



# Curriculum Committee Summary Report

October 4, 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Accepted	Second Read (Postponed)	Withdrawn	Information Items
			Provost – Deleted Courses
Program Change: Cardiovascular Technology AS – Humanities requirement			
Program Change: Respiratory Care AS – Humanities requirement			
Course Change: HUS1320 Theories & Foundations of Crisis Intervention – topic outline			
Course Change: HUS2411 Intro to Chemical Dependencies – topic outline			
Course Change: HUS2428 Treatment & Resources in Substance Abuse – topic outline			
Course Change: HUS2540 Building Stronger Families and Communities – topic outline			
Course Change: SOW2031 Introduction to Social Work – SLO alignment to FGCU program			
			Course Change: HUS2551 Multicultural Perspectives in Human Services – General Education Competency corrected
			Course Change: HUS2905 Directed Individual Study – General Education Competency corrected
	Change of Certificate: Human Services Generalist CCC		

	Change of Certificate: Youth Development Services CCC		
		New course HUS1930	

**Attendance**

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

<b>INFORMATION ITEM</b>	Welcome New Committee Members
<b>Presenter</b>	Mary Myers
<p><b>Professor Kelsea Livingstone (Charlotte Campus) is the new PAS representative, replacing Professor Rebecca Page.</b></p> <p><b>Professor George Kodsey (Charlotte Campus) is the new SOBT representative, replacing Professor Andrew Blitz.</b></p> <p><b>Welcome!</b></p>	

<b>ACTION ITEM</b>	1		
<b>Type of proposal</b>	Course Retention/Deletion		
<b>Presenter</b>	Professor Jeremy Pilarski		
<b>Five Year Course Retention/Deletion Summary</b>	<b>Effective Date: Fall, 2020</b>		
<b>Summary of proposed changes:</b>			
Twenty-four courses are presented for consideration from SAHSS. Only one course is a deletion request.			
<b>CURRICULUM ACTION</b>			
<input checked="" type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	2		
<b>Type of proposal</b>	Change of Program or Certificate		
<b>Presenter</b>	Professor Raymond Lenius		
<b>Change in Humanities Requirement – Cardiovascular Technology AS</b>	<b>Effective Date: Fall, 2020</b>		
<b>Summary of proposed changes:</b>			
The requirement will no longer be a writing-intensive humanities class. Any 3 credit hour General Education humanities class will be accepted.			
<b>CURRICULUM ACTION</b>			
<input checked="" type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	3		
<b>Type of proposal</b>	Change of Program or Certificate		
<b>Presenter</b>	Professor Jean Newberry		
<b>Change in Humanities Requirement – Respiratory Care AS</b>	<b>Effective Date: Fall, 2020</b>		
<b>Summary of proposed changes:</b>			
The current requirement of Core and writing intensive humanities courses has put undue burden on students pursuing AS in Respiratory Care. State requires only a general education requirement in Humanities. For students who will later continue to the BS Cardiopulmonary Sciences program, the core/writing intensive HUM will be required. This is similar to the Nursing program change in the 2019-2020 catalog (proposed and approved at Dec, 2018 meeting).			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input checked="" type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied
Adjust wording on <b>p. 3 changes to General Education requirements</b> to clarify that “Core” and “writing intensive” are to be deleted, so requirement is simply “General Education Humanities.” - Adjustment made. Final Change of Program form appended.			

<b>ACTION ITEM</b>	4		
<b>Type of proposal</b>	Change of Course		
<b>Presenter</b>	Dr. Terry Vannel-Erwin		
<b>HUS1320 - Theories &amp; Foundations of Crisis Intervention</b>	<b>Effective Date: Fall, 2020</b>		
<b>Summary of proposed changes:</b>			
Topic Outline Update.			
<b>CURRICULUM ACTION</b>			
<input checked="" type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	5		
<b>Type of proposal</b>	Change of Course		
<b>Presenter</b>	Dr. Terry Vannel-Erwin		
<b>HUS2411 - Introduction to Chemical Dependencies</b>	<b>Effective Date: Fall, 2020</b>		
<b>Summary of proposed changes:</b>			
Topic Outline Update.			
<b>CURRICULUM ACTION</b>			
<input checked="" type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	6		
<b>Type of proposal</b>	Change of Course		
<b>Presenter</b>	Dr. Terry Vannel-Erwin		
<b>HUS2428 - Treatment and Resources in Substance Abuse</b>	<b>Effective Date: Fall, 2020</b>		
<b>Summary of proposed changes:</b>			
Topic Outline Update.			
<b>CURRICULUM ACTION</b>			
<input checked="" type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	7		
<b>Type of proposal</b>	Change of Course		
<b>Presenter</b>	Dr. Terry Vannel-Erwin		
<b>HUS2540 - Building Stronger Families and Communities</b>	<b>Effective Date: Fall, 2020</b>		
<b>Summary of proposed changes:</b>			
Topic Outline Update.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied
Correct typo on <b>p. 4 Change to general topic outline</b> . In first line: "STUDENT" should be "STUDY" – "WHY STUDY FAMILIES AND INTIMATE RELATIONSHIPS"			

<b>INFORMATION ITEM</b>	8		
<b>Type of proposal</b>	Change of Course		
<b>Presenter</b>	Dr. Terry Vannel-Erwin		
<b>SOW2031 - Introduction to Social Work</b>	<b>Effective Date: Fall, 2020</b>		
<b>Summary of proposed changes:</b>			
Align SLO's with FGCU's program.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> Accepted	<input checked="" type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied
<b>p. 4 Change to Learning Outcomes</b> should be marked YES rather than N/A			

<b>INFORMATION ITEM</b>	9		
<b>Type of proposal</b>	Change of Course		
<b>Presenter</b>	Dr. Terry Vannel-Erwin		
<b>HUS2551 – Multicultural Perspectives in Human Services</b>	<b>Effective Date: Fall, 2020</b>		
<b>Summary of proposed changes:</b>			
Correct Gen Ed Competency.			
<b>CURRICULUM ACTION</b>			
<input checked="" type="checkbox"/> Accepted	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>INFORMATION ITEM</b>	10		
<b>Type of proposal</b>	Change of Course		
<b>Presenter</b>	Dr. Terry Vannel-Erwin		
<b>HUS2905 – Directed Individual Study</b>	<b>Effective Date: Fall, 2020</b>		
<b>Summary of proposed changes:</b>			
Correct Gen Ed Competency.			
<b>CURRICULUM ACTION</b>			
<input checked="" type="checkbox"/> Accepted	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	11		
<b>Type of proposal</b>	Change of Program or Certificate		
<b>Presenter</b>	Dr. Terry Vannel-Erwin		
<b>Human Services Generalist CCC</b>	<b>Effective Date: Fall, 2020</b>		
<b>Summary of proposed changes:</b>			
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			
<input type="checkbox"/> Accepted	<input type="checkbox"/> Accepted with Minor Corrections	<input checked="" type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied
Items 11 & 12 – changes to prerequisite and corequisite structure necessitate additional Course Change Proposals. Second read in December to include these proposals.			

