

Meeting Date: November 15, 2024, 1pm–3:30pm  
 Chair: Jeremy Pilarski  
 Meeting Link: <https://fsw.zoom.us/j/85140741270>

**I. Information Items**

Action	Presenter	Academic Year
Information Item	Dir. Jean New Berry	2025--2026
<b>Summary</b>		
<b>Justification</b>		
<p>The AS in Respiratory Care and the AS in Cardiovascular Technology have split. All courses with RET prefixes are now Respiratory Care only. With this, the RET department rearranged all of the topics for the program and realigned them over the curriculum. Topic outlines and course learning objectives were revised to reflect the realignment and change in focus.</p> <p>RET 1007 Respiratory Care Pharmacology- Topic Outline, Course Learning Outcomes</p> <p>RET 1024 Introduction to Cardiopulmonary Technology- Topic Outline, Course Learning Outcomes</p> <p>RET 1275C Clinical Care Techniques- Topic Outline, Course Learning Outcomes</p> <p>RET 1485 Cardiopulmonary Anatomy and Physiology- Topic Outline, Course Learning Outcomes</p> <p>RET 1832L Clinical Practicum I- Topic Outline, Course Learning Outcomes</p> <p>RET 2234C Respiratory Therapeutics- Topic Outline, Course Learning Outcomes</p> <p>RET 2244 Critical Care Applications- Topic outline, Course Learning Outcomes</p> <p>RET 2264 Advanced Mechanical Ventilation- Topic Outline, Course Learning Outcomes</p> <p>RET 2264L Advanced Mechanical Ventilation Laboratory- Topic Outline, Course Learning Outcomes</p> <p>RET 2714 Neonatal-Pediatric Respiratory Care- Topic Outline, Course Learning Outcomes</p> <p>RET 2295 Pulmonary Studies- Topic Outline, Course Learning Outcomes</p> <p>RET 2874L Clinical Practicum II- Topic Outline, Course Learning Outcomes</p> <p>RET 2875L Clinical Practicum III- Topic Outline, Course Learning Outcomes</p> <p>RET 2876L Clinical Practicum IV- Topic Outline, Course Learning Outcomes</p> <p>RET 2930 Respiratory Care Practitioner as a Professional- Topic Outline, Course Learning</p>		

Outcomes		
Decision	Motion	Comments
Choose an item.		

Action	Presenter	Academic Year
Information Item	Prof. Randy Moffet	2025--2026
Summary		
<p><b>Justification:</b>                      Economics faculty performed a 5-year review and found the current Outline and Learning Objectives do not really line up with other institutions' stated LO. We felt the current LO were too specific and too numerous. We decided they should be updated to the proposed set. Everything in the current LO will still be covered and these proposed more general LO do include all of the items in the previous LO. The proposed LOs combine many of the current LO and reduce the number of LO while not removing any of the material. The proposed LO also use wording that is more in line with current standards for Learning Objectives.</p> <p><b>Courses:</b>                      ECO 2013 Macroeconomics - Topic Outline, Course Learning Outcomes                      ECO 2023 Microeconomics- Topic Outline, Course Learning Outcomes</p>		
Decision	Motion	Comments
Choose an item.		

Action	Presenter	Academic Year
Information Item	Dr. Matthew Vivyan	2025--2026
Summary		
<p><b>Justification:</b>                      The department has conducted a review of the course learning outcomes. The revised learning outcomes emphasize the acquisition of skills in historical thinking and inquiry-based learning.</p> <p><b>Courses:</b>                      AMH 2010 History of the US to 1877: Course Learning Outcomes, GE Competency                      AMH 2020 History of the US from 1877: Course Learning Outcomes, GE Competency</p>		

Decision	Motion	Comments
Choose an item.		

Action	Presenter	Academic Year
Information Item	Dr. Martin McClinton	2025--2026
Summary		
<p>This procedure and requirements provide students, administrators, faculty, and staff with information concerning credit review. This procedure does not address course credit for work experience or life experience.</p>		
Decision	Motion	Comments
Choose an item.		

