| **INFORMATION ITEM** | 1 NUR 3655 | |
|---|---|---|
| **Type of proposal** | Choose an item. | |
| **Presenter** | Prof. Marsha Weiner | |
| **Memo:** | | **Effective Date: 2024** |
| **Summary of proposed changes:** | | |

A. General Education Competencies and Course Outcomes

1. Listed here are the course outcomes/objectives assessed in this course which play an integral role in contributing to the student's general education along with the general education competency it supports.

General Education Competency: Evaluate

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Evaluate strategies for mitigating healthcare disparities across diverse cultures, taking into consideration social determinants of health. (CLO 5)

2. Listed here are the course outcomes/objectives assessed in this course which play a supplemental role in contributing to the student's general education along with the general education competency it supports.

General Education Competency: Visualize

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Identify cultural factors that influence health policy, the provision of health services, healthcare decisions, and nursing practice. (CLO 1)
- Analyze cultural and personal values regarding caring for diverse cultures and how it impacts the delivery of healthcare. (CLO 3)

B. Other Course Objectives/Standards

- Discuss the application of current national and/or global standards of care in providing culturally sensitive healthcare. (CLO 2)
- Apply cultural assessment theories and/or models in planning evidence-based nursing care for clients in diverse settings. (CLO 4)

| **CURRICULUM ACTION** | | | |
|---|---|---|---|
| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ Proposal Postponed | ☐ Proposal Denied |

| | |
|---|---|

| **INFORMATION ITEM** | 2 NUR 4165 |
|---|---|
| **Type of proposal** | Choose an item. |
| **Presenter** | Prof. Marsha Weiner |
| **Memo:** | **Effective Date: 2024** |

| **Summary of proposed changes:** |
|---|

A. General Education Competencies and Course Outcomes

1. Listed here are the course outcomes/objectives assessed in this course which play an integral role in contributing to the student's general education along with the general education competency it supports.

General Education Competency: Research

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Evaluate research and evidence-based literature to guide professional nursing practice. (CLO 2)

2. Listed here are the course outcomes/objectives assessed in this course which play a supplemental role in contributing to the student's general education along with the general education competency it supports.

General Education Competency: Think

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Utilize nursing and healthcare quality and safety measures to evaluate proposed evidence-based practice changes. (CLO 3)

B. Other Course Objectives/Standards

- Propose changes in nursing professional practice utilizing credible research and evidence. (CLO 1)
- Discuss ethical issues and policy in the conduct of nursing research and evidence-based professional practice implementation (CLO 4)

| **CURRICULUM ACTION** | | | |
|---|---|---|---|
| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ Proposal Postponed | ☐ Proposal Denied |

| INFORMATION ITEM | 3 NUR 3066C |
|---|---|
| **Type of proposal** | Choose an item. |
| **Presenter** | Prof. Marsha Weiner |

| **Memo:** | **Effective Date: 2024** |
|---|---|

| **Summary of proposed changes:** |
|---|

A. General Education Competencies and Course Outcomes

1. Listed here are the course outcomes/objectives assessed in this course which play an integral role in contributing to the student's general education along with the general education competency it supports.

General Education Competency: Communicate

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Demonstrate verbal and written communication skills including inter-professional communication. (CLO 2)

General Education Competency: Think

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Perform a comprehensive, patient-centered, culturally sensitive health assessment. (CLO 5)

B. Other Course Objectives/Standards

- Demonstrate the procedural and clinical reasoning skills associated with conducting health assessments in each of the identified systems. (CLO 1)
- Analyze risk factors that influence the health and wellness of individuals. (CLO 3)
- Differentiate between variations of normal and abnormal assessment findings. (CLO 4)

| **CURRICULUM ACTION** | | | |
|---|---|---|---|
| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ Proposal Postponed | ☐ Proposal Denied |
| | | | |

| INFORMATION ITEM | 4 NUR 3805 |
|---|---|
| **Type of proposal** | Choose an item. |
| **Presenter** | Prof. Marsha Weiner |

| Memo: | Effective Date: 2024 |
|---|---|

**Summary of proposed changes:**

A. General Education Competencies and Course Outcomes

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student's general education along with the general education competency it supports.

