrating enhanced learning experiences such as individual and group research, field trips, guest speakers, socratic discussions, and/or service learning initiatives into the curriculum. Selected topics may range from addressing the great questions of human existence such as *What is a Good Life?* or *Who Owns the Past?* to focusing on contemporary issues such as *Sustainability*, or *Poverty, Economics and Revolution*.The systemic problem-solving habits and research skills developed in this course will serve as the foundation for all further study in the Honors Scholar Program and therefore must be completed with a grade of "C" or better.

General topic outline (type in outline below)

- identifying each discipline involved in the teaching of the course and defining common research methodologies and approaches practiced in each field.
- Describing and drawing the boundaries of the specific course topic.
- Summarizing and analyzing the major questions/theories/themes related to the specific course topic.
- Assessing and appraising debates and issues in the field related to the specific course topic.
- Applying select research modalities related to at least one of the disciplines explored in the course to a research project.
-

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**

- Apply intellectual standards and critical thinking to confront issues central to the human experience.
- Evaluate, read widely in, and analyze the thinking of others through a variety of fiction and nonfiction genres across disciplines.
- Improvise and seek out new ideas and solutions to complex problems in order to improve one's own thinking and foster maturity of judgment.
- Employ ethical decision-making and develop sound arguments using critical thinking.

Course Outcomes or Objectives Supporting the General Education Competency Selected

- Students will define major concepts within the study of the themes and topics explored in the course.

- Students will draw connections between different academic approaches within a particular theme.

- Students will compare and contrast various perspectives on course content as identified by the major themes explored.

- Students will demonstrate willingness to inhabit the position of another

2. Integral General Education Competency: Research

- Understand how scholars across at least two academic disciplines investigate and speak to the human condition.

- Effectively locate, interpret, manage and use information and evidence from academic and non-academic sources in order to create an original project or proposal for a project to be completed in a capstone class.

Course Outcomes or Objectives Supporting the General Education Competency Selected
- Students will construct a research question as reflected by a coherent and insightful thesis statement
- Students will evaluate information and draw meaningful inferences from credible sources
- Students will use an appropriate citation style to correctly document sources in a bibliography and/ or in text with minimal errors in formatting the citations

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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

General Education Competency: Communicate

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

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Formulate and defend a perspective on at least one of the themes using ideas from any one of the academic approaches in the course.

- Resist the urge for quick and easy answers

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

Research projects or certain aspects of research carried out by one or more students under the supervision of an instructor intended to help students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting. Hours may vary. Levels may vary within an institution.

ICS code for this course	ADVANCED AND PROFESSIONAL - 1.18.49 - INTERDISCIPLINARY
Institutional Reporting Code	11849
Degree Attributes	AA - AA COURSE
Degree Attributes (if needed)	
Degree Attributes (if needed)	
Degree Attributes (if needed)	
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".	Yes This course is restricted to students who are members of The Honors Scholar Program
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	Yes 6
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?	Yes
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	This has been vetted through the Honors Advisory Council, the Dean of SoAHSS and the Provost

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

- This proposal has been discussed extensively in the Honors Advisory Council meetings which are attended by the Interim Provost and with administration and faculty in SoHASS.

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
IDH 2910 aligns nicely with FSW's vision to be the catalyst for creating an innovative education system which provides accessible educational pathways that prepare students to be enlightened and productive citizens. This course will facilitate our strategic initiatives to recruit high-achieving students, increase opportunities for undergraduate research, and strengthen our academic learning community through opportunities for enhanced dialogue across disciplines

Curriculum Committee

New Course Proposal

FLORIDA
SOUTHWESTERN
STATE COLLEGE

School or Division	School of Arts, Humanities, and Social Sciences
Program or Certificate	Associate of Arts
Proposed by (faculty only)	Wendy Chase, Sarah Lublink, Ihasha Horn
Presenter (faculty only)	Wendy Chase

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	3/28/2019
Course prefix, number, and title	IDH 2911: Interdisciplinary Honors 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.**	
The Honors Advisory Council has redesigned the funding model and curricular requirements of the program to align with a new focus on undergraduate research. In order to pilot these changes in the 2019-2020 academic year, we need to add an interdisciplinary Honors capstone course.	

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**
Deborah Teed		
Interim Provost for Academic Affairs	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Type name here	Click here to enter a date.
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).
Rona Axelrod, Peggy Romeo, Jacquelyn Davis, Mark Herman, Russell Swanson, Ihasha Horn, Sarah Lublink, Whitney Rhyne

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18

Has the Libraries' Collection Manager been contacted about the new course and discussed potential impacts to the libraries' collections?
Bill Shuluk, Tim Bishop, Jane Charles and Arenthia Herren have all been notified of this course proposal.

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").	Students must pass IDH 2910 with a B or higher in order to take this course
Provide justification for the proposed prerequisite(s).	IDH 2910 is the Honors seminar course which prepares students in various research methodologies they need to succeed in IDH 2911
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)	N/A
Course credits or clock hours	3
Contact hours (faculty load)	3
Are the Contact hours different from the credit/lecture/lab hours?	No
Select grade mode	Standard Grading (A, B, C, D, F)
Credit type	College Credit
Possible Delivery Types (Online, Blended, On Campus)	Ground, Online, Blended
Course description (provide below)	
This course constitutes a culminating experience in the Honors curriculum focused on integrative and applied learning. This course provides in-depth engagement with a specific topic through individual or group research, service learning, community-engaged education, and/or experiential learning. This capstone course provides an opportunity to synthesize prior disciplinary training and implement the active learning habits necessary to design and execute a significant project.	

General topic outline (type in outline below)
- Integrating learning approaches from prior coursework and experiences   - Implementing common research methodologies in a chosen discipline in the execution of a capstone project   - Applying active learning techniques in the design and completion of capstone project   - Practicing discourse versatility in the presentation of capstone project to transfer knowledge to various individuals and audiences.

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*:

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

Course Outcomes or Objectives Supporting the General Education Competency Selected:

1. Students must incorporate research into their own capstone project using summary, paraphrase, and direct quotation in their presentations.
2. Locate, analyze, and evaluate primary and/or secondary sources in a variety of modes (print, digital, visual, oral etc.) in order to conduct academic research.
3. Students will learn how to cite sources appropriately and avoid plagiarism in academic research and writing.

2. Supplemental *General Education Competency or competencies*:

Investigate and engage in the transdisciplinary applications of research, learning, and knowledge

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

Course Outcomes or Objectives Supporting the General Education Competency Selected:
1. Students will draw on course content in conjunction with prior disciplinary training, and/or other undergraduate experience in developing an approach to inquiry and executing and completing a major project.

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18

2. Students will critically engage and apply the discourse, methods and content of one or more disciplines to take an active approach to problem-solving.

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.

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ICS code for this course	ADVANCED AND PROFESSIONAL - 1.18.49 - INTERDISCIPLINARY
Institutional Reporting Code	Choose an item.11849
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".	Yes This course is restricted to students who are members of The Honors Scholar Program
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
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?	

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18

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

This capstone course has been vetted through the Honors Advisory Council, the Dean of SoAHSS and the Provost

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
IDH 2911 aligns nicely with FSW's vision to be the catalyst for creating an innovative education system which provides accessible educational pathways that prepare students to be enlightened and productive citizens. This course will facilitate our strategic initiatives to recruit high-achieving students, increase opportunities for undergraduate research, and strengthen our academic learning community through opportunities for enhanced dialogue across disciplines