

# Curriculum Committee Oct. 1, 2021 Meeting Agenda

Committee Curriculum Committee

## Notes

Agenda for Oct. 1, 2021 Curriculum Committee meeting. Emailed to distribution list and proposal originators 9/27/2021. All items approved by Committee 10/1/2021. Chair entered approval decisions and final notes in Curriculog 10/4/2021.

Total Proposals 7

## 1. Business & Accounting - ENT - 2000

### 1.0 Information Item: Syllabus Changes

#### General Information

This form is used for changes to syllabus Sections III and IV *only* (topic outline, General Education Competencies, and/or course learning outcomes). If you plan to change additional syllabus sections, please complete a **Course Change Proposal** instead.

Changes to Sections III and IV of the course syllabus must be submitted to the Curriculum Committee as information items to enter the college's workflow process. Information items are checked by the Committee for accuracy and relevancy and forwarded to the provost for approval. Once approved, updated syllabi are made available to all instructors, the State, and SACSCOC.

#### Section I: Submission Information

Complete the information below (all fields are required)

**Submission and Meeting Dates\*** 8/28/2021 for the 10/1/2021 Curriculum Committee meeting.

**Faculty Proposer(s)\*** Dr. Jennifer Patterson

Dr. Timothy Lucas

Dr. Dolores Batista

**Faculty Presenter\*** Jennifer Patterson

**Hierarchy Owner (Department)\*** 1. Business & Accounting

**List of department/program faculty who support this proposal\***

- Dr. Jennifer Patterson
- Dr. Timothy Lucas
- Dr. Dolores Batiato

**Course Prefix\*** ENT

**Course Number\*** 2000

**Course Title\*** Introduction to Entrepreneurship

## Section II: Effective Dates

**Please refer to the Curriculum Committee Calendar for proposal deadlines and effective dates.**

Generally, actions approved in Fall take effect in Fall of the following academic year. Actions approved in Spring take effect in the Fall of the next *calendar* year. Syllabus changes may take effect sooner.

**Requested Effective Date for approved syllabus\***

- Fall 2021
- (Fall 2021 Exception)

## Section III: Proposed Syllabus Changes

Listed below are 5 syllabus changes that may be requested on this form. Check only those that apply to your proposal.

Item A corresponds to syllabus Section III; Items B-E are found in syllabus Section IV.

**Proposed Changes\***

- A. Topic Outline (Section III)
- B. General Education Integral Competencies and supporting Course Learning Outcomes (Section IV-A-1)
- C. General Education Supplementary Competencies and supporting Course Learning Outcomes (Section IV-A-2)
- D. State language for General Education Core courses (Section IV-B)
- E. Additional Course Learning Objectives or Outcomes (Section IV-C)

**Justification for all proposed changes\***

After review of the definitions/explanations of the General Education Competencies, it was determined by the faculty (Dr. Timothy Lucas, Dr. Jennifer Patterson, and Dr. Dolores Batiato) that the General Education Competency, Engage, is more appropriately aligned with the course outcomes.

After review of the previous course learning outcome, it was determined that updates should include revisions of the previous course learning outcome and the inclusion of additional course learning outcomes.

The change of the General Education Competency to Engage is needed to better align the General Education Competency with the course learning outcomes. Students benefit from the application of the General Education Competency to "Engage meanings of active citizenship in one's community, nation, and the world".

Previously, there was only one Course Learning Outcome. The faculty, Dr. Jennifer Patterson, Dr. Timothy Lucas, and Dr. Dolores Batiato, determined that inclusion of additional learning outcomes would benefit students by helping to ensure that the concepts of entrepreneurship are introduced, along with the introduction of marketing research skills. In addition, the proposed new course learning outcomes are designed to ensure the study of the evolution of entrepreneurship, along with current and relevant practices and procedures associated with the contemporary workforce and entrepreneurship. Finally, an emphasis on research has been added. The students will benefit from the study of current practices associated with entrepreneurship, and from the development of marketing research skills.

**Syllabus Section III: General Course Information (Topic Outline)**

**A. Change Topic Outline** N/A

**Syllabus Section IV: General Education Competencies and Course Learning Outcomes**

Syllabus Section IV. A. 1.

**B. Change Integral  
GE Course  
Competencies  
and/or supporting  
Course Learning  
Outcomes**

Revise Integral General Education Competency:

From Analyze

To: Engage

The change to the supporting Course Learning Outcome includes:

From: Analyze and apply basic entrepreneur-related concepts and interpret the role of entrepreneurship in economic development and social change.

To: Evaluate the ethical dimensions of entrepreneurship along with the impact of the entrepreneurial venture on society.

**Syllabus Section IV. A. 2.**

**C. Change  
Supplemental GE  
Competencies  
and/or supporting  
Course Learning  
Outcomes**

No supplemental General Education Competencies are used for the course.

There is no change to the supplemental General Education Competency and/or supporting Course Learning Outcomes.

**Syllabus Section IV. B. State General Education Core Course language**

In FAC Rule 6A 14.0303, the state has identified **Core** General Education courses for each of the five GE areas (Communication, Humanities, Social Sciences, Natural Sciences, and Mathematics). Please see the FSW General Education Program Guide for lists of Core vs. Additional GE courses.

State Core GE language should **ONLY** be included in Section IV. B. on syllabi for state-designated Core GE courses. For non-Core GE courses, the state language should be deleted, and Section IV-B should carry the title, “Additional Course Learning Outcomes.”

**D. Changes to IV. B.  
State General  
Education Core  
Course language**

N/A

**Syllabus Section IV. C.**

**E. Change Additional Course Learning Outcomes**

This is Section IV B on the ENT 2000 syllabus.

There were no previous Additional Course Learning Outcomes.

Additional Course Learning Outcomes will be used. Those Learning Outcomes include:

**Other Course Objectives/Standards**

- Investigate the different forms of business.
- Examine the history and evolution of entrepreneurship.
- Investigate causes of failure in unsuccessful entrepreneurial ventures.
- Analyze possible entrepreneurial opportunities using contemporary marketing research.

