

FSW Curriculum Committee Meeting

February 28, 2025

<https://fsw.zoom.us/j/85140741270>.

I. Information Items

Action	Presenter	Academic Year
Information Item	Dr. Martin McClinton/Dr. Rebecca Harris	2025--2026
Summary		
<p>General Education Update Jeanne Cortes, Executive Assistant to the Vice President of Academic Affairs Date: 17 February 2025 RE: General Education and Associate in Arts Program Catalog Pages and Course Learning Outcomes</p> <hr/> <p>Issue to be Resolved: During the Spring and Fall 2024 semesters, FLDOE requested updates to the general education program based on state rule (6A-13.0303) and state statute (1007.25, 1007.55). The college accordingly has updated its general education program, as well as the learning outcomes in some general education courses per their request.</p>		
Decision	Motion	Comments
Choose an item.		

Action	Presenter	Academic Year
Information Item		2025--2026
Summary		

Foreign Language Requirement

Memorandum

From: Dr. Rebecca Harris, Assistant Vice President, College Curriculum and Academic Enhancement

To: Dr. Judith Bilsky, Vice President, Academic Affairs

CC: Prof. Jeremy Pilarski, Chair, Curriculum Committee

Dr. Martin McClinton, Associate Vice President, Academic Affairs

Dr. Brenda Knight, Registrar

Andrae Jones, Director of Student Technology and Strategy

Dr. Christy Gilfert, Associate Vice President, Student Success

Alex Schimel, Director of Advising

Jeanne Cortes, Executive Assistant to the Vice President of Academic

Affairs Date: 17 February 2024

RE: Foreign Language Competency

Issue to be Resolved: Per s. 1007.262, coursework for an Associate in Arts degree must include demonstration of competency in a foreign language. Currently, FSW students can meet the foreign language requirement in the following ways:

- 2 years of the same High School Foreign Language, or
- Documented foreign language proficiency through testing, or
- 2 semesters of the same College Level Foreign Language (level II proficiency), or
- Level II proficiency - this criterion occurs when a student has completed the second course of a sequence of college foreign language without completing the first course. For example, if a student has successfully completed a college-level Spanish II but not Spanish I, then the student has met the Foreign Language Competency requirement.

Students whose first language is not English and/or who were educated in a foreign country are not well-covered by this policy and may end up taking unnecessary placement exams or courses. Furthermore, additional clarity is needed in the language for satisfying the requirement in high school.

Recommendation: Amend the Foreign Language requirement language to include the following:

The Foreign Language Competency Requirement may be met by:

- Successful completion of 2 years of the same High School Foreign Language**, or
- Documented foreign language proficiency through credit by exam (for example, CLEP or FLATS), or
- Successful completion of 2 semesters of the same College Level Foreign Language (level II proficiency), or
- Level II proficiency - this criterion occurs when a student has completed the second course of a sequence of college foreign language without completing the first course. For example, if a student has successfully completed a college-level Spanish II but not Spanish I, then the student has met the Foreign Language Competency requirement.

- Presentation of a valid non-English high school diploma (including but not limited to students who have earned a GED in Spanish or French) or higher credential from a foreign country.
- Successful completion (grade of “C” or better) of any required English for Academic Purposes (EAP) course as determined by placement testing.
- A minimum of 8 college level transfer credits earned at a postsecondary institution where the primary language of instruction is not in English.

**Students who have completed the second level of a foreign language course or higher with a grade of ‘D’ or better during high school have satisfied the foreign language requirement. Students may take high school courses as early as the sixth grade. If a course is on the student’s high school transcript upon admission, it is considered a high school course.

Decision	Motion	Comments
Choose an item.		