**II. Course Change Proposals**

Action	Presenter	Academic Year
Course Change	Prof. Lenny Owens/ Prof. Jeremy Pilarski	2025--2026
Summary		
<p>For the English Department's Creative Writing courses (CRW 2001 - Creative Writing I, CRW 2002 - Creative Writing II, and CRW 2300 - Intro to Poetry Writing), we are requesting that each course be designated as Writing Intensive within the college's General Education curriculum starting with the 25-26 academic year.</p>		
<p><b>Justification (CRW 2001, 2002, 2300):</b></p>		

The English Department regularly offers three creative writing courses (CRW 2001 - Creative Writing I, CRW 2002 - Creative Writing II, and CRW 2300 - Intro to Poetry Writing), and each of these courses pushes students to engage in multilayered drafting, revising, and editing processes as well as extensive peer review activities.

Professors who teach these courses report that their students commonly complete 10,000-15,000 words of writing across a wide variety of assignments, including creative drafts, discussion posts, peer critiques, research projects, literary analyses, reflections, and final portfolios of polished creative work. All of this writing necessitates that students in CRW courses develop effective methods for writing, reviewing, and revising their own work along with providing constructive feedback on their classmates' writing.

Students finish CRW courses with a comprehensive portfolio that includes several polished pieces of their own creative writing. Portfolios require students to complete extensive revisions based on suggestions from peers and their instructor. One professor reports that students complete at least 40 pages of writing overall leading up to their final portfolio; another professor shared one student's final portfolio that was well over 100 pages. A student's final portfolio serves as a cumulative artifact for all

the writing they've completed, and it includes multiple thoroughly revised pieces of creative writing ready to submit for publication in literary journals should students choose.

In a CRW course, students write for each assignment. They are writing from a semester's start to its finish. After all this, students leave CRW courses not only having honed an effective process for drafting and revising their own creative writing, but also having further mastered skills that are essential for success in any academic or professional writing genre.

The English Department is requesting that our Creative Writing courses (CRW 2001 - Creative Writing I, CRW 2002 - Creative Writing II, and CRW 2300 - Intro to Poetry Writing) be designated as Writing Intensive in FSW's General Education Curriculum.

As noted in the above justification for this course proposal, students in these courses submit various writing assignments that, in total, exceed FSW's current 4,000-word minimum threshold for Writing Intensive courses. Additionally, the focus of any of our department's CRW courses is on helping students establish a robust writing process that can be useful in many communication scenarios. For example, three of the current course outcomes for CRW 2001 are based on students' writing, reading, and revising processes:

- Students must show the ability to edit and revise their own creative work.

- Students will demonstrate the ability to communicate effectively.
- Students will demonstrate the ability to analyze communication critically.

These CRW 2001 outcomes echo and build upon one of our department’s current Writing Intensive courses, ENC 1101 - Composition I:

- Students will apply rhetorical knowledge to communicate for a range of audiences and purposes.
- Students will employ critical thinking to analyze forms of communication.
- Students will engage in writing processes that involve drafting, revising, and reflecting.

Like all of our department’s Writing Intensive courses, our CRW courses require students to successfully demonstrate that they are able to critically consider their own writing and the writing of others.

In terms of the work students complete in CRW courses, these courses are fundamentally writing-intensive experiences, and should be designated as such to ensure that students receive Writing Intensive credit toward their degrees and on their transcripts

Decision	Motion	Comments
Choose an item.		

Action	Presenter	Academic Year
Course Change	Dr. Mary Myers	2025--2026

**Summary**

**Justification**  
 This course was on the 2024 5-year deletion list. It was created in the first round of the BAS-IST that was approved by the curriculum committee but rejected at the state level. It was included in the BAS-IST program that was accepted by the state. This action will keep it current.

**Course:**  
 CNT 4254

Decision	Motion	Comments
Choose an item.		

**III. Program Change**

Action	Presenter	Academic Year
Program Change	Prof. Alisa Callahan	Choose an item.
Summary		
<p><b>Justification:</b>                      Personal Finance (FIN 2100) is a course that provides tremendous benefit for all students and should be highlighted as an elective option on the course catalog page. FIN 2100 was updated/redesigned for AY 24-25 and now the CLOs, topic outline, and course description should be improved to more closely align with the current course. FIN 3140 Personal Finance should be an elective option for students in the Baccalaureate degree. The department is proposing a new course to meet this elective option.</p> <p>Courses:                      Business Administration and Management, A.S.: Add FIN 2100 Personal Finance to “Electives”                      Supervision and Management, B.A.S.: Add FIN 3140 Personal Finance to “Electives”</p>		
Decision	Motion	Comments
Choose an item.		

