Curriculum Committee Summary Report

November 1, 2019 1:30 pm – 1:30 pm Lee AA-177, Charlotte E-105, Collier G-109, Hendry/Glades A-106

CHAIR	Dr. Mary Myers
VICE CHAIR	Professor Sheila Seelau

Proposal Status

Accepted	Second Read (Postponed)	Withdrawn	Information Items
01 – LAE3314 – New Course	05 -BS – Elementary Education – Program Change	16 – NUR2424 – New Course	26 – NUR2941L – Change of Course
02 – MAE4310 – New Course	06- LIT2090 – Change of Course (Inadvertently left off of agenda)		
03 – SCE3330 – New Course	06a – LIT2380 – Change of Course		
04 – SSE3313 – New Course	17 – NUR1034 – Change of Course		
07 - AML2600 – New Course	18 – NUR1034L – Change of Course		
08 – HUS2251 – Change of Course	31 – IDS2141 – New Course		
09 – SOW2031 – Change of Course	34 – AS – Digital Art and Multimedia Production		
10 - HUS1001 – Change of Course			
11- HUS1320 – Change of Course			
12 – HUS2302 – Change of Course			
13 – Human Services Generalist CCC – Change of Program (Second Read)			
14 – Youth Development Services – Change of Program (Second Read)			
15 – NUR4827C – Change of Course			
19 – NUR1025L – Change of Course			
20 – NUR2033 – Change of Course			
21 – NUR2033L – Change of Course			
22 – NUR2095 – Change of Course			
23 – NUR2145 – Change of Course			

24 – NUR2244 – Change of Course			
25 – NUR2244L – Change of Course			
27 – NUR2140 – Discontinuation of Course			
28 – DIG2318C – New Course			
29 – DIG2626C – New Course			
30 – DIG2711C – New Course			
32 - TPA1252C – New Course			
33 – DIG2972C – New Course			

Attendance

MEMBER	**Present/Absent**	**Proxy**
Mary Myers, Chair	P	
Sheila Seelau, Vice Chair	P	
Robert Olancin	P	
Jeremy Pilarski	P	
Michael McGowan	P	
Arenthia Herren	A	Don Ransford
Kelsea Livingstone	P	
Don Ransford	P	
John Salem	P	
George Kodsey	P	
Leroy Bugger	P	
Regina Miller	P	
June Davis	P	
Marsha Weiner	P	
MEMBER AT-LARGE		
Brenda Knight	A	
Jeffrey Peterman	P	
Tim Maricle	P	
Andrae Jones	P	
Donna Hartmann-Turner	P	
Christy Gilfert	P	
Joseph Van Gaalen	P	
Martin McClinton	A	

ACTION ITEM	1
TYPE OF PROPOSAL	New Course
PRESENTER	Dr. Anne Angstrom
LAE 3314 – Teaching Language Arts in Elementary School	**Effective Date: Fall, 2020**
Summary of proposed changes:	
This course will be a methods course that will require field experience. Teacher candidates will need to have taken Curriculum and Instruction, EDG3620, to write effective lesson plans. EDG3410, Classroom Management, is necessary to satisfactorily complete field experience. EDG4004, Special Topics, reviews all expectations of course and field work within the BS in Elementary Education program.	
Add language for description of ELL, ESE.	

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

ACTION ITEM	2
TYPE OF PROPOSAL	New Course
PRESENTER	Dr. Anne Angstrom
MAE 4310 – Teaching Math in Elementary School	**Effective Date: Fall, 2020**
Summary of proposed changes:	
This course will be a methods course that will require field experience. Teacher candidates will need to have taken Curriculum and Instruction, EDG3620, to write effective lesson plans. EDG3410, Classroom Management, is necessary to satisfactorily complete field experience. EDG4004, Special Topics, reviews all expectations of course and field work within the BS in Elementary Education program.	

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

ACTION ITEM	3			
TYPE OF PROPOSAL	New Course			
PRESENTER	Dr. Anne Angstrom			
SCE 3310 – Teaching Science in Elementary School		**Effective Date: Fall, 2020**		
Summary of proposed changes:				
This course will be a methods course that will require field experience. Teacher candidates will need to have taken Curriculum and Instruction, EDG3620, to write effective lesson plans. EDG3410, Classroom Management, is necessary to satisfactorily complete field experience. EDG4004, Special Topics, reviews all expectations of course and field work within the BS in Elementary Education program.				
Add language for description of ELL, ESE.				
CURRICULUM ACTION				
☐ **Accepted**	☒ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	4			
TYPE OF PROPOSAL	New Course			
PRESENTER	Dr. Anne Angstrom			
SSE 3313 – Teaching Social Studies in Elementary School		**Effective Date: Fall, 2020**		
Summary of proposed changes:				
This course will be a methods course that will require field experience. Teacher candidates will need to have taken Curriculum and Instruction, EDG3620, to write effective lesson plans. EDG3410, Classroom Management, is necessary to satisfactorily complete field experience. EDG4004, Special Topics, reviews all expectations of course and field work within the BS in Elementary Education program.				
Add language for description of ELL, ESE.				
CURRICULUM ACTION				
☐ **Accepted**	☒ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	5			
TYPE OF PROPOSAL	Change of Program or Certificate			
PRESENTER	Dr. Anne Angstrom			
B.S., Elementary Education			**Effective Date: Fall, 2020**	
Summary of proposed changes:				
Addition and deletion of courses.				
Second Read. Would like clarification on course sequencing. Should there be language that matches the other courses (must be admitted to the program, "C or better" language?)				
CURRICULUM ACTION				
☐ **Accepted**	☐ Accepted with Minor Corrections	☒	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	6			
TYPE OF PROPOSAL	Change of Course			
PRESENTER	Dr. Jill Hummel			
LIT2090 – Contemporary Literature			**Effective Date: Fall, 2020**	
Summary of proposed changes:				
Second Read – unintentionally left off the agenda. Will be reviewed in December.				
CURRICULUM ACTION				
☐ **Accepted**	☐ Accepted with Minor Corrections	☒	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	6a			
TYPE OF PROPOSAL	Change of Course			
PRESENTER	Dr. Jill Hummel			
LIT2380 – Women in Literature			**Effective Date: Fall, 2020**	
Summary of proposed changes:				
Second Read – unintentionally left off the agenda. Will be reviewed in December. Question for English Department – will this be a Gen Ed course?				
CURRICULUM ACTION				
☐ **Accepted**	☐ Accepted with Minor Corrections	☒	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	7
TYPE OF PROPOSAL	New Course
PRESENTER	Dr. Scott Ortolano (Dr. Catherine Gooch)
AML 2600 – Intro to African American Literature	**Effective Date: Fall, 2020**
Summary of proposed changes:	

New General Education Course - Humanities

Students will be introduced to African American literature in the United States from the 18th century to the present. The course will cover major literary movements, history, themes, and cultural productions as they relate to the Black American experience. Upon successful completion of the course, students will understand the evolution of African American literature from the 18th century to the present as well as its significant movements, contexts, concepts, and figures. This course is writing Intensive and counts as a Humanities General Education course.

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

ACTION ITEM	8
TYPE OF PROPOSAL	Change of Course
PRESENTER	Dr. Terry McVannel-Erwin
HUS 2251 – Multicultural Perspectives in Human Services	**Effective Date: Fall, 2020**
Summary of proposed changes:	
Change in Topic Outline.	

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

ACTION ITEM	9			
TYPE OF PROPOSAL	Change of Course			
PRESENTER	Dr. Terry McVannel-Erwin			
SOW 2031 - Introduction to Social Work			**Effective Date: Fall, 2020**	
Summary of proposed changes:				
Change to Course Description.				
CURRICULUM ACTION				
☒ **Accepted**	☐ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	10			
TYPE OF PROPOSAL	Change of Course			
PRESENTER	Dr. Terry McVannel-Erwin			
HUS 1001 - Introduction to Human Services			**Effective Date: Fall, 2020**	
Summary of proposed changes:				
Change to Course Description.				
CURRICULUM ACTION				
☒ **Accepted**	☐ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	11			
TYPE OF PROPOSAL	Change of Course			
PRESENTER	Dr. Terry McVannel-Erwin			
HUS 1320 - Theories & Foundations of Crisis Intervention			**Effective Date: Fall, 2020**	
Summary of proposed changes:				
Change in Prerequisites.				
CURRICULUM ACTION				
☒ **Accepted**	☐ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	12			
TYPE OF PROPOSAL	Change of Course			
PRESENTER	Dr. Terry McVannel-Erwin			
HUS 2302 - Basic Counseling Skills			**Effective Date: Fall, 2020**	
Summary of proposed changes:				
Change in Prerequisites.				
CURRICULUM ACTION				
☒ **Accepted**	☐ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	13			
TYPE OF PROPOSAL	Change of Program or Certificate			
PRESENTER	Dr. Terry McVannel-Erwin			
Human Services Generalist CCC – Second Read			**Effective Date: Fall, 2020**	
Summary of proposed changes:				
Current Requirement: HUS 1001 Introduction to Human Services 3 credits Change: HUS 1001 Introduction to Human Services 3 credits or SOW 2031 Introduction to Social Work 3 credits				
CURRICULUM ACTION				
☒ **Accepted**	☐ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	14			
TYPE OF PROPOSAL	Change of Program or Certificate			
PRESENTER	Dr. Terry McVannel-Erwin			
Youth Development Services CCC – Second Read			**Effective Date: Fall, 2020**	
Summary of proposed changes:				
Current Requirement: HUS 1001 Introduction to Human Services 3 credits Change HUS 1001 Introduction to Human Services 3 credits or SOW 2031 Introduction to Social Work 3 credits				
CURRICULUM ACTION				
☒ **Accepted**	☐ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	15			
TYPE OF PROPOSAL	Change of Course			
PRESENTER	Professors Susan Torres and Marti Jenner			
NUR 4827C – Leadership in Nursing Practice			**Effective Date: Fall, 2020**	
Summary of proposed changes:				
Change in course co-requisites.				
CURRICULUM ACTION				
☒ **Accepted**	☐ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	16			
TYPE OF PROPOSAL	New Course			
PRESENTER	Professors Angela Vitale and June Davis			
NUR 2424 – Maternal Nursing Concepts			**Effective Date: Fall, 2020**	
Summary of proposed changes:				
This course introduces concepts related to childbearing women and their families through all stages of pregnancy and childbirth, as well as care of the newborn. The concepts emphasized in this course are sexuality, reproduction, and safety. **NOTE: Course was originally accepted at the 11/1/19 meeting. It was determined after the meeting that the course is already in the FSW catalog. It will be presented again as a Change of Course proposal in December, 2019.**				
CURRICULUM ACTION				
☐ **Accepted**	☐ Accepted with Minor Corrections	☐	Proposal Postponed	☒ Proposal Denied

ACTION ITEM	17			
TYPE OF PROPOSAL	Change of Course			
PRESENTER	Professor June Davis			
NUR 1034 – Nursing Concepts			**Effective Date: Spring, 2020**	
Summary of proposed changes:				
Correction in Prerequisites.				
Second read – Needs approval from Dr. DeLuca				
CURRICULUM ACTION				
☐ **Accepted**	☐ Accepted with Minor Corrections	☒	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	18			
TYPE OF PROPOSAL	Change of Course			
PRESENTER	Professor June Davis			
NUR 1034L - Nursing Concepts: Health to Illness Across the Lifespan Clinical			**Effective Date: Spring, 2020**	
Summary of proposed changes:				
Correction in Prerequisites.				
Second read – Needs approval from Dr. DeLuca				
URRICULUM ACTION				
☐ **Accepted**	☐ Accepted with Minor Corrections	☒	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	19			
TYPE OF PROPOSAL	Change of Course			
PRESENTER	Professor June Davis			
NUR 1025L - Nursing Concepts: Health to Illness Across the Lifespan Clinical			**Effective Date: Fall, 2020**	
Summary of proposed changes:				
Change in credit and contact hours.				
CURRICULUM ACTION				
☒ **Accepted**	☐ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	20			
TYPE OF PROPOSAL	Change of Course			
PRESENTER	Professor June Davis			
NUR 2033 – Nursing Concepts: Health Alterations Across the Lifespan			**Effective Date: Fall, 2020**	
Summary of proposed changes:				
Change in credit and contact hours, and pre-requisites.				
CURRICULUM ACTION				
☒ **Accepted**	☐ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	21			
TYPE OF PROPOSAL	Change of Course			
PRESENTER	Professor June Davis			
NUR 2033L – Nursing Concepts: Health Alterations Across the Lifespan Clinical		**Effective Date: Fall, 2020**		
Summary of proposed changes:				
Change in pre-requisites and learning objectives. Fix pre-requisite from blank to NUR2145.				
CURRICULUM ACTION				
☐ **Accepted**	☒ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	22			
TYPE OF PROPOSAL	Change of Course			
PRESENTER	Professor June Davis			
NUR 2095 – Introduction to Pharmacological Nursing		**Effective Date: Fall, 2020**		
Summary of proposed changes:				
Change in credit and contact hours.				
CURRICULUM ACTION				
☒ **Accepted**	☐ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	23			
TYPE OF PROPOSAL	Change of Course			
PRESENTER	Professor June Davis			
NUR 2145 – Pharmacological Nursing		**Effective Date: Fall, 2020**		
Summary of proposed changes:				
Change in credit and contact hours.				
CURRICULUM ACTION				
☒ **Accepted**	☐ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	24			
TYPE OF PROPOSAL	Change of Course			
PRESENTER	Professor June Davis			
NUR 2244 – Complex Health Problems			**Effective Date: Fall, 2020**	
Summary of proposed changes:				
Course name change.				
CURRICULUM ACTION				
☒ **Accepted**	☐ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	25			
TYPE OF PROPOSAL	Change of Course			
PRESENTER	Professor June Davis			
NUR 2244L – Complex Health Problems Clinical			**Effective Date: Fall, 2020**	
Summary of proposed changes:				
Course name change.				
CURRICULUM ACTION				
☒ **Accepted**	☐ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