**Section IV: Attachments**

Submit the following in the requested document format:

**Updated Syllabus**

- a. Request an unlocked copy of the current syllabus from your school's administrative assistant.
- b. Use Word's "Review/Track Changes" function to make the proposed changes on the syllabus.
- c. Submit in Word format (.doc or .docx) as an attachment to this proposal.

# 1. Business & Accounting - ENT - 2012

## 1.0 Information Item: Syllabus Changes

### General Information

This form is used for changes to **syllabus Sections III and IV *only* (topic outline, General Education Competencies, and/or course learning outcomes)**. If you plan to change additional syllabus sections, please complete a **Course Change Proposal** instead.

Changes to Sections III and IV of the course syllabus must be submitted to the Curriculum Committee as information items to enter the college's workflow process. Information items are checked by the Committee for accuracy and relevancy and forwarded to the provost for approval. Once approved, updated syllabi are made available to all instructors, the State, and SACSCOC.

### Section I: Submission Information

Complete the information below (all fields are required)

**Submission and Meeting Dates\***

8/28/2021 for the 10/1/2021 Curriculum Committee meeting.

**Faculty Proposer(s)\***

Dr. Jennifer Patterson  
Dr. Timothy Lucas  
Dr. Dolores Batiato

**Faculty Presenter\***

Jennifer Patterson

**Hierarchy Owner (Department)\***

1. Business & Accounting

**List of department/program faculty who support this proposal\***

Dr. Jennifer Patterson  
Dr. Timothy Lucas  
Dr. Dolores Batiato

**Course Prefix\*** ENT

**Course Number\*** 2012

**Course Title\*** Entrepreneurship Management

## Section II: Effective Dates

**Please refer to the Curriculum Committee Calendar for proposal deadlines and effective dates.**

Generally, actions approved in Fall take effect in Fall of the following academic year. Actions approved in Spring take effect in the Fall of the next *calendar* year. Syllabus changes may take effect sooner.

**Requested Effective Date for approved syllabus\***

Fall 2021

(Fall Exception)

## Section III: Proposed Syllabus Changes

Listed below are 5 syllabus changes that may be requested on this form. Check only those that apply to your proposal.

Item A corresponds to syllabus Section III; Items B-E are found in syllabus Section IV.

**Proposed Changes\***

- A. Topic Outline (Section III)
- B. General Education Integral Competencies and supporting Course Learning Outcomes (Section IV-A-1)
- C. General Education Supplementary Competencies and supporting Course Learning Outcomes (Section IV-A-2)
- D. State language for General Education Core courses (Section IV-B)
- E. Additional Course Learning Objectives or Outcomes (Section IV-C)

**Justification for all proposed changes\***

After review of the previous course learning outcome, it was determined that updates should include revisions of the previous course learning outcome and the inclusion of additional course learning outcomes.

Previously, there was only one Course Learning Outcome. The faculty, Dr. Jennifer Patterson, Dr. Timothy Lucas, and Dr. Dolores Batiato, determined that inclusion of additional learning outcomes would benefit students by helping to enhance the study of concepts of entrepreneurship management, along with the introduction of research skills relative to key stakeholders. In addition, the proposed new course learning outcomes are designed to ensure the study of current and relevant financing strategies and to analyze entrepreneurial growth opportunities. The emphasis on research has been added. The students will benefit from the study of current strategies associated with entrepreneurship management, and from the development of research skills associated with the impact of the entrepreneurial venture on society and stakeholders.

## Syllabus Section III: General Course Information (Topic Outline)

**A. Change Topic Outline** N/A

## Syllabus Section IV: General Education Competencies and Course Learning Outcomes

### Syllabus Section IV. A. 1.

**B. Change Integral GE Course Competencies and/or supporting Course Learning Outcomes**

There is no change to the Integral General Education Competency.  
The change to the supporting Course Learning Outcome includes:  
From: Investigate and identify entrepreneurial opportunities that manage growth.  
To: Identify strategies for managing growth in entrepreneurial ventures.

### Syllabus Section IV. A. 2.

**C. Change Supplemental GE Competencies and/or supporting Course Learning Outcomes**

No supplemental General Education Competencies are used for the course.  
There is no change to the supplemental General Education Competency and/or supporting Course Learning Outcomes.

### Syllabus Section IV. B. State General Education Core Course language

In FAC Rule 6A 14.0303, the state has identified **Core** General Education courses for each of the five GE areas (Communication, Humanities, Social Sciences, Natural Sciences, and Mathematics). Please see the FSW General Education Program Guide for lists of Core vs. Additional GE courses.

State Core GE language should **ONLY** be included in Section IV. B. on syllabi for state-designated Core GE courses. For non-Core GE courses, the state language should be deleted, and Section IV-B should carry the title, "Additional Course Learning Outcomes."

**D. Changes to IV. B. State General Education Core Course language** N/A

### Syllabus Section IV. C.



**E. Change Additional  
Course Learning  
Outcomes**

This is Section IV B on the ENT 2012 syllabus.

There were no previous Additional Course Learning Outcomes.

Additional Course Learning Outcomes will be used. Those Learning Outcomes include:

**Other Course Objectives/Standards**

- Define the strategic, tactical, and operational roles along with the functions of management of the entrepreneurial venture.
- Identify opportunities for entrepreneurial financing.
- Assess the financial strength of the entrepreneurial venture.
- Evaluate growth opportunities for entrepreneurial ventures.
- Research the impact of the entrepreneurial venture on key stakeholders.

## **Section IV: Attachments**

Submit the following in the requested document format:

**Updated Syllabus**

- a. Request an unlocked copy of the current syllabus from your school's administrative assistant.
- b. Use Word's "Review/Track Changes" function to make the proposed changes on the syllabus.
- c. Submit in Word format (.doc or .docx) as an attachment to this proposal.

