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. Doloree Ratiato

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 Exception)

Section III: Proposed Syllabus Changes

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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	Revise Integral General Education Competency:
Competencies and/or supporting Course Learning	From Analyze
Outcomes	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	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

and/or supporting Course Learning

Outcomes

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

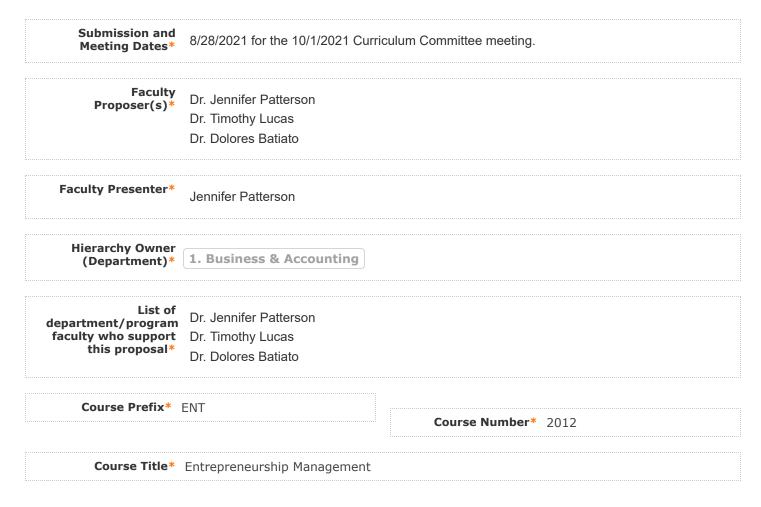
General Information

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)



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	No supplemental General Education Competencies are used for the course.
Course Learning Outcomes	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

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

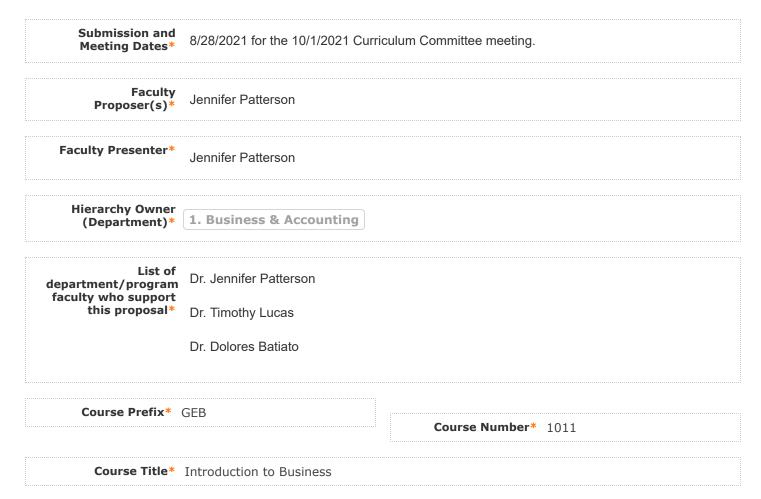
General Information

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Section I: Submission Information

Complete the information below (all fields are required)



Section II: Effective Dates

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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.

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)
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)

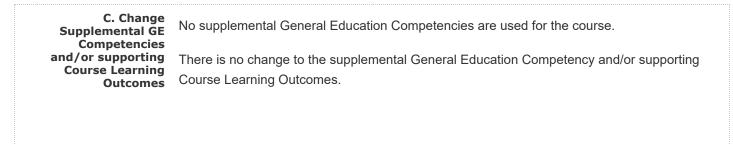
A. Change Topic Outline N/A

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.



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

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

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1. Business & Accounting - MAN - 3120

1.0 Information Item: Syllabus Changes

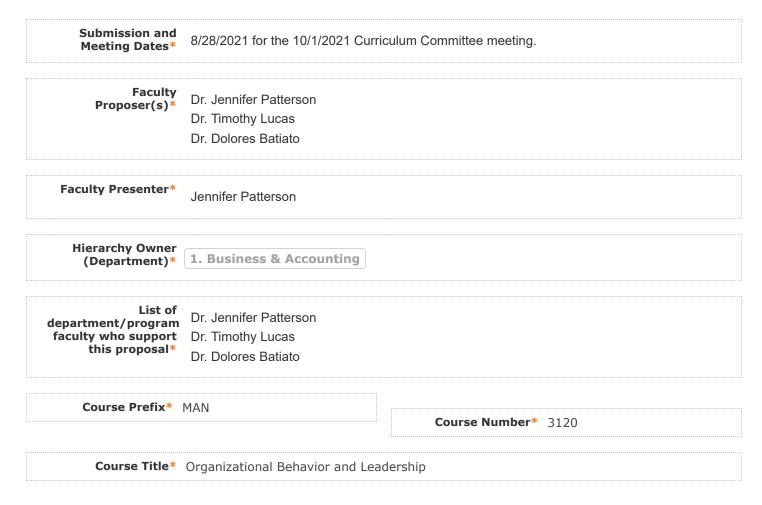
General Information

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Section I: Submission Information

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Section II: Effective Dates

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

Section III: Proposed Syllabus Changes

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	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	The change to the supporting Course Learning Outcome includes:
Competencies and/or supporting	From: Judge cases in social difference and managing diversity in the corporate world.
Course Learning Outcomes	To: Identify individual differences and emotions that influence workplace motivation and
	performance.
Syllabus Section IV. A.	. 2.
C. Change	No supplemental General Education Competencies are used for the course

Supplemental GE Competencies 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

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 7th ed. guidelines.