General Education Competency: Research

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Discuss the development of the practice of nursing and how behaviors of the professional nurse are guided by theory, research, ethical/legal principles, and human caring. (CLO 4)

2. Listed here are the course outcomes/objectives assessed in this course which play a supplemental role in contributing to the student's general education along with the general education competency it supports.

General Education Competency: Communicate

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Explain current issues and trends in nursing and how they relate to the planning and delivery of evidenced-based practice. (CLO 2)

B. Other Course Objectives/Standards

- Analyze nursing theories and apply findings in developing a personal philosophy of nursing care. (CLO 1)
- Examine the role of professional nursing and professional organizations and their impact on healthcare advocacy and legislation. (CLO 3)

**CURRICULUM ACTION**

| □ **Accepted** | □ Accepted with Minor Corrections | □ | Proposal Postponed | □ Proposal Denied |
|---|---|---|---|---|
| | | | | |

| **INFORMATION ITEM** | 5 NUR 3870 |
|---|---|
| **Type of proposal** | Choose an item. |
| **Presenter** | Prof. Marsha Weiner |

| Memo: | Effective Date: 2024 |
|---|---|

| Summary of proposed changes: |
|---|

A. General Education Competencies and Course Outcomes

1. Listed here are the course outcomes/objectives assessed in this course which play an integral role in contributing to the student's general education along with the general education competency it supports.

General Education Competency: Research

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Compare and contrast both ethical and legal standards related to national and global data security, confidentiality, and the client's right to privacy. (CLO 3)

2. Listed here are the course outcomes/objectives assessed in this course which play a supplemental role in contributing to the student's general education along with the general education competency it supports.

General Education Competency: Investigate

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Analyze varied information technology utilized in healthcare and their application in providing care to diverse populations. (CLO 5)

B. Other Course Objectives/Standard

- Evaluate current and relevant sources of information technology to direct the delivery of healthcare. (CLO 1)
- Assess the role of the informatics nurse in the interprofessional healthcare environment. (CLO 2)
- Discuss the role of information technology in improving patient care outcomes and creating a safe environment. (CLO 4)

| CURRICULUM ACTION | | | |
|---|---|---|---|
| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ Proposal Postponed | ☐ Proposal Denied |
| | | | |

| INFORMATION ITEM | 6 NUR 4636C |
|---|---|

| Type of proposal | Choose an item. | |
|---|---|---|
| **Presenter** | Prof. Marsha Weiner | |
| **Memo:** | | **Effective Date: 2024** |

| **Summary of proposed changes:** |
|---|

A. General Education Competencies and Course Outcomes

1. Listed here are the course outcomes/objectives assessed in this course which play an integral role in contributing to the student's general education along with the general education competency it supports.

General Education Competency: Think

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Describe the components of nursing practice in community and public health nursing. (CLO 1)

2. Listed here are the course outcomes/objectives assessed in this course which play a supplemental role in contributing to the student's general education along with the general education competency it supports.

General Education Competency: Engage

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Apply evidence-based practice to guide the teaching of health counseling, screening, outreach, concepts of epidemiology, referral and/or follow-up related to caring for the community. (CLO 4)

B. Other Course Objectives/Standards

- Analyze ethical issues affecting nursing practice and the impact of healthcare policy and legislation related to caring for the community. (CLO 2)
- Utilize appropriate prevention strategies in development of nursing interventions in a community. (CLO 3)

| **CURRICULUM ACTION** | | | |
|---|---|---|---|
| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ Proposal Postponed | ☐ Proposal Denied |
| | | | |

| **INFORMATION ITEM** | 7 NUR 3125 | |
|---|---|---|
| **Type of proposal** | Choose an item. | |
| **Presenter** | Prof. Marsha Weiner | |
| **Memo:** | | **Effective Date: 2024** |

| **Summary of proposed changes:** |
|---|

A. General Education Competencies and Course Outcomes

1. Listed here are the course outcomes/objectives assessed in this course which play an integral role in contributing to the student's general education along with the general education competency it supports.

General Education Competency: Think

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Identify concepts, principles, and responses related to pathophysiologic processes that result in disease. (CLO 1)

2. Listed here are the course outcomes/objectives assessed in this course which play a supplemental role in contributing to the student's general education along with the general education competency it supports.