Action	Presenter	Academic Year
Program Change	Dir. Lena Scott	2025--2026
Summary		
<p>The Cardiovascular Technology department is proposing a new track in Non-Invasive Science beginning in Catalog Year 2025-2026. Cardiovascular Technology (CVT) is a broad title that refers to the healthcare field where specialized technology and devices are utilized for the diagnosis and therapeutic procedures pertaining to cardiovascular disease. Cardiovascular Technology programs typically have two distinctions that are invasive and non-invasive; however, FSW currently only offers the invasive track. Our proposal is to create an additional cardiovascular technology program track. This program will offer an Associate of Science in</p>		

Cardiovascular Technology with a concentration in Non-Invasive Science aligned with our current program accreditation standards and requirements. The closest accredited school offering the non-invasive track is almost 3 hours away from Fort Myers. Other schools are between 3 – 6 hours away. Advisory Board membership from the Tampa region expressed great need for expanded programming in this area for them in particular, other members have also expressed similar need. Following degree completion, graduates will be able to sit for the RCS and RVS licensure exams. The curriculum plan will incorporate curriculum for both adult echocardiography and vascular technology with some overlap in the current Cardiovascular Technology (CVT) program curriculum. Graduates will have the opportunity to obtain two credentials with one degree. The Cardiovascular Technology program, including both invasive and non-invasive tracks will grow by expanding its intake of 20 additional students. The program will be able to offer a degree in either Invasive or Non-Invasive Cardiovascular Technology. Consequently, revenue from both program tracks will benefit the college and provide industry partners with highly skilled and qualified individuals to fulfill non-invasive, certified RCS and RVS, cardiovascular technologist roles. Meeting the critical need for 200 openings in the southwest region, and 4,141 openings in the state of Florida.

\*Please note that the revised catalog page notes changes to the distribution of credit hours in the Invasive Science track to make clear the distribution of hours in General Education and across both tracks. Course proposals to amend the hours for the following courses are forthcoming for the January

CC meeting:

- CVT 2420 Invasive Cardiology I
- CVT 2840L Cardiovascular Practicum II
- CVT 2421 Invasive Cardiology II
- CVT 2841L Cardiovascular Practicum III

#### **Associated Course Proposals**

##### **New Courses**

CVT 1840C Non-Invasive Pre-Practicum I  
 CVT 1615 Ultrasound Physics I  
 CVT 1842C Non-Invasive Pre-Practicum II  
 CVT 1616 Ultrasound Physics II

CVT 1660 Non-Invasive Cardiology I CVT 2620 Non-Invasive Cardiovascular Technology CVT 2270 Non-Invasive Pathophysiology CVT 2191L Non-Invasive Cardiology Applications I CVT 2192L Non-Invasive Cardiology Applications II CVT 2621 Non-Invasive Cardiology II CVT 2930 Advanced Cardiovascular Imaging CVT 2193L Non-Invasive Cardiology Applications III <b>Course Change(s)</b> CVT 1000 Introduction to Cardiovascular Technology- Course Description, Topic Outline, Course Learning Objectives CVT 2920 Cardiovascular Technologist as a Professional- Course Description, Topic Outline, Course Learning Objectives		
Decision	Motion	Comments
Choose an item.		

Action	Presenter	Academic Year
Program Change	Dr. Joyce Rollins	2025--2026
Summary		
<b>Justification:</b> Elementary Education, B.S.- Program Requirements This proposal seeks to remove EDF 2085 Introduction to Diversity for Educators as a program requirement in the B.S. in Elementary Education. The state of Florida removed this course as a state requirement in 2018. Institutions were allowed to keep it as a graduation requirement at their own discretion. Most state institutions have now ceased to require it in response to Florida's ban on DEI courses.		
Decision	Motion	Comments
Choose an item.		

Action	Presenter	Academic Year
Program Change	Dir. Cristy Estes	2025--2026

**Summary**

**Changes:**

Social and Human Service, AS: General Education Requirements, Program Requirements, spelling corrections in Program Purpose section, Board Certification Opportunities, Graduation Requirements, Course Prerequisites.

**Justification:**

This proposal seeks to remove EDF 2085 Introduction to Diversity for Educators as a program requirement in the B.S. in Elementary Education. The state of Florida removed this course as a state requirement in 2018. Institutions were allowed to keep it as a graduation requirement at their own discretion. Most state institutions have now ceased to require it in response to Florida's ban on DEI courses.

Decision	Motion	Comments
Choose an item.		