# 1. Business & Accounting - GEB - 1011

## 1.0 Information Item: Syllabus Changes

### General Information

This form is used for changes to **syllabus Sections III and IV *only* (topic outline, General Education Competencies, and/or course learning outcomes)**. If you plan to change additional syllabus sections, please complete a **Course Change Proposal** instead.

Changes to Sections III and IV of the course syllabus must be submitted to the Curriculum Committee as information items to enter the college's workflow process. Information items are checked by the Committee for accuracy and relevancy and forwarded to the provost for approval. Once approved, updated syllabi are made available to all instructors, the State, and SACSCOC.

### Section I: Submission Information

Complete the information below (all fields are required)

**Submission and Meeting Dates\***

8/28/2021 for the 10/1/2021 Curriculum Committee meeting.

**Faculty Proposer(s)\***

Jennifer Patterson

**Faculty Presenter\***

Jennifer Patterson

**Hierarchy Owner (Department)\***

1. Business & Accounting

**List of department/program faculty who support this proposal\***

Dr. Jennifer Patterson

Dr. Timothy Lucas

Dr. Dolores Batiato

**Course Prefix\*** GEB

**Course Number\*** 1011

**Course Title\*** Introduction to Business

## Section II: Effective Dates

Please refer to the Curriculum Committee Calendar for proposal deadlines and effective dates.

Generally, actions approved in Fall take effect in Fall of the following academic year. Actions approved in Spring take effect in the Fall of the next *calendar* year. Syllabus changes may take effect sooner.

**Requested Effective Date for approved syllabus\*** Fall 2021  
(Fall Exception)

## Section III: Proposed Syllabus Changes

Listed below are 5 syllabus changes that may be requested on this form. Check only those that apply to your proposal.

Item A corresponds to syllabus Section III; Items B-E are found in syllabus Section IV.

- Proposed Changes\***
- A. Topic Outline (Section III)
  - B. General Education Integral Competencies and supporting Course Learning Outcomes (Section IV-A-1)
  - C. General Education Supplementary Competencies and supporting Course Learning Outcomes (Section IV-A-2)
  - D. State language for General Education Core courses (Section IV-B)
  - E. Additional Course Learning Objectives or Outcomes (Section IV-C)

**Justification for all proposed changes\*** Revised General Education Competency from Visualize to Think.

After review of the definitions/explanations of the General Education Competencies, it was determined by the faculty (Dr. Timothy Lucas and Dr. Jennifer Patterson) that the General Education Competency, Think, is more appropriately aligned with the course outcomes. The change is needed to better align the General Education Competency with the course learning outcomes. Students benefit from the application of the General Education Competency to "think critically about about questions to yield meaning and value".

### Syllabus Section III: General Course Information (Topic Outline)

**A. Change Topic Outline** N/A

## Syllabus Section IV: General Education Competencies and Course Learning Outcomes

### Syllabus Section IV. A. 1.

**B. Change Integral  
GE Course  
Competencies  
and/or supporting  
Course Learning  
Outcomes**

Revise Integral General Education Competency from Visualize to Think.

There is no change to the supporting Course Learning Outcomes. The same supporting Course Learning Outcome that was previously used for the old Integral General Education Course Competency will be used for the new Integral Course Competency (Think).

The Course Learning Outcome, "Recognize various leadership styles from information contained in given situations", will continue to be used for the supporting Course Learning Outcome for the Integral General Education Course Competency, Think.

### Syllabus Section IV. A. 2.

**C. Change  
Supplemental GE  
Competencies  
and/or supporting  
Course Learning  
Outcomes**

No supplemental General Education Competencies are used for the course.

There is no change to the supplemental General Education Competency and/or supporting Course Learning Outcomes.

### Syllabus Section IV. B. State General Education Core Course language

In FAC Rule 6A 14.0303, the state has identified **Core** General Education courses for each of the five GE areas (Communication, Humanities, Social Sciences, Natural Sciences, and Mathematics). Please see the FSW General Education Program Guide for lists of Core vs. Additional GE courses.

State Core GE language should **ONLY** be included in Section IV. B. on syllabi for state-designated Core GE courses. For non-Core GE courses, the state language should be deleted, and Section IV-B should carry the title, "Additional Course Learning Outcomes."

**D. Changes to IV. B.  
State General  
Education Core  
Course language**

N/A

### Syllabus Section IV. C.

**E. Change Additional Course Learning Outcomes**

This is Section IV B on the GEB 1011 syllabus.

There were no changes to the Additional Course Learning Outcomes.

The Additional Course Learning Outcomes that were previously used will continue to be used. Those Learning Outcomes include:

- Distinguish between the many types of business ownership.
- Compare global cultures from a business perspective.
- Describe the roles of the management, finance and marketing functions in business.
- Assess the role of government in the free-enterprise system.

## **Section IV: Attachments**

Submit the following in the requested document format:

### **Updated Syllabus**

- a. Request an unlocked copy of the current syllabus from your school's administrative assistant.
- b. Use Word's "Review/Track Changes" function to make the proposed changes on the syllabus.
- c. Submit in Word format (.doc or .docx) as an attachment to this proposal.

# 1. Business & Accounting - MAN - 3120

## 1.0 Information Item: Syllabus Changes

### General Information

This form is used for changes to **syllabus Sections III and IV *only* (topic outline, General Education Competencies, and/or course learning outcomes)**. If you plan to change additional syllabus sections, please complete a **Course Change Proposal** instead.

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### Section I: Submission Information

Complete the information below (all fields are required)

**Submission and Meeting Dates\***

8/28/2021 for the 10/1/2021 Curriculum Committee meeting.