General Education Competency: Research

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Evaluate how pathophysiologic phenomena can vary across the lifespan and affect the clinical decision-making processes. (CLO 5)

B. Other Course Objectives/Standards

- Utilize pathophysiology to support evidence-based clinical nursing decisions. (CLO 2)
- Analyze the changes that accompany particular syndromes and/or disease processes. (CLO 3)
- Recognize the impact of genetics and genomics on health promotion, disease development, progression and treatment. (CLO 4)

| **CURRICULUM ACTION** | | | |
|---|---|---|---|
| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ Proposal Postponed | ☐ Proposal Denied |
| | | | |

| INFORMATION ITEM | 8 NUR 4872C | |
|---|---|---|
| **Type of proposal** | Choose an item. | |
| **Presenter** | Prof. Marsha Weiner | |
| **Memo:** | | **Effective Date: 2024** |
| **Summary of proposed changes:** | | |

A. General Education Competencies and Course Outcomes

1. Listed here are the course outcomes/objectives assessed in this course which play an integral role in contributing to the student's general education along with the general education competency it supports.

General Education Competency: Investigate

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Use inter- and intra-professional communication and collaborative skills to deliver evidence-based patient-centered care. (CLO 4)

2. Listed here are the course outcomes/objectives assessed in this course which play a supplemental role in contributing to the student's general education along with the general education competency it supports.

General Education Competency: Engage

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Analyze healthcare policy, finance, reimbursement, and regulatory environments including local, state, and/or national healthcare trends. (CLO 5)

B. Other Course Objectives/Standards

- Demonstrate how organizational systems impact nursing practice. (CLO 1)
- Apply factors that support a culture of safety and caring. (CLO 2)
- Analyze quality improvement, policies, procedures, and cost-effectiveness to enhance nursing practice. (CLO 3)
- Apply leadership concepts, skills, inter & intra-professional communication, and decision making in the provision of nursing care, and healthcare team coordination in a variety of settings. (CLO 6)

**CURRICULUM ACTION**

| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ | Proposal Postponed | ☐ Proposal Denied |
|---|---|---|---|---|
| | | | | |

| **INFORMATION ITEM** | 9 AMH 2010 | | | |
|---|---|---|---|---|
| **Type of proposal** | Choose an item. | | | |
| **Presenter** | Tim Miracle | | | |
| **Memo:** | | | **Effective Date: 2024** | |
| **Summary of proposed changes:** | | | | |
| Catalog Update. | | | | |
| **CURRICULUM ACTION** | | | | |
| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ | Proposal Postponed | ☐ Proposal Denied |
| | | | | |

| **INFORMATION ITEM** | 10 MGF 1130 | | | |
|---|---|---|---|---|
| **Type of proposal** | Choose an item. | | | |
| **Presenter** | Martin McClinton | | | |
| **Memo:** | | | **Effective Date: 2024** | |
| **Summary of proposed changes:** | | | | |
| MGF 1130 offered as pilot course in the summer of 2024 | | | | |
| **CURRICULUM ACTION** | | | | |
| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ | Proposal Postponed | ☐ Proposal Denied |
| | | | | |

# II. Course Change Proposals

| **ACTION ITEM** | 1 | |
|---|---|---|
| **Type of proposal** | Change of Course | |
| **Presenter** | Alisa Callhan | |
| ENT 2012 | | **Effective Date: 2024** |
| **Summary of proposed changes:** | | |
| This course change proposal for ENT 2012 recommends only to remove the existing prerequisite: ***ENT 1000 or ENT 2000 with a grade of "C" or better***<br><br>ENT 2012 has been developed as a standalone course and does not require a prerequisite. No previous course specific knowledge or other tools, applications or technical skills are required for a | | |

successful student experience and successful completion of this course other than what is provided within the course.

The current prerequisites are ENT 1000 or ENT 2000. ENT 1000, Introduction to Entrepreneurship shares the same course name as ENT 2000. The course redundancy was eliminated when ENT 1000 was discontinued (last catalog year 2020-2021). As such, ENT 1000 is no longer part of the current FSW course catalog.