<b>ACTION ITEM</b>	12		
<b>Type of proposal</b>	Change of Program or Certificate		
<b>Presenter</b>	Dr. Terry Vannel-Erwin		
<b>Youth Development Services CCC</b>	<b>Effective Date: Fall, 2020</b>		
<b>Summary of proposed changes:</b>			
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			
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<b>ACTION ITEM</b>	13		
<b>Type of proposal</b>	New Course		
<b>Presenter</b>	Dr. Terry Vannel-Erwin		
<b>HUS1930 – Mental Health First Aid</b>	<b>Effective Date: Spring, 2020</b>		
<b>Summary of proposed changes:</b>			
The Mental Health First Aid <sup>®</sup> course will teach students the skills to identify and respond to the signs of mental illness and substance use. The FSW Social Human Services Program faculty, the FSW Mental Health Matters Advocacy Group, and the FSW Mental Health First Aid <sup>®</sup> Instructors believe this information should be made available through a variety of means to reach as many students as possible (workshops, classes, campus-wide activities, etc.). We also believe it is vital to provide this information in a timely manner.			
CURRICULUM ACTION			
<input type="checkbox"/> Accepted	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied
<b>Do not approve - Proposal withdrawn.</b>			

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<b>Presenter</b>	Dr. Terry Vannel-Erwin		
<b>HUS2540 - Building Stronger Families and Communities</b>	<b>Effective Date: Fall, 2020</b>		
<b>Summary of proposed changes:</b>			
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<b>Presenter</b>	Dr. Terry Vannel-Erwin		
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<b>ACTION ITEM</b>	11		
<b>Type of proposal</b>	Change of Program or Certificate		
<b>Presenter</b>	Dr. Terry Vannel-Erwin		
<b>Human Services Generalist CCC</b>		<b>Effective Date: Fall, 2020</b>	
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<b>Presenter</b>	Dr. Terry Vannel-Erwin
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<b>CURRICULUM ACTION</b>			
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<b>Summary of proposed changes:</b>	
The Mental Health First Aid <sup>®</sup> course will teach students the skills to identify and respond to the signs of mental illness and substance use. The FSW Social Human Services Program faculty, the FSW Mental Health Matters Advocacy Group, and the FSW Mental Health First Aid <sup>®</sup> Instructors believe this information should be made available through a variety of means to reach as many students as possible (workshops, classes, campus-wide activities, etc.). We also believe it is vital to provide this information in a timely manner.	

<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied
<b>Do not approve - Proposal withdrawn.</b>			



## Curriculum Committee



### Catalog Retention Proposal

<b>School or Division</b>	School of Arts, Humanities, and Social Sciences
<b>Program or Certificate</b>	A.A.
<b>Proposed by (faculty only)</b>	Dana Roes, Terri Housley, Fernando Mayoral, Rebecca Harris
<b>Presenter (faculty only)</b>	Dana Roes/Rebecca Harris/Terri Housley/Jeremy Pilarski
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
<b>Submission date</b>	9/19/2019
<p>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.</p> <p><input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve</p>	
<p>_____</p> <p><i>Curriculum Committee Chair Signature</i> <span style="float: right;"><i>Date</i></span></p>	
<p><input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve</p>	
<p>_____</p> <p><i>Provost Signature</i> <span style="float: right;"><i>Date</i></span></p>	
<p>All Curriculum proposals require review by the Office of Accountability &amp; Effectiveness.</p> <p><input type="checkbox"/> Reviewed</p>	
<p>_____</p> <p><i>Office of Accountability &amp; Effectiveness Signature</i> <span style="float: right;"><i>Date</i></span></p>	

**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 <i>effective date</i> .	
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
Deborah D. Teed	<i>Deborah D. Teed</i>	9/19/2019
Provost	Signature	Date
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Dana Roes, Terri Housley, Fernando Mayoral, Rebecca Harris	9/19/2019
Academic Dean or Provost	Deborah D. Teed	9/19/2019

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Dana Roes, Terri Housley, Fernando Mayoral, Rebecca Harris

**Section II, Retention/Deletion Requests**

<b>Course</b>			<b>Retain/Delete</b>	<b>Brief Explanation</b>
AMH	2070	FLORIDA HISTORY	Retain	Will be re-developed 2019-20
HUM	1950	HUMANITIES STUDY TOUR	Retain	Will be used for Study Abroad Summer 2020
HUM	2950	HUMANITIES STUDY TOUR		
LIT	2120	WORLD LITERATURE II	Retain	Will be re-developed 2019-20
MUE	1440	STRING TECHNIQUES	Retain	Must be available to students as needed for individual music instruction.
MUE	1450	WOODWIND TECHNIQUES		
MUE	1460	BRASS TECHNIQUES		
MUE	1470	PERCUSSION TECHNIQUES		
MUN	2340	VOCAL ENSEMBLE		
MVK	1312	APPLIED MUSIC: HARPSICHORD		
MVK	1313	APPLIED MUSIC INSTR: ORGAN		
MVK	2222	APPLIED MUSIC: HARPSICHORD		
MVK	2223	APPLIED MUSIC INSTR: ORGAN		
MVK	2322	APPLIED MUSIC: HARPSICHORD		
MVK	2323	APPLIED MUSIC INSTR: ORGAN		
MVS	1213	APPLIED MUSIC INSTR: CELLO		
MVV	2121	CLASS VOICE II		
MUM	2700	MUSIC BUSINESS	Retain	Will become part of new A.S. in Digital Arts 2020-21
PGY	1801C	ADVANCED DIGITAL PHOTO		
SPN	2210	ADV SPANISH CONVERSATION COMP	Retain	May be need for advanced students in Spanish
TPA	1210	STAGE CRAFT I	Retain	Will become part of new Theatre Production CCC for 2020-21
TPP	2300	DIRECTING I		
WHO	2910	UNDERGRADUATE RESEARCH	Retain	Faculty want the option to offer it as an independent study
SYG	2430	MARRIAGE AND THE FAMILY	Delete	Not needed for any program



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	A.S. Cardiovascular Technology
Proposed by (faculty only)	Raymond Lenius, Leslie Yaniga, Jeff Davis
Presenter (faculty only)	Jeff 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	9/6/2019
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. <input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
_____ Curriculum Committee Chair Signature	_____ Date
<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
_____ Provost Signature	_____ Date
All Curriculum proposals require review by the Office of Accountability & Effectiveness.	
<input type="checkbox"/> Reviewed	
_____ Office of Accountability & Effectiveness Signature	_____ Date

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Type in the explanation for exception.	