Section IV: Attachments

Submit the following in the requested document format:

Updated Syllabus

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1. Business & Accounting - MAN - 3303

1.0 Information Item: Syllabus Changes

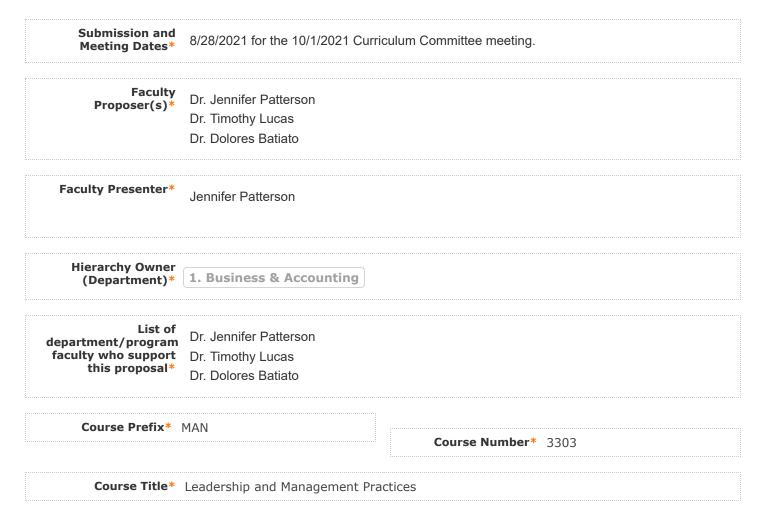
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Section I: Submission Information

Complete the information below (all fields are required)



Section II: Effective Dates

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

Section III: Proposed Syllabus Changes

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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)
	\square D. State language for General Education Core courses (Section IV-B)
	$\overset{\frown}{=}$ E. Additional Course Learning Objectives or Outcomes (Section IV-C)

Justification for all	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.
proposed changes*	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	*Change GE Integral Competency from Engage to Communicate.
and/or supporting Course Learning Outcomes	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	No supplemental General Education Competencies are used for the course.
Competencies and/or supporting	There is no change to the supplemental General Education Competency and/or supporting
Course Learning	Course Learning Outcomes.
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

Syllabus Section IV. C.

rom:
 Recognize and explain situational leadership Select and defend management philosophies, leadership traits, and/or behaviors in a ven 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. 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 7th 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.

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)*	
(Department)*	QEP

List of rtment/program	Member	Department/Division
ty who support this proposal*	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
	Administrative Support:	
	Dr. Rebecca Harris	Director, QEP
	Dr. Eileen DeLuca	Provost
	Dr. Joseph van Gaalen	Insititutional 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 i

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.

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.

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 The change in program is requested to accommodate the 3 credit course IDS 2891: proposed changes* 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.

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 implentation 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

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.*	Committee meeting.
being submitted that are directly related to this Program/Certificate	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.

Section I: Submission Information

Complete the information below (all fields are required).

```
Submission and Submission Date: 9/7/2021; Committee Meeting Date: 10/1/2021
Meeting Dates*
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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	Professor Jamie Votraw
faculty who support this proposal*	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
	Fundamentals of Speech Comm	unication
Course Description*	activities and class assignments	to the speech communication discipline. A variety of are designed to acquaint students with the intrapersonal, g levels of communication. This course serves to communication.

Section II: Effective Dates

Esculty Procenter*

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*

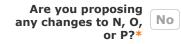
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Reason for requesting exception to effective date*

Section III: Proposed Course Changes

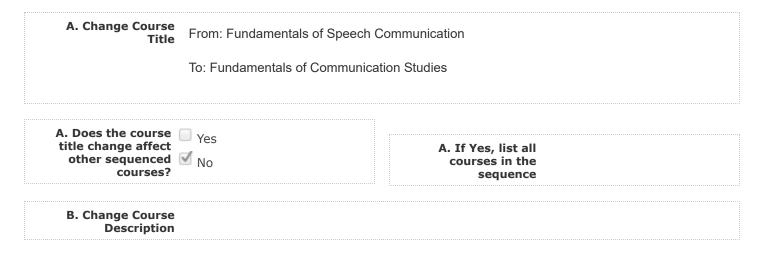
Listed below are 16 course changes that may be requested on this form. Check only those that apply to your proposal.

Proposed Course Changes*	A. Course Title
5	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



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 Language is proposing a change to the required course prerequisite for 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 110 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
	requirement, some sections may find it difficult to meet the required enrollment number. Elimination of the prerequisite requirement would remove this registration barrier

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.



C. Change Prerequisites	From: ENC 1101 with a "C" or better	
	To: None	
D. Change Corequisites		
D. Is this course	Vee	
listed as a corequisite on a paired course?		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)		
- L		
I. Do the contact hours differ from the	Yes No	
course/lecture/lab credits?		
J. Change Grade Mode		
K. Change Credit Type		
L. Should any Program	Yes No	
Restrictions be listed for this		
course?		
L. Describe changes		
to program restrictions		
M. Change Repeatability Status of the course	Change to Repeatable Char	ige 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



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	
Supplemental GE Competencies	
and/or supporting	
Course Learning	
course rearining	

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. should carry the title, "Additional Course Learning Outcomes."

Changes to IV. B. State General Education Core Course language		
Change Additional Course Learning Outcomes		
Section V: Imn	acts of Proposed Changes	

descriptions or program/certificate catalog pages). Submit updated program and/or certificate catalog pages (showing tracked changes) as attachments in Section VI.



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 Transitior
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?

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).