While ENT 2000 Introduction to Entrepreneurship remains a required course within the Entrepreneurship concentration/track within the AS Business Administration and Management degree and a required course within the Business Development and Entrepreneurship CCC, it need not serve as a prerequisite for ENT 2012, Entrepreneurship Management.

| CURRICULUM ACTION | | | |
|---|---|---|---|
| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ Proposal Postponed | ☐ Proposal Denied |
| | | | |

# III. Program Change/CCC Proposal

| ACTION ITEM | 1 |
|---|---|
| **Type of proposal** | Change of Course |
| **Presenter** | Dr. Gus Cameron |
| Science and Engineering Technology, Second Read | **Effective Date: 2024** |
| **Summary of proposed changes:** | |

In Fall of 2022 299 students were enrolled in this degree, but only 14 students graduated with this degree. We are proposing program changes to remove barriers to completion, by more closely aligning the curriculum with the General Education requirements of the AA degree.

We propose changing a general education requirement **from**:

- General Education Core Mathematics (Recommended: MAC 1105 or STA 2023) **3 credits**

**To**:

General Education Core Mathematics (Recommended MAC 1105 or STA 2023) 3 or 4 credits.

This change prevents students who start the degree being ready for a four-credit class from taking additional credits in their general education.

We propose changing a general education requirement **from**:

ENC 1101 AND ENC 1102 AND SPC 1017 AND SPC 2608

**To**:

ENC 1101 AND ENC 1102 OR ENC 2110 OR SPC 2608 OR  SPC 2608

This change aligns more closely with the General Education requirements of the AA program, and still meets criterion 1.0 of the State framework, "Demonstrate appropriate written and oral communication skills".

We propose changing a general education requirement **from**:

CHM 2045 AND CHM 2045L AND CHM 2046 AND CHM 2046L

**To**:

CHM 2032 AND CHM 2032L OR CHM 2045 AND CHM 2045L

AND

BSC 1010 AND BSC 1010L OR BSC 1085C OR CHM 2046 AND CHM 2046L OR PHY 1007C OR PHY 2053 AND PHY 2053L OR PHY 2048 AND PHY 2048L.

This change will give students more flexibility in meeting their general education requirements in this AS degree while still meeting criteria 5.0 and 6.0 of the state framework, respectively "Demonstrate basic knowledge of scientific concepts" and "Demonstrate basic knowledge of chemical concepts".

The program requirements for this degree are to select 18 - 38 credits of STEM-related courses. We propose adding the following as options to this list:

- CHM 2032 AND CHM 2032L
- CHM 2045 AND CHM 2045L
- IDS 2891
- IDH 2911
- SLS 1949

In this proposal we are also changing the number of credits in the program requirements to 17 - 41 credits. and the number of electives from 0 - 20 credits, to 0 - 24 credits. The total degree

requirement of 64 credits remains unchanged. These changes will remove barriers to completion by adding additional flexibility in how students choose to move through this curriculum.

| CURRICULUM ACTION | | | |
|---|---|---|---|
| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ Proposal Postponed | ☐ Proposal Denied |
| | | | |

| ACTION ITEM | 2 |
|---|---|
| **Type of proposal** | Change of Course |
| **Presenter** | Dr. Susan Foster |

| Health Information Technology, Second Read | **Effective Date: 2024** |
|---|---|

| Summary of proposed changes: |
|---|

In response to program graduates and in agreement with our advisory board members, we would like to propose changes to the HIT, AS, and MIC/B, CCC programs. There continues to be a demand for Registered Health Information Technicians (RHIT) and Medical Coders in the health information profession. According to the Bureau of Labor Statistics, U.S. Department of Labor, employment is projected to grow 16 percent from 2022 to 2032, much faster than the average for all occupations. This is approximately 3,100 openings annually, on average, over the decade. A recent student graduate survey showed that students are requesting a course that teaches inpatient procedural coding and also a course that provides internship opportunities for medical coding. This was discussed with the HIT Advisory Board along with the need to have data analytics added to the program to address competencies for accreditation. It was recommended that we proceed with making changes.