INFORMATION ITEM	26			
TYPE OF PROPOSAL	Change of Course			
PRESENTER	Professor June Davis			
NUR 2941L – Clinical Preceptorship			**Effective Date: Fall, 2020**	
Summary of proposed changes:				
Change in learning objectives.				
CURRICULUM ACTION				
☒ **Accepted**	☐ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	27			
TYPE OF PROPOSAL	Discontinuation of Program, Certificate, or Course			
PRESENTER	Professor June Davis			
NUR 2140 Pharmacology for Nurses			**Effective Date: Fall, 2020**	
Summary of proposed changes:				
Course will be replaced by NUR2095 – Introduction to Pharmacological Nursing and NUR2145-Pharmacological Nursing. There are no current students who need to repeat this course.				
CURRICULUM ACTION				
☒ **Accepted**	☐ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	28			
TYPE OF PROPOSAL	New Course			
PRESENTER	Dr. Ryan Wurst			
DIG 2318C – Animation Studio			**Effective Date: Fall, 2020**	
Summary of proposed changes:				
This is an intermediate course that builds on the animation knowledge that students have gained from Intro to Electronic Art and Digital Art and Animation. This class focuses students on making projects that advance their animation skills. These projects could include: 2D animation, Cel animation, Stop Motion, Motion Design, Compositing, VFX, Motion Capture, or 3D animation. Students will focus on exploring their creative voice through the medium. They will also expand their technical understanding through deeper software explorations. Students will be encouraged to explore new technologies in order to create compelling animated stories. They will be required to create written and visual planning documents like scripts, storyboards, and concept art. Students will be challenged to push their creativity to make expressive and conceptually challenging work.				
CURRICULUM ACTION				
☒ **Accepted**	☐ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	29			
TYPE OF PROPOSAL	New Course			
PRESENTER	Dr. Ryan Wurst			
DIG 2626C – Artificial Intelligence			**Effective Date: Fall, 2020**	
Summary of proposed changes:				
This is a course that explores the history and practice of using artificial intelligence in creative work. Throughout this class students will be exposed to methods and algorithms that are utilized in computing and creative fields. They will demonstrate a knowledge of AI in relation to many creative practices including writing, image making, game design, and music. The students will look at how to write code that is inspired by nature like utilizing genetic algorithms and neural networks. They will also implement AI theories in relation to game design which includes decision trees and path planning. Critical and creative thinking will be encouraged through class projects and interactions.				
CURRICULUM ACTION				
☒ **Accepted**	☐ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	30			
TYPE OF PROPOSAL	New Course			
PRESENTER	Dr. Ryan Wurst			
DIG 2711C – Game Design and Gameplay			**Effective Date: Fall, 2020**	
Summary of proposed changes:				
This is a course that explores the artistic and technological components that make games enjoyable, playable, challenging, and marketable. Students will understand and implement theories of play and how those theories not only shape our games, but our world. This course focuses on well-designed game which consists of a clearly defined goal, set of game criteria, and rules for gameplay. Students will make several games in this course, most of which will utilize industry standard game creation software. Students will also be introduced to game marketplaces and how they might utilize those markets to sell their games.				
CURRICULUM ACTION				
☒ **Accepted**	☐ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	31			
TYPE OF PROPOSAL	New Course			
PRESENTER	Dr. Ryan Wurst			
IDS 2141 – Exploring Emerging Technologies		**Effective Date: Fall, 2020**		
Summary of proposed changes:				
This is a course that provides a theoretical examination of new and emerging technologies and how they impact our politics, social lives, and culture. Students will be expected to create projects in several forms including digital photography, writing, video, and web. This course looks at the state of technology and examines how it is impacting the lives of all humans. Students will track how culture has shifted because of the rapid changes in technology. They will also envision future uses of technology and how those might impact the culture and society of the future. Technologies covered in the class may include: Social Media, Climate Change, Emerging Media Art, Social Justice, and Technological Isolation.				
Change course proposal to including digital photography, writing, video, or web. Make course General Education.				
CURRICULUM ACTION				
☐ **Accepted**	☐ Accepted with Minor Corrections	☒	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	32			
TYPE OF PROPOSAL	New Course			
PRESENTER	Dr. Ryan Wurst			
TPA 1252C – Introduction to Audio Visual Technology		**Effective Date: Fall, 2020**		
Summary of proposed changes:				
This is a course that provides hands on experience in audio visual technology. Students will be expected to implement safe and industry standard techniques for the production of live audio visual performances. Students will work as a team to produce live performances in the theater, audio, and video based industries. The course will focus on the setup, operation, and troubleshooting of industry standard technology. Students will also learn to record, edit and present media from live performance as well.				
CURRICULUM ACTION				
☒ **Accepted**	☐ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

ACTION ITEM	33			
TYPE OF PROPOSAL	New Course			
PRESENTER	Dr. Ryan Wurst			
DIG2972C – Digital Arts and Multimedia Production Capstone			**Effective Date: Fall, 2020**	
Summary of proposed changes:				
This course oversees the final project for the AS in Digital Arts and Multimedia Production program. The goal of this course is to allow students the time and space to create a work that demonstrates significant technical and creative knowledge in the digital arts. Students will be closely advised by the instructor on all aspects of their project. In the course, students will also be expected to create an online portfolio, CV or resume, and develop strategies for entering the workforce.				
CURRICULUM ACTION				
☒ **Accepted**	☐ Accepted with Minor Corrections	☐	Proposal Postponed	☐ Proposal Denied

INFORMATION ITEM	34			
TYPE OF PROPOSAL	New Program or Certificate			
PRESENTER	Dr. Ryan Wurst			
AS – Digital Art and Multimedia Production			**Effective Date: Fall, 2020**	
Summary of proposed changes:				
New Program				
Second Read. Will be changing math to Any Mathematics General Education Course , must pass with a "C" or better - 3 credits Update catalog page MUS2360 (Typo) ART2600C – has a prerequisite. This will be changed in December meeting. DIG2972C (add the “C”)				
CURRICULUM ACTION				
☐ **Accepted**	☐ Accepted with Minor Corrections	☒	Proposal Postponed	☐ Proposal Denied

Curriculum Committee

New Course Proposal

FLORIDA SOUTHWESTERN STATE COLLEGE

School or Division	School of Education
Program or Certificate	BS, Elementary Education
Proposed by (faculty only)	Dr. Anne Angstrom
Presenter (faculty only)	Dr. Anne Angstrom
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date.	
Submission date	10/7/2019
Course prefix, number, and title	LAE 3314 Teaching Language Arts in Elementary School

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

☐ Approve ☐ Do Not Approve

Curriculum Committee Chair Signature *Date*

☐ Approve ☐ Do Not Approve

Provost Signature *Date*

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 Provost' 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 Provost prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Dr. Joyce Rollins		10/7/2019
Provost	**Signature**	**Date**
Dr. Eileen DeLuca		10/7/2019

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Dr. Anne Angstrom	10/7/2019
Academic Dean or Provost	Dr. Joyce Rollins	10/7/2019

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Dr. Anne Angstrom, Prof. JoAnne Devine, Dr. Regina Miller, Dr. Caroline Seefchak

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

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").	ENC 1101, ENC 1102, 3 credits of college-level mathematics, EDG 3620, EDG 3410, EDG 4004 all with a grade of "C" or higher
Provide justification for the proposed prerequisite(s).	This course will be a methods course that will require field experience. Teacher candidates will need to have taken Curriculum and Instruction, EDG 3620, to write effective lesson plans. EDG 3410, Classroom Management, is necessary to satisfactorily complete field experience. EDG 4004, Special Topics, reviews all expectations of course and field work within the BS in Elementary Education program.
Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?	No
List course co-requisites.	none
Provide justification for the proposed co-requisite(s).	
Is any co-requisite for this course listed as a co-requisite on its paired course? (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No
Course credits or clock hours	3
Contact hours (faculty load)	3
Are the Contact hours different from the credit/lecture/lab hours?	
Select grade mode	Standard Grading (A, B, C, D, F)
Credit type	College Credit
Possible Delivery Types (Online, Blended, On Campus)	Blended, On Campus
Course description (provide below)	
Through this course the teacher candidate will examine the theoretical and practical aspects of teaching language arts to the elementary student. The course will focus on developmentally appropriate effective instructional strategies for the elementary learner. Multiple methods of	

instruction and assessment will be explored for facilitating oral and written language development, media literacy, content area literacy, and cooperative learning experiences. The course will be inclusive of state standards, subject matter competencies, appropriate pedagogy, and assessment procedures. 20 hours of field experience is required with this course.

General topic outline (type in outline below)

- Stages of Oral and Written Language Development
- Writing Process
- The Six Traits of Writing
- Reading and Writing Workshop
- Assessment of Oral and Written Language
- Genres of Writing and Literature
- Grammar, Usage, and Mechanics
- Media Literacy
- Differentiation of Instruction for ELLs and Students with Exceptionalities

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

- The teacher candidate will plan and deliver standards-based language arts lessons demonstrating content knowledge and confidence in the teaching of language arts.
- The teacher candidate will synthesize instructional strategies, activities, and materials for the purpose of designing language arts lessons that support student learning.
- The teacher candidate will employ appropriate diagnostic and assessment tools for language arts in the K-6 classroom.
- The teacher candidate will design a safe and supportive classroom environment for achievement in literacy and the language arts.

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

- The teacher candidate will utilize specific adaptive teaching strategies to maximize the learning of students who have difficulty with literacy and language arts, including ESE and ELL students.

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).

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18;7/19

METHODS, MATERIALS, CONTENT, ORGANIZATION FOR TEACHING READING, WRITING, LISTENING, SPEAKING IN THE ELEMENTARY SCHOOL

ICS code for this course	ADVANCED AND PROFESSIONAL - 1.14.08 - EDUCATION
Institutional Reporting Code	11408 EDUCATION
Degree Attributes	Choose an item.
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 ELED
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 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?	This course will replace EDE 4226c, which will be phased out. EDE 4226c will continue to be offered during fall and spring semesters as a program requirement for students who began

	the program prior to Fall 2020. The projected date for phasing out EDE 4226c is _____.

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

No

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
Teacher certification in the state of Florida includes a series of licensure exams, known as the Florida Teacher Certification Exams. Students in the B.S., Elementary Education, must pass all licensure exams as a requirement for graduation. The Elementary Education, K-6 Exam includes four subtests covering content and content pedagogy in the areas of language arts and reading; social science; science; and mathematics. The content assessed in each subtest is comprehensive, addressing standards associated with kindergarten through sixth grade. Our current curricular framework in the B.S., Elementary Education program includes courses that integrate two content areas into a single course, often making it difficult to support breadth and depth in the teaching of each critical content area and relevant pedagogy. This proposed program change includes the creation of four new courses, each representing a single content area. Elementary Education programs at other state colleges (Chipola College, Dayton SC, Polk SC, St. Petersburg College, and Northwest Florida SC) include two and as many as four courses dedicated to a single content area to support teacher certification licensure requirements. LAE 3314 is a course that will address the teaching of language arts in the elementary school.

Curriculum Committee

New Course Proposal

FLORIDA SOUTHWESTERN STATE COLLEGE

School or Division	School of Education
Program or Certificate	BS, Elementary Education
Proposed by (faculty only)	Dr. Anne Angstrom
Presenter (faculty only)	Dr. Anne Angstrom
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date.	
Submission date	10/7/2019
Course prefix, number, and title	MAE 4310 Teaching Math in Elementary School

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

☐ Approve ☐ Do Not Approve

Curriculum Committee Chair Signature *Date*

☐ Approve ☐ Do Not Approve

Provost Signature *Date*

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 Provost' 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 Provost prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Dr. Joyce Rollins		10/7/2019
Provost	**Signature**	**Date**
Dr. Eileen DeLuca		10/7/2019

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Dr. Anne Angstrom	10/7/2019
Academic Dean or Provost	Dr. Joyce Rollins	10/7/2019

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Dr. Anne Angstrom, Prof. JoAnne Devine, Dr. Regina Miller, Dr. Caroline Seefchak

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

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").	ENC 1101, ENC 1102, 3 credits of college-level mathematics, EDG 3620, EDG 3410, EDG 4004 all with a grade of "C" or higher
Provide justification for the proposed prerequisite(s).	This course will be a methods course that will require field experience. Teacher candidates will need Curriculum and Instruction, EDG 3620, to write effective lesson plans. EDG 3410, Classroom Management, is necessary to satisfactorily complete field experience. EDG 4004, Special Topics, reviews all expectations of course and field work within the BS in Elementary Education program.
Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?	No
List course co-requisites.	none
Provide justification for the proposed co-requisite(s).	
Is any co-requisite for this course listed as a co-requisite on its paired course? (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No
Course credits or clock hours	3
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)	Blended, On Campus
Course description (provide below)	
Through this course the teacher candidate will examine the theoretical and practical aspects of teaching mathematics to the elementary student. The course will focus on developmentally appropriate effective instructional strategies for the elementary learner. Multiple methods of	

instruction will be explored including manipulatives, technology, problem solving activities, and cooperative learning experiences. The course will be inclusive of state standards, subject matter competencies, appropriate pedagogy, and assessment procedures. 20 hours of field experience is required with this course.

General topic outline (type in outline below)

- Constructivism in Teaching Mathematics
- Teaching Math Through Problem-Solving
- Assessment and Differentiated Instruction in Mathematics
- Planning, Teaching, and Assessing Culturally and Linguistically Diverse Children
- Developing Meanings for the Operations
- Early Number Concepts and Number Sense
- Mastering Facts
- Building Measurement Concepts
- Early Fraction Concepts
- Geometry and Data
- Early Algebra

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

- The teacher candidate will plan and deliver standards-based math lesson plans demonstrating content knowledge and confidence in mathematics.
- The teacher candidate will synthesize instructional strategies, activities and materials for effective teaching and learning to create effective math supplemental materials and activities.
- The teacher candidate will employ appropriate diagnostic and assessment tools for math in a K-6 classroom.
- The teacher candidate will design a safe and encouraging classroom environment for learning math.

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

- The teacher candidate will analyze and critique research on the cognitive theories of developmental stages in relation to how children learn math.
- The teacher candidate will utilize specific adaptive teaching strategies to maximize the learning of students who have difficulty with math including ESE and ELL students.

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).

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18;7/19

Profile Description METHODS AND MATERIALS FOR TEACHING MATHEMATICS IN K-6.

ICS code for this course	ADVANCED AND PROFESSIONAL - 1.14.08 - EDUCATION
Institutional Reporting Code	11408 EDUCATION
Degree Attributes	Choose an item.
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 ELED
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	No If repeatable, list maximum number of credits

3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). *Not the same as Multiple Attempts or Grade Forgiveness	
Do you expect to offer this course three times or less (experimental)?	No

Impact of Course Proposal	
Will this new course proposal impact other courses, programs, departments, or budgets?	Yes
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	This course will replace EDE 4304c, which will be phased out.
Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below. **No**	

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
Teacher certification in the state of Florida includes a series of licensure exams, known as the Florida Teacher Certification Exams. Students in the B.S., Elementary Education, must pass all licensure exams as a requirement for graduation. The Elementary Education, K-6 Exam includes four subtests covering content and content pedagogy in the areas of language arts and reading; social science; science; and mathematics. The content assessed in each subtest is comprehensive, addressing standards associated with kindergarten through sixth grade. Our current curricular framework in the B.S., Elementary Education program includes courses that integrate two content areas into a single course, often making it difficult to support breadth and depth in the teaching of each critical content area and relevant pedagogy. This proposed program change includes the creation of four new courses, each representing a single content area. Elementary Education programs at other state colleges (Chipola College, Dayton SC, Polk SC, St. Petersburg College, and Northwest Florida SC) include two and as many as four courses dedicated to a single content area to support teacher certification licensure requirements. MAE 4310 is a course that will address the teaching of mathematics in the elementary school.

Curriculum Committee

New Course Proposal

FLORIDA SOUTHWESTERN STATE COLLEGE

School or Division	School of Education
Program or Certificate	BS, Elementary Education
Proposed by (faculty only)	Dr. Anne Angstrom
Presenter (faculty only)	Dr. Anne Angstrom
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date.	
Submission date	10/7/2019
Course prefix, number, and title	SCE 3310 Teaching Science in Elementary School

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

☐ Approve ☐ Do Not Approve

Curriculum Committee Chair Signature *Date*

☐ Approve ☐ Do Not Approve

Provost Signature *Date*

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 Provost' 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 Provost prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Dr. Joyce Rollins		10/7/2019
Provost	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Dr. Anne Angstrom	10/7/2019
Academic Dean or Provost	Dr. Joyce Rollins	10/7/2019

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Dr. Anne Angstrom, Prof. JoAnne Devine, Dr. Regina Miller, Dr. Caroline Seefchak

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

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").	ENC 1101, ENC 1102, 3 credits of college-level mathematics, EDG 3620, EDG 3410, EDG 4004 all with a grade of "C" or higher
Provide justification for the proposed prerequisite(s).	This course will be a methods course that will require field experience. Teacher candidates will need to have taken Curriculum and Instruction, EDG 3620, to write effective lesson plans. EDG 3410, Classroom Management, is necessary to satisfactorily complete field experience. EDG 4004, Special Topics, reviews all expectations of course and field work within the BS in Elementary Education program.
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)	Choose an item. List the co-requisite
Course credits or clock hours	3
Contact hours (faculty load)	3
Are the Contact hours different from the credit/lecture/lab hours?	no
Select grade mode	Standard Grading (A, B, C, D, F)
Credit type	College Credit
Possible Delivery Types (Online, Blended, On Campus)	Blended, On Campus
Course description (provide below)	
Through this course the teacher candidate will examine the theoretical and practical aspects of teaching science to the elementary student. The course will focus on developmentally appropriate effective instructional strategies for the elementary learner. Multiple methods of	

instruction will be explored including inquiry, scientific process, content area literacy, and cooperative learning experiences. The course will be inclusive of state standards, subject matter competencies, appropriate pedagogy, and assessment procedures. 15 hours of field experience is required with this course.