Action	Presenter	Academic Year
Information Item	Prof. Corey Lehigh	2025--2026
Summary		
BSC 1085, 1086		

Curriculum Proposal Cover Sheet Type of Proposal: Course- Information Item Department:
 Biological Sciences Department Chair/Program Director Signature: Dean Signature: Curriculum
 Committee Approval: Notes: Vice President of Academic Affairs Signature:
 Dr. Gerald Anzalone (Jan 31, 2025 11:08 EST) Dr. Gerald Anzalone

Florida SouthWestern State College Curriculum Proposal

Type of Proposal

Course- Information Item

Department

Biological Sciences

Chair

Dr. Gerry Anzalone

Dean

Dr. Libby Schott

Proposer

Prof. Corey Lehigh

Presenter

Prof. Corey Lehigh

New Course(s)

Course Change(s)

BSC 1085C Anatomy and Physiology I: General Education Competency

BSC 1086C Anatomy and Physiology II: General Education Competency

Course Discontinuation(s)

Implementation Term: Fall 2025

Justification

At present, the course competencies may not fully align with how our courses are structured and taught, which could pose challenges as we approach new accreditation standards. Updating these competencies now will help ensure better alignment for the future.

Currently, A&P I lists two general competencies in the syllabus: Communicate and Think Critically. It is being suggested that we reduce these to one, with Evaluate as the proposed new competency.

For A&P II, the syllabus lists Research and Think as competencies. Since this course does not center on research and only incorporates a research paper as an aspect of evaluation, the

recommendation is to change the competency to Think Critically, as this more accurately reflects A&P II's critical thinking focus.

Designation(s): BSC 1085C- General Education, Core; BSC 1086C- General Education, Institutional

Course: BSC 1085C Anatomy and Physiology I

Course Description This course is the first part of a two-semester sequence in which students examine human anatomy and physiology through a systems approach based on the interaction between form and function, from the microscopic components of cells and tissues to the organismal level. Emphasis is placed on histology and the integumentary, skeletal, muscular, and nervous systems. Students will apply the principles of the scientific method to explain anatomical and physiological concepts.

Topic Outline Introduction to biology and chemistry Introduction to anatomy and physiology
Tissues Integumentary system Skeletal System Muscular system Nervous system Special senses

Course Learning Outcomes General Education Core Course State Standards In accordance with Florida Statute 1007.25, this course satisfies the General Education core in Distribution Area Natural Science and meets the state outcomes for BSC 1085C. Student Learning Outcomes: Students will identify cell structures and describe their functions. Students will distinguish tissues by structure, location in the body, and contrast their normal physiology. Students will demonstrate an understanding of anatomical structure, organization of the body, cavities, planes, and directional terms. Students will identify and describe structures of integumentary, skeletal, muscular, and nervous systems. Students will interpret the functions of the integumentary, skeletal, muscular, and nervous systems. Students will explain how the components of the human body maintain homeostasis.

Students will analyze and interpret physiological data. All courses at Florida SouthWestern State College contribute to the General Education Program by meeting one or more of the following General Education Competencies: Communicate clearly in a variety of modes and media.

Research and examine academic and non-academic information, resources, and evidence. Evaluate and utilize mathematical principles, technology, scientific and quantitative data. Analyze and create individual and collaborative works of art, literature, and performance. Think critically about questions to yield meaning and value. Investigate and engage in the transdisciplinary applications of research, learning, and knowledge. Visualize and engage the world from different historical, social, religious, and cultural approaches. Engage meanings of

active citizenship in one's community, nation, and the world. **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: **Evaluate** Develop a vocabulary of appropriate terminology to communicate human anatomy and physiology information effectively.

Correlate selected anatomical structures to their physiological functions by evaluating the chemical, cellular, and tissue levels of structural organization and the skeletal, muscular, and nervous systems. Apply the principle of homeostasis and feedback loops to specific physiological systems in the human body. Infer interrelationships within and between the human body's specified anatomical and physiological systems. Synthesize ideas to connect functional anatomy and physiology to real-world situations and homeostatic imbalances. Demonstrate laboratory procedures to examine chosen anatomical structures and evaluate designated physiological functions on the histological and gross anatomical levels.