**Faculty Proposer(s)\***

Dr. Jennifer Patterson  
Dr. Timothy Lucas  
Dr. Dolores Batiato

**Faculty Presenter\***

Jennifer Patterson

**Hierarchy Owner (Department)\***

1. Business & Accounting

**List of department/program faculty who support this proposal\***

Dr. Jennifer Patterson  
Dr. Timothy Lucas  
Dr. Dolores Batiato

**Course Prefix\*** MAN

**Course Number\*** 3120

**Course Title\*** Organizational Behavior and Leadership

## Section II: Effective Dates

Please refer to the Curriculum Committee Calendar for proposal deadlines and effective dates.

Generally, actions approved in Fall take effect in Fall of the following academic year. Actions approved in Spring take effect in the Fall of the next *calendar* year. Syllabus changes may take effect sooner.

**Requested Effective Date for approved syllabus\***

Fall 2021

(Fall Exception)

## Section III: Proposed Syllabus Changes

Listed below are 5 syllabus changes that may be requested on this form. Check only those that apply to your proposal.

Item A corresponds to syllabus Section III; Items B-E are found in syllabus Section IV.

**Proposed Changes\***

- A. Topic Outline (Section III)
- B. General Education Integral Competencies and supporting Course Learning Outcomes (Section IV-A-1)
- C. General Education Supplementary Competencies and supporting Course Learning Outcomes (Section IV-A-2)
- D. State language for General Education Core courses (Section IV-B)
- E. Additional Course Learning Objectives or Outcomes (Section IV-C)

**Justification for all proposed changes\***

After review of the previous course learning outcomes, it was determined that updates should include revisions of the previous course learning outcome and the inclusion of additional course learning outcomes.

The faculty, Dr. Jennifer Patterson, Dr. Timothy Lucas, and Dr. Dolores Batiato, determined that an update of course learning outcomes would benefit students by helping to enhance the study of relevant concepts of Organizational Behavior currently existing in the workforce. The updated course learning outcomes also emphasize research skills related to the field of Organizational Behavior. In addition, the proposed new course learning outcomes are designed to enhance critical thinking, communication, and decision-making skills, and to emphasize innovation. The department's emphasis on research throughout the Supervision and Management and Business Administration programs has been added to the course.

## Syllabus Section III: General Course Information (Topic Outline)

**A. Change Topic Outline** N/A

## Syllabus Section IV: General Education Competencies and Course Learning Outcomes

### Syllabus Section IV. A. 1.

**B. Change Integral GE Course Competencies and/or supporting Course Learning Outcomes**

The change to the supporting Course Learning Outcome includes:

From: Judge cases in social difference and managing diversity in the corporate world.

To: Identify individual differences and emotions that influence workplace motivation and performance.

### Syllabus Section IV. A. 2.

**C. Change Supplemental GE Competencies and/or supporting Course Learning Outcomes**

No supplemental General Education Competencies are used for the course.

There is no change to the supplemental General Education Competency and/or supporting Course Learning Outcomes.

### Syllabus Section IV. B. State General Education Core Course language

In FAC Rule 6A 14.0303, the state has identified **Core** General Education courses for each of the five GE areas (Communication, Humanities, Social Sciences, Natural Sciences, and Mathematics). Please see the FSW General Education Program Guide for lists of Core vs. Additional GE courses.

State Core GE language should **ONLY** be included in Section IV. B. on syllabi for state-designated Core GE courses. For non-Core GE courses, the state language should be deleted, and Section IV-B should carry the title, "Additional Course Learning Outcomes."

**D. Changes to IV. B. State General Education Core Course language** N/A

### Syllabus Section IV. C.



**E. Change Additional Course Learning Outcomes**

This is Section IV B on the MAN 3120 syllabus.

From:

- Define and apply different motivation techniques to improve individual performance in a given situation.
- Demonstrate research, communication and organizational behavior knowledge in the term project.
- Debate and defend ethical behavior in making value choices in a given business case study.
- Analyze organizational change and organizational learning to determine if the change strategy is effective in a given business scenario.

To:

- Discuss the importance of organizational behavior in the workplace including theories and principles.
- Describe the value of positivity, power, influence, and politics in a workplace setting.
- Compare and contrast the processes of decision-making in formal and informal group settings.
- Analyze the various dimensions of communication to include gender, generations, and the digital age.
- Describe organizational processes of socialization, design, innovation, change, and stress management.
- Prepare and/or present accurate, authoritatively cited research related to the study of Organizational Behavior, following APA 7<sup>th</sup> ed. guidelines.

## **Section IV: Attachments**

Submit the following in the requested document format:

### **Updated Syllabus**

- a. Request an unlocked copy of the current syllabus from your school's administrative assistant.
- b. Use Word's "Review/Track Changes" function to make the proposed changes on the syllabus.
- c. Submit in Word format (.doc or .docx) as an attachment to this proposal.

# 1. Business & Accounting - MAN - 3303

## 1.0 Information Item: Syllabus Changes

### General Information

This form is used for changes to **syllabus Sections III and IV *only* (topic outline, General Education Competencies, and/or course learning outcomes)**. If you plan to change additional syllabus sections, please complete a **Course Change Proposal** instead.

Changes to Sections III and IV of the course syllabus must be submitted to the Curriculum Committee as information items to enter the college's workflow process. Information items are checked by the Committee for accuracy and relevancy and forwarded to the provost for approval. Once approved, updated syllabi are made available to all instructors, the State, and SACSCOC.

### Section I: Submission Information

Complete the information below (all fields are required)

**Submission and Meeting Dates\***

8/28/2021 for the 10/1/2021 Curriculum Committee meeting.

**Faculty Proposer(s)\***

Dr. Jennifer Patterson  
Dr. Timothy Lucas  
Dr. Dolores Batiato

**Faculty Presenter\***

Jennifer Patterson

**Hierarchy Owner (Department)\***

1. Business & Accounting

**List of department/program faculty who support this proposal\***

Dr. Jennifer Patterson  
Dr. Timothy Lucas  
Dr. Dolores Batiato

**Course Prefix\*** MAN

**Course Number\*** 3303

**Course Title\*** Leadership and Management Practices

## Section II: Effective Dates

**Please refer to the Curriculum Committee Calendar for proposal deadlines and effective dates.**

Generally, actions approved in Fall take effect in Fall of the following academic year. Actions approved in Spring take effect in the Fall of the next *calendar* year. Syllabus changes may take effect sooner.