General topic outline (type in outline below)

- Constructivism in Teaching Science
- Teaching Science Through Inquiry
- Assessment and Differentiated Instruction in Science
- Planning, Teaching, and Assessing Culturally and Linguistically Diverse Children
- Matter
- Energy
- Simple Machines
- Electricity
- Rocks and Minerals
- Weather
- Astronomy
- Plants & Animals
- The Human Body

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

- The teacher candidate will plan and deliver standards-based science lesson plans demonstrating content knowledge and confidence in science.
- The teacher candidate will synthesize instructional strategies, activities and materials for effective teaching and learning to create effective science inquiry activities.
- The teacher candidate will employ appropriate diagnostic and assessment tools for science in a K-6 classroom.
- The teacher candidate will design a safe and encouraging classroom environment for learning science.

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

- The teacher candidate will utilize specific adaptive teaching strategies to maximize the learning of students who have difficulty with science including ESE and ELL students.

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).
Profile Description

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18;7/19

TEACHING SCIENCE IN THE ELEMENTARY SCHOOL PHILOSOPHY, METHODS, AND CONTENT OF ELEMENTARY SCHOOL SCIENCE PROGRAMS> PARTICULAR REFERENCE TO RECENTLY DEVELOPED CURRICULA.

ICS code for this course	ADVANCED AND PROFESSIONAL - 1.14.08 - EDUCATION
Institutional Reporting Code	11408 EDUCATION
Degree Attributes	Choose an item.
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 ELED
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 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?	This course will replace EDE 4304c, which will be phased out.
Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.	

No

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
Teacher certification in the state of Florida includes a series of licensure exams, known as the Florida Teacher Certification Exams. Students in the B.S., Elementary Education, must pass all licensure exams as a requirement for graduation. The Elementary Education, K-6 Exam includes four subtests covering content and content pedagogy in the areas of language arts and reading; social science; science; and mathematics. The content assessed in each subtest is comprehensive, addressing standards associated with kindergarten through sixth grade. Our current curricular framework in the B.S., Elementary Education program includes courses that integrate two content areas into a single course, often making it difficult to support breadth and depth in the teaching of each critical content area and relevant pedagogy. This proposed program change includes the creation of four new courses, each representing a single content area. Elementary Education programs at other state colleges (Chipola College, Dayton SC, Polk SC, St. Petersburg College, and Northwest Florida SC) include two and as many as four courses dedicated to a single content area to support teacher certification licensure requirements. SCE 3310 is a course that will address the teaching of science in the elementary school.

Curriculum Committee

New Course Proposal

FLORIDA SOUTHWESTERN STATE COLLEGE

School or Division	School of Education
Program or Certificate	BS, Elementary Education
Proposed by (faculty only)	Dr. Anne Angstrom
Presenter (faculty only)	Dr. Anne Angstrom
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date.	
Submission date	10/7/2019
Course prefix, number, and title	SSE 3313 Teaching Social Studies in Elementary School

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

☐ Approve ☐ Do Not Approve

Curriculum Committee Chair Signature *Date*

☐ Approve ☐ Do Not Approve

Provost Signature *Date*

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 Provost' 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 Provost prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Dr. Joyce Rollins		10/7/2019
Provost	**Signature**	**Date**
Dr. Eileen DeLuca		10/7/2019

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Dr. Anne Angstrom	10/7/2019
Academic Dean or Provost	Dr. Joyce Rollins	10/7/2019

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Dr. Anne Angstrom, Prof. JoAnne Devine, Dr. Regina Miller, Dr. Caroline Seefchak

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

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").	ENC 1101, ENC 1102, 3 credits of college-level mathematics, EDG 3620, EDG 3410, EDG 4004 all with a grade of "C" or higher
Provide justification for the proposed prerequisite(s).	This course will be a methods course that will require field experience. Teacher candidates will need to have taken Curriculum and Instruction, EDG 3620, to write effective lesson plans. EDG 3410, Classroom Management, is necessary to satisfactorily complete field experience. EDG 4004, Special Topics, reviews all expectations of course and field work within the BS in Elementary Education program.
Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?	No
List course co-requisites.	none
Provide justification for the proposed co-requisite(s).	
Is any co-requisite for this course listed as a co-requisite on its paired course? (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No
Course credits or clock hours	3
Contact hours (faculty load)	3
Are the Contact hours different from the credit/lecture/lab hours?	
Select grade mode	Standard Grading (A, B, C, D, F)
Credit type	College Credit
Possible Delivery Types (Online, Blended, On Campus)	Blended, On Campus
Course description (provide below)	
Through this course the teacher candidate will examine the theoretical and practical aspects of teaching social studies to the elementary student. The course will focus on developmentally appropriate effective instructional strategies for the elementary learner. Multiple methods of	

instruction and assessment will be explored for acquiring content knowledge and themes associated with social studies, including the use of primary and secondary sources to analyze key historical time periods and events; the study of tools associated with human and physical geography; the impact of world cultures, globalization, and wars on the United States; and the structure and function of American government. The course will also explore the integration of content area literacy, technology, and cooperative learning experiences. The course will be inclusive of state standards, subject matter competencies, appropriate pedagogy and assessment procedures. 15 hours of field experience is required with this course.

General topic outline (type in outline below)

- Primary and Secondary Sources
- Key Historical Events in Eastern and Western Civilizations
- Exploration, Globalization, and Settlement
- Regions of the World and the U.S.
- Florida History
- Maps and Elements of Human and Physical Geography
- Federal, State, and Local Government
- Rights and Responsibilities of Citizens
- Structure and Function of Branches of U.S. Government
- U.S. Electoral and Legal System
- Differentiation of Instruction for ELLs and Students with Exceptionalities

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

- The teacher candidate will plan and deliver standards-based social studies lessons demonstrating content knowledge and confidence in the teaching of social studies.
- The teacher candidate will synthesize instructional strategies, activities, and materials for the purpose of designing social studies lessons that support student learning.
- The teacher candidate will employ appropriate diagnostic and assessment tools for social studies in the K-6 classroom.
- The teacher candidate will design a safe and supportive classroom environment for achievement in social studies.

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

- The teacher candidate will utilize specific adaptive teaching strategies to maximize the learning of students who have difficulty with social studies, including ESE and ELL students.

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).

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18;7/19

DESIGNED TO ENABLE FUTURE TEACHERS TO ACQUIRE PROFICIENCY IN TEACHING SOCIAL STUDIES IN ELEMENTARY SCHOOL.

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18;7/19

ICS code for this course	ADVANCED AND PROFESSIONAL - 1.14.08 - EDUCATION
Institutional Reporting Code	11408 EDUCATION
Degree Attributes	Choose an item.
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 ELED
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 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?	This course will replace EDE 4226c, which will be phased out.
Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.	

No

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
Teacher certification in the state of Florida includes a series of licensure exams, known as the Florida Teacher Certification Exams. Students in the B.S., Elementary Education, must pass all licensure exams as a requirement for graduation. The Elementary Education, K-6 Exam includes four subtests covering content and content pedagogy in the areas of language arts and reading; social science; science; and mathematics. The content assessed in each subtest is comprehensive, addressing standards associated with kindergarten through sixth grade. Our current curricular framework in the B.S., Elementary Education program includes courses that integrate two content areas into a single course, often making it difficult to support breadth and depth in the teaching of each critical content area and relevant pedagogy. This proposed program change includes the creation of four new courses, each representing a single content area. Elementary Education programs at other state colleges (Chipola College, Dayton SC, Polk SC, St. Petersburg College, and Northwest Florida SC) include two and as many as four courses dedicated to a single content area to support teacher certification licensure requirements. SSE 3313 is a course that will address the teaching of social studies in the elementary school.

Curriculum Committee

New Course Proposal

FLORIDA SOUTHWESTERN STATE COLLEGE

School or Division	School of Arts, Humanities, and Social Sciences
Program or Certificate	AA, General Education
Proposed by (faculty only)	Dr. Scott Ortolano and Dr. Catherine Gooch
Presenter (faculty only)	Dr. Scott Ortolano and Dr. Catherine Gooch
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date.	
Submission date	9/16/2019
Course prefix, number, and title	AML 2600 – Introduction to African American Literature

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

☐ Approve ☐ Do Not Approve

Curriculum Committee Chair Signature *Date*

☐ Approve ☐ Do Not Approve

Provost Signature *Date*

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 Provost' Office.

Term in which approved action will take place	Fall 2020
Provide an explanation below for the requested exception to the effective date.	
N/A	

Any exceptions to the term start date requires the signatures of the Academic Dean and Provost prior to submission to the Dropbox. N/A		
Dean	**Signature**	**Date**
Dr. Deborah Teed	Deborah D. Teed	9/16/2019
Provost	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Dr. Rebecca Harris	9/13/2019
Academic Dean or Provost	Dr. Deborah Teed	9/16/2019

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Jason Calabrese, Ellie Bunting, Amy Trogan, Rebecca Harris, Shawn Moore, Thomas Mohundro, Scott Ortolano, Thomas Wayne, Sara Dustin, Jeremy Pilarski, Jennifer Grove, Ihasha Horn, Jill Hummel, Brandi George, Cara Minardi-Power, Katie Waddell, Ellie Bunting, John Pelot, Eric Ivy, Laura Tichy-Smith, Michael Barach, Catherine Gooch, Mark Massaro, Suzanne Biedenbach, Terri Housley

Has the Libraries' Collection Manager been contacted about the new course and discussed potential impacts to the libraries' collections?
Yes, she is excited about the opportunity to increase student engagement in this area.

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").	ENC 1101, must be passed with 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.	N/A
Provide justification for the proposed co-requisite(s).	
Is any co-requisite for this course listed as a co-requisite on its paired course? (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	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)	Online, Blended, and On Campus

Course description

Students will be introduced to African American literature in the United States from the 18th century to the present. The course will cover major literary movements, history, themes, and cultural productions as they relate to the Black American experience. Upon successful completion of the course, students will understand the evolution of African American literature from the 18th century to the present as well as its significant movements, contexts, concepts, and figures. This course is writing Intensive and counts as a Humanities General Education course.

(I) This counts as an international or diversity focused class.

General topic outline

- Definitions of African American literature as both part of and separate from other literary traditions
- Representations of black American identity in African American literature
- Major literary and intellectual movements of African American literature
- Structures and conventions of African American literature
- Key themes of African American literature
- Critical interpretation and analysis of works by black American authors with attention to larger social, historical, and political contexts
- Planning, researching, organizing, and writing critical papers on literary topics in MLA style

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18;7/19

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: **Analyze** and create individual and collaborative works of art, literature, and performance. Acquire cultural literacy and foster creative thinking by examining the visual, artistic, literary, and inventive endeavors of African Americans from the 18th century to the present. Understand histories of black thought and self-expression, and in doing so, nurture personal creativity, and strengthen human relationships. Engage with the material culture, creative productions, and traditions of African Americans to examine human values and life in the U.S. Understand how African American art, literature, music, and other cultural productions have contributed to and produced the society in which we live.

Course Outcomes or Objectives Supporting the General Education Competency Selected:

1. Students will analyze a variety of authors and genres and chart the trajectory of African American literature.
2. Students will evaluate the historical, legal, political, and intellectual contexts relevant to African American literature as well as the influence of race on literary and cultural productions.
3. Students will identify how African American authors integrate and/or signify on elements of the vernacular tradition, including spirituals, blues, jazz, and/or folktales.
4. Students will examine fictional representations of the black experience and issues such as heritage, identity, class, feminism, sexuality, and/or the Black Diaspora.
5. Students will connect literary texts or themes with contemporary life, pop culture, and/or politics
6. Students will interpret African American literature as both counter to and enmeshed within larger traditions of literature.
7. Students will demonstrate their understanding of the characteristics and techniques of African American literature.

2. Supplemental *General Education Competency or competencies*:

Communicate clearly in a variety of modes and media. Acquire communication and rhetorical literacy in order to speak and write effectively about African American literature and its relevant histories. Develop tools to express one's knowledge, read critically, analyze thoroughly, and synthesize information, skills necessary to furthering one's own educational and occupational goals. Understand, evaluate, and discuss African American literature and culture in a variety of contexts. Critically examine literary texts, interpret and integrate information, and apply rhetorical and communication literacies to the real world.

Course Outcomes or Objectives Supporting the General Education Competency Selected:

8. Students will develop the skills necessary to critically analyze and discuss African American literature.
9. Students will demonstrate the ability to evaluate, interpret, and compose arguments about African American literary works; the compositions will be substantial in length and increase in rhetorical complexity over the course of the semester.
10. Students must demonstrate continuing mastery of correct grammar, usage, and diction.
11. Students must analyze information within the style of academic prose writing, and, in general, develop their ability to join a scholarly conversation.

C. Other Course Objectives/Standards

N/A

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

Statewide Course DetailBrowse Statewide Courses: GO

Discipline
163-ENGLISH LANGUAGE AND LITERATURE

Discipline Definition
NONE

Prefix
AML-AMERICAN LITERATURE

Prefix Definition
SURVEYS, MAJOR AUTHORS, THEMATIC, AND GENRE COURSES IN AMERICAN LITERATURE FROM COLONIAL TIMES TO PRESENT. PREREQUISITE FOR ALL COURSES IS FRESHMAN COMPOSITION.

Century Title
600-699-ETHNIC AMERICAN LITERATURE

Decade Title
600-609-AFRICAN-AMERICAN SURVEY

StateWide Course
AML 600-INTRODUCTION TO AFRICAN AMERICAN LITERATURE

Status
ACTIVE

Transfer
GUARANTEED TRANSFER TO INSTITUTION OFFERING SAME COURSE.

Course Intent
LOWER

Prerequisites

NONE

Corequisites

NONE

Profile Description

ONE SEMESTER SURVEY IN AFRICAN-AMERICAN LITERATURE FROM ITS BEGINNINGS TO THE PRESENT.

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18;7/19

ICS code for this course	ADVANCED AND PROFESSIONAL - 1.13.15 - LETTERS
Institutional Reporting Code	11315 LETTERS
Degree Attributes	AA - AA COURSE
Degree Attributes (if needed)	Choose an item.
Degree Attributes (if needed)	Choose an item.
Degree Attributes (if needed)	Choose an item.
Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".	No List applicable major restriction codes
Is the course an "International or Diversity Focus" course?	Yes, International or Diversity Focus
Is the course a General Education course?	Yes
Is the course a Writing Intensive course?	Yes
If Replacing a course, combining a Lecture/Lab or splitting a C course – Is there a course equivalency?	
Is the course repeatable*? (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). *Not the same as Multiple Attempts or Grade Forgiveness	No 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?	This class will be writing Intensive and count as an additional Humanities General Education course, so it will impact humanities and social science courses. However, only a limited number of these classes will be offered each

	academic year (no more than one per campus). Furthermore, the class may have the result of increasing enrollments in these other classes as it draws new students into our universe.

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

Yes, we have spoken to the Humanities Department and the History Department. They are glad that we are offering this class because it fills a real need at the college.

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
This class is offered widely at other state colleges, and FSW is one of the few schools where it isn't available. Not having this class leaves a significant gap in our curriculum, especially given our status as an open-enrollment institution that provides access to higher education for underserved communities. As noted above, the Humanities Department and History Department are also behind this class. It will fill a real need at the college.