Course Assessment Statement This course will be assessed by a combination of class participation, graded homework assignments, module/unit quizzes/exams, graded labs, and/or a comprehensive final exam.

Prerequisites Demonstration of readiness for college-level computation and communication.

Corequisites None

Credit Hours 4 (3 lecture, 2 lab)

Contact Hours 5

Faculty Workload Hours 5

Other General Education- Core

Course: BSC 1086C Anatomy and Physiology II

Course Description This is part two of a two-semester course in Anatomy and Physiology primarily intended for health science majors, designed to be the sequel to BSC 1085C. This combined lecture/lab course covers the following topics: endocrine system, cardiovascular system, lymphatic and immune systems, respiratory system, digestive system, nutrition, urinary system, fluids, electrolytes, acid-base balance, reproduction, growth and development.

Topic Outline Endocrine system Cardiovascular system Lymphatic and immune system Respiratory system Digestive system Nutrition Urinary system Fluids, electrolyte and acid-base balance Reproductive system Growth and development

Course Learning Outcomes All courses at Florida SouthWestern State College contribute to the General Education Program by meeting one or more of the following General Education Competencies: **Communicate** clearly in a variety of modes and media. **Research** and examine academic and non-academic information, resources, and evidence. **Evaluate** and utilize mathematical principles, technology, scientific and quantitative data. **Analyze** and create individual and collaborative works of art, literature, and performance. **Think** critically about questions to yield meaning and value. **Investigate** and engage in the transdisciplinary applications of research, learning, and knowledge. **Visualize** and engage the world from different historical, social, religious, and cultural approaches.

Engage meanings of active citizenship in one's community, nation, and the world. **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: **Think** Develop a vocabulary of appropriate terminology to communicate human anatomy and physiology information effectively. Correlate selected anatomical structures to their physiological functions by evaluating the endocrine, blood, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems and related concepts. Apply the principle of homeostasis and feedback loops to specific physiological systems in the human body. Infer interrelationships within and between the human body's specified anatomical and physiological systems. Synthesize ideas to connect functional anatomy and physiology to real-world situations and homeostatic imbalances. Demonstrate laboratory procedures to examine chosen anatomical structures and evaluate designated physiological functions on the histological and gross anatomical levels.

Course Assessment Statement This course will be assessed by a combination of class participation, graded homework assignments, module/unit quizzes/exams, graded labs, and/or a comprehensive final exam.

Prerequisites BSC 1085C OR BSC 1093C with a grade of "C" or better.

Corequisites None

Credit Hours 4

Contact Hours 5 (3 lecture, 2 lab)

Faculty Workload Hours 5

Other General Education- Institutional

Decision	Motion	Comments
Choose an item.		

Action	Presenter	Academic Year
Information Item	Prof. Kelsea Cid	2025--2026
Summary		

MGF 1130 and 1131

The proposed updates focus on streamlining the course objectives to enhance clarity, alignment, and flexibility. By removing redundancies with the required state objectives, we ensure that the course content remains focused on essential learning outcomes without unnecessary overlap. Objectives have also been rephrased into more assessable language, facilitating clearer expectations for students and more consistent assessment across sections.

Additionally, references to content specific to our current textbook have been removed. This change allows for greater adaptability in the future, should we choose to adopt a new textbook or instructional materials. This flexibility supports both faculty autonomy and the ability to incorporate diverse resources that meet evolving student needs.

The revised objectives emphasize core content that all sections must cover while preserving opportunities for instructors to integrate topics that align with their individual expertise and interests. This balance ensures consistency in learning outcomes across all sections, fostering equity and reliability in student achievement.

Finally, these updates align with our institutional goals to achieve Quality Matters (QM) certification for our master course shells. By ensuring the objectives are measurable, clearly defined, and tied to meaningful competencies, we take a significant step toward meeting QM standards and enhancing the overall quality of our course offerings.