**Requested Effective  
Date for approved  
syllabus\***

Fall 2021

(Fall Exception)

## Section III: Proposed Syllabus Changes

Listed below are 5 syllabus changes that may be requested on this form. Check only those that apply to your proposal.

Item A corresponds to syllabus Section III; Items B-E are found in syllabus Section IV.

**Proposed Changes\***

- A. Topic Outline (Section III)
- B. General Education Integral Competencies and supporting Course Learning Outcomes (Section IV-A-1)
- C. General Education Supplementary Competencies and supporting Course Learning Outcomes (Section IV-A-2)
- D. State language for General Education Core courses (Section IV-B)
- E. Additional Course Learning Objectives or Outcomes (Section IV-C)

**Justification for all proposed changes\***

After review of the definitions/explanations of the General Education Competencies, it was determined by the faculty (Dr. Timothy Lucas, Dr. Jennifer Patterson, and Dr. Dolores Batiato) that the General Education Competency, Communicate, is more appropriately aligned with the course outcomes.

The change of the General Education Competency to Communicate is needed to better align the General Education Competency with the course learning outcomes.

The faculty, Dr. Jennifer Patterson, Dr. Timothy Lucas, and Dr. Dolores Batiato, determined that an update of course learning outcomes would benefit students by helping to enhance the study of relevant concepts of Leadership and Management Practices currently existing in the workforce and in non-profit organizations. The updated course learning outcomes also emphasize research skills related to the field of Management. In addition, the proposed new course learning outcomes are designed to enhance communication, motivation, team-building, and leadership skills, and to emphasize innovation. All of these skills are currently critical to management in the workforce and in non-profit organizations. The department's emphasis on research throughout the Supervision and Management and Business Administration programs has been added to the course.

**Syllabus Section III: General Course Information (Topic Outline)**

**A. Change Topic Outline** N/A

**Syllabus Section IV: General Education Competencies and Course Learning Outcomes**

**Syllabus Section IV. A. 1.**

**B. Change Integral GE Course Competencies and/or supporting Course Learning Outcomes**

\*Change GE Integral Competency from *Engage* to *Communicate*.

Change the supporting Course Learning Outcome:

From: Compare and contrast leadership styles.

To: Describe a leader's role in creating and motivating an effective team environment.

**Syllabus Section IV. A. 2.**

**C. Change Supplemental GE Competencies and/or supporting Course Learning Outcomes**

No supplemental General Education Competencies are used for the course.

There is no change to the supplemental General Education Competency and/or supporting Course Learning Outcomes.

**Syllabus Section IV. B. State General Education Core Course language**

In FAC Rule 6A 14.0303, the state has identified **Core** General Education courses for each of the five GE areas (Communication, Humanities, Social Sciences, Natural Sciences, and Mathematics). Please see the FSW General Education Program Guide for lists of Core vs. Additional GE courses.

State Core GE language should **ONLY** be included in Section IV. B. on syllabi for state-designated Core GE courses. For non-Core GE courses, the state language should be deleted, and Section IV-B should carry the title, “Additional Course Learning Outcomes.”

**D. Changes to IV. B. State General Education Core Course language** N/A

#### Syllabus Section IV. C.

**E. Change Additional Course Learning Outcomes**

This is Section IV B on the MAN 3303 syllabus.  
From:

- Recognize and explain situational leadership
- Select and defend management philosophies, leadership traits, and/or behaviors in a given business situation.
- Analyze cases and formulate a leadership “fit” with organizational needs.
- Interpret leadership trends evidenced by contemporary business managers or leaders.
- Illustrate a planned leadership style given a business challenge.

To:

- Explain the meaning of leadership and how it differs from management and the importance of leadership and personality traits of effective leaders.
- Describe the traits and behaviors of different leadership styles and how to adapt them to different situations.
- Define and explain the various leadership theories and their effectiveness.
- Review strategies leaders can use for dealing with resistance, change, and distractions.
- Prepare and/or present accurate, authoritatively cited research related to the study of Leadership and Management Practices, following APA 7<sup>th</sup> ed. guidelines.

## Section IV: Attachments

Submit the following in the requested document format:

**Updated Syllabus**

- a. Request an unlocked copy of the current syllabus from your school's administrative assistant.
- b. Use Word's "Review/Track Changes" function to make the proposed changes on the syllabus.
- c. Submit in Word format (.doc or .docx) as an attachment to this proposal.

# QEP

## 5.1 Program/Certificate Change Proposal

### General Information

**Program/Certificate Change proposals may require one or more additional Course Change or New Course proposals.** Any course proposals related to the Program/Certificate Change must be heard prior to (or at the same meeting as) the Program/Certificate Change proposal. Please see deadlines for different proposal types on the Curriculum Calendar.

**Please scroll to the bottom to see the list of attachments you will need to include with this proposal.**

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### Section I: Submission Information

Complete the information below (all fields are required).

**Submission and Meeting Dates\***

Submitted 9/7/2021 for the 10/1/2021 Curriculum Committee meeting.