Curriculum Committee

FLORIDA SOUTHWESTERN STATE COLLEGE

Change of Course Proposal

School or Division	School of Health Professions
Program or Certificate	• AS Social and Human Services • Addiction Services CCC • Human Services Generalist CCC • Youth Development Services CCC
Proposed by (faculty only)	Dr. Terry McVannel-Erwin, Professor Susan Patti, Professor Pamela Peters, Professor Elizabeth Badillo, and Professor Alexa Matyas Venski
Presenter (faculty only)	Dr. Terry McVannel-Erwin
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
Submission date	10/7/2019
Current course prefix, number, and title	HUS 2551 Multicultural Perspectives in Human Services

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

☐ Approve ☐ Do Not Approve

Curriculum Committee Chair Signature *Date*

☐ Approve ☐ Do Not Approve

Provost Signature *Date*

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 Provost' Office.

Term in which approved action will take place	Fall 2020
Provide an explanation below for the requested exception to the effective date.	
N/A	

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

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Dr. Terry McVannel-Erwin	10/7/2019
Academic Dean or Provost	Dr. Paula Tropello	10/7/2019

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

Section II, Proposed Changes

Change to course prefix and number Lecture/lab course combined must include "C" / lab course must include "L"	N/A
Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)	☐ Yes X No
Provide justification for the proposed prerequisite(s).	N/A
Change to course title	N/A
Does the Course Title Change affect other courses? (Ex: If Guitar I becomes Intro to Guitar, should Guitar II become Guitar I?)	N/A
Change of School, Division, or Department	N/A
Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")	From: N/A To: N/A
Change to course co-requisites	From: N/A To: N/A
Provide justification for the proposed co-requisite(s).	N/A
Is any co-requisite for this course listed as a co-requisite on its paired course? (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No List the co-requisite
Change to course credits or clock hours	From: N/A To: N/A
Change to contact hours (faculty load)	From: N/A To: N/A
Are the Contact hours different from the credit/lecture/lab hours?	N/A
Change to grade mode	Choose an item.
Change to credit type	Choose an item.

Change to course description (provide below)
N/A

Change to general topic outline (type in entire new outline below)
• Overcoming Obstacles to Cultural Competence • Counseling African Americans • Counseling American Indians/Native Americans and Alaska Natives • Counseling Asian Americans and Pacific Islanders • Counseling Latinx Populations • Counseling Multiracial Populations • Counseling Arab Americans and Muslim Americans • Counseling Immigrants and Refugees • Counseling Jewish Americans • Counseling Individuals with Disabilities • Counseling LGBTQ Populations • Counseling Older Adults • Counseling Individuals Living in Poverty • Counseling Women

Change to Learning Outcomes: For information purposes only. N/A

IV. Course Competencies, Learning Outcomes and Objectives

A. General Education Competencies and Course Outcomes

1. Integral *General Education Competency or competencies*:

2. Supplemental *General Education Competency or competencies*:

B. In accordance with Florida Statute 1007.25 concerning the state's general education core course requirements, this course meets the general education competencies for ....
Part B would only be included in the course outlines of those courses are included in the FSW Catalog as a General Education Core Course. If this is not a core course, then outline letter C would become B.

C. Other Course Objectives/Standards

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

Section III (must complete each item below)

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

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

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

Section IV, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
The updates to the topic outline correct terminology with more culturally sensitive language.

Curriculum Committee

FLORIDA SOUTHWESTERN STATE COLLEGE

Change of Course Proposal

School or Division	School of Health Professions
Program or Certificate	• AS Social and Human Services • Addiction Services CCC • Human Services Generalist CCC • Youth Development Services CCC
Proposed by (faculty only)	Dr. Terry McVannel-Erwin, Professor Susan Patti, Professor Pamela Peters, Professor Elizabeth Badillo, and Professor Alexa Matyas Venski
Presenter (faculty only)	Dr. Terry McVannel-Erwin
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
Submission date	10/7/2019
Current course prefix, number, and title	SOW 2031 Introduction to Social Work

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

☐ Approve ☐ Do Not Approve

Curriculum Committee Chair Signature *Date*

☐ Approve ☐ Do Not Approve

Provost Signature *Date*

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 Provost' Office.

Term in which approved action will take place	Fall 2020
Provide an explanation below for the requested exception to the effective **date.**	
N/A	

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

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Dr. Terry McVannel-Erwin	10/7/2019
Academic Dean or Provost	Dr. Paula Tropello	10/7/2019

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

Section II, Proposed Changes

Change to course prefix and number Lecture/lab course combined must include "C" / lab course must include "L"	N/A
Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)	☐ Yes X No
Provide justification for the proposed prerequisite(s).	N/A
Change to course title	N/A
Does the Course Title Change affect other courses? (Ex: If Guitar I becomes Intro to Guitar, should Guitar II become Guitar I?)	N/A
Change of School, Division, or Department	N/A
Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")	From: N/A To: N/A
Change to course co-requisites	From: N/A To: N/A
Provide justification for the proposed co-requisite(s).	N/A
Is any co-requisite for this course listed as a co-requisite on its paired course? (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No List the co-requisite
Change to course credits or clock hours	From: N/A To: N/A
Change to contact hours (faculty load)	From: N/A To: N/A
Are the Contact hours different from the credit/lecture/lab hours?	N/A
Change to grade mode	Choose an item.
Change to credit type	Choose an item.

Change to course description (provide below)

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 better; or EAP 1620 and EAP 1640 with a "C" or better; or an eligible testing/course completion combination
****SOW 2031 meets the requirements for Major in CCC Human Services Generalist or CCC Youth Development Services only. HUS 1001 is required for Major in AS Social and Human Services or CCC Addiction Services.***

An overview of the profession of Social Work including the history, philosophy, ethics, values, interventions, and fields of practice in generalist social work.

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

- N/A

Change to Learning Outcomes: For information purposes only. N/A

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

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

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?	N/A

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

Section IV, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
Students in the Human Services Generalist CCC or Youth Development Services CCC can select either HUS 1001 or SOW 2031. However, due to accreditation requirements, students pursuing the AS Social and Human Services or Addiction Services CCC must take HUS 1001. Adding this note to the catalog is meant to clarify this for students.

SOW 2031 - Introduction to Social Work

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3 credits

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 better; or EAP 1620 and EAP 1640 with a "C" or better; or an eligible testing/course completion combination

****SOW 2031 meets the requirements for Major in CCC Human Services Generalist or CCC Youth Development Services only. HUS 1001 is required for Major in AS Social and Human Services or CCC Addiction Services.***

An overview of the profession of Social Work including the history, philosophy, ethics, values, interventions, and fields of practice in generalist social work.

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

Curriculum Committee

FLORIDA SOUTHWESTERN STATE COLLEGE

Change of Course Proposal

School or Division	School of Health Professions
Program or Certificate	• AS Social and Human Services • Addiction Services CCC • Human Services Generalist CCC • Youth Development Services CCC
Proposed by (faculty only)	Dr. Terry McVannel-Erwin, Professor Susan Patti, Professor Pamela Peters, Professor Elizabeth Badillo, and Professor Alexa Matyas Venski
Presenter (faculty only)	Dr. Terry McVannel-Erwin
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
Submission date	10/7/2019
Current course prefix, number, and title	HUS 1001 Introduction to Human Services

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

☐ Approve ☐ Do Not Approve

Curriculum Committee Chair Signature *Date*

☐ Approve ☐ Do Not Approve

Provost Signature *Date*

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 Provost' Office.

Term in which approved action will take place	Fall 2020
Provide an explanation below for the requested exception to the effective **date.**	
N/A	

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

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Dr. Terry McVannel-Erwin	10/7/2019
Academic Dean or Provost	Dr. Paula Tropello	10/7/2019

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

Section II, Proposed Changes

Change to course prefix and number Lecture/lab course combined must include "C" / lab course must include "L"	N/A
Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)	☐ Yes X No
Provide justification for the proposed prerequisite(s).	N/A
Change to course title	N/A
Does the Course Title Change affect other courses? (Ex: If Guitar I becomes Intro to Guitar, should Guitar II become Guitar I?)	N/A
Change of School, Division, or Department	N/A
Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")	From: N/A To: N/A
Change to course co-requisites	From: N/A To: N/A
Provide justification for the proposed co-requisite(s).	N/A
Is any co-requisite for this course listed as a co-requisite on its paired course? (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No List the co-requisite
Change to course credits or clock hours	From: N/A To: N/A
Change to contact hours (faculty load)	From: N/A To: N/A
Are the Contact hours different from the credit/lecture/lab hours?	N/A
Change to grade mode	Choose an item.
Change to credit type	Choose an item.

Change to course description (provide below)

HUS 1001 – Introduction to Human Services
3 credits
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 better; or EAP 1620 and EAP 1640 with a "C" or better; or an eligible testing/course completion combination
****HUS 1001 is required for Major in AS Social and Human Services or CCC Addiction Services.***

This course explores the field of human services, including health, mental health, public administration, education, social welfare, recreation, criminal justice, youth services, and rehabilitation. Emphasis is placed on the variety of expectations and perceptions of consumers of human services. Basic helping and communication skills will be developed by the students.

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

- N/A

Change to Learning Outcomes: For information purposes only. N/A

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

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

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?	N/A

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

Section IV, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
Students in the Human Services Generalist CCC or Youth Development Services CCC can select either HUS 1001 or SOW 2031. However, due to accreditation requirements, students pursuing the AS Social and Human Services or Addiction Services CCC must take HUS 1001. Adding this note to the catalog is meant to clarify this for students.

HUS 1001 - Introduction to Human Services

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3 credits

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 better; or EAP 1620 and EAP 1640 with a "C" or better; or an eligible testing/course completion combination

****HUS 1001 is required for Major in AS Social and Human Services or CCC Addiction Services.***

This course explores the field of human services, including health, mental health, public administration, education, social welfare, recreation, criminal justice, youth services, and rehabilitation. Emphasis is placed on the variety of expectations and perceptions of consumers of human services. Basic helping and communication skills will be developed by the students.

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

Curriculum Committee

FLORIDA SOUTHWESTERN STATE COLLEGE

Change of Course Proposal

School or Division	School of Health Professions
Program or Certificate	• AS Social and Human Services • Addiction Services CCC • Human Services Generalist CCC • Youth Development Services CCC
Proposed by (faculty only)	Dr. Terry McVannel-Erwin, Professor Susan Patti, Professor Pamela Peters, Professor Elizabeth Badillo, and Professor Alexa Matyas Venski
Presenter (faculty only)	Dr. Terry McVannel-Erwin
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
Submission date	10/7/2019
Current course prefix, number, and title	HUS 1320 Theories & Foundations of Crisis Intervention

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

☐ Approve ☐ Do Not Approve

Curriculum Committee Chair Signature *Date*

☐ Approve ☐ Do Not Approve

Provost Signature *Date*

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 Provost' Office.

Term in which approved action will take place	Fall 2020
Provide an explanation below for the requested exception to the effective **date.**	
N/A	

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

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Dr. Terry McVannel-Erwin	10/7/2019
Academic Dean or Provost	Dr. Paula Tropello	10/7/2019

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

Section II, Proposed Changes

Change to course prefix and number Lecture/lab course combined must include "C" / lab course must include "L"	N/A
Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)	☐ Yes X No
Provide justification for the proposed prerequisite(s).	Students in the Human Services Generalist CCC or the Youth Development Services CCC can elect to take HUS 1001 or SOW 2031. This change will list both courses as prerequisites on Banner and in the 2020-2021 catalog.
Change to course title	N/A
Does the Course Title Change affect other courses? (Ex: If Guitar I becomes Intro to Guitar, should Guitar II become Guitar I?)	N/A
Change of School, Division, or Department	N/A
Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")	**From:** ***Prerequisites: HUS 1001 with a grade of "C" or better.*** **To:** ***Prerequisites: HUS 1001* or SOW 2031 with a grade of "C" or better*** ****HUS 1001 is required for Major in AS Social and Human Services or CCC Addiction Services.***
Change to course co-requisites	From: N/A To: N/A
Provide justification for the proposed co-requisite(s).	N/A
Is any co-requisite for this course listed as a co-requisite on its paired course? (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No List the co-requisite
Change to course credits or clock hours	From: N/A To: N/A

Change to contact hours (faculty load)	From: N/A To: N/A
Are the Contact hours different from the credit/lecture/lab hours?	N/A
Change to grade mode	Choose an item.
Change to credit type	Choose an item.
Change to course description (provide below) N/A	
Type in entire new course description here N/A	

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

Change to Learning Outcomes: For information purposes only. N/A

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

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

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?	N/A

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

Section IV, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
Students in the Human Services Generalist CCC or the Youth Development Services CCC can elect to take HUS 1001 or SOW 2031. This change will list both courses as prerequisites on Banner and in the 2020-2021 catalog.

HUS 1320 - Theories and Foundations of Crisis Intervention

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3 credits

Prerequisites: HUS 1001 or SOW 2031 with a grade of "C" or better

****HUS 1001 is required for Major in AS Social and Human Services or CCC Addiction Services.***

This course will provide a comprehensive overview of the history of crisis intervention and crisis theory. In addition, it will also present a comprehensive model of crisis intervention and will include developing listening and understanding skills, as well as assessment approaches and interventions.

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

Curriculum Committee

FLORIDA SOUTHWESTERN STATE COLLEGE

Change of Course Proposal

School or Division	School of Health Professions
Program or Certificate	• AS Social and Human Services • Addiction Services CCC • Human Services Generalist CCC • Youth Development Services CCC
Proposed by (faculty only)	Dr. Terry McVannel-Erwin, Professor Susan Patti, Professor Pamela Peters, Professor Elizabeth Badillo, and Professor Alexa Matyas Venski
Presenter (faculty only)	Dr. Terry McVannel-Erwin
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
Submission date	10/7/2019
Current course prefix, number, and title	HUS 2302 Basic Counseling Skills

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

☐ Approve ☐ Do Not Approve

Curriculum Committee Chair Signature *Date*

☐ Approve ☐ Do Not Approve

Provost Signature *Date*

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 Provost' Office.

Term in which approved action will take place	Fall 2020
Provide an explanation below for the requested exception to the effective **date.**	
N/A	

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

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Dr. Terry McVannel-Erwin	10/7/2019
Academic Dean or Provost	Dr. Paula Tropello	10/7/2019

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

Section II, Proposed Changes

Change to course prefix and number Lecture/lab course combined must include "C" / lab course must include "L"	N/A
Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)	☐ Yes X No
Provide justification for the proposed prerequisite(s).	Students in the Human Services Generalist CCC or the Youth Development Services CCC can elect to take HUS 1001 or SOW 2031. This change will list both courses as prerequisites on Banner and in the 2020-2021 catalog.
Change to course title	N/A
Does the Course Title Change affect other courses? (Ex: If Guitar I becomes Intro to Guitar, should Guitar II become Guitar I?)	N/A
Change of School, Division, or Department	N/A
Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")	From: ***Prerequisites: HUS 1001 with a grade of "C" or better; Major in AS Social and Human Services or Major in CCC Addiction Services*** To: ***Prerequisites: HUS 1001 or SOW 2031 with a grade of "C" or better; Major in AS Social and Human Services or Major in CCC Addiction Services or Major in CCC Human Services Generalist or Major in CCC Youth Development Services*** ****HUS 1001 is required for Major in AS Social and Human Services or Major in CCC Addiction Services.***
Change to course co-requisites	From: N/A To: N/A
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	No

CHM 2032L is a co-requisite for CHM 2032)	List the co-requisite
Change to course credits or clock hours	From: N/A To: N/A
Change to contact hours (faculty load)	From: N/A To: N/A
Are the Contact hours different from the credit/lecture/lab hours?	N/A
Change to grade mode	Choose an item.
Change to credit type	Choose an item.
Change to course description (provide below) N/A	
Type in entire new course description here N/A	

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

Change to Learning Outcomes: For information purposes only. N/A

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.	Change List applicable major restriction codes **Current Restrictions:** ***Prerequisites: HUS 1001 with a grade of "C" or better; Major in AS Social and Human Services or Major in CCC Addiction Services*** **Add the following:** ***Prerequisites: HUS 1001 or SOW 2031 with a grade of "C" or better; Major in AS Social and Human Services or Major in CCC Addiction Services or Major in CCC Human Services Generalist or Major in CCC Youth Development Services*** ****HUS 1001 is required for Major in AS Social and Human Services or Major in CCC Addiction Services.***
Change course to an "International or Diversity Focus" course?	No, not International or Diversity Focus
Change course to a General Education course?	No
Change course from General Education to non-General Education?	No
Change course to a Writing Intensive course?	No
Change course from Writing Intensive to non-Writing intensive?	No
Change course to repeatable? (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). *Not the same as Multiple Attempts or Grade Forgiveness	No If repeatable, list maximum number of credits

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

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

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

Section IV, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
Prerequisite Change: Students in the Human Services Generalist CCC or the Youth Development Services CCC can elect to take HUS 1001 or SOW 2031. This change will list both courses as prerequisites on Banner and in the 2020-2021 catalog. **Major Restriction**: Currently, only *"AS Social and Human Services or Major in CCC Addiction Services"* is listed as a major restriction in the 2019-2020 catalog. Last year, the Curriculum Committee approved adding major restrictions for the Human Services Generalist CCC or the Youth Development Services CCC effective Fall 2019. This change was made on Banner. Unfortunately, the catalog markup was omitted from the course proposal and the catalog was not updated. This proposal updates the previously approved change in the 2020-2021 catalog.