These revisions provide a streamlined, flexible, and quality-focused framework for the course, benefiting both faculty and students while supporting broader

Decision	Motion	Comments
Choose an item.		

Action	Presenter	Academic Year
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Information Item	Dr. Brian O'Reilly	2025--2026
Summary		
<p>Curriculum Proposal Cover Sheet Type of Proposal: Program- Information Department: Public Safety Administration Department Chair/Program Director Signature: Dean Signature: Curriculum Committee Approval: Notes: Vice President of Academic Affairs Signature: Brian O'Reilly (Jan 31, 2025 11:28 EST) Brian O'Reilly Mary Myers (Jan 31, 2025 11:33 EST) Mary Myers</p> <p>Florida SouthWestern State College Curriculum Proposal</p> <p>Type of Proposal Program- Information Item</p> <p>Department Public Safety</p> <p>Chair Dr. Brian O'Reilly</p> <p>Dean Dr. Mary Myers</p> <p>Proposer Dr. Brian O'Reilly</p> <p>Presenter Dr. Brian O'Reilly</p> <p>New Program</p> <p>Program Change(s) Bache lor of Applied Science Public Safety Administration</p> <p>Program Discontinuation(s)</p> <p>Implementation Term: Fall 2025</p> <p>CIP Code 43.999</p> <p>Justification The current PAD courses are outdated and in need of redesign. Dr. O'Reilly is currently in the process of doing so, and in order to provide the best possible learning experience/classes for the</p>		

students, the program learning outcomes need to be updated to ensure alignment of all courses to the goals of the program.

*Please note that an equivalent course, ENC 2210, has been added to the prerequisite language on the associated course proposals and on the program page.

Associated Course Proposals

New Courses

Course Change(s)

PAD 4878 Public Safety Administration Capstone- Course Learning Outcomes

PAD 4414 Human Resources in Public Service- Course Learning Outcomes

PAD 3711 Technology in the Public Sector- Course Learning Outcomes

PAD 3113 Executive Leadership - Course Learning Outcomes

PAD 3003 Introduction to Public Administration- Course Learning Outcomes

DSC 1006 Introduction to Homeland Security - Course Learning Outcomes

Course Discontinuation(s)

Implementation Term: Fall 2025

Course: PAD 4878 Public Safety Administration Capstone

Course Description During the course, the student will complete a professional project applying the knowledge gained from the core courses under the direction of a professor. Successful completion of the course requires demonstration of achievement of program learning outcomes. Student and professor feedback regarding the program will be obtained during the course and used for program improvement.

Topic Outline Research Methods Global, domestic, and industry trends Organizational Competency Organizational Values and Culture Efficient and Effective Management

Course Learning Outcomes All courses at Florida SouthWestern State College contribute to the General Education Program by meeting one or more of the following General Education Competencies: Communicate clearly in a variety of modes and media. Research and examine academic and non-academic information, resources, and evidence. Evaluate and utilize mathematical principles, technology, scientific and quantitative data. Analyze and create individual and collaborative works of art, literature, and performance. Think critically about questions to yield meaning and value. Investigate and engage in the transdisciplinary applications of research, learning, and knowledge. Visualize and engage the world from

different historical, social, religious, and cultural approaches. Engage meanings of active citizenship in one's community, nation, and the world.

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** Prepare in oral and written form a public safety administration proposal to identify a problem and a proposed solution. Utilize academic research databases to locate credible and applicable sources about issues in public safety. **B. Other Course Objectives/Standards** Establish the potential legal, organizational, economic, political, technology, and ethical/moral issues associated with your proposed solution. Demonstrate critical thinking skills by detailing why your proposed solution is viable. Establish an understanding of the historical issues associated with the problem and what will occur if you do not make any changes. Identify and describe the various stakeholders involved in the proposal. Illustrate the various resources needed to solve the problem and whether it is financially feasible. Formulate the leadership qualities needed in order to implement your changes/solutions to the problem and the leadership qualities needed to overcome resistance. Discuss any potential difficulties with the implementation of your solutions coupled with any future research/examination that should be conducted. Predict and examine how the proposed solutions will be evaluated and by whom.