**Faculty Proposer(s)\***

Dr. Angus Cameron

Prof. Kelsea Cid

**Faculty Presenter\***

Dr. Angus Cameron

**Hierarchy Owner (Department)\***

QEP

List of department/program faculty who support this proposal\*

Member	Department/Division
Dr. Angus Cameron	Biological Sciences, SoPAS
Dr. Ryan Wurst	Fine and Digital Arts, SoAHSS
Prof. Jane Charles	Library, Academic Affairs
Prof. Matthew Hoffman	Legal Studies and Business, SoBT
Dr. Anne Angstrom	Education, Chair, SoE
Dr. Martin Tawil	Academic Success, SoAHSS
Dr. Matt Vivyan	History, SoAHSS
Dr. Sandra Seifert	Mathematics, SoPAS
Dr. Brandon Jett	History, SoAHSS
Dr. April Ring	Academic Success, SoAHSS
Prof. Katie O'Connor	Communication Studies, SoAHSS
Dr. George Harvey	Advisor, Student Affairs
Prof. Jordan Donini	Biological Sciences, SoPAS
Prof. Kelsea Cid	Mathematics, SoPAS
<b>Administrative Support:</b>	
Dr. Rebecca Harris	Director, QEP
Dr. Eileen DeLuca	Provost
Dr. Joseph van Gaalen	Institutional Research, Academic Affairs
Dr. Brian Page	Associate Dean, SoAHSS
Dr. Christy Gilfert	Enrollment Service, Student Affairs
Dr. Martin McClinton	Vice Provost, Academic Affairs
Michael Messina	International Education, Academic Affairs

Program/Certificate Title\* Associate in Arts Degree (A.A.)

## Section II: Effective Dates

Please refer to the Curriculum Committee Calendar for proposal deadlines and effective dates. Generally, actions approved in Fall take effect in Fall of the following academic year. Actions approved in Spring take effect in the Fall of the next *calendar* year.

Requested exceptions to the published deadlines or effective dates will be immediately routed to the provost for approval. No action will be taken if the exception is not approved.

Published Effective \_\_\_\_\_



Published Effective  
Date for approved  
action\*

Fall 2022

Requested Effective  
Date for Exception\*

N/A

Reason for  
requesting  
exception to  
effective date\*

N/A

### Section III: Proposed Program/Certificate Changes

Listed below are 8 program/certificate changes that may be requested on this form. Check only those that apply to your proposal.

Proposed  
Program/Certificate  
Changes\*

- A. School or Department
- B. Program or Certificate Title
- C. Program/Certificate Prerequisites
- D. General Education Requirements
- E. Program/Certificate Core Requirements
- F. Program/Certificate Elective Requirements
- G. Program Length
- H. Any Other Changes to the Program/Certificate Requirements

Are you proposing  
any changes to D?\*

No

Justification for all  
proposed changes\*

The change in program is requested to accommodate the 3 credit course IDS 2891: CREATIVE Capstone as a requirement to graduate with an A.A. degree.

This course has been approved by Curriculum Committee at the 9/3/2021 meeting and is the central initiative to FSW's 2022 Quality Enhancement Plan (QEP). The course IDS 2891: CREATIVE Capstone will serve as a graduation requirement for all A.A. seeking students entering Fall 2022 or later. This course is to be taken by students in the second half of their Gen Ed curriculum, providing a culminating experience where students reflect on their learning, make connections between disciplines, and apply the skills and knowledge gained during their general education to synthesize a novel research project.

To make changes to the elements you selected, complete the questions in the corresponding lettered sections below. For example, if you selected Program or Certificate Name (Item B) and Program/Certificate Prerequisites (Item C), complete all questions in those two sections below. You may skip the sections in which you are not making changes.

**A. Change School or Department**

This AA Program Change Proposal incorporates the 3-credit course IDS 2891 CREATIVE Capstone.

As stated on the IDS 2891 proposal, Dr. McClinton, Jeffrey Peterman, and Dr. Rebecca Harris have agreed to *change the Banner coding on IDS 2891 and on the program as follows.*

Department: ACAP (AA Capstone)  
Division: TDS (Transdisciplinary Studies)

**B. Change Program or Certificate Title**

N/A

**C. Change Program or Certificate Prerequisites**

N/A

**D. Change Program/Certificate General Education requirements**

N/A

**E. Change Program/Certificate core requirements**

N/A

**F. Change Program/Certificate elective requirements**

**From:**

Currently not a requirement for A.A. Seeking Students.

**To:**

- Beginning in Academic Year 2022-2023, all incoming Associate in Arts students will be required to take a capstone course. Students may enroll in IDS 2891: CREATIVE Capstone OR IDH 2911 Honors Capstone. Students are required to complete the course with a "D" or better in order to meet graduation requirements.
- Students may enroll in IDS 2891: CREATIVE Capstone after the completion of 30 hours toward the Associate in Arts Degree, including (ENC 1101 and 1102) OR (ENC 1101 and SPC 1017), OR (ENC 1101 and SPC 2608).
- Students who enter in or after Academic Year 2022-2023 with more than 45 credits toward the A.A. degree may petition the presiding administrator for an exemption to the program requirement.

**G. Change Program/Certificate length**

N/A This course will be required under the 24 credit hours of electives towards the A.A. degree.

H. Additional changes to Program/Certificate not listed above

N/A

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## Section IV: Impacts of Proposed Changes

Will the proposed changes impact any other certificates, programs, or other departments?\*

Yes

List any affected programs, certificates, and/or departments. Explain the impacts of the proposed changes and how they will be addressed.\*

The A.A. is the only affected program. No credits will be added to this degree.

As noted on the IDS 2891 New Course proposal (approved by Curriculum Committee 9/3/2021):

Faculty from any of our five schools may choose to teach IDS 2891 as part of their work load. Deans and Associate Deans have, and will continue to be involved in the implementation of FSW's QEP 2022 to ensure appropriate staffing.

Each section of this course will include an embedded librarian to support faculty and students. Faculty librarians and the library Director have been extensively involved in the planning of this initiative, and are currently piloting this initiative in select sections of ENC 1101 and ENC 1102.

Have you discussed the impact(s) with leaders of affected programs, certificates, or departments?\*

Yes  No  N/A

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## Section V: Attachments

Submit the following in the requested document format:

**For AS Degrees/Certificates:** The state frameworks for the program. (PDF or Word format)  
**Catalog Changes**

- a. You must submit an updated catalog page for each program or certificate showing the proposed changes.
- b. Copy and paste the program or certificate catalog page into a Word document (.doc or .docx).
- c. Use Word's "Review/Track Changes" function to make the proposed updates on each catalog page.
- d. Submit in Word format as an attachment to this proposal.