HUS 2302 - Basic Counseling Skills

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3 credits

Prerequisites: HUS 1001 or SOW 2031 with a grade of "C" or better; Major in AS Social and Human Services or Major in CCC Addiction Services or Major in CCC Human Services Generalist or Major in CCC Youth Development Services

****HUS 1001 is required for Major in AS Social and Human Services or Major in CCC Addiction Services.***

In this course, students will learn counseling theory, interviewing, data gathering, observing, diagnostic assessment, treatment planning, and intervention skills for use in the counseling and human services profession. Case management and personal ethics will be included. This course will include dealing with clients of all ages and ethnicities. The human services professional works using a team approach to providing care. The role and interactions in the team will also be studied.

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

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	Human Services Generalist CCC
Proposed by (faculty only)	Dr. Terry McVannel-Erwin
Presenter (faculty only)	Dr. Terry McVannel-Erwin
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
Submission date	8/30/2019

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

☐ Approve ☐ Do Not Approve

Curriculum Committee Chair Signature *Date*

☐ Approve ☐ Do Not Approve

Provost Signature *Date*

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 Provost' Office.

Term in which approved action will take place	Fall 2020
Provide an explanation below for the requested exception to the effective date.	
N/A	

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

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Dr. Terry McVannel-Erwin	8/30/2019
Academic Dean or Provost	Dr. Paula Tropello	8/30/2019

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Professor Pamela Peters, Professor Susan Patti, Professor Alexa Matyas Venski and Professor Elizabeth Badillo

Section II, Proposed Changes

Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)	☐ Yes X No
Have the deans of the General Studies been contacted/consulted?	☐ Yes X No
Have you attached an updated catalog page?	X Yes ☐ No
Change of School, Division, or Department	N/A
Change to program or certificate name	N/A
List below, any changes to the program or certificate prerequisites. Include course titles and credits if applicable.	
N/A	
List below, any changes to the General Education requirements. Include course titles and credits if applicable.	
N/A	
List below, any changes to the program or certificate Core requirements. Include course titles and credits if applicable.	
Current Requirement: HUS 1001 Introduction to Human Services 3 credits **Change:** HUS 1001 Introduction to Human Services 3 credits or SOW 2031 Introduction to Social Work 3 credits	
List below, any changes to the program or certificate Elective requirements. Include course titles and credits if applicable.	
N/A	
List below, any other changes to the program or certificate requirements.	
N/A	
Change to program length (credits or clock hours	From: N/A To: N/A

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

to complete)	

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

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

Provide justification (below) for each change on this proposed curriculum action.
Many students pursuing the FSW AA degree have expressed an interest in pursuing a BSW after graduation. Effective Fall 2019 the FGCU Social Work Program began requiring all applicants to successfully complete SOW 2031 prior to admission to their program. Changing the requirements so that students can take HUS 1001 or SOW 2031 will give students the opportunity to explore this career before making a long-term commitment. For those students who decide to pursue a BSW, this change creates a Pathway for students to transition seamlessly into a BSW degree. This change involves no additional faculty, personnel or resources.

Human Services Generalist, CCC

Mission

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

Program Highlights

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

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

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

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

Program of Study

- HUS 1001 – Introduction to Human Services **3 credits**
  or
- SOW 2031 – Introduction to Social Work **3 credits**

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

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

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

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

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

Florida Department of Education
Curriculum Framework

Program Title: Human Services Generalist
Career Cluster: Human Services

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

Purpose

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

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human Services career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of aspects of the Human Services career cluster.

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

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

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

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

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

Standards

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

01.0 **PROGRAM PLANNING AND EVALUATION**: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate.
02.0 Understand the risk factors that lead to human services intervention.
03.0 Examine the theories utilized in human services.
04.0 Display an understanding of treatment knowledge.
05.0 Demonstrate competencies of practice using various interventions.

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Florida Department of Education
Student Performance Standards

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

This certificate program is part of the Social and Human Services AS degree program (1451159901). At the completion of this program, the student will be able to:	
01.0	**PROGRAM PLANNING AND EVALUATION**: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate. – The student will be able to:
	01.01 Demonstrate knowledge and skills to analyze and assess the needs of clients or client groups.
	01.02 Develop goals, and design and implement a plan of action.
	01.03 Display skills to evaluate the outcomes of the plan and the impact on the client or client group.
02.0	Understand the risk factors that lead to human services intervention.
03.0	Examine the theories utilized in human services.
04.0	Display an understanding of treatment knowledge.
05.0	Demonstrate competencies of practice using various interventions.

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Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

HOSA (Future Health Professionals) is the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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Florida Department of Education
Curriculum Framework

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

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

Purpose

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

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human Services career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of aspects of the Human Services career cluster.

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

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

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

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

Standards

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

01.0 **PROGRAM PLANNING AND EVALUATION**: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate.
02.0 Display an understanding of a youth development approach in community-based, residential, group home and other youth worker environments.
03.0 Examine the theories, principles and stages of typical human growth and development and the challenges of each stage.
04.0 Demonstrate a general knowledge and understanding of community characteristics.
05.0 Demonstrate a general knowledge and understanding of family dynamics.
06.0 Understand how current social issues influence children/youth.
07.0 Demonstrate an understanding of principles and best practices of a developmentally appropriate youth program.
08.0 Display an understanding of the prevention, recognition, and reporting of child abuse and neglect.

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	Youth Development Services CCC
Proposed by (faculty only)	Dr. Terry McVannel-Erwin
Presenter (faculty only)	Dr. Terry McVannel-Erwin
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
Submission date	8/30/2019

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

☐ Approve ☐ Do Not Approve

Curriculum Committee Chair Signature *Date*

☐ Approve ☐ Do Not Approve

Provost Signature *Date*

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 Provost' Office.

Term in which approved action will take place	Fall 2020
Provide an explanation below for the requested exception to the effective date.	
N/A	

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

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Dr. Terry McVannel-Erwin	8/30/2019
Academic Dean or Provost	Dr. Paula Tropello	8/30/2019

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Professor Pamela Peters, Professor Susan Patti, Professor Alexa Matyas Venski and Professor Elizabeth Badillo

Section II, Proposed Changes

Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)	☐ Yes X No
Have the deans of the General Studies been contacted/consulted?	☐ Yes X No
Have you attached an updated catalog page?	X Yes ☐ No
Change of School, Division, or Department	N/A
Change to program or certificate name	N/A

List below, any changes to the program or certificate prerequisites. Include course titles and credits if applicable.
N/A
List below, any changes to the General Education requirements. Include course titles and credits if applicable.
N/A
List below, any changes to the program or certificate Core requirements. Include course titles and credits if applicable.
Current Requirement: HUS 1001 Introduction to Human Services 3 credits **Change:** HUS 1001 Introduction to Human Services 3 credits or SOW 2031 Introduction to Social Work 3 credits
List below, any changes to the program or certificate Elective requirements. Include course titles and credits if applicable.
N/A
List below, any other changes to the program or certificate requirements.
N/A

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

Change to program length (credits or clock hours to complete)	From: N/A To: N/A

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

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

Provide justification (below) for each change on this proposed curriculum action.
Many students pursuing the FSW AA degree have expressed an interest in pursuing a BSW after graduation. Effective Fall 2019 the FGCU Social Work Program began requiring all applicants to successfully complete SOW 2031 prior to admission to their program. Changing the requirements so that students can take HUS 1001 or SOW 2031 will give students the opportunity to explore this career before making a long-term commitment. For those students who decide to pursue a BSW, this change creates a Pathway for students to transition seamlessly into a BSW degree. This change involves no additional faculty, personnel or resources.

Youth Development Services, CCC

Mission

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

Program Highlights

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

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

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

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

Program of Study

- HUS 1001 – Introduction to Human Services **3 credits**
  or
- SOW 2031 – Introduction to Social Work **3 credits**

- HUS 1640 – Principles of Youth Development **3 credits**
- HUS 2302 – Basic Counseling Skills **3 credits**
- HUS 2500 – Issues and Ethics in Human Services **3 credits**

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

- HUS 2540 – Building Stronger Families and Communities **3 credits**
- DEP 2004 – Human Growth and Development **3 credits**

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

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

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

Florida Department of Education
Curriculum Framework

Program Title: Youth Development Services
Career Cluster: Human Services

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

Purpose

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

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human Services career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of aspects of the Human Services career cluster.

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

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

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

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

Standards

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

01.0 **PROGRAM PLANNING AND EVALUATION**: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate.
02.0 Display an understanding of a youth development approach in community-based, residential, group home and other youth worker environments.
03.0 Examine the theories, principles and stages of typical human growth and development and the challenges of each stage.
04.0 Demonstrate a general knowledge and understanding of community characteristics.
05.0 Demonstrate a general knowledge and understanding of family dynamics.
06.0 Understand how current social issues influence children/youth.
07.0 Demonstrate an understanding of principles and best practices of a developmentally appropriate youth program.
08.0 Display an understanding of the prevention, recognition, and reporting of child abuse and neglect.

Florida Department of Education
Student Performance Standards

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

This certificate program is part of the Social and Human Services AS degree program (01451159901). At the completion of this program, the student will be able to:	
01.0	**PROGRAM PLANNING AND EVALUATION**: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate. – The student will be able to:
01.01	Demonstrate knowledge and skills to analyze and assess the needs of clients or client groups.
01.02	Develop goals, and design and implement a plan of action.
01.03	Display skills to evaluate the outcomes of the plan and the impact on the client or client group.
02.0	Display an understanding of a youth development approach in community-based, residential, group home and other youth worker environments. – The student will be able to:
02.01	Describe the role of the youth worker as they relate to the management, organization and development of effective youth organizations.
02.02	Distinguish between the asset and deficit models of adolescent development.
02.03	Identify social problems unique to adolescent development.
02.04	Identify characteristics of a successful youth organization.
02.05	Design a youth program and intervention strategy consistent with the needs of youth and available resources.
02.06	Evaluate programs based upon the needs of youth and available resources.
03.0	Examine the theories, principles and stages of typical human growth and development and the challenges of each stage. – The student will be able to:
03.01	Compare differences among theoretical perspectives on human growth and development.
03.02	Demonstrate an understanding of the varying influences on the domains of human development.
03.03	Demonstrate an understanding of and describe changes in cognitive, bio-psychosocial, and psychosexual development across the lifespan.
03.04	Define and identify potential threats to normal human growth and development across the lifespan.
04.0	Demonstrate a general knowledge and understanding of community characteristics. – The student will be able to:
04.01	Identify and recognize the cultural diversity of the community when providing human services.

	04.02 Demonstrate knowledge of agencies and resources that meet the needs of youth in the community.
05.0	Demonstrate a general knowledge and understanding of family dynamics. – The student will be able to:
	05.01 Demonstrate knowledge of how family factors can influence youth development.
06.0	Understand how current social issues influence children/youth. – The student will be able to:
	06.01 Compare the effectiveness of various techniques of intervention/advocacy for social awareness/improvement.
	06.02 Recognize the social problems within society that affect children/youth (i.e., crime, juvenile delinquency, socio-economics, etc.).
07.0	Demonstrate an understanding of principles and best practices of a developmentally appropriate youth program. – The student will be able to:
	07.01 Compare and contrast age appropriate curriculum that reflects the families, children and youth served in the community.
	07.02 Develop an understanding of how strategic planning, goal setting, needs assessment and program evaluation promote program improvement and sustainability.
08.0	Display an understanding of the prevention, recognition, and reporting of child abuse and neglect. – The student will be able to:
	08.01 Define the different kinds of abuse and neglect of children (physical, sexual, psychological, neglect, abandonment, exploitation, substance abuse, etc.).
	08.02 Identify symptoms of parental/guardian stress that could lead to child abuse/neglect.
	08.03 Identify ways to prevent child abuse and neglect.
	08.04 Recognize signs of child abuse and neglect.
	08.05 Identify steps to proper reporting of child abuse and neglect.

DRAFT

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

HOSA (Future Health Professionals) is the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Curriculum Committee

FLORIDA SOUTHWESTERN STATE COLLEGE

Change of Course Proposal

School or Division	School of Health Professions
Program or Certificate	RN to BSN Program, Nursing Dept.
Proposed by (faculty only)	M Jenner, B Ward, S Torres, S Steiner, M Weiner, M Kruger
Presenter (faculty only)	S Torres, M Jenner
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
Submission date	10/4/2019
Current course prefix, number, and title	NUR 4827C Leadership in Nursing Practice

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

☐ Approve ☐ Do Not Approve

Curriculum Committee Chair Signature *Date*

☐ Approve ☐ Do Not Approve

Provost Signature *Date*

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 Provost' 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 Provost prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Type name here		
Provost	**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 Provost	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).
Martha Jenner, Susan Torres, Marsha Weiner, Margaret Kruger, Shawn Steiner, Barbara Ward

Section II, Proposed Changes

Change to course prefix and number Lecture/lab course combined must include "C" / lab course must include "L"	NONE
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).	Currently NUR 3870 Informatics for Health Professionals – NO CHANGE
Change to course title	NA
Does the Course Title Change affect other courses? (Ex: If Guitar I becomes Intro to Guitar, should Guitar II become Guitar I?)	NA
Change of School, Division, or Department	NA
Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")	From: Currently NUR 3870 To: NUR 3870
Change to course co-requisites	From: NUR 4955 To: None- Students who have taken NUR 4827C (4 credits) and NUR 4955 (1 Credit) will meet the graduation requirement of NUR 4827C (5 credits)
Provide justification for the proposed co-requisite(s).	Removing as integrating content into total course
Is any co-requisite for this course listed as a co-requisite on its paired course? (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No
Change to course credits or clock hours	From: 4 (3 didactic, 1 clinical hour (45) To: 5 (4 didactic, 1 clinical hours (45)
Change to contact hours (faculty load)	From: 6 To: 7
Are the Contact hours different from the credit/lecture/lab hours?	Yes: a. due to required clinical practice experience hours of 45 hours (1 credit)

	b. Increasing didactic hours by incorporating 1 credit (3 faculty contact hours) from content in NUR 4955 Nursing Capstone
Change to grade mode	Standard Grading (A, B, C, D, F)
Change to credit type	College Credit
Change to course description (provide below)	
This course focuses on the theory, concepts, and underlying principles of leadership in health care delivery systems. The methods and interpersonal skills to become an effective nurse leader in various health care delivery systems are explored along with the concepts of professional organizations, decision making, power/authority, health care policy and finance, cost effectiveness, problem-solving /change strategies, evidence based practice, evaluation/ quality improvement, inter/intra-professional communication and collaboration skills, and leader behaviors. Students will be actively involved in the development of an evidence-based project to address a leadership issue in their practice setting. This course includes 45 clinical hours of leadership practice experiences. Students are required to complete a program specific background check, drug screen and medical information in order to complete the required clinical practice hours.	