Course Assessment Statement Under each module in the course shell there are the various related assignments. 1. This is an intense course and measures the student's ability to demonstrate competency of all the Program Outcomes of the Public Safety Administration Program by writing an "Analytical Research Project." 2. The Analytical Research Project examines a "real life" problem facing a public safety agency in South West, Florida and offers solutions to this problem through proper research techniques. A public safety agency is defined as law enforcement, corrections, courts, EMS, fire, or emergency management. 3. All assignments are due on Sunday and need to be submitted on time. 4. Any Sunday weekly assignment not submitted by the due date and time will be regarded as a warning there may be failure to properly perform the requirements of the course. 5. Two consecutive Sunday weekly assignments not submitted by the due date and time will result in course failure. 6. For the Fall and Spring semesters attendance at all classroom sessions is Mandatory. For the Summer online version of the Capstone there is a special four hour classroom session offered before the

beginning of the semester to walk students through the entire Capstone and cover the material that is covered in the mandatory Fall and Spring courses. Although not mandatory, it is HIGHLY recommended to attend for successful completion of the Capstone. This class covers: a. The formulation of a proper problem statement.

b. How to write a proper historical background of the problem. c. How to use the correct Case Studies and Literature Reviews. d. How to establish proper alternatives as solutions to this problem. e. An explanation of the methodology used in determining the best possible alternative (i.e. Quantitative Comparative Analysis.) f. An examination of the Scores to be used in the Quantitative Comparative Analysis. g. Instructions for conducting proper interviews for the legal and financial weighting of the scores and instructions for conducting proper organizational and political surveys for the weighting of the scores. h. Determining the best alternative through this research. i. How to write a proper implementation plan for the best possible alternative. j. How to write a proper evaluation plan for the best possible alternative. k. How to prepare the final Analytical Research Project for submission along with its Power Point, and Presentation.

7. Regarding letter "k" above, before beginning the course go to the "Media Gallery" to the left, and click on "PAD Final Project Presentation." This will provide you with how the finished project will be presented in the Power Point/Presentation. (your presence and the power point must both appear.) 8. In addition to submitting your weekly assignments to the assignment submission areas, please provide a copy of each assignment to my FSW email at rhworch1@fsw.edu. This does not replace the assignments being submitted to the course shell. The Final Grade for this course is determined by: 50% for the completed Analytical Research Project 40% for the completed Analytical Research Project Presentation 10% for the completed Analytical Research project Power Point

Prerequisites All General Education Core and Public Safety Degree Core coursework must be completed prior to enrollment. Public Safety Administration elective courses and foreign language courses may be taken concurrently. Prior to enrolling in any upper level course (course number beginning with a 3 or 4), students must complete the following courses with a grade of "C" or better: ENC 1101, ENC 1102 OR ENC 2210, and three semester hours of college level mathematics; or permission from the appropriate academic Dean.

Corequisites None

Credit Hours 3

Contact Hours 3

Faculty Workload Hours 3**Other** N/A**Course:** PAD 4414 Human Resources in Public Service**Course Description** This course is an introduction to the history of government employment and the structure and role of the American Civil Service. It explores the role of personnel policies and the rights and responsibilities of public servants and their effect on public service on American society.**Topic Outline** Learn principles and process of human resource management Understand the human resource functions within an organization Understand the theories of human resource management Identify ethical situations related to human resource management Understand human diversity in relation to human resource management Understand recruitment, selection, and retention of personnel**Course Learning Outcomes** All courses at Florida SouthWestern State College contribute to the General Education Program by meeting one or more of the following General Education Competencies:

