For questions related to this prospectus:

Eileen DeLuca, PhD
Provost
Florida SouthWestern State College
8099 College Pkwy.
Fort Myers, FL 33919
Eileen.DeLuca@fsw.edu
 (239) 985-3498

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New Program Approval Prospectus

1. Common Content A – Background and Context, relative to the proposed change

III. Programs offered by Florida SouthWestern State College (FSW)

Associate in Arts
- Associate in Arts, AA

School of Arts, Humanities and Social Sciences
Associate in Science
- Digital Art & Multimedia Production, AS
- Music Production and Technology, AS

College Credit Certificate
- Audio Technology Certificate, CCC
- Digital Media/Multimedia Production, CCC
- Stage Technology Certificate, CCC

School of Pure and Applied Sciences
Associate in Science
- Science and Engineering Technology, AS

College Credit Certificate
- Scientific Workplace Preparation, CCC

School of Business and Technology
Bachelor of Applied Science
- Public Safety Administration, BAS
- Supervision and Management, BAS

Associate in Science
- Accounting Technology, AS
- Architectural Design and Construction Technology, AS
- Business Administration and Management, AS
- Business Analytics, AS
- Civil Engineering Technology, AS
- Computer Programming and Analysis, AS

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- Crime Scene Technology, AS
- Criminal Justice Technology, AS
- Network Systems Technology, AS
- Paralegal Studies, AS

College Credit Certificate
- Accounting Technology Management, CCC
- Business Development and Entrepreneurship, CCC
- Computer Programmer, CCC
- Computer Programming Specialist, CCC
- Crime Scene Technician, CCC
- Digital Forensics, CCC
- Financial Services Management, CCC
- Information Technology Support Specialist, CCC
- Network Enterprise Administration, CCC
- Network Security, CCC
- Real Estate Paralegal, CCC
- Risk Management & Insurance Management, CCC
- Small Business Management, CCC

School of Education
Bachelor of Science
- Elementary Education, BS
Associate in Science
- Early Childhood Education, AS
College Credit Certificate
- Child Development Specialization, CCC
- Inclusion Specialization, CCC
- Preschool Specialization, CCC

School of Health Professions
Bachelor of Science
- Cardiopulmonary Sciences, BS
- Nursing, BSN
Associate in Science
- Cardiovascular Technology, AS
- Dental Hygiene, AS
- Emergency Medical Services Technology, AS
- Fire Science Technology, AS
- Health Information Technology, AS
- Nursing, AS
- Radiologic Technology, AS
- Respiratory Care, AS

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- Social and Human Services, AS

Advanced Technical Certificate
- Computed Tomography, ATC

College Credit Certificate
- Addiction Services, CCC
- Emergency Medical Technician, CCC
- Human Services Generalist, CCC
- Medical Information Coder/Biller, CCC
- Paramedic, CCC
- Youth Development Services, CCC

Career Certificate
- Fire Fighter I/II

Programs with Partner Colleges
Associate in Science
- Opticianry Program, AS (AS degree granted by Hillsborough Community College)

IV. ABSTRACT (one page maximum)

    a. Briefly describe the proposed change to include the intended implementation date:

    b. Provide projected number of students, if applicable:

    c. Indicate the projected life of the change, as applicable (one-time/limited duration or ongoing):

    d. Describe the primary target audience or market:

    e. Describe the strengths of the institution to undertake the change:

V. DESCRIBE HOW THE NEED FOR THE CHANGE WAS DETERMINED AND HOW THE CHANGE WAS APPROVED BY THE INSTITUTION:

VI. DESCRIBE HOW THE CHANGE IS CONSISTENT WITH MISSION AND GOALS OF THE INSTITUTION:

VII. PROVIDE DOCUMENTATION OF FACULTY INVOLVEMENT IN THE PLANNING AND APPROVAL OF THE CHANGE:

VIII. PROVIDE EVIDENCE OF LEGAL AUTHORITY FOR THE CHANGE IF APPROVAL IS REQUIRED BY THE GOVERNING BOARD OR THE STATE:

Florida SouthWestern State College (FSW) has degree-granting authority from the Florida Legislature through Florida Statutes 1001.60, 1001.64, 1001.65 (10), 1004.65, and Florida Administrative Code 6A-14.030. Additionally, Florida Statute 1007.33, and Florida Administrative Code 6A-14.095 provide specific authority for Florida College System institutions to offer baccalaureate degrees.