Change to general topic outline (type in entire new outline below)
• Principles and theories of leadership • Inter and intra-professional communication in diverse settings / populations • Change theory, decision making, and conflict resolution • Health care delivery systems, the culture of organizations and health care policy • Outcome measurement, quality improvement, and safety • Budgetary issues and cost effectiveness • Application of evidence based practice to meet a leadership need in the practice setting • Professional accountability, ethics, and professional organizations

Change to Learning Outcomes: For information purposes only.

IV. Course Competencies, Learning Outcomes and Objectives

Communicate clearly in a variety of modes and media.
Research and examine academic and non-academic information, resources, and evidence.
Evaluate and utilize mathematical principles, technology, scientific and quantitative data.
Analyze and create individual and collaborative works of art, literature, and performance.
Think critically about questions to yield meaning and value.
Investigate and engage in the transdisciplinary applications of research, learning, and knowledge.
Visualize and engage the world from different historical, social, religious, and cultural approaches.
Engage meanings of active citizenship in one's community, nation, and the world.

A. General Education Competencies and Course Outcomes

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

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.

General Education Competency: **Investigate**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Demonstrate leadership & communication skills to effectively implement patient safety & quality
- improvement initiatives within the context of the inter-professional team.
- Employ principles & participate in quality improvement, healthcare policy, & cost-effectiveness to
- assist in the development & initiation of effective plans for the microsystem and/or system-wide
- practice improvements that will improve the quality of healthcare delivery for diverse populations.
- Demonstrate basic knowledge of healthcare policy, finance, reimbursement, & regulatory
- environments, including local, state, national, and global healthcare trends.
- Examine legislative & regulatory processes relevant to the provision of healthcare.
- Use inter & intra-professional communication and collaborative skills to deliver evidence-based
- patient-centered care & improve the quality of healthcare delivery for diverse populations.
- Incorporate effective communication techniques, including negotiation, teambuilding, collaborative
- strategies, & conflict resolution to produce positive professional working relationships.

General Education Competency: **Engage**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Demonstrate an awareness of complex organizational systems including structure, mission, vision,
- philosophy, & values.
- Promote factors that create a culture of safety & caring.
- Employ principles & participate in quality improvement, healthcare policy, & cost-effectiveness to
- assist in the development & initiation of effective plans for the microsystem and/or system-wide
- practice improvements that will improve the quality of healthcare delivery for diverse populations.
- Demonstrate basic knowledge of healthcare policy, finance, reimbursement, & regulatory environments, including local, state, national, and global healthcare trends.

B. Other Course Objectives/Standards

NUR 4827 LEADERSHIP IN NURSING	
PROGRAM OUTCOME	**COURSE OUTCOMES**
1. Synthesize knowledge from nursing and the physical, behavioral, psychological and social sciences, and the humanities in the practice of professional nursing.	Demonstrate an awareness of complex organizational systems including structure, mission, vision, philosophy, and values. Promote factors that create a culture of safety and caring. Demonstrate an awareness of complex re of safety and caring. Employ principles and participate in quality improvement, healthcare policy, and cost-effectiveness to assist in the

	development and initiation of effective plans for the microsystem and/or system wide practice improvements that will improve the quality of healthcare delivery for diverse populations. Use inter and intra-professional communication and collaborative skills to deliver evidence-based, patient-centered care.
2. Integrate global health and health care, its relevant issues and policies as they relate to professional nursing practice.	Employ principles and participate in quality improvement, healthcare policy, and cost-effectiveness to assist in the development and initiation of effective plans for the microsystem and/or system wide practice improvements that will improve the quality of healthcare delivery for diverse populations. Demonstrate basic knowledge of healthcare policy, finance, reimbursement, and regulatory environments, including local, state, national, and global healthcare trends. Examine legislative and regulatory processes relevant to the provision of healthcare.
3. Evaluate research in the exploration of the spectrum of health within the framework of evidence-based practice.	Participate in the development and implementation of imaginative and creative strategies to enable systems to change. Use inter- and intra-professional communication and collaborative skills to deliver evidence-based, patient-centered care.
4. Synthesize standards of professional practice and care.	Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings. Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the inter-professional team. Employ principles and participate in quality improvement, healthcare policy, and cost-effectiveness to assist in the development and initiation of effective plans for the microsystem and/or system wide practice improvements that will improve the quality of healthcare delivery for diverse populations.

5. Articulate the role of the professional nurse within interprofessional teams.	Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the inter-professional team. Use inter- and intra-professional communication and collaborative skills to deliver evidence-based, patient-centered care. Incorporate effective communication techniques, including negotiation, teambuilding, collaborative strategies, and conflict resolution to produce positive professional working relationships.
6. Analyze current and changing health care information technologies and systems	Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the inter-professional team. Demonstrate an awareness of complex organizational systems including structure, mission, vision, philosophy, and values. Use inter- and intra-professional communication and collaborative skills to deliver evidence-based, patient-centered care. Incorporate effective communication techniques, including negotiation, teambuilding, collaborative strategies, and conflict resolution to produce positive professional working relationships.
7. Summarize the components of leadership and followership in professional nursing practice.	Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings. Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the inter-professional team. Employ principles and participate in quality improvement, healthcare policy, and cost-effectiveness to assist in the development and initiation of effective plans for the microsystem and/or system wide practice improvements that will improve the quality of healthcare delivery for diverse populations.

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

	Participate in the development and implementation of imaginative and creative strategies to enable systems to change. Use inter- and intra-professional communication and collaborative skills to deliver evidence-based, patient-centered care. Incorporate effective communication techniques, including negotiation, teambuilding, collaborative strategies, and conflict resolution to produce positive professional working relationships.
8. Interpret the social responsibility of the nursing profession in the development and implementation of health care policy.	Promote factors that create a culture of safety and caring. Employ principles and participate in quality improvement, healthcare policy, and cost-effectiveness to assist in the development and initiation of effective plans for the microsystem and/or system wide practice improvements that will improve the quality of healthcare delivery for diverse populations. Demonstrate basic knowledge of healthcare policy, finance, reimbursement, and regulatory environments, including local, state, national, and global healthcare trends. Examine legislative and regulatory processes relevant to the provision of healthcare.

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

Impact of Change of Course Proposal	
Will this change of course proposal impact other courses, programs, departments, or budgets?	No
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	NONE
Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.	
Provide detail information here	

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

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

Section IV, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
In 2019-20 the NUR 4827C course was made co-requisite with NUR 4955 Nursing Capstone course in order to provide a mechanism for students and faculty to assess achievement of end of program student learning outcomes (EPSLO) as required by ACEN (national nursing program accreditation). The leadership course provides students with opportunity to demonstrate achievement of learning outcomes that reflect the practice of the registered nurse at the baccalaureate degree level as a leader in patient care and nursing practice ground in research and evidence. The NUR 4955 capstone course was designed as the assessment of EPSLOs. In implementing the co-requisite courses, there have been issues that have presented barriers to students that hindered the instructional process and the assessment of learning outcomes. With the integration of these two course, students will have a streamlined and more meaningful learning experience from registration for the course to completion of assignments that demonstrate the intended outcomes. Faculty also utilized written and verbal comments from students in the current model to guide this change. NOTE: Completing this course as proposed will meet graduation audit requirements for NUR 4827C and NUR 4955 from previous catalogs.

Curriculum Committee

FLORIDA SOUTHWESTERN STATE COLLEGE

Change of Course Proposal

School or Division	School of Health Professions
Program or Certificate	Associate Degree Nursing
Proposed by (faculty only)	Judy Sweeney
Presenter (faculty only)	June Davis, Angela Vitale
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
Submission date	10/14/2019
Current course prefix, number, and title	NUR 1025L – Nursing Concepts: Health and Wellness Across the Lifespan Practicum 1 credit
All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal. ☐ Approve ☐ Do Not Approve	
Curriculum Committee Chair Signature	*Date*
☐ Approve ☐ Do Not Approve	
Provost Signature	*Date*
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 Provost' 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 Provost prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Type name here		
Provost	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Dr. Debra Selman	9/25/2019
Academic Dean or Provost	Dr. Paula Tropello	9/25/2019

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Approved by ASN faculty at District meeting on 8/23/19

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: 1 To: 2
Change to contact hours (faculty load)	From: 3 To: 6
Are the Contact hours different from the credit/lecture/lab hours?	Yes
Change to grade mode	Choose an item.
Change to credit type	Choose an item.
Change to course description (provide below)	

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

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.	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.	
No, this will not impact other departments, programs, or institutions	

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

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

Section IV, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
Increasing credits will allow students to have more class time to practice and learn required skills.

Curriculum Committee

FLORIDA SOUTHWESTERN STATE COLLEGE

Change of Course Proposal

School or Division	School of Health Professions
Program or Certificate	Associate Degree Nursing
Proposed by (faculty only)	Debra Ebaugh, Angela Vitale, June Davis
Presenter (faculty only)	June Davis, Angela Vitale
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
Submission date	10/14/2019
Current course prefix, number, and title	NUR 2033 – Nursing Concepts: Health Alterations Across the Lifespan – 4 credits

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

☐ Approve ☐ Do Not Approve

Curriculum Committee Chair Signature *Date*

☐ Approve ☐ Do Not Approve

Provost Signature *Date*

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 Provost' 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 Provost prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Type name here		
Provost	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Dr. Debra Selman	10/8/2019
Academic Dean or Provost	Dr. Paula Tropello	10/7/2019

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Approved by ASN faculty at District meeting on 4/12/19

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 pre-reqs: NUR 1034, 1034L, 1214L, 2145 Add NUR 2145 Pharmacological Nursing as a pre-req. This is an approved new course as of Spring 2020.
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: 4 To: 5
Change to contact hours (faculty load)	From: 4 To: 5

Are the Contact hours different from the credit/lecture/lab hours?	No
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.	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.	
No, this will not impact other departments, programs, or institutions	

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

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 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.
Provide detail information here

Section IV, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
It has been a challenge to cover all the course topics in the time allotted. Increasing credits will provide students with more class time to engage in active learning with faculty. It will also align this course with the other level courses in the ASN program. Pre-req added to include new course, NUR 2145 Pharmacological Nursing.

Curriculum Committee

FLORIDA SOUTHWESTERN STATE COLLEGE

Change of Course Proposal

School or Division	School of Health Professions
Program or Certificate	Associate Degree Nursing
Proposed by (faculty only)	Angela Vitale, Debra Ebaugh, June Davis
Presenter (faculty only)	June Davis, Angela Vitale
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	Click here to enter a date.
Current course prefix, number, and title	NUR 2033L – Nursing Concepts: Health Alterations Across the Lifespan Clinical – 3 credit hrs

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

☐ Approve ☐ Do Not Approve

Curriculum Committee Chair Signature *Date*

☐ Approve ☐ Do Not Approve

Provost Signature *Date*

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 Provost' 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 Provost prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Type name here		
Provost	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Dr. Debra Selman	Click here to enter a date.
Academic Dean or Provost	Dr. Paula Tropello	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 ASN faculty at District meeting on 4/12/19

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 co-requisites: NUR 2034, 2034L, 1214L, 2145 Pre-req added to include new course, NUR 2145 Pharmacological Nursing.
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: NUR 2034, NUR 2034L, NUR 1214L, NUR 2140 To: NUR 2034, NUR 2034L, NUR 1214L, NUR 2145
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.
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*: **Think**

- Participate in the culture of safety by utilizing effective clinical decision making based on evidence-based nursing practice to meet the needs of patients/clients with alterations in biophysical and psychosocial health, as well as childbearing/childrearing health, and their families.

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

- Provide professional nursing actions which advocate for diverse patients/clients suffering from alterations in biophysical and psychosocial health, as well as childbearing/childrearing health, and their families.
- Institute a plan of care which promotes the optimizing the patient's/client's health in psychiatric, medical-surgical, and obstetrical settings and supports self-determination, integrity and growth as human beings.
- Apply effective communication strategies with patients/clients and their families to promote collaborative decision making which maximizes the patient's/client's physical and psychosocial health.

- Organize patient care effectively to meet the needs of patients/clients in medical-surgical, psychiatric, and obstetrical settings related to time, personnel, informatics, and costs to continuously improve the quality and safety of healthcare systems.
- Develop teaching-learning plans for diverse patients/clients with alterations in biophysical and psychosocial health, as well as childbearing/childrearing health, and families which are culturally competent and holistically promotes health, self-determination, integrity, and ongoing growth as human beings.
- Demonstrate behaviors associated with a professional nurse related to legal and ethical responsibilities in psychiatric, medical-surgical, and obstetrical settings.
- Demonstrate interdisciplinary and intradisciplinary collaboration through direct communications and informatics to optimize the health outcomes for patients/clients with psychosocial and biophysical health alterations, as well as obstetrical health, and their families.

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

Section III (must complete each item below)

Should any major restrictions be listed on this course? If so, select "change" and list the appropriate major restriction codes or select no change.	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.	
No, this will not impact other departments, programs, or institutions	

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

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 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.
Provide detail information here

Section IV, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
Course Objectives added to include obstetrical clinical experience that was previously included in the course NUR 2440L that will no longer be offered. Pre-req added to include new course, NUR 2145 Pharmacological Nursing.

Curriculum Committee

FLORIDA SOUTHWESTERN STATE COLLEGE

Change of Course Proposal

School or Division	School of Health Professions
Program or Certificate	Associate Degree Nursing
Proposed by (faculty only)	Carrie Carty, June Davis
Presenter (faculty only)	June Davis, Angela Vitale
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
Submission date	10/14/2019
Current course prefix, number, and title	NUR 2095 – Introduction to Pharmacological Nursing- 1 credit

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

☐ Approve ☐ Do Not Approve

Curriculum Committee Chair Signature *Date*

☐ Approve ☐ Do Not Approve

Provost Signature *Date*

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 Provost' 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 Provost prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Type name here		
Provost	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Dr. Debra Selman	9/25/2019
Academic Dean or Provost	Dr. Paula Tropello	9/25/2019

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Approved by ASN faculty at District meeting on 4/12/19

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: 1 To: 2
Change to contact hours (faculty load)	From: 1 To: 2
Are the Contact hours different from the credit/lecture/lab hours?	No
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.	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.	
No, this will not impact other departments, programs, or institutions	

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

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

Section IV, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
Pharmacology is an important course for nursing students. The information from this course is woven throughout all nursing courses. Increasing credits will allow students more class time to engage in active learning with faculty so that they will develop a better understanding of the course topics.

Curriculum Committee

FLORIDA SOUTHWESTERN STATE COLLEGE

Change of Course Proposal

School or Division	School of Health Professions
Program or Certificate	Associate Degree Nursing
Proposed by (faculty only)	Carrie Carty, June Davis
Presenter (faculty only)	June Davis, Angela Vitale
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
Submission date	10/14/2019
Current course prefix, number, and title	NUR 2145 – Pharmacological Nursing - 1 credit

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

☐ Approve ☐ Do Not Approve

Curriculum Committee Chair Signature *Date*

☐ Approve ☐ Do Not Approve

Provost Signature *Date*

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 Provost' 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 Provost prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Type name here		
Provost	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Dr. Debra Selman	9/25/2019
Academic Dean or Provost	Dr. Paula Tropello	9/25/2019

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Approved by ASN faculty at District meeting on 4/12/19

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: 1 To: 2
Change to contact hours (faculty load)	From: 1 To: 2
Are the Contact hours different from the credit/lecture/lab hours?	No
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. 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?	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.	
No, this will not impact other departments, programs, or institutions	

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

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

Section IV, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
Pharmacology is an important course for nursing students. The information from this course is woven throughout all nursing courses. Increasing credits will allow students more class time to engage in active learning with faculty so that they will develop a better understanding of the course topics.