Any additional relevant documents that support the proposed changes (optional).

**List any proposals being submitted that are directly related to this Program/Certificate Change proposal.\***

New course proposal for IDS 2891 was accepted at the September 2021 Curriculum Committee meeting.

# SPC - 1017 - Fundamentals of Speech Communication

## XXX 2.0 Course Change Proposal

### General Information

DO NOT USE THIS FORM IF THE *ONLY* CHANGES YOU ARE PROPOSING ARE:

1. Changing a course's Prefix and/or Number. Instead, complete a **New Course Proposal** to establish the new course prefix and number. You may also need to complete a **Course Discontinuation Proposal** for the course you plan to replace.
2. Changing the course's topic outline, General Education competencies, and/or course learning objectives. To do this, please use the **Information Item: Syllabus Changes** proposal instead.

#### Beginning Steps

1. Select the Course Change Proposal. You will be prompted to find the course information in the current catalog. Enter the **Course Prefix** and **number** and run the Import. The Course Change Proposal will open after the import is finished. The import will automatically populate these fields: **Course Prefix, Number, Title, Description, Prerequisites, and Corequisites.**
2. Click the **Impact Report** button. When the report displays, right-click on it and select "PRINT: Save as PDF" (from the drop-down menu). The Impact Report lists programs, certificates, and additional courses that may be affected by your proposed course changes. You will need to enter this information in Section V below and attach the Impact Report in Section VI.

**Please scroll to the bottom to see the list of attachments you will need to include with this proposal.**

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### Section I: Submission Information

Complete the information below (all fields are required).

**Submission and Meeting Dates\***

Submission Date: 9/7/2021; Committee Meeting Date: 10/1/2021

**Faculty Proposer(s)\***

Professor Jamie Votraw

Dr. William Kelvin

**Faculty Presenter\*** Dr. William Kelvin

**Hierarchy Owner (Department)\*** 1. Communications & Foreign Languages

**List of department/program faculty who support this proposal\***

- Professor Jamie Votraw
- Dr. Bill Kelvin
- Dr. Jennifer Summary
- Dr. Ann Eastman
- Professor Katie O'Connor
- Dr. Evan Johnson

**Course prefix, number, title, and description will auto-populate from the Import. DO NOT CHANGE the information in these fields. Instead, make any desired changes in Section III.**

**Course Prefix\*** SPC

**Course Number\*** 1017

**Course Title\*** Fundamentals of Speech Communication

**Course Description\*** This course introduces students to the speech communication discipline. A variety of activities and class assignments are designed to acquaint students with the intrapersonal, interpersonal, and public speaking levels of communication. This course serves to demonstrate competency in oral communication.

## Section II: Effective Dates

**Please refer to the Curriculum Committee Calendar for proposal deadlines and effective dates.** Generally, actions approved in Fall take effect in Fall of the following academic year. Actions approved in Spring take effect in the Fall of the next *calendar* year. Syllabus changes may take effect sooner.

Requested exceptions to the published deadlines or effective dates will be immediately routed to the provost for approval. No action will be taken if the exception is not approved.

**Published Effective Date for approved action\*** Fall 2022

**Requested Effective** \_\_\_\_\_

Requested Effective  
Date for Exception\*

N/A

Reason for  
requesting  
exception to  
effective date\*

N/A

### Section III: Proposed Course Changes

Listed below are 16 course changes that may be requested on this form. Check only those that apply to your proposal.

Proposed Course  
Changes\*

- A. Course Title
- B. Course Description
- C. Course Prerequisites
- D. Course Corequisites
- E. Topic Outline
- F. School or Department
- G. Minimum Grade
- H. Course Credits or Clock Hours
- I. Contact Hours (Faculty Load)
- J. Grade Mode
- K. Credit Type
- L. Program Restrictions
- M. Repeatability
- N. General Education Designation
- O. Writing Intensive Designation
- P. International or Diversity Designation

Are you proposing  
any changes to N, O,  
or P?\*

No

**Justification for all proposed changes\***

Course Title: The Department of Communication Studies and Foreign Languages is proposing a name change to the current SPC 1017 course. As it stands, the title is Fundamentals of Speech Communication, which is an outdated term in our discipline. Since 1997, the National Communication Association dropped the word speech to showcase that our discipline is more than presentations. We are asking for the title to change to Fundamentals of Communication Studies, which more accurately depicts what we teach. Additionally, it also allows for students to easily decipher from our other course SPC Introduction of Public Speaking, which focuses predominately on the public speaking process, writing, and research. Lastly, the name change will also coincide with our department's new title from Speech Communication to Communication Studies.

Course Prerequisites: The Department of Communication Studies and Foreign Languages is proposing a change to the required course prerequisite for the SPC 1017 course. Currently, the course ENC 1101 is a stated prerequisite for SPC 1017. We believe that SPC 1017 would be an excellent first-semester course for a pathway that includes Communication. SPC 1017 combines lessons on theory and practice to teach students how to effectively communicate, conduct quality research, and think critically. This course offers students the opportunity to learn about the communication discipline while simultaneously preparing them to be effective learners. The removal of this prerequisite will allow students to appropriately take SPC 1017 in their first semester. Since ENC 1101 is a requirement for students, this will not affect enrollment in ENC 1101. Rather, this change will simply give students more flexibility in devising plans of study and course schedules. Furthermore, the removal of the ENC 1101 will support the smaller FSW campuses (i.e., Charlotte, Collier, and Hendry/Glades) in meeting course enrollment minimums. If students cannot enroll in SPC 1017 due to the prerequisite requirement, some sections may find it difficult to meet the required enrollment number. Elimination of the prerequisite requirement would remove this registration barrier and minimize the likelihood of course cancelations at the smaller FSW campuses.