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Dean	Signature	Date
Provost	Signature	Date

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Jeff Davis	9/6/2019
Academic Dean or Provost	Dr. Paula Tropello	9/6/2019

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

**Section II, Proposed Changes**

Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Have the deans of the General Studies been contacted/consulted?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Have you attached an updated catalog page?	<input checked="" type="checkbox"/> Yes (proposed) <input type="checkbox"/> No
Change of School, Division, or Department	
Change to program or certificate name	
List below, any changes to the program or certificate prerequisites. Include course titles and credits if applicable.	
List below, any changes to the General Education requirements. Include course titles and credits if applicable.	
Humanities requirement, change from a 3 credit hour core writing intensive Humanities to any 3 credit hour general education Humanities. (i.e. delete Core and writing intensive from requirement)	
List below, any changes to the program or certificate Core requirements. Include course titles and credits if applicable.	
List below, any changes to the program or certificate Elective requirements. Include course titles and credits if applicable.	
List below, any other changes to the program or certificate requirements.	
Change to program length (credits or clock hours to complete)	From: To:

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

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



**Section III, Justification for proposal**

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

<p><b>Provide justification (below) for each change on this proposed curriculum action.</b></p> <p>The current requirement of core and writing intensive humanities courses has put undue burden on students pursuing an AS in Cardiovascular Technology. State requires only a general education requirement in Humanities. For students who will later continue to the BS Cardiopulmonary Sciences program, the core/writing intensive HUM will be required. This is similar to the Nursing program change in the 2019-2020 catalog (proposed and approved at Dec, 2018 meeting).</p>
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## Cardiovascular Technology, AS

[Return to: Programs of Study](#)

Graduates of the Cardiovascular Technology Program are prepared to become credentialed as a Registered Cardiovascular T after successful completion of the national RCIS Examination. Cardiovascular technology is an allied health profession spe diagnosis and treatment of patients with cardiac and vascular disease. The Invasive Cardiovascular Technologist is employe catheterization laboratories (cath labs). Our specialty of invasive cardiovascular technology will prepare the graduate to fun cardiovascular catheterization laboratory. Working with a Cardiologist they perform sophisticated tests in order to diagnose vascular disorders. These include coronary artery disease, cardiac valve disease, vascular disease, and disorders of the heart system. Cardiovascular Technologists perform diagnostic cardiovascular catheterization studies on patients including coron and hemodynamic monitoring and analysis. They also assist the cardiologist in interventional procedures including coronary and interventions, direct infarct angioplasty, aortic and mitral valve replacement and repair, septal defect repair, rotablator p vascular stenting, and pacemaker/defibrillator insertion.

Current occupational employment and wages data for Cardiovascular Technologists are published by the United States Dep Labor Statistics at [www.bls.gov/oes/current/oes292031.htm](http://www.bls.gov/oes/current/oes292031.htm).

The Cardiovascular Technology Program admits students once per year and starts each Fall semester. The curriculum inclu classroom, laboratory, and clinical education experiences. General Education and Program Specific coursework may be take the Cardiovascular Technology core courses are only offered on the Thomas Edison (Lee) Campus. Clinical education occu throughout Southwest Florida.

### ACCREDITATION:

The Florida SouthWestern State College Cardiovascular Technology program at the Thomas Edison (Lee) Campus is nation

Commission on Accreditation of Allied Health Education Programs (CAAHEP)  
25400 US Highway 19 North Ste. 158  
Clearwater, FL 33763  
Telephone: 727-210-2350

### APPLICATION DEADLINE:

May 31

### ADMISSION REQUIREMENTS:

Cardiovascular Technology has limited enrollment due to the rigorous clinical education requirements for the program. Acc SouthWestern State College does not imply acceptance into the Cardiovascular Technology program. Each applicant must r are listed in the admission policies. The Criteria for Admission Policies are available through the program office or through Professions office at (239) 489-9255. Admission applications are located at [www.fsw.edu/academics/programs/as](http://www.fsw.edu/academics/programs/as)

Admission to the program is determined by admissions points, academic transcript evaluation, and affective skills demonstr awarded for the completion of General Education coursework and prospective students are encouraged to complete as many starting the Cardiovascular Technology Core coursework. Pre-admission requirements include satisfactory completion of th

Watson-Glaser Critical Thinking Examination

Panel Interview

College-approved criminal records check and drug testing at the applicant's expense.



Proof of personal health insurance throughout enrollment in the program, naming the student and dates of coverage.

After acceptance, students must complete the following:

Immunizations and health report

TB Skin Test

Certification in American Heart Association Basic Life Support for Healthcare Professionals (CPR and AED) will be scheduled during the program

## BACCALAUREATE DEGREE OPPORTUNITY:

Florida SouthWestern State College also offers a Bachelor of Science (BS) in Cardiopulmonary Sciences. Graduates of the Cardiovascular Technology with the RCIS credential may enroll in this degree program and complete remaining courses. For more information, please contact the School of Health Professions (239) 489-9255.

## AS Cardiovascular Technology Program of Study (77 credits)

All courses specified below must be successfully completed with a grade of "C" or better; this includes General Education Program Specific Coursework, and Cardiovascular Technology Core Courses for the degree.

**General Education Coursework: 16 credits required**

[ENC 1101 - Composition I](#) - writing intensive - must complete with a "C" or better 3 credits

~~Core~~ General Education Humanities. (core recommended) writing intensive - must complete with a "C" or better 3 credits

[PSY 2012 - Introduction to Psychology](#) 3 credits

or

[SYG 1000 - Principles of Sociology](#) 3 credits

Core General Education Mathematics 3 credits

[BSC 1093C - Anatomy and Physiology I](#) 4 credits

or

[BSC 1085C - Anatomy and Physiology I](#) 4 credits

**Program Specific Coursework: 15 credits required**

[BSC 1094C - Anatomy and Physiology II](#) 4 credits

or

[BSC 1086C - Anatomy and Physiology II](#) 4 credits

General Education Chemistry and Corresponding Lab 4 credits

[MCB 2010C - Microbiology](#) 4 credits

General Education Physics 3 credits

**Cardiovascular Technology Core Courses: 46 credits required**

[RET 1024 - Introduction to Cardiopulmonary Technology - AS](#) 3 credits

[RET 1613C - Cardiopulmonary Anatomy and Physiology - AS](#) 2 credits

[CVT 1200 - Cardiovascular Pharmacology - AS](#) 3 credits

[CVT 1800L - Cardiovascular Pre Practicum I - AS](#) 3 credits

[CVT 1801L - Cardiovascular Pre Practicum II - AS](#) 3 credits

[CVT 2420C - Invasive Cardiology I - AS](#) 6 credits

[CVT 2620C - Non-Invasive Cardiology Technology I - AS](#) 2 credits

[CVT 2805C - Cardiovascular Interventional Pre Practicum - AS 3 credits](#)

[CVT 2840L - Cardiovascular Practicum II - AS 3 credits](#)

[CVT 2421C - Invasive Cardiology II - AS 6 credits](#)

[RET 2244 - Critical Care Applications - AS 2 credits](#)

[CVT 2841L - Cardiovascular Practicum III - AS 4 credits](#)

[CVT 2920 - Cardiovascular Technologist as a Professional - AS 2 credits](#)

[CVT 2842L - Cardiovascular Practicum IV - AS 4 credits](#)

**Total Degree Requirements: 77 Credit Hours**

**Change of Program or Certificate Proposal**

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

<b>School or Division</b>	School of Health Professions
<b>Program or Certificate</b>	AS Respiratory Care
<b>Proposed by (faculty only)</b>	Jean Newberry
<b>Presenter (faculty only)</b>	Jean Newberry
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
<b>Submission date</b>	9/6/2019
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.	
<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
_____	_____
<i>Curriculum Committee Chair Signature</i>	<i>Date</i>
<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
_____	_____
<i>Provost Signature</i>	<i>Date</i>
All Curriculum proposals require review by the Office of Accountability & Effectiveness.	
<input type="checkbox"/> Reviewed	
_____	_____
<i>Office of Accountability &amp; Effectiveness Signature</i>	<i>Date</i>