Curriculum Committee

FLORIDA SOUTHWESTERN STATE COLLEGE

Change of Course Proposal

School or Division	School of Health Professions
Program or Certificate	Associate of Science in Nursing
Proposed by (faculty only)	Jenneine Lambert, June Davis
Presenter (faculty only)	June Davis
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
Submission date	9/25/2019
Current course prefix, number, and title	NUR 2244 Nursing Concepts: Families in Crisis-Complex Health Problems – 5 credits

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

☐ Approve ☐ Do Not Approve

Curriculum Committee Chair Signature *Date*

☐ Approve ☐ Do Not Approve

Provost Signature *Date*

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 Provost' 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 Provost prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Dr. Paula Tropello	Dr Tropello	9/25/19
Provost	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Dr. Debra Selman Deborah Selman	9/25/2019
Academic Dean or Provost	Dr. Paula Tropello Dr Tropello	9/25/2019

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Approved by faculty at ASN District Meeting on 8/13/19

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	Nursing Concepts: Complex Health Problems Across the Lifespan
Does the Course Title Change affect other courses? (Ex: If Guitar I becomes Intro to Guitar, should Guitar II become Guitar I?)	No
Change of School, Division, or Department	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.
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.	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.	
No, this will not impact other departments, programs, or institutions	

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

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

Section IV, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
Course name change to simplify title and better align it with other level courses

Curriculum Committee

FLORIDA SOUTHWESTERN STATE COLLEGE

Change of Course Proposal

School or Division	School of Health Professions
Program or Certificate	Associate of Science in Nursing
Proposed by (faculty only)	Jenneine Lambert, June Davis
Presenter (faculty only)	June Davis
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
Submission date	9/25/2019
Current course prefix, number, and title	NUR 2244L Nursing Concepts: Families in Crisis-Complex Health Problems Clinical – 3 credits

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

☐ Approve ☐ Do Not Approve

Curriculum Committee Chair Signature *Date*

☐ Approve ☐ Do Not Approve

Provost Signature *Date*

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 Provost' 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 Provost prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Dr. Paula Tropello	Dr Tropello	9/25/19
Provost	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Dr. Debra Selman Deborah Selman	9/25/2019
Academic Dean or Provost	Dr. Paula Tropello Dr Tropello	9/25/2019

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Approved by faculty at ASN District Meeting on 8/13/19

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	Nursing Concepts: Complex Health Problems Across the Lifespan Clinical
Does the Course Title Change affect other courses? (Ex: If Guitar I becomes Intro to Guitar, should Guitar II become Guitar I?)	No
Change of School, Division, or Department	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.
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.	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.	
No, this will not impact other departments, programs, or institutions	

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

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

Section IV, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
Course name change to simplify title and better align it with other level courses

Curriculum Committee

FLORIDA SOUTHWESTERN STATE COLLEGE

Change of Course Proposal

School or Division	School of Health Professions
Program or Certificate	Associate of Science in Nursing
Proposed by (faculty only)	Andrea Storrie, June Davis
Presenter (faculty only)	June Davis
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
Submission date	9/25/2019
Current course prefix, number, and title	NUR 2941L Clinical Preceptorship – 2 credits

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

☐ Approve ☐ Do Not Approve

Curriculum Committee Chair Signature *Date*

☐ Approve ☐ Do Not Approve

Provost Signature *Date*

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 Provost' Office.

Term in which approved action will take place	Exception (Requires approval before submission to the Curriclum Committee)
Provide an explanation below for the requested exception to the effective date.	

Any exceptions to the term start date requires the signatures of the Academic Dean and Provost prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Dr. Paula Tropello	Dr Tropello	9/25/19
Provost	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Dr. Debra Selman Deborah Selman	9/25/2019
Academic Dean or Provost	Dr. Paula Tropello Dr Tropello	9/25/2019

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Approved by faculty at a NUR 2941L Course Meeting

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	
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.
Change to course description (provide below)	

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

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

NUR 2941L	
ASN STUDENT LEARNING OUTCOMES	**COURSE OUTCOMES**
I. Advocate holistically for diverse patient populations and their families in ways that promote health, self-determination, integrity, and ongoing growth as human beings.	• **Demonstrates respect for the health belief system of client and family** • **Prioritizes client and family needs when providing care** • **Encourages client and family input relative to decisions on healthcare** • **Encourages expression of values and needs from client and family** • **Values the client's and family's expertise with their health and symptoms** • **Assesses healthcare situation through the client's and family's perspective** • **Communicates client/family's preferences and expressed needs to other members of the healthcare team** • **Encourages the client's/family's participation during all stages of the nursing process** • **Advocates for client's/family's preferences with other members of the healthcare team** • **Advocates for the comfort of clients.**

II. Integrate clinical reasoning, substantiated with evidence, to provide and promote safe and compassionate quality care for patients and families in a community context.	• **Evaluates the severity of the needs of each client/family when caring for multiple clients** • **Demonstrates critical thinking when assessing client and family needs** • **Analyzes client health information to determine priority of care** • **Demonstrates prioritization when administering medications to multiple clients** • **Analyzes and utilizes assessment findings to plan care.** • **Distinguishes immediate needs of clients from non-urgent needs** • **Provides nursing care in an organized and timely manner** • **Seek assistance from other health care providers when appropriate** • **Demonstrates empathy for client's/family's healthcare situation** • **Utilizes information technology to maintain current, evidence-based practice, collect, record, and manage client health information, and guard against errors.**

III. Distinguish one's professional identity in ways that reflect integrity, responsibility, legal and ethical practices, and professional growth and development as a nurse.	• **Coordinates and manages the care for a group of clients and their family** • **Maintains client confidentiality by following HIPAA guidelines** • **Models appropriate ethical behavior toward the client, the client's family, and members of the healthcare team.** • **Communicates pertinent client information with the client, the client's family as appropriate, other health care providers and appropriate community agencies.** • **Dresses professionally and within the guidelines of the nursing program policy and procedures.** • **Communicates client/family desires to appropriate health care providers** • **Demonstrates accountability for nursing care provided by self and/or delegated to others** • **Discusses client's plan of care with client and family** • **Evaluates and ensures the safety of clients at all times** • **Demonstrates respect for clients, the client's family, and members of the health care team** • **Maintains a positive attitude while interacting with the client, the client's family, and other healthcare professionals.** • **Follows chain of command to report any noted breech in professional ethics by others** • **Practices within the guidelines of the facilities policy and procedures using evidence-based practices.** • **Arrives on time for scheduled shifts**

IV. Communicate respectfully and effectively with diverse populations and the interdisciplinary health care team through collaborative decision making to produce optimal patient outcomes.	• **Utilizes appropriate channels of communication** • **Communicates effectively to clients, the client's family, and the healthcare team** • **Demonstrates credibility in communications with clients, their families, and members of the healthcare team** • **Demonstrates culturally appropriate nonverbal communication when interacting with client's, their families, and members of the healthcare team.** • **Communicates clearly and appropriately when using information technology including the electronic health record** • **Evaluates the effectiveness of communication with the clients and their families** • **Provides thorough shift report for multiple clients using effective communication** • **Incorporates listening techniques when communicating with clients, their families, and the healthcare team** • **Collaborates within the healthcare team to develop a plan and provide care to the clients and their families** • **Communicates appropriately in a culturally diverse environment** • **Notifies the preceptor in advance when there is an unavoidable absence** • **Demonstrates presence by being open, receptive, and available to clients and their family.**

V.	**Manage patient care effectively related to time, personnel, informatics, and cost to continuously improve the quality and safety of health care systems.**	• Collaborates and coordinates with the client, the client's family, and other health care providers to develop or make changes to a plan of care • Evaluates client care to ensure that spiritual and cultural needs are identified • Competently administers medications to clients as ordered, with preceptor supervision. • Ensures that client's basic needs are met, either by personally attending to them, or by appropriate delegation. • Provides safe nursing care to clients at all times. • Engages in genuine teaching-learning experiences that benefit clients and their family. • Demonstrates respect for the client's religious and spiritual beliefs.

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.	
No, this will not impact other departments, programs, or institutions	

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

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

Section IV, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
This submission involves a change in the course objectives that we have implemented Spring 2019, it was recognized that these changes have not been presented to the curriculum committee. Since this is the final course that students take in the ASN program; we felt this change was necessary in order to better align with the program objectives and demonstrate student competency in the program objectives.

Curriculum Committee

FLORIDA SOUTHWESTERN STATE COLLEGE

Discontinuation of Program, Certificate, or Course Proposal

School or Division	School of Health Professions
Proposed by (faculty only)	Carrie Carty, June Davis
Presenter (faculty only)	June Davis
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be resubmitted for a later date.	
Submission date	9/25/2019
Course prefix, number, and title	NUR 2140 Pharmacology for Nurses – 2 credits

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

☐ Approve ☐ Do Not Approve

Curriculum Committee Chair Signature *Date*

☐ Approve ☐ Do Not Approve

Provost Signature *Date*

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 Provost' 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 Provost prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Dr. Paula Tropello		9/25/19
Provost	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Dr. Debra Selman	9/25/2019
Academic Dean or Provost	Dr. Paula Tropello	9/25/~~2019~~

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Approved by faculty at ASN District meeting

Section II, Action

Please select one of the following	Discontinuation of Course

Section III, Complete for Program Discontinuation

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

Section IV, Complete for Course Discontinuation

Enter course(s) to be discontinued (add rows if necessary)	
Course Prefix and Number	**Course title** (as listed in the catalog)
NUR 2140	Pharmacology for Nurses

Section V, Justification for Proposal

Provide justification (below) for this proposed curriculum action
This course has been replaced by NUR 2095 Introduction to Pharmacological Nursing and NUR 2145 Pharmacological Nursing. There are no current students who need to repeat this course.

Curriculum Committee

FLORIDA SOUTHWESTERN STATE COLLEGE

New Course Proposal

School or Division	School of Arts, Humanities, and Social Sciences
Program or Certificate	AS in Digital Art and Multimedia Production
Proposed by (faculty only)	Dr. Ryan Wurst
Presenter (faculty only)	Dr. Ryan Wurst
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date.	
Submission date	10/7/19
Course prefix, number, and title	DIG2318C - Animation Studio

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

☐ Approve ☐ Do Not Approve

Curriculum Committee Chair Signature *Date*

☐ Approve ☐ Do Not Approve

Provost Signature *Date*

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 Provost' 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 Provost prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Dr. Deborah Teed		10/7/19
Provost	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Professor Dana Roes	10/7/19
Academic Dean or Provost	Dr. Deborah Teed	10/7/19

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

Has the Libraries' Collection Manager been contacted about the new course and discussed potential impacts to the libraries' collections?
There is no impact.

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18;7/19

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

List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D").	ART2600C Grade of C or better
Provide justification for the proposed prerequisite(s).	ART2600C is a survey of many techniques including coding that will be essential for DIG2316C.
Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?	No
List course co-requisites.	None
Provide justification for the proposed co-requisite(s).	
Is any co-requisite for this course listed as a co-requisite on its paired course? (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No
Course credits or clock hours	3 credits
Contact hours (faculty load)	4 contact
Are the Contact hours different from the credit/lecture/lab hours?	Yes
Select grade mode	Standard Grading (A, B, C, D, F)
Credit type	College Credit
Possible Delivery Types (Online, Blended, On Campus)	On Campus
Course description (provide below)	
This is an intermediate course that builds on the animation knowledge that students have gained from ART2600C. In this class students on make projects that advance their animation skills. These projects could include: 2D animation, Cel animation, Stop Motion, Motion Design, Compositing, VFX, Motion Capture, or 3D animation. Students will expand their technical understanding through software explorations in order to create compelling animated stories. They will be required to create written and visual planning documents like scripts, storyboards, and concept art. Students will be challenged to push their creativity and make expressive and conceptually challenging work.	

General topic outline (type in outline below)

Goals and Objectives for the course

By the end of the course students will:

- Identify and implement the fundamentals of Animation
- Utilize planning documents to like scripts, storyboards, and concept art in order to tell compelling and creative stories.
- Demonstrate technical understanding of both 2D and 3D animation.
- Implement visual effects in works with live video.
- Create works for new technologies such as mobile or virtual reality.
- Compare animation throughout history and how it relates to their creative work.

Learning Outcomes: For information purposes only.

IV. Course Competencies, Learning Outcomes and Objectives

A. General Education Competencies and Course Outcomes

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

1. Understand and implement the fundamentals of animation in creative projects.
2. Plan Animation through storyboards, scripts, and concept art.
3. Explore the history, theory, technical, and aesthetic issues of animation through analysis of other artists utilizing animation in their work.
4. Realize ways of investigating new technologies and how to implement their animation projects.
5. Be able to clearly communicate story and narrative structure through the creation of new animated works.

2. Supplemental *General Education Competency or competencies*:

B. In accordance with Florida Statute 1007.25 concerning the state's general education core course requirements, this course meets the general education competencies for ....
Part B would only be included in the course outlines of those courses are included in the FSW Catalog as a General Education Core Course. If this is not a core course, then outline letter C would become B.

C. Other Course Objectives/Standards

Copy and Paste the SCNS Course Profile Description below (http://scns.fldoe.org/scns/public/pb_index.jsp).
THIS COURSE IS FOR STUDENTS MAJORING IN ANIMATION AND GAME ART. STUDENTS WILL LEARN TO DESIGN AND IMPLEMENT A PROJECT INVOLVING COMPUTER ANIMATION, GAME PRODUCTION, VFX OR SCIENTIFIC/ARCHITECTURE VISUALIZATION. STUDENTS WILL WORK IN COLLABORATION WITH FACULTY AND INDUSTRY MENTORS.

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18;7/19

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

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

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

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
In the development of the new AS in Digital Art and Multimedia Production, this class will be necessary for students to complete the program.

Curriculum Committee

FLORIDA SOUTHWESTERN STATE COLLEGE

New Course Proposal

School or Division	School of Arts, Humanities, and Social Sciences
Program or Certificate	AS in Digital Art and Multimedia Production
Proposed by (faculty only)	Dr. Ryan Wurst
Presenter (faculty only)	Dr. Ryan Wurst
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date.	
Submission date	10/7/19
Course prefix, number, and title	DIG 2626C - Artificial Intelligence

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

☐ Approve ☐ Do Not Approve

Curriculum Committee Chair Signature *Date*

☐ Approve ☐ Do Not Approve

Provost Signature *Date*

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 Provost' 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 Provost prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Dr. Deborah Teed		10/7/19
Provost	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Professor Dana Roes	10/7/19
Academic Dean or Provost	Dr. Deborah Teed	10/7/19

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

Has the Libraries' Collection Manager been contacted about the new course and discussed potential impacts to the libraries' collections?
There is no impact.