The Constitution of the State of Florida establishes the system of governance for the state college system of Florida. Florida Statute (F.S.) 1001.60 elaborates on the governance system of the Florida College System, comprised of Florida College System Institutions. F.S. 1001.64 provides further information for governance of Florida College System institution by outlining the boards of trustees' powers and duties, and F.S. 1001.65 outlines the Florida College System institutions presidents' powers and duties. As outlined in F.S. 1004.65, Florida College System institutions are authorized to:

   a) Offer such programs and courses as are necessary to fulfill their mission.
   b) Grant associate in arts degrees, associate in science degrees, associate in applied science degrees, certificates, awards, and diplomas.
   c) Make provisions for the high school equivalency examination.
   d) Provide access to and award baccalaureate degrees in accordance with law

Florida Administrative Code (F.A.C.) 6A-14.030 describes the parameters within which Florida College System institutions are authorized to provide instruction and to confer degrees, certificates, and diplomas. In addition, F.S. 1007.33 authorizes Florida College Systems Institutions to offer "specified baccalaureate degree programs." F.A.C. 6A-14.095 outlines the process for approval and compliance process for baccalaureate degrees at Florida College Systems institutions.

The Florida State Board of Education authorized Florida SouthWestern State College (formerly called Edison College) to develop baccalaureate programs on April 19, 2005. In December 2005, Edison was granted Level II accreditation by SACSCOC. FSW adheres to the published guidelines outlined in Florida Statute 1007.33 and the processes described in Florida Administrative Code 6A-14.095. Each baccalaureate program has been approved by the Board of Education, and subsequently by SACSOC prior to implementation. After the Florida Legislature created the new Florida College System in 2008, the District Board of Trustees changed the name of the College from Edison College to Edison State College. To support the regional influence of the institution, the District Board of Trustees approved a name change from Edison State College to Florida SouthWestern State College in 2013. FSW remains committed to open-door admission policies, associate degree programs, certificate programs, and continuing education while supporting regional workforce needs through baccalaureate programs.

Note for reviews subject to approval by the Executive Council: If the change is pending approval by the institution's governing board or by a state board or authority, note the expected approval date. The institution will be contacted at the time of review for evidence of approvals pending at the time of submission; do not send approval documentation until requested.

2. **Provide the curriculum for the program:**

3. **Provide a projected schedule of course offerings for the program:**

4. **Provide the program-specific goals (objectives) and specific student learning outcomes for the program**

5. **Describe how the student learning outcomes for the program will be assessed**

> **Commented [DB6]:** When department is ready, Office of Assessment can also help with drafting edits to this question.

6. **Provide course descriptions for all courses in the proposed program (Do not provide syllabi):**

7. **Describe admissions and graduation requirements for the program:**

8. **Demonstrate compliance with Standard 10.7 (policies for awarding credit) of the** *Principles of Accreditation:*

In accordance with Florida Administrative Code 6A-14.030, FSW awards College Credit for the successful completion of coursework taken in pursuit of a degree. The College publishes its definition of a credit hour in the Catalog. This definition aligns with Florida Administrative Code 6A-14.030 as well as the Federal definition as described in SACSCOC's policy on Credit Hours; a credit hour reasonable approximates to not less than one hour of direct faculty instruction and a minimum of two hours of out of class student work, or an equivalent amount of work for academic activities such as laboratory work, internships, practica, field work, studio work, and other academic work.

The College also awards Developmental Credit for courses that provide degree-seeking students, who wish to enroll in college credit courses with additional academic preparation, when those students are determined to need such preparation in accordance with Florida Administrative Code 6A-10.0315. The same definition of Credit Hour is used for College and Developmental Credit.

FSW employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. The review process of proposals for new courses, current course revisions, and deletion of courses originate from full-time faculty members who teach in the discipline to which the proposals relate. The review and ultimate approval of a proposal follows the Curriculum Committee Proposal Workflow outlined in the Curriculum Committee Manual.

9. **Describe administrative oversight to ensure the quality of the program:**

10. **For a program offered in compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in the traditional formats have been achieved:**
    This program will not be offered in compressed time frames.