The addition of the two new courses and curricular changes in the program will enhance the skill set needed for HIT graduates. It will make the graduates more marketable to employers with the addition of enhanced inpatient procedural coding and data analytics. Also restructuring the sequences of courses for the HIT and MICB program will ensure that students complete the program in a timely manner. Students want to graduate and enter the workforce quickly. Also, students will graduate when all the other SoHP program students graduate in the spring semester.

| CURRICULUM ACTION | | | |
|---|---|---|---|
| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ Proposal Postponed | ☐ Proposal Denied |
| | | | |

| ACTION ITEM | 3 |
|---|---|

| Type of proposal | Change of Course |
|---|---|
| Presenter | Prof. Munir al-Suleh |

| Architectural Design and Construction Technology | Effective Date: 2024 |
|---|---|

| **Summary of proposed changes:** |
|---|
| Recommendation from the Architecture, Construction and Civil Engineering Advisory Committee to enhance the overall learning experience for the students and better align the curriculum with the evolving needs of the design and construction industry. |

| **CURRICULUM ACTION** | | | |
|---|---|---|---|
| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ Proposal Postponed | ☐ Proposal Denied |
| | | | |

| ACTION ITEM | 4 |
|---|---|
| **Type of proposal** | Change of Course |
| **Presenter** | Prof. Munir al-Suleh |

| ETD 1530 | Effective Date: 2024 |
|---|---|

| **Summary of proposed changes:** |
|---|
| Recommendation from the Architecture, Construction and Civil Engineering Advisory Committee to enhance the overall learning experience for the students and better align the curriculum with the evolving needs of the design and construction industry. |

| **CURRICULUM ACTION** | | | |
|---|---|---|---|
| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ Proposal Postponed | ☐ Proposal Denied |
| | | | |

| ACTION ITEM | 5 |
|---|---|
| **Type of proposal** | Change of Course |
| **Presenter** | Prof. Munir al-Suleh |

| SUR 1100 | Effective Date: 2024 |
|---|---|

| **Summary of proposed changes:** |
|---|
| The reduction of the credit hours from 4 to 3 was made to accommodate the addition of a new AutoCAD Civil 3D course that was recommended by the Architecture, Construction and Civil Engineering Advisory Committee to better align the curriculum with the evolving needs of our industry and society. |

| **CURRICULUM ACTION** | | | |
|---|---|---|---|
| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ Proposal Postponed | ☐ Proposal Denied |

| ACTION ITEM | 6 |
|---|---|
| **Type of proposal** | New Course |
| **Presenter** | Prof. Munir al-Suleh |

| ETC 2207 | **Effective Date: 2024** |
|---|---|

| **Summary of proposed changes:** |
|---|
| The changes will better align the curriculum with the evolving needs of the civil engineering industry and society. |

| **CURRICULUM ACTION** | | | |
|---|---|---|---|
| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ Proposal Postponed | ☐ Proposal Denied |
| | | | |

| ACTION ITEM | 7 |
|---|---|
| **Type of proposal** | New Course |
| **Presenter** | Prof. Munir al-Suleh |

| ETD 2392 | **Effective Date: 2024** |
|---|---|

| **Summary of proposed changes:** |
|---|
| The job market is dynamic, and industries are constantly evolving. To ensure our graduates are well-prepared and competitive, it is crucial that our curriculum reflects the latest industry trends, technologies, and demands. The proposed changes address this need by integrating cutting-edge topics and skills that are currently in high demand. |

| **CURRICULUM ACTION** | | | |
|---|---|---|---|
| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ Proposal Postponed | ☐ Proposal Denied |
| | | | |

| ACTION ITEM | 8 |
|---|---|
| **Type of proposal** | Change of Course |
| **Presenter** | Prof. Munir al-Suleh |

| ETD 2551 | **Effective Date: 2024** |
|---|---|

| **Summary of proposed changes:** |
|---|
| The proposed change was recommended by the Architecture, Construction and Civil Engineering Advisory Committee to enhance the overall learning experience for the students |

and better align the civil engineering curriculum with the evolving needs of the design and construction industry.

| CURRICULUM ACTION | | | |
|---|---|---|---|
| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ Proposal Postponed | ☐ Proposal Denied |
| | | | |

| ACTION ITEM | 9 | |
|---|---|---|
| **Type of proposal** | New Course | |
| **Presenter** | Prof. Munir al-Suleh | |
| SUR 2202 | | **Effective Date: 2024** |

**Summary of proposed changes:**

The changes is recommended by the Architecture, Construction and Civil Engineering Advisory Committee to better align the curriculum with the evolving needs of our industry and society.