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

List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D").	ART2600C Grade of C or better
Provide justification for the proposed prerequisite(s).	ART2600C is a survey of many techniques including coding that will be essential for DIG2626C.
Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?	No
List course co-requisites.	None
Provide justification for the proposed co-requisite(s).	
Is any co-requisite for this course listed as a co-requisite on its paired course? (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No
Course credits or clock hours	3 credits
Contact hours (faculty load)	4 contact
Are the Contact hours different from the credit/lecture/lab hours?	Yes
Select grade mode	Standard Grading (A, B, C, D, F)
Credit type	College Credit
Possible Delivery Types (Online, Blended, On Campus)	On Campus
Course description (provide below)	
This is a course that explores the history and practice of using artificial intelligence (AI) in creative work. Throughout this class students will be exposed to methods and algorithms that are utilized in computing and creative fields. They will demonstrate a knowledge of AI in relation to many creative practices including writing, image making, game design, and music. The students will look at how to write code that is inspired by nature. They will also implement AI theories in relation to game design which includes decision trees and path planning. Critical and creative thinking will be encouraged through class projects and interactions.	

General topic outline (type in outline below) Goals and Objectives for the course By the end of the course students will:
• Implement AI techniques for use in games. • Utilize a neural network for creative purposes. • Understand the theories and techniques that are utilized in AI. • Author and modify code in multiple coding languages. • Draw connections between code and the natural world. • Analyze the work of scientists and artists to influence their projects. • Demonstrate creative uses of AI in image and music making.

Learning Outcomes: For information purposes only.

IV. Course Competencies, Learning Outcomes and Objectives

A. General Education Competencies and Course Outcomes

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

1. Utilize theories of Artificial Intelligence for creative purposes. This includes theories from the artistic and scientific communities.
2. Generate code to produce creative works of Artificial Intelligence.
3. Understand how to look at the natural world and translate that into code.
4. Master Mac and PC operating systems and be able to navigate from application to application.
5. Master several coding languages and techniques, including game design, neural networks, and creative coding.
6. Master manipulation of existing software for creative purposes through utilizing audio, video, animation and game industry standard software.
7. Demonstrate the creation of interactive projects utilizing code and industry standard software.
8. Create visual digitally designed solutions that effectively fulfill project goals.
9. Demonstrate various output processes and the use/role of professional service bureaus in the creation/presentation of finished work.

2. Supplemental *General Education Competency or competencies*:

B. In accordance with Florida Statute 1007.25 concerning the state's general education core course requirements, this course meets the general education competencies for ....
Part B would only be included in the course outlines of those courses are included in the FSW Catalog as a General Education Core Course. If this is not a core course, then outline letter C would become B.

C. Other Course Objectives/Standards

Copy and Paste the SCNS Course Profile Description below (http://scns.fldoe.org/scns/public/pb_index.jsp).
THIS COURSE COVERS KEY ASPECTS OF ARTIFICIAL INTELLIGENCE (AI) INCLUDING, THE ORIGINS AND HISTORY OF ARTIFICIAL INTELLIGENCE, CURRENT AND FUTURE USES OF AI, AI METHODS ALGORITHMS SUCH AS: PATH PLANNING, STIMULUS-RESPONSE AGENTS, AGENT ARCHITECTURES, DECISION-MAKING

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18;7/19

SYSTEMS, GAME TREES, NEURAL NETWORKS, AND GENETIC ALGORITHMS. STUDENTS WILL CREATE AND MODIFY EXISTING GAMES TO INCLUDE AN AI SYSTEM. (3 HR. LECTURE 2 HR. LAB)

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18;7/19

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

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

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

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
In the development of the new AS in Digital Art and Multimedia Production, this class will be necessary for students to complete the program.

Curriculum Committee

FLORIDA SOUTHWESTERN STATE COLLEGE

New Course Proposal

School or Division	School of Arts, Humanities, and Social Sciences
Program or Certificate	AS in Digital Art and Multimedia Production
Proposed by (faculty only)	Dr. Ryan Wurst
Presenter (faculty only)	Dr. Ryan Wurst
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date.	
Submission date	10/7/19
Course prefix, number, and title	DIG 2711C - Game Design and Gameplay

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

☐ Approve ☐ Do Not Approve

Curriculum Committee Chair Signature *Date*

☐ Approve ☐ Do Not Approve

Provost Signature *Date*

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 Provost' 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 Provost prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Dr. Deborah Teed		10/7/19
Provost	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Professor Dana Roes	10/7/19
Academic Dean or Provost	Dr. Deborah Teed	10/7/19

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

Has the Libraries' Collection Manager been contacted about the new course and discussed potential impacts to the libraries' collections?
There is no impact.

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

List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D").	ART2600C Grade of C or better
Provide justification for the proposed prerequisite(s).	ART2600C is a survey of many techniques including coding that will be essential for DIG2626C.
Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?	No
List course co-requisites.	None
Provide justification for the proposed co-requisite(s).	
Is any co-requisite for this course listed as a co-requisite on its paired course? (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No
Course credits or clock hours	3 credits
Contact hours (faculty load)	4 contact
Are the Contact hours different from the credit/lecture/lab hours?	Yes
Select grade mode	Standard Grading (A, B, C, D, F)
Credit type	College Credit
Possible Delivery Types (Online, Blended, On Campus)	On Campus
Course description (provide below)	
This course explores the artistic and technological components that make games enjoyable, playable, challenging, and marketable. Students will implement theories of play and explore how those theories not only shape our games, but our world. Students will make several games in this course, which will utilize industry standard game creation software. All will follow the principles of well-designed games, which consists of a clearly defined goal, set of game criteria, and rules for gameplay. Students will also be introduced to game marketplaces and how they might be utilized to sell their games.	

General topic outline (type in outline below)

Goals and Objectives for the course By the end of the course students will:
• Evaluate theories of play and game design for physical and virtual games. • Undertake the process of game design from start to finish. • Create well designed levels for games. • Evaluate and modify code in multiple coding languages. • Apply theories of play and games to real world situations. • Relate the history of video games to the making of new games. • Create games that are enjoyable, playable, and marketable.

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18;7/19

Learning Outcomes: For information purposes only.

IV. Course Competencies, Learning Outcomes and Objectives

A. General Education Competencies and Course Outcomes

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

1. Interpret the theories and techniques, both artistic and technical, that are utilized in game design in order to create new games.
2. Utilize digital tools to design games and gaming systems.
3. Compare and contrast historical examples of games to those being made now.
4. Master Mac and PC operating systems and navigate between applications.
5. Master game design techniques including level design, gaming mechanics, goal driven gaming, theories of play, and character design.
6. Manipulate existing software for creative purposes by utilizing audio, video, animation and game-industry-standard-software.
7. Create gaming projects using code and industry standard software.
8. Create digitally designed visual solutions that effectively fulfill project goals.
9. Compare various output processes and marketplaces for the presentation of finished games.

2. Supplemental *General Education Competency or competencies*:

B. In accordance with Florida Statute 1007.25 concerning the state's general education core course requirements, this course meets the general education competencies for ....
Part B would only be included in the course outlines of those courses are included in the FSW Catalog as a General Education Core Course. If this is not a core course, then outline letter C would become B.

C. Other Course Objectives/Standards

Copy and Paste the SCNS Course Profile Description below (http://scns.fldoe.org/scns/public/pb_index.jsp).
A WELL-DESIGNED GAME IS AN INTEGRATION OF ARTISTIC AND TECHNOLOGICAL COMPONENTS THAT MUST HAVE A CLEARLY DEFINED GOAL, SET OF GAME CRITERIA, AND RULE FOR GAME- PLAY. STUDENTS LEARN THE FUNDAMENTALS OF WHAT MAKES A GAME ENJOYABLE, PLAYABLE, CHALLENGING, AND MARKETABLE.

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18;7/19

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18;7/19

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

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

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

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
In the development of the new AS in Digital Art and Multimedia Production, this class will be necessary for students to complete the program.

Curriculum Committee

New Course Proposal

FLORIDA SOUTHWESTERN STATE COLLEGE

School or Division	School of Arts, Humanities, and Social Sciences
Program or Certificate	AS in Digital Art and Multimedia Production
Proposed by (faculty only)	Dr. Ryan Wurst
Presenter (faculty only)	Dr. Ryan Wurst
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date.	
Submission date	10/7/19
Course prefix, number, and title	TPA1252C – Introduction to Audiovisual Technology

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

☐ Approve ☐ Do Not Approve

Curriculum Committee Chair Signature *Date*

☐ Approve ☐ Do Not Approve

Provost Signature *Date*

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 Provost' 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 Provost prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Dr. Deborah Teed		10/7/19
Provost	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Professor Dana Roes	10/7/19
Academic Dean or Provost	Dr. Deborah Teed	10/7/19

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Professor Dana Roes, Dr. Ryan Wurst, Professor Stuart Brown

Has the Libraries' Collection Manager been contacted about the new course and discussed potential impacts to the libraries' collections?
There is no impact.

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

List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D").	None
Provide justification for the proposed prerequisite(s).	
Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?	No
List course co-requisites.	None
Provide justification for the proposed co-requisite(s).	
Is any co-requisite for this course listed as a co-requisite on its paired course? (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No
Course credits or clock hours	3 credits
Contact hours (faculty load)	4contact
Are the Contact hours different from the credit/lecture/lab hours?	Yes
Select grade mode	Standard Grading (A, B, C, D, F)
Credit type	College Credit
Possible Delivery Types (Online, Blended, On Campus)	On Campus
Course description (provide below)	
This course provides hands-on experience in audiovisual technology. Students will learn to implement safe industry-standard techniques in the production of live audiovisual performances. Students will work as a team to produce live performances in the theater, audio, and video-based industries. The course will focus on the setup, operation, and troubleshooting of industry-standard technology. Students will also learn to record, edit and present media from live performances.	

General topic outline (type in outline below) Goals and Objectives for the course By the end of the course students will:

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18;7/19

- Develop audio and video for use in performance.
- Record live audio and video from performances.
- Demonstrate proper safety techniques in the audiovisual industry.
- Work as a team to produce various technological performance productions.
- Analyze technical manuals in order to troubleshoot technological issues.
- Apply skills quickly and effectively to solve problems for live performance situations.
- Modify and present media from live performance.

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18;7/19

Learning Outcomes: For information purposes only.

IV. Course Competencies, Learning Outcomes and Objectives

A. General Education Competencies and Course Outcomes

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

1. Utilize theories and techniques in the production of live performance.
2. Generate digital media to present in live performance.
3. Evaluate and troubleshoot quickly when instructions might be vague.
4. Master Mac and PC operating systems and be able to navigate from application to application.
5. Implement live sound-reinforcement techniques to produce audio for theater and music. Set up speakers, microphones, mixers and other audio technology used in live performance.
6. Manipulate software for reproduction purposes.
7. Demonstrate the setup and troubleshooting of live video technology. This includes running software for live projection, setting up projectors, and setting up video monitors.
8. Create digitally designed solutions that effectively fulfill project goals.
9. Demonstrate various output processes and the role of professional service bureaus in the presentation of finished work.

2. Supplemental *General Education Competency or competencies*:

B. In accordance with Florida Statute 1007.25 concerning the state's general education core course requirements, this course meets the general education competencies for ....
Part B would only be included in the course outlines of those courses are included in the FSW Catalog as a General Education Core Course. If this is not a core course, then outline letter C would become B.

C. Other Course Objectives/Standards

Copy and Paste the SCNS Course Profile Description below (http://scns.fldoe.org/scns/public/pb_index.jsp).
IN INTRODUCTION TO THE AUDIOVISUAL TECHNOLOGY AND PRACTICES OF THE ENTERTAINMENT INDUSTRY. THE COURSE WILL FOCUS ON THE SET-UP, OPERATION, AND TROUBLESHOOTING OF THE

BASIC AUDIOVISUAL EQUIPMENT INCLUDING VIDEO AND SLIDE PROJECTORS, MONITORS, COMPUTERS, AND PROJECTION SCREENS.

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18;7/19

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

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

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

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
In the development of the new AS in Digital Art and Multimedia Production and Certificate in Theater Tech, this class will be necessary for students to complete the program.

Curriculum Committee

FLORIDA SOUTHWESTERN STATE COLLEGE

New Course Proposal

School or Division	School of Arts, Humanities, and Social Sciences
Program or Certificate	AS in Digital Art and Multimedia Production
Proposed by (faculty only)	Dr. Ryan Wurst
Presenter (faculty only)	Dr. Ryan Wurst
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date.	
Submission date	10/7/19
Course prefix, number, and title	DIG 2972C – Digital Arts and Multimedia Production Capstone
All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal. ☐ Approve ☐ Do Not Approve	
Curriculum Committee Chair Signature	*Date*
☐ Approve ☐ Do Not Approve	
Provost Signature	*Date*
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 Provost' 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 Provost prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Dr. Deborah Teed		10/7/19
Provost	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	**Type in Name**	**Select Date**
Department Chair or Program Coordinator/Director	Professor Dana Roes	10/7/19
Academic Dean or Provost	Dr. Deborah Teed	10/7/19

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

Has the Libraries' Collection Manager been contacted about the new course and discussed potential impacts to the libraries' collections?
There is no impact

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 be in their final semester of coursework to take this class. Grade of C or better
Provide justification for the proposed prerequisite(s).	This is the final class in the AS degree sequence.
Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?	No
List course co-requisites.	None
Provide justification for the proposed co-requisite(s).	
Is any co-requisite for this course listed as a co-requisite on its paired course? (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No
Course credits or clock hours	3 credits
Contact hours (faculty load)	4 contact
Are the Contact hours different from the credit/lecture/lab hours?	Yes
Select grade mode	Standard Grading (A, B, C, D, F)
Credit type	College Credit
Possible Delivery Types (Online, Blended, On Campus)	On Campus
Course description (provide below)	
This course oversees the final project for the AS in Digital Arts and Multimedia Production program. The goal of this course is to allow students the time and space to create a work that demonstrates significant technical and creative knowledge in the digital arts. Students will be closely advised by the instructor on all aspects of their project. In the course, students will also be expected to create an online portfolio, CV or resume, and develop strategies for entering the workforce.	

General topic outline (type in outline below) Goals and Objectives for the course

By the end of the course students will:
• Create a technical and creative work of significance. • Demonstrate employability through the development of a portfolio and resume or CV. • Write and explain the production strategies used during the creation of their significant work. • Demonstrate the ability to discuss and clearly communicate the significance of their work. • Develop strategies for employability through various networking techniques. • Lead a team in order to complete their project. • Create a budget in order to complete their project.

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 5/18, 6/18;10/18;7/19

Learning Outcomes: For information purposes only.

IV. Course Competencies, Learning Outcomes and Objectives

A. General Education Competencies and Course Outcomes

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

1. Understand and implement creative ideas through technical considerations.
2. Plan a significant production through utilizing team members and budgetary considerations.
3. Explore the history, theory, technical, and aesthetic issues related to their project and be able to clearly communicate those both in writing and in person.
4. Realize ways of investigating new technologies and how to troubleshoot issues related to the technology utilized for the project.
5. Create a portfolio of work completed in the program.
6. Prepare a resume or cv for employment.
7. Lead a team in order to complete their project.

2. Supplemental *General Education Competency or competencies*:

B. In accordance with Florida Statute 1007.25 concerning the state's general education core course requirements, this course meets the general education competencies for ....
Part B would only be included in the course outlines of those courses are included in the FSW Catalog as a General Education Core Course. If this is not a core course, then outline letter C would become B.

C. Other Course Objectives/Standards

Copy and Paste the SCNS Course Profile Description below (http://scns.fldoe.org/scns/public/pb_index.jsp).
COMPLETION OF AN ORIGINAL PROJECT THAT ADDRESSES AN IDENTIFIED ISSUE OR NEED WITHIN THE FIELD OF DIGITAL ARTS AND SCIENCES.

ICS code for this course	ADVANCED AND PROFESSIONAL - 1.12.10 - FINE AND APPLIED ARTS
Institutional Reporting Code	11210 FINE AND APPLIED ARTS
Degree Attributes	AS - AS COURSE
Degree Attributes (if needed)	AA- AA COURSE
Degree Attributes (if needed)	Choose an item.
Degree Attributes (if needed)	Choose an item.
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Section III, Justification for proposal

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