11. **Provide Common Content B - Faculty Qualifications, relative to the proposed change:**

    I. **Provide a completed Faculty Roster Form for faculty members scheduled to teach in the new program, site, or method of delivery. Follow directions for completing the Faculty Roster which requires the institution to present the qualifications of each faculty member to teach the courses assigned to them.**

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II. Include on the Faculty Roster Form the courses *to be taught*; do not include historical teaching assignments.

    a. For a program prospectus: list all courses in the curriculum; exclude general education courses, if applicable, unless the general education curriculum is the substantive change being submitted for review

III. For a new program, demonstrate the institution has at least one faculty member qualified in the discipline to develop the curriculum and or teach in the program (Refer to Standard 6.2a (Faculty qualifications) of the *Principles of Accreditation*. To-be-hired faculty can be included on the Faculty Roster with expected qualifications for teaching the courses assigned.

IV. Provide narrative with supporting evidence to demonstrate the number of full-time faculty members will be adequate to support the initiative and describe the impact on faculty workload of the <u>new program</u>, new site, or distance delivery.

V. For a graduate program, (a) demonstrate scholarship and research capability of faculty members teaching in the program and (b), if applicable, document faculty experience in directing student research or creative work (always applicable for doctoral program):

    This program is not a graduate program.

12. Provide Common Content C – Resource, relative to the proposed change:

Library and Learning Resources

I. List and describe discipline-specific learning resources to support a new program. Do not list all library resources; include only those related to the proposed change. If electronic databases are listed, describe the discipline-specific suites of resources rather than the name only of the database or the consortium through which it is accessed (Such as Galileo, Louis, TexShare, Viva, etc.).

II. Document discipline-specific refereed journals and primary source materials. This is particularly important for graduate programs and especially important for doctoral programs.

III. Describe how students enrolled in a <u>new program</u>, at an off-campus instructional site, or in a distance education program can access discipline-specific library and learning resources.

IV. Describe how students are made aware of library and learning resources available to them, how they can learn how to access the resources and are instructed in the use of online resources, as well as on-site library resources.

V. Describe resources to support students in access to and use of library and learning/information resources.

Student Support Services

I. Describe specific programs, services, and activities which will support students <u>enrolled in the new program</u> and / or enrolled at a new off-campus site /additional location and / or enrolled in distance education programs. Do not list student support services which are not relevant to the specific change.

Physical Resources

I. Describe the adequacy of physical facilities which will support the change.

II. Describe equipment which will be available for a <u>new program</u> or available at a new site.

III. Describe the impact that the proposed change will have on physical facilities and equipment for existing programs and services.

Financial Resources

I. Describe the financial resources available to support the proposed change, including a budget for the first year of the proposed change.

II. Include in the budget resources going to institutions or organizations for contractual or support services for the proposed change.

III. Include projected revenues and expenditures and cash flow for the proposed change.

IV. Include a contingency plan in case expected revenues do not materialize.

13. Provide Common Content D – Institutional Evaluation and Assessment Processes, relative to the proposed change:

I. Provide a brief description of institutional assessment processes.

The institution's continuous systematic review process is conducted by several offices serving all units of the College. The President's Cabinet and Executive Leadership, and the Provost's Office provide leadership for collegewide participation in strategic planning while the College's Academic Departments and the faculty-led Academic Committees set the standards for course-level and general education student learning outcomes. The Learning Assessment Committee supports evaluation of achievement of the student learning outcomes.

Through regular meetings the Learning Assessment Committee faculty work with administrators to develop and recommend procedures and best practices that provide the college with measurable data to assess student learning, and to assist academic disciplines to develop plans for assessment strategies, rubrics, and methods for using data to make changes in the delivery of course material to promote student success. Working with members of the Office of Academic Assessment, a multi-staged action plan is initiated at the beginning of the fall academic term each academic year. Through this stepwise process, data-informed initiatives and/or interventions are enacted and documented in the continuous improvement efforts of educational leaders across programs and/or departments.

Faculty within an academic department select one or more student learning outcomes as focal points in each assessment cycle and establish goals accordingly. The nature of the assessment, measures of success, and logistics for data collection, analysis, and results discussion, are all supported through interaction with the Office of Academic Assessment.

II. Describe how the institution will incorporate the proposed change into the institution-wide assessment infrastructure and processes.

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