| CURRICULUM ACTION | | | |
|---|---|---|---|
| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ Proposal Postponed | ☐ Proposal Denied |
| | | | |

| ACTION ITEM | 10 | |
|---|---|---|
| **Type of proposal** | Discontinuation of Program, Certificate, or Course | |
| **Presenter** | Prof. Munir al-Suleh | |
| ETD 2340 | | **Effective Date: 2024** |

**Summary of proposed changes:**

The content of the course has become increasingly outdated in light of recent technological advancements in the 3D building modeling field. Discontinuing the course allows us to make room for a new advanced Revit/BIM 360 course that aligns with emerging technologies and industry trends. Input from Architecture, Construction, and Civil Engineering Advisory Committee has been considered in this decision-making process.

| CURRICULUM ACTION | | | |
|---|---|---|---|
| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ Proposal Postponed | ☐ Proposal Denied |
| | | | |

| ACTION ITEM | 11 |
|---|---|
| **Type of proposal** | Discontinuation of Program, Certificate, or Course |

| Presenter | Prof. Munir al-Suleh |
|---|---|
| SUR 2140 | **Effective Date: 2024** |

| **Summary of proposed changes:** |
|---|
| Over the past several semesters, the course has consistently experienced low enrollment numbers. The diminishing interest in the course indicates a reduced demand among students. Discontinuing the course would allow us to allocate resources more effectively towards courses with higher demand and greater relevance to current industry needs. |

| **CURRICULUM ACTION** | | | |
|---|---|---|---|
| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ Proposal Postponed | ☐ Proposal Denied |
| | | | |

| **ACTION ITEM** | 12 |
|---|---|
| **Type of proposal** | Change of Program or Certificate |
| **Presenter** | Rebecca Harris and Dani Peterson |
| Associated Arts and General Education Guide | **Effective Date: 2024** |

| **Summary of proposed changes:** |
|---|
| Changes were made by the state to the general education core, to which FSW has responded by creating or updating courses. Further, changes were made to FSW's communication sequence, as well as SLS 1515 Cornerstone and IDS 2891: CREATIVE Capstone. This program change proposal reflects all changes made to the Associate in Arts degree and the General Education curriculum by state mandate (communicated at the end of January 2024) and FSW Curriculum Committee action in AY 23-24. |

| **CURRICULUM ACTION** | | | |
|---|---|---|---|
| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ Proposal Postponed | ☐ Proposal Denied |
| | | | |

| **ACTION ITEM** | 13 |
|---|---|
| **Type of proposal** | Change of Program or Certificate |
| **Presenter** | |
| Criminal Justice, AS | **Effective Date: 2024** |

| **Summary of proposed changes:** |
|---|
| Prof. Brian O' Reilly |

| **CURRICULUM ACTION** | | | |
|---|---|---|---|
| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ Proposal Postponed | ☐ Proposal Denied |

The State of Florida now allows law enforcement professionals that have taken advanced training courses at a public safety academy to apply them towards their degree (college credit). We expect an influx of current law enforcement officers that want to use this program towards the completion of their college degree as they can receive many credit hours based upon their advanced training history. Currently, CJ students are required to take SLS 1515 in their first semester, but if we make MAN 2021 a program requirement, it can be substituted as an alternative, which will assist law enforcement professional students as they pursue their degree because they can earn prior credit. The learning outcomes are similar in these two classes.

| ACTION ITEM | 14 |
|---|---|
| **Type of proposal** | Change of Program or Certificate |
| **Presenter** | Dr. Cindy Vaccarino |

| Physical Therapist Assistant, AS | **Effective Date: 2024** |
|---|---|
| **Summary of proposed changes:** | |
| | |

| **CURRICULUM ACTION** | | | |
|---|---|---|---|
| □ **Accepted** | □ Accepted with Minor Corrections | □ Proposal Postponed | □ Proposal Denied |

Revised Program Prerequisites Following a thorough examination of CAPTE standards, the prerequisites for the program have been modified:

Ethics Inclusion: The prerequisite no longer necessitates a standalone Ethics course. Instead, an ethics module will be integrated into the existing Seminar course, ensuring a comprehensive understanding of ethical considerations within the program.