To make changes to the elements you selected, complete the questions in the corresponding lettered sections below. For example, if you selected Course Description (Item B) and Course Prerequisites (Item C), complete all questions in those two sections below. You may skip the sections in which you are not making changes.

**A. Change Course Title**

From: Fundamentals of Speech Communication

To: Fundamentals of Communication Studies

**A. Does the course title change affect other sequenced courses?**  Yes  No

**A. If Yes, list all courses in the sequence**

**B. Change Course Description**



**C. Change Prerequisites**

From: ENC 1101 with a "C" or better

To: None

**D. Change Corequisites**

**D. Is this course listed as a corequisite on a paired course?**  Yes  No

**D. If Yes, please enter the prefix, number, and title of the paired course.**

**E. Change Topic Outline**

**F. Change School or Department**

**G. Change Minimum Grade**

**H. Change Course Credits or Clock Hours**

**I. Change Contact Hours (Faculty Load)**

**I. Do the contact hours differ from the course/lecture/lab credits?**  Yes  No

**J. Change Grade Mode**

**K. Change Credit Type**

**L. Should any Program Restrictions be listed for this course?**  Yes  No

**L. Describe changes to program restrictions**

**M. Change Repeatability Status of the course**  Change to Repeatable  Change to NOT Repeatable

**M. If making repeatable, list the maximum number of credits the student may earn (including the first passing attempt).**

## **Changes to General Education Course Designations**

**N. Change the General Education (GE) designation:**  Add "GE" Designation  Remove "GE" Designation

**O. Change Writing Intensive (WI) designation:**  Add "WI" Designation  Remove "WI" Designation

**P. Change International or Diversity (I) focus:**  Add "I" Designation  Remove "I" Designation

## **Section IV: Syllabus Changes: Course Competencies and Learning Outcomes**

General Education CREATIVE Course Competencies (GECCs) and Course Learning Outcomes (CLOs) appear in Section IV of the course syllabus. Changes to course syllabi are presented to the Curriculum Committee as Information Items for review, but do not require a vote.

**You may skip this section if you are not requesting any changes to Syllabus Section IV.**

**Change Integral GE Course Competencies and/or supporting Course Learning Outcomes**

**Change Supplemental GE Competencies and/or supporting Course Learning Outcomes**

*Instruction: In FAC Rule 6A 14.0303, the state has identified **Core** General Education courses for each of the five GE areas (Communication, Humanities, Social Sciences, Natural Sciences, and Mathematics). Please see the FSW General Education Program Guide for lists of Core vs. Additional GE courses.*

*State Core GE language should **ONLY** be included in Section IV. B. on syllabi for state-designated Core GE courses. For non-Core GE courses, the state language should be deleted and Section IV-B*

core CE courses, or non-core CE courses, the state language should be deleted, and Section IV B should carry the title, "Additional Course Learning Outcomes."

**Changes to IV. B.  
State General  
Education Core  
Course language**

**Change Additional  
Course Learning  
Outcomes**

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## **Section V: Impacts of Proposed Changes**

Refer to the Impact Report to complete this section. You will need to explain how each program/certificate/course identified on the Impact Report is affected by your proposed changes. Describe additional actions that are necessary to accommodate the proposed changes (e.g., updating course descriptions or program/certificate catalog pages). Submit updated program and/or certificate catalog pages (showing tracked changes) as attachments in Section VI.

**Will the proposed  
course changes  
affect programs,  
certificates, or other  
courses?\***  Yes  No

**List any affected programs, certificates, and/or courses. Explain the impacts of the proposed course changes and how they will be addressed.\***

The impact report indicates the following programs will be affected by course changes to SPC 1017. The proposed changes will require updating the Course Title on affected program catalog pages.

A review of the catalog pages for each program of study revealed that the SPC 1017 course information appears once on each catalog page as a catalog link. Once the changes are approved and the Course Title has been changed in Banner, the respective catalog pages will be updated electronically. Thus, the changes do not present a substantial impact on these programs.

In fact, the removal of the course prerequisite will give students in these programs greater scheduling flexibility; they may take the core requirement, ENC 1101, at their discretion, which may occur before, during, or after their enrollment in SPC 1017. ENC 1101 is not included in these programs solely as a prerequisite for SPC 1017; rather, it is a state General Education Core requirement.

The Dean of each school will be notified of the changes.

Architectural Design and Construction Technology, AS
Associate in Arts, Focus in Dental Hygiene
Associate in Arts, Focus in Health Information Technology
Associate in Arts, Focus in Nursing Entry Level
Associate in Arts, Focus in Nursing Program, LPN to RN Transition
Civil Engineering Technology, AS
Computer Programming and Analysis, AS
Criminal Justice Technology, AS
Dental Hygiene, AS
Early Childhood Education, AS
General Education Program Guide
Health Information Technology, AS
Human Services, AS
Network Systems Technology, AS
Nursing, BSN
Paralegal Studies, AS
Public Safety Administration, BAS
Science and Engineering Technology, AS
Scientific Workplace Preparation, CCC

**Have you discussed the impact(s) with leaders of affected programs/departments?\***

Yes  No  N/A

List any related proposals being submitted for the same meeting that include this course change or are affected by it. \*

N/A

## Section VI: Attachments

Submit the following in the requested document format:

**Impact Report** (created in Section I). Submit as a PDF.

### **Catalog Changes**

- a. Affected programs and certificates will be listed in the Impact Report. You must submit an updated catalog page for each program or certificate that is substantively impacted.
- b. Use Word's "Track Changes" function to make the proposed updates on each catalog page.
- c. Submit in Word format (.doc or .docx) as an attachment to this proposal.

### **Updated Syllabus**

- a. Request an unlocked copy of the current syllabus from your school's administrative assistant.
- b. Use Word's "Track Changes" function to make the proposed changes on the syllabus.
- c. Submit in Word format (.doc or .docx) as an attachment to this proposal.

Any additional relevant documents that support the proposed changes (optional).