**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
Provost	Signature	Date

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Jean Newberry	9/6/2019
Academic Dean or Provost	Dr. Paula Tropello	9/6/2019

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

**Section II, Proposed Changes**

Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Have the deans of the General Studies been contacted/consulted?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Have you attached an updated catalog page?	<input checked="" type="checkbox"/> Yes (proposed) <input type="checkbox"/> No
Change of School, Division, or Department	
Change to program or certificate name	
List below, any changes to the program or certificate prerequisites. Include course titles and credits if applicable.	
List below, any changes to the General Education requirements. Include course titles and credits if applicable.	
<b>Substitute</b> any General Education Humanities (i.e. delete <b>Core</b> and <b>writing intensive</b> from requirement) <b>FOR</b> the current Humanities -core and writing intensive--	
List below, any changes to the program or certificate Core requirements. Include course titles and credits if applicable.	
List below, any changes to the program or certificate Elective requirements. Include course titles and credits if applicable.	
List below, any other changes to the program or certificate requirements.	
Change to program length (credits or clock hours to complete)	From: To:

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



**Section III, Justification for proposal**

**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.**

The current requirement of Core and writing intensive humanities courses has put undue burden on students pursuing AS in Respiratory Care. State requires only a general education requirement in Humanities. For students who will later continue to the BS Cardiopulmonary Sciences program, the core/writing intensive HUM will be required. This is similar to the Nursing program change in the 2019-2020 catalog (proposed and approved at Dec, 2018 meeting).

## Respiratory Care, AS

Return to: [Programs & Study](#)

Graduates of the Respiratory Care Program are prepared to become credentialed as Registered Respiratory Therapists (RRT) of the National Board for Respiratory Care Examinations. Respiratory Therapists are members of a team of health care professionals in a variety of clinical settings to evaluate, treat, and manage patients of all ages with respiratory illnesses and other cardiopulmonary conditions. Respiratory Therapists should exemplify the ethical and professional standards expected of all health care professionals. Respiratory Therapists provide patient care which includes clinical decision-making and patient education. The Respiratory Care scope is limited to the following basic competencies:

- acquiring and evaluating clinical data
- assessing the cardiopulmonary status of patients
- performing and assisting in the performance of prescribed diagnostic studies such as: obtaining blood samples, blood gas analysis, testing, and polysomnography
- evaluating data to assess the appropriateness of prescribed respiratory care
- establishing therapeutic goals for patients with cardiopulmonary disease
- participating in the development and modification of respiratory care plans
- case management of patients with cardiopulmonary and related diseases
- initiating prescribed respiratory care treatments, managing life support activities, evaluating and monitoring patient response
- modifying the prescribed therapy to achieve the desired therapeutic objectives
- initiating and conducting prescribed pulmonary rehabilitation
- providing patient, family, and community education
- promoting cardiopulmonary wellness, disease prevention, and disease management
- promoting evidence-based practice by using established clinical practice guidelines
- evaluating published research for its relevance to patient care.

Current occupational employment and wages data for Respiratory Therapists are published by the United States Department of Statistics at [www.bls.gov/oes/current/oes291126.htm](http://www.bls.gov/oes/current/oes291126.htm).

The Respiratory Care Program admits students once per year and starts each Fall semester. The curriculum includes a combination of laboratory, and clinical education experiences. General Education and Program Specific coursework may be taken on various campuses. Respiratory Care core courses are only offered on the Thomas Edison (Lee) Campus. Clinical education occurs at affiliated sites in Southwest Florida.

### ACCREDITATION:

The Florida SouthWestern State College Respiratory Care Associate in Science Degree Program at the Thomas Edison (Lee) Campus is accredited by the:

The Committee on Accreditation for Respiratory Care (CoARC)  
PO Box 54876  
Hurst, TX 76054-4876

<https://www.coarc.com>

### APPLICATION DEADLINE:

May 31

## ADMISSION REQUIREMENTS:

Respiratory Care has limited enrollment due to the rigorous clinical education requirements for the program. Acceptance to College does not imply acceptance into the Respiratory Care program. Each applicant must meet specific criteria which are policies. The Criteria for Admission Policies are available through the program office or through the School of Health Professions 9255. Admission applications are located at [www.lsw.edu/academics/programs/asrespiratorycare](http://www.lsw.edu/academics/programs/asrespiratorycare).

Admission to the program is determined by admissions points, academic transcript evaluation, and affective skills demonstrated for the completion of General Education coursework and prospective students are encouraged to complete as many starting the Respiratory Care Core coursework. Pre-admission requirements include satisfactory completion of the following

Watson-Glaser Critical Thinking Examination

Panel Interview

College-approved criminal records check and drug testing at the applicant's expense

Proof of personal health insurance throughout enrollment in the program, naming the student and dates of coverage

## After acceptance, students must complete the following:

Immunization and health report

TB Skin Test

Certification in American Heart Association Basic Life Support for Healthcare Professionals (CPR and AED) will be scheduled during the program

## BACCALAUREATE DEGREE OPPORTUNITY:

Florida SouthWestern State College also offers a Bachelor of Science (BS) in Cardiopulmonary Sciences. Graduates of the Respiratory Care with the RRT credential may enroll in this degree program and complete remaining courses to earn the baccalaureate. For more information, please contact the School of Health Professions (239) 489-9255.

## AS Respiratory Care Program of Study (76 credits)

All courses specified below must be successfully completed with a grade of "C" or better. This includes General Education Specific Coursework, and Respiratory Care Core Courses for the degree.

### General Education Requirements: 16 credits required

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

~~Core~~ General Education Humanities, (core recommended) writing intensive-must complete with a "C" or better **3 credits**

PSY 2012 - Introduction to Psychology **3 credits** or SYG 1000 - Principles of Sociology **3 credits**

Core General Education Mathematics - **3 credits**

BSC 1093C - Anatomy and Physiology I **4 credits** or BSC 1085C - Anatomy and Physiology I **4 credits**

### Program Specific Coursework: 15 credits required

BSC 1094C - Anatomy and Physiology II **4 credits** or BSC 1086C - Anatomy and Physiology II **4 credits**

General Education Chemistry and Corresponding Lab **4 credits**

MCB 2010C - Microbiology **4 credits**

General Education Physics **3 credits**

### Respiratory Care Core Courses: 45 credits required

RET 1007 - Respiratory Care Pharmacology - AS **2 credits**



[RET 1024 - Introduction to Cardiopulmonary Technology - AS 3 credits](#)  
[RET 1275C - Clinical Care Techniques - AS 4 credits](#)  
[RET 1613C - Cardiopulmonary Anatomy and Physiology - AS 2 credits](#)  
[RET 1832L - Clinical Practicum I - AS 1 credit](#)  
[RET 2234C - Respiratory Therapeutics - AS 6 credits](#)  
[RET 2244 - Critical Care Applications - AS 2 credits](#)  
[RET 2254C - Respiratory Care Assessment - AS 6 credits](#)  
[RET 2264 - Advanced Mechanical Ventilation - AS 4 credits](#)  
[RET 2264L - Advanced Mechanical Ventilation Laboratory - AS 2 credits](#)  
[RET 2295 - Pulmonary Studies - AS 3 credits](#)  
[RET 2714 - Neonatal-Pediatric Respiratory Care - AS 3 credits](#)  
[RET 2874L - Clinical Practicum II - AS 1 credit](#)  
[RET 2875L - Clinical Practicum III - AS 1 credit](#)  
[RET 2876L - Clinical Practicum IV - AS 3 credits](#)  
[RET 2930 - Respiratory Care Practitioner as a Professional - AS 2 credits](#)  
**Total Degree Requirements: 76 Credit Hours**

# Curriculum Committee



## Change of Course Proposal

School or Division	School of Health Professions
Program or Certificate	Social and Human Services Program
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	8/23/2019
Current course prefix, number, and title	HUS 1320 Theories & Foundations of Crisis Intervention
<p>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.</p> <p><input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve</p>	
<p>_____</p> <p><i>Curriculum Committee Chair Signature</i> <span style="float: right;"><i>Date</i></span></p>	
<p><input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve</p>	
<p>_____</p> <p><i>Provost Signature</i> <span style="float: right;"><i>Date</i></span></p>	
<p>All Curriculum proposals require review by the Office of Accountability &amp; Effectiveness.</p> <p><input type="checkbox"/> Reviewed</p>	
<p>_____</p> <p><i>Office of Accountability &amp; Effectiveness Signature</i> <span style="float: right;"><i>Date</i></span></p>	

**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
N/A	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 Tropollo	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

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

	N/A
Change to credit type	Choose an item. N/A
Change to course description (provide below)	
N/A	

Change to general topic outline (type in entire new outline below)
<ul style="list-style-type: none"> <li>• An Overview of Crisis Intervention.</li> <li>• Ethical and Professional Issues.</li> <li>• The ABC Model of Crisis Intervention.</li> <li>• Intervening with Crises Related to Danger to Self, Others, or Being Gravely Disabled.</li> <li>• Developmental and Cultural Crises.</li> <li>• Crises of Loss: Death, Relationship Breakups, and Economic Loss.</li> <li>• Community Disaster, Trauma, and Post Traumatic Stress Disorder.</li> <li>• Crises Related to Military Service.</li> <li>• Crises Related to Personal Trauma.</li> <li>• Crises Related to Sexuality.</li> <li>• Substance Use Related Disorders and Crises.</li> <li>• Crises Related to Aging, Physical Illness, and Disabilities.</li> </ul>

Change to Learning Outcomes: For information purposes only.

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

N/A

**C. Other Course Objectives/Standards**

N/A



**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. N/A
Change course to an "International or Diversity Focus" course?	Choose an item. N/A
Change course to a General Education course?	Choose an item. N/A
Change course from General Education to non-General Education?	Choose an item. N/A
Change course to a Writing Intensive course?	Choose an item. N/A
Change course from Writing Intensive to non-Writing intensive?	Choose an item. N/A
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	Choose an item. If repeatable, list maximum number of credits N/A

<b>Impact of Change of Course Proposal</b>	
Will this change of course proposal impact other courses, programs, departments, or budgets?	Choose an item. N/A
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	List impacts here  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.**

This change to the Topic Outline was made to ensure this course meets the requirements of the Florida Department of Education.

Curriculum Committee



Change of Course Proposal

School or Division	School of Health Professions
Program or Certificate	Social and Human Services Program
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
Current course prefix, number, and title	HUS 2411 Introduction to Chemical Dependencies
<p>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.</p> <p><input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve</p>	
<p>_____</p> <p><i>Curriculum Committee Chair Signature</i> <span style="float: right;"><i>Date</i></span></p>	
<p><input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve</p>	
<p>_____</p> <p><i>Provost Signature</i> <span style="float: right;"><i>Date</i></span></p>	
<p>All Curriculum proposals require review by the Office of Accountability &amp; Effectiveness.</p> <p><input type="checkbox"/> Reviewed</p>	
<p>_____</p> <p><i>Office of Accountability &amp; Effectiveness Signature</i> <span style="float: right;"><i>Date</i></span></p>	



**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
N/A	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

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

Change to grade mode	Choose an item. N/A
Change to credit type	Choose an item. N/A
Change to course description (provide below)	
N/A	

Change to general topic outline (type in entire new outline below)
<ul style="list-style-type: none"> <li>• Drug Use: An Overview</li> <li>• Drug Use as a Social Problem</li> <li>• Drug Policy</li> <li>• The Nervous System</li> <li>• The Actions of Drugs</li> <li>• Stimulants</li> <li>• Depressants and Inhalants</li> <li>• Medication for Mental Disorders</li> <li>• Alcohol</li> <li>• Tobacco</li> <li>• Caffeine</li> <li>• Dietary Supplements and Over-the Counter Drugs</li> <li>• Opioids</li> <li>• Psychedelics</li> <li>• Cannabis</li> <li>• Performance-Enhancing Drugs</li> <li>• Preventing Substance Abuse</li> <li>• Rethinking Drug Policy: What Works, What's Possible, and What's Feasible</li> </ul>

Change to Learning Outcomes: N/A



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

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

1. Integral *General Education Competency or competencies*:

N/A

2. Supplemental *General Education Competency or competencies*:

N/A

**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.

N/A

**C. Other Course Objectives/Standards**

N/A

**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. N/A
Change course to an "International or Diversity Focus" course?	Choose an item. N/A
Change course to a General Education course?	Choose an item. N/A
Change course from General Education to non-General Education?	Choose an item. N/A
Change course to a Writing Intensive course?	Choose an item. N/A
Change course from Writing Intensive to non-Writing intensive?	Choose an item. N/A
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	Choose an item. If repeatable, list maximum number of credits N/A

<b>Impact of Change of Course Proposal</b>	
Will this change of course proposal impact other courses, programs, departments, or budgets?	Choose an item. N/A
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	List impacts here  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.

This change to the Topic Outline was made to ensure this course meets the requirements of the Florida Certification Board.



Curriculum Committee



Change of Course Proposal

School or Division	School of Health Professions
Program or Certificate	Social and Human Services Program
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
Current course prefix, number, and title	HUS 2428 Treatment and Resources in Substance Abuse
<p>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.</p> <p><input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve</p>	
_____	_____
<i>Curriculum Committee Chair Signature</i>	<i>Date</i>
<p><input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve</p>	
_____	_____
<i>Provost Signature</i>	<i>Date</i>
<p>All Curriculum proposals require review by the Office of Accountability &amp; Effectiveness.</p> <p><input type="checkbox"/> Reviewed</p>	
_____	_____
<i>Office of Accountability &amp; Effectiveness Signature</i>	<i>Date</i>

**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
N/A	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

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



Change to grade mode	Choose an item. N/A
Change to credit type	Choose an item. N/A
Change to course description (provide below)	
N/A	

Change to general topic outline (type in entire new outline below)
<p><b>INTRODUCTION</b></p> <ul style="list-style-type: none"> <li>• The Nature of Addiction</li> <li>• Historical Perspectives</li> </ul> <p><b>THE BIOLOGY OF ADDICTION</b></p> <ul style="list-style-type: none"> <li>• Substance Misuse, Dependence, and the Body</li> <li>• Substance Misuse with a Co-Occurring Mental Disorder or Disability</li> <li>• Gambling, Eating Disorders, Shopping, and Other Behavioral Addictions</li> </ul> <p><b>THE PSYCHOLOGY OF ADDICTION</b></p> <ul style="list-style-type: none"> <li>• Addiction Across the Life Span</li> <li>• Screening and Assessment</li> <li>• Strengths- and Evidence-Based Helping Strategies</li> <li>• Mutual Help Groups and Spiritual/Religious Resources</li> </ul> <p><b>THE SOCIAL ASPECTS OF ADDICTION</b></p> <ul style="list-style-type: none"> <li>• Family Risks and Resiliencies</li> <li>• Ethnicity, Culture, and the Socioeconomic Determinants of Addiction</li> <li>• Gender, Sexual, and Sexual Orientation Differences</li> <li>• Public Policy</li> </ul>

Change to Learning Outcomes: N/A

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

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

1. Integral *General Education Competency or competencies*:

N/A

2. Supplemental *General Education Competency or competencies*:

N/A

**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.

N/A

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

N/A

**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. N/A
Change course to an "International or Diversity Focus" course?	Choose an item. N/A
Change course to a General Education course?	Choose an item. N/A
Change course from General Education to non-General Education?	Choose an item. N/A
Change course to a Writing Intensive course?	Choose an item. N/A
Change course from Writing Intensive to non-Writing intensive?	Choose an item. N/A
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	Choose an item.  If repeatable, list maximum number of credits N/A

<b>Impact of Change of Course Proposal</b>	
Will this change of course proposal impact other courses, programs, departments, or budgets?	Choose an item. N/A
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	List impacts here  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.**

This change to the Topic Outline was made to ensure this course meets the requirements of the Florida Certification Board.

# Curriculum Committee



## Change of Course Proposal

<b>School or Division</b>	School of Health Professions
<b>Program or Certificate</b>	Social and Human Services Program
<b>Proposed by (faculty only)</b>	Dr. Terry McVannel-Erwin
<b>Presenter (faculty only)</b>	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.	
<b>Submission date</b>	8/30/2019
<b>Current course prefix, number, and title</b>	HUS 2540 Building Stronger Families and Communities
<p>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.</p> <p><input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve</p>	
_____	_____
<i>Curriculum Committee Chair Signature</i>	<i>Date</i>
<p><input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve</p>	
_____	_____
<i>Provost Signature</i>	<i>Date</i>
<p>All Curriculum proposals require review by the Office of Accountability &amp; Effectiveness.</p> <p><input type="checkbox"/> Reviewed</p>	
_____	_____
<i>Office of Accountability &amp; Effectiveness Signature</i>	<i>Date</i>

**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
N/A	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 Tropollo	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

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

Change to grade mode	Choose an item. N/A
Change to credit type	Choose an item. N/A
Change to course description (provide below)	
N/A	

Change to general topic outline (type in entire new outline below)
<p><b>STUDY</b>  <b>WHY STUDENT FAMILIES AND INTIMATE RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• Why Study Families and Other Close Relationships?</li> <li>• Social Status: Sex, Gender, Race, Ethnicity, and Social Class</li> </ul> <p><b>THE FOUNDATIONS OF RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• Love and Loving Relationships</li> <li>• Sexual Identity, Behavior, and Relationships</li> <li>• Communication, Conflict and Power in Our Relationships</li> <li>• Marriage</li> </ul> <p><b>PARENTS AND THEIR CHILDREN</b></p> <ul style="list-style-type: none"> <li>• Raising Children</li> <li>• Families and the Work They Do</li> </ul> <p><b>FAMILY STRENGTHS, CHALLENGES, AND REORGANIZATION</b></p> <ul style="list-style-type: none"> <li>• Family Stress and Crisis: Violence Among Intimates</li> <li>• Looking Ahead: Helping Families Flourish</li> <li>• Approaches to Family Counseling</li> </ul>

Change to Learning Outcomes: N/A

<p><b>IV. Course Competencies, Learning Outcomes and Objectives</b></p> <p><b>A. General Education Competencies and Course Outcomes</b></p> <p>1. Integral <i>General Education Competency or competencies</i>: N/A</p> <p>2. Supplemental <i>General Education Competency or competencies</i>: N/A</p>
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**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.

N/A

**C. Other Course Objectives/Standards**

N/A



**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. N/A
Change course to an "International or Diversity Focus" course?	Choose an item. N/A
Change course to a General Education course?	Choose an item. N/A
Change course from General Education to non-General Education?	Choose an item. N/A
Change course to a Writing Intensive course?	Choose an item. N/A
Change course from Writing Intensive to non-Writing intensive?	Choose an item. N/A
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	Choose an item.  If repeatable, list maximum number of credits N/A

<b>Impact of Change of Course Proposal</b>	
Will this change of course proposal impact other courses, programs, departments, or budgets?	Choose an item. N/A
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	List impacts here  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.**

This change to the Topic Outline was made to ensure this course meets the requirements of the Florida Department of Education.

Curriculum Committee



Change of Course Proposal

School or Division	School of Health Professions
Program or Certificate	Social and Human Services Program
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
Current course prefix, number, and title	SOW 2031 Introduction to Social Work
<p>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.</p> <p><input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve</p>	
_____	_____
<i>Curriculum Committee Chair Signature</i>	<i>Date</i>
<p><input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve</p>	
_____	_____
<i>Provost Signature</i>	<i>Date</i>
All Curriculum proposals require review by the Office of Accountability & Effectiveness.	
<input type="checkbox"/> Reviewed	
_____	_____
<i>Office of Accountability &amp; Effectiveness Signature</i>	<i>Date</i>



**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
N/A	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

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

Change to grade mode	Choose an item. N/A
Change to credit type	Choose an item. N/A
Change to course description (provide below)	
N/A	

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

Change to Learning Outcomes: ~~N/A~~ YES

<p><b>IV. Course Competencies, Learning Outcomes and Objectives</b></p> <p><b>A. General Education Competencies and Course Outcomes</b></p> <p>1. Integral <i>General Education Competency or competencies</i>:</p> <p>THINK</p> <p>Understand the forms and mechanisms of oppression and discrimination in a global environment and apply strategies of advocacy and social change that advance social and economic justice.</p> <p>2. Supplemental <i>General Education Competency or competencies</i>:</p> <p>N/A</p> <p><b>B. In accordance with Florida Statute 1007.25 concerning the state's general education core course requirements, this course meets the general education competencies for ....</b></p> <p>Part B would only be included in the course outlines of those courses are included in the FSW Catalog as a General Education Core Course. If this is not a core course, then outline letter C would become B.</p> <p>N/A</p> <p><b>C. Other Course Objectives/Standards</b></p> <p>Students successfully completing this course will be able to:</p> <p>1. Demonstrate knowledge of the history of the profession of social work and social welfare and its contemporary structures and issues. (EPAS- 2.1.5)</p>
--



**2. Demonstrate an understanding of social work practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, ability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. (EPAS- 2.1.4, 2.1.5, 2.1.7)**

**3. Understand the value base of the profession and its ethical standards and principles, and practice accordingly. (EPAS- 2.1.2, 2.1.5)**

**4. Understand the forms and mechanisms of oppression and discrimination in a global environment and apply strategies of advocacy and social change that advance social and economic justice. (EPAS- 2.1.5, 2.1.8)**

**5. Identify social service delivery systems and the many practice settings where social workers are employed. (EPAS 2.1.9)**

**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. N/A
Change course to an "International or Diversity Focus" course?	Choose an item. N/A
Change course to a General Education course?	Choose an item. N/A
Change course from General Education to non-General Education?	Choose an item. N/A
Change course to a Writing Intensive course?	Choose an item. N/A
Change course from Writing Intensive to non-Writing intensive?	Choose an item. N/A
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	Choose an item.  If repeatable, list maximum number of credits N/A

<b>Impact of Change of Course Proposal</b>	
Will this change of course proposal impact other courses, programs, departments, or budgets?	Choose an item. N/A
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	List impacts here  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.	
Yes. We are working cooperatively with the FGCU Social Work Program to provide this prerequisite course to their BSW degree.	

**Section IV, Justification for proposal**

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

Students are required to complete SOW 2031 prior to applying to the FGCU Social Work Program. We are proposing this change to align our Student Learning Outcomes with those of the FGCU Social Work Program accreditation requirements. This will provide a smooth transition for students in our Program who wish to transfer to the FGCU BSW program.



Curriculum Committee



Change of Course Proposal

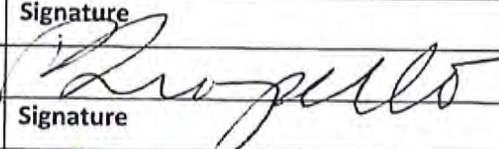

School or Division	School of Health Professions
Program or Certificate	Social and Human Services, AS Degree
Proposed by (faculty only)	Dr. Terry McVannel-Erwin
Presenter (faculty only)	Dr. Terry McVannel-Erwin
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
Submission date	8/23/2019
Current course prefix, number, and title	HUS 2551 Multicultural Perspectives in Human Services
<p>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.</p> <p><input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve</p>	
<p>_____</p> <p><i>Curriculum Committee Chair Signature</i> <span style="float: right;"><i>Date</i></span></p>	
<p><input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve</p>	
<p>_____</p> <p><i>Provost Signature</i> <span style="float: right;"><i>Date</i></span></p>	
<p>All Curriculum proposals require review by the Office of Accountability &amp; Effectiveness.</p> <p><input type="checkbox"/> Reviewed</p>	
<p>_____</p> <p><i>Office of Accountability &amp; Effectiveness Signature</i> <span style="float: right;"><i>Date</i></span></p>	

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 Curriculum Committee)
Provide an explanation below for the requested exception to the effective date.	
We updated the Course Outcomes for all HUS courses last year to meet new accreditation requirements. On two of those updates, we accidentally changed the Gen Ed Competency. Mary Myers suggested I request an exception so that we can correct the Gen Ed Competency error this semester.	

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		8/19/19
Provost	Signature	Date
Dr. Eileen DeLuca		8-20-19

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Dr. Terry McVannel-Erwin	8/23/2019
Academic Dean or Provost	Dr. Paula Tropello	8/23/2019

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**

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.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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)	Choose an item.  N/A
Change to course credits or clock hours	From: N/A To: N/A
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)

N/A

Change to general topic outline N/A

- 
- 

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*:

General Education Competency: **Visualize**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

Demonstrate an awareness of the context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.

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

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

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

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

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

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

<b>Impact of Change of Course Proposal</b>	
Will this change of course proposal impact other courses, programs, departments, or budgets?	Choose an item.
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	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	

<b>Impact of Change of Course Proposal</b>	
Will this change of course proposal impact library services or budgets?	Choose an item.
If the answer to the question above is "yes", list the impact on other courses, programs, or	N/A

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

**Section IV, Justification for proposal**

Provide justification (below) for each change on this proposed curriculum action.
N/A



Curriculum Committee



Change of Course Proposal

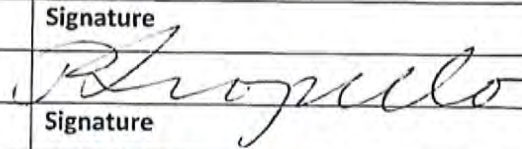

School or Division	School of Health Professions
Program or Certificate	Social and Human Services, AS Degree
Proposed by (faculty only)	Dr. Terry McVannel-Erwin
Presenter (faculty only)	Dr. Terry McVannel-Erwin
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
Submission date	8/23/2019
Current course prefix, number, and title	HUS 2905 Directed Individual Study
<p>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.</p> <p><input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve</p>	
<p>_____</p> <p><i>Curriculum Committee Chair Signature</i> <span style="float: right;"><i>Date</i></span></p>	
<p><input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve</p>	
<p>_____</p> <p><i>Provost Signature</i> <span style="float: right;"><i>Date</i></span></p>	
<p>All Curriculum proposals require review by the Office of Accountability &amp; Effectiveness.</p> <p><input type="checkbox"/> Reviewed</p>	
<p>_____</p> <p><i>Office of Accountability &amp; Effectiveness Signature</i> <span style="float: right;"><i>Date</i></span></p>	

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 Curriculum Committee)
Provide an explanation below for the requested exception to the effective date.	
We updated the Course Outcomes for all HUS courses last year to meet new accreditation requirements. On two of those updates, we accidentally changed the Gen Ed Competency. Mary Myers suggested I request an exception so that we can correct the Gen Ed error this semester.	

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		8-19-19
Provost	Signature	Date
Dr. Eileen DeLuca		8-20-19

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Dr. Terry McVannel-Erwin	8/23/2019
Academic Dean or Provost	Dr. Paula Tropello	8/23/2019

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**

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.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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)	Choose an item.  N/A
Change to course credits or clock hours	From: N/A To: N/A
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)

N/A

Change to general topic outline N/A

- 
- 

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*:

General Education Competency: Think

Course Outcomes or Objectives Supporting the General Education Competency Selected:

Clarify personal and professional values in preparation for professional practice and responsibilities.

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

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

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

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

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

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

<b>Impact of Change of Course Proposal</b>	
Will this change of course proposal impact other courses, programs, departments, or budgets?	Choose an item.
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	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	

<b>Impact of Change of Course Proposal</b>	
Will this change of course proposal impact library services or budgets?	Choose an item.
If the answer to the question above is "yes", list the impact on other courses, programs, or	N/A

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

**Section IV, Justification for proposal**

Provide justification (below) for each change on this proposed curriculum action.
N/A



**Curriculum Committee**



**Change of Program or Certificate Proposal**

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

<b>School or Division</b>	School of Health Professions
<b>Program or Certificate</b>	Human Services Generalist CCC
<b>Proposed by (faculty only)</b>	Dr. Terry McVannel-Erwin
<b>Presenter (faculty only)</b>	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.	
<b>Submission date</b>	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.	
<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
_____	_____
<i>Curriculum Committee Chair Signature</i>	<i>Date</i>
<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
_____	_____
<i>Provost Signature</i>	<i>Date</i>
All Curriculum proposals require review by the Office of Accountability & Effectiveness.	
<input type="checkbox"/> Reviewed	
_____	_____
<i>Office of Accountability &amp; Effectiveness Signature</i>	<i>Date</i>

**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.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Have the deans of the General Studies been contacted/consulted?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Have you attached an updated catalog page?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	
<p><b>Current Requirement:</b> HUS 1001 Introduction to Human Services 3 credits</p> <p><b>Change:</b> HUS 1001 Introduction to Human Services 3 credits or SOW 2031 Introduction to Social Work 3 credits</p>	
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



to complete)	
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**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.**

<b>Provide justification (below) for each change on this proposed curriculum action.</b>
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**

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

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



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	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml</a>

**Purpose**

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

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

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

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

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

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

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

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

### **Standards**

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

- 01.0 **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.



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.



## 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.fl DOE.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml>

## Curriculum Committee



### Change of Program or Certificate Proposal

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

<b>School or Division</b>	School of Health Professions
<b>Program or Certificate</b>	Youth Development Services CCC
<b>Proposed by (faculty only)</b>	Dr. Terry McVannel-Erwin
<b>Presenter (faculty only)</b>	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.	
<b>Submission date</b>	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. <input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
_____ <i>Curriculum Committee Chair Signature</i>	_____ <i>Date</i>
<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
_____ <i>Provost Signature</i>	_____ <i>Date</i>
All Curriculum proposals require review by the Office of Accountability & Effectiveness.	
<input type="checkbox"/> Reviewed	
_____ <i>Office of Accountability &amp; Effectiveness Signature</i>	_____ <i>Date</i>



**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.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Have the deans of the General Studies been contacted/consulted?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Have you attached an updated catalog page?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	
<p><b>Current Requirement:</b> HUS 1001 Introduction to Human Services 3 credits</p> <p><b>Change:</b> HUS 1001 Introduction to Human Services 3 credits or SOW 2031 Introduction to Social Work 3 credits</p>	
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 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.**

<b>Provide justification (below) for each change on this proposed curriculum action.</b>
<p>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.</p>

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

Florida Department of Education  
Curriculum Framework

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

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

**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	<b>PROGRAM PLANNING AND EVALUATION:</b> 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.

## 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.shtml>

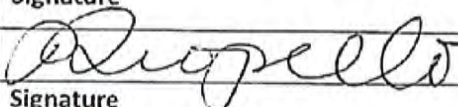
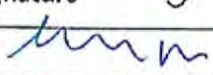




**Section I, Important Dates and Endorsements Required**

**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 Curriculum Committee)
Provide an explanation below for the requested exception to the effective date.	
<p>The Mental Health First Aid® course will teach students the skills to identify and respond to the signs of mental illness and substance use. The FSW Social Human Services Program faculty, the FSW Mental Health Matters Advocacy Group, and the FSW Mental Health First Aid® Instructors believe this information should be made available through variety of means to reach as many students as possible (workshops, classes, campus-wide activities, etc.). We also believe it is vital to provide this information in a timely manner.</p>	

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		8-19-19
Provost	Signature	Date
Dr. Eileen DeLuca		8-20-19

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Dr. Terry McVannel-Erwin	8/23/2019
Academic Dean or Provost	Dr. Paula Tropello	8/23/2019

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Professors Pamela Peters, Susan Patti, Alexa Matyas Venski, Elizabeth Badillo, Terri L. Housley, Heather R. Olson, Jacquelyn Davis, and Dawn R. Kulpanowski

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").	No prerequisites/Grade of C or higher
Provide justification for the proposed prerequisite(s).	N/A
Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?	No
List course co-requisites.	N/A
Provide justification for the proposed co-requisite(s).	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  N/A
Course credits or clock hours	1
Contact hours (faculty load)	1
Are the Contact hours different from the credit/lecture/lab hours?	No
Select grade mode	Pass/Fail
Credit type	College Credit
Possible Delivery Types (Online, Blended, On Campus)	The administrators of the Mental Health First Aid® certification will only permit us to offer this as a ground course.
<b>Course description (provide below)</b>	
Mental Health First Aid® will help students gain a better understanding of the signs of someone in distress, how to offer immediate support to minimize distress, and when and how to link the distressed individual to available professional or self-help support resources. Students who successfully pass this course will be certified in Mental Health First Aid®. The certification is valid for 3 years.	

<b>General topic outline (type in outline below)</b>
MENTAL HEALTH PROBLEMS:

- Mental Health Problems in the United States
- Mental Health First Aid®

FIRST AID FOR DEVELOPING MENTAL HEALTH PROBLEMS:

- Depression
- Anxiety Disorders
- Psychosis
- Substance Use Disorders
- Eating Disorders

FIRST AID FOR MENTAL HEALTH CRISIS:

- First Aid for Suicidal Thoughts and Behaviors
- First Aid for Nonsuicidal Self-Injury
- First Aid for Panic Attacks
- First Aid for Adults Affected by Traumatic Events
- First Aid for Children Affected by Traumatic Events
- First Aid for Acute Psychosis
- First Aid for a Medical Emergency from Alcohol Abuse
- First Aid for Aggressive Behavior

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*:

##### Engage

Student will demonstrate an understanding of the signs of someone in distress, how to offer immediate support to minimize distress, and when and how to link the distressed individual to available professional or self-help support resources.

##### 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](http://scns.fldoe.org/scns/public/pb_index.jsp)).

COURSES CENTERING AROUND TOPICS OF CURRENT INTEREST OR OF SPECIAL INTEREST TO STUDENTS OR INSTRUCTORS. TOPICS OR FOCUS MAY VARY FROM SEMESTER TO SEMESTER. HOURS MAY VARY. LEVELS MAY VARY WITHIN AN INSTITUTION.



ICS code for this course	POSTSECONDARY VOCATIONAL (PSV) - 1.24.01 - FAMILY AND CONSUMER SCIENCES
Institutional Reporting Code – Waiting to hear back from Jeffrey	Choose an item: 12401
Degree Attributes	ELECTIVE
Degree Attributes (if needed)	Choose an item: N/A
Degree Attributes (if needed)	Choose an item: N/A
Degree Attributes (if needed)	Choose an item: N/A
Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".	No N/A
Is the course an "International or Diversity Focus" course?	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?	N/A
Is the course repeatable*?  (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). *Not the same as Multiple Attempts or Grade Forgiveness	No N/A
Do you expect to offer this course three times or less (experimental)?	No

<b>Impact of Course Proposal</b>	
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?	The four Mental Health First Aid® instructors teach in the School of Humanities and Social Sciences. Teaching this course could impact

their course loads and other responsibilities.

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

I have discussed this with Dean Teed and the Mental Health First Aid®. Our program will work cooperatively with the instructors and the Dean in assigning teaching responsibilities to the Mental Health First Aid® instructors.

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

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

The Mental Health First Aid® course will teach students the skills to identify and respond to the signs of mental illness and substance use. The FSW Social Human Services Program faculty, the FSW Mental Health Matters Advocacy Group, and the FSW Mental Health First Aid® Instructors believe this information should be made available through variety of means to reach as many students as possible (workshops, classes, campus-wide activities, etc.).