Science Prerequisite Change: In lieu of Physics, the science prerequisite now requires Bio1010C. This adjustment aligns with CAPTE standards, which includes three science lab courses in the prerequisites. Moreover, this alteration is anticipated to enhance student success in Anatomy and Physiology 1 and 2.

Note from Dr. Harris: The program was also updated to accept AMH 2010, a new addition to the Civics Literacy list.

| ACTION ITEM | 15 |
|---|---|
| **Type of proposal** | Change of Course |
| **Presenter** | Dr. Cindy Vaccarino |

| PHT 2800L | Effective Date: 2024 |
|---|---|
| **Summary of proposed changes:** | |
| This is not a new course. PHT2800L was an original course in the program the credits have just changed. | |
| **CURRICULUM ACTION** | |

| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ | Proposal Postponed | ☐ Proposal Denied |
|---|---|---|---|---|
| | | | | |

| ACTION ITEM | 16 |
|---|---|
| **Type of proposal** | Change of Program or Certificate |
| **Presenter** | Dr. Susan Holland |
| NURSING AS | Effective Date: 2024 |
| **Summary of proposed changes:** | |

The ASN Program Catalog Change for Fall 23 and Spring 24 included multiple course alignments, clinical hour changes, the requirement to complete Anatomy and Physiology II before admission, and the addition of the TEAS test. However, during the Fall 2022 faculty meeting (11.17.22) faculty had also identified that many nursing students were weak in math and unable to complete drug calculations successfully.  Due to time constraints, the math change could not be implemented during the 23/24 academic year since students needed ample time for preparation before admission.

Faculty have continued to express that many students struggle with math which leads to attrition and failed and repeated courses. Competency in math, and the ability to safely and accurately calculate and administer medications, are essential skills needed for the delivery of safe patient care where nurses practice in a fast-paced environment making crucial, lifesaving decisions.

As students matriculate throughout the AS Nursing program curriculum, dosage calculations become more advanced.  Calculations include medication dosages, titration of intravenous medications, and weight-based calculations in children and adults.  Core Math ability is essential for completing these calculations accurately.

Nursing students must demonstrate ongoing math competency in each clinical course.  Each semester students must successfully pass a math competency test to continue in the course/program.  Students have three chances to pass, and if unsuccessful, fail the course. Strong math skills are also needed for the two pharmacology courses taken in semester one and semester two.

Data from the Fall 23 cohort indicated that 16 students failed the Introduction to Pharmacology course (NUR 2092). In addition, two students failed the Level I math competency exams after three attempts during the fall term which also resulted in course failures.

Ongoing concerns about math weaknesses and the inability of some students to do math calculations have led to additional faculty discussions regarding the need to ensure that students who are admitted can be successful in the program.   A vote was taken during the 12.8.23 faculty meeting for students to complete the math course before admission into the program.  This also reaffirms the discussions from 11/17/22 regarding the need for students to have strong math skills.

To continue to ensure that students who are admitted into the program are successful we are proposing the following two-tiered changes to the catalog.

Fall 2024 and subsequent catalogs:

- The ASN Nursing Program is competitive.
- Pre-requisite courses provide foundational knowledge for success in the program and the number of prerequisite courses completed will be taken into consideration during the application review.
- Patterns of D's, F's, and W's and repeated General Education courses may negatively impact placement into the program.
- Students may take any of the State of Florida Core Math courses, however, students are encouraged to take Statistics or Algebra I

Fall 2025 catalog new change:

- A Department of Education Core math course must be completed before admission into the program.
    - College algebra or Statistics is preferred

| CURRICULUM ACTION | | | |
|---|---|---|---|
| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ Proposal Postponed | ☐ Proposal Denied |
| | | | |

# IV. Committee Business

| COMMITTEE BUSINESS | Breaking Up with Curriculog |
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| PRESENTER | Jeremy Pilarski, Rebecca Harris, Tim Miracle |
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| **Summary:** | |

- Sunsetting Curriculog. Using Google Docs. Easier to use for both faculty and administration. Saves money. Focus reviews on justification and narrative. More efficient.

**CURRICULUM ACTION**

| ☐ **Accepted** | ☐ Accepted with Minor Corrections | ☐ | Proposal Postponed | ☐ Proposal Denied |
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