Communicate clearly in a variety of modes and media. **R**esearch and examine academic and non-academic information, resources, and evidence. **E**valuate and utilize mathematical principles, technology, scientific and quantitative data. **A**nalyze and create individual and collaborative works of art, literature, and performance. **T**hink critically about questions to yield meaning and value. **I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge. **V**isualize and engage the world from different historical, social, religious, and cultural approaches. **E**ngage meanings of active citizenship in one's community, nation, and the world. **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: **V**isualize Analyze laws, regulations, risk management and best practices regarding employment, working conditions, employee benefits and retirement, hiring/firing practices, discipline, and labor relations. **B. Other Course Objectives/Standards** Analyze the changing environment, key principles, technological advances, operating characteristics, and importance of human resource management (HRM) as it applies to public safety agencies. Identify ways in which conduct on behalf of public safety employees can expose their employer

to liability and the steps/measures public safety administrators/human resources can take to limit said liability. Recognize best practices to improve training, needs analyses, recruitment and retention while reducing turnover rates and absenteeism within public safety agencies. Examine the pitfalls of lowering employment standards and hiring unqualified public safety employees. Determine the importance and necessity of onboarding, training, career development, and succession training to employees. Recognize the role of performance appraisals and compensation within public safety agencies.

Course Assessment Statement Under each module in the course shell there are the various related assignments. Each particular assignment is assessed and graded according to the criteria listed on the related rubric within the Canvas shell. Essay assignments submitted late will lose 5% a day up to four days. After four days the assignment will receive a zero. Discussion assignments cannot be submitted late and any discussion assignment submitted late will receive a zero. Final papers/projects must be submitted by the due date and time and cannot be accepted late for any reason. For ground and blended sections of this course, grades will be entered for each class requiring class participation and attendance.

Prerequisites Prior to enrolling in any upper level course (course number beginning with a 3 or 4), students must complete the following courses with a grade of "C" or better: ENC 1101, ENC 1102 OR ENC 2210, and three semester hours of college level mathematics; or permission from the appropriate academic Dean.

Corequisites None

Credit Hours 3

Contact Hours 3

Faculty Workload Hours 3

Other N/A

Course: PAD 3711 Technology in the Public Sector

Course Description This course examines the issues related to managing digital technology in the public sector. This course introduces students to e-government applications, including planning, procurement, implementation, evaluation, and limitations of information technologies.

Topic Outline Understand the variety and forms of information technology use in public services. Achieve an understanding of the issues and opportunities in e-government. Ability to plan, procure, implement, and evaluate the appropriate use of information technologies.

Course Learning Outcomes All courses at Florida SouthWestern State College contribute to the General Education Program by meeting one or more of the following General Education Competencies: **Communicate** clearly in a variety of modes and media. **Research** and examine academic and non-academic information, resources, and evidence. **Evaluate** and utilize mathematical principles, technology, scientific and quantitative data. **Analyze** and create individual and collaborative works of art, literature, and performance.

Think critically about questions to yield meaning and value. **Investigate** and engage in the transdisciplinary applications of research, learning, and knowledge. **Visualize** and engage the world from different historical, social, religious, and cultural approaches. **Engage** meanings of active citizenship in one's community, nation, and the world. **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: **Evaluate** Evaluate the growing use, importance, and applicability of Artificial Intelligence to public safety agencies. Analyze modern technologies and employment practices in order to illustrate how to improve the services offered, efficiency, and effectiveness of a public safety agency. **B. Other Course Objectives/Standards** Examine the benefits of allowing information technology specialists to be involved with agency decision making. Assess the importance of the use of social media by public safety agencies and appropriate agency websites. Summarize the importance of data collection and storage for public safety agencies. Assess the security measures to store data and sensitive information.

Course Assessment Statement Under each module in the course shell there are the various related assignments. Each particular assignment is assessed and graded according to the criteria listed on the related rubric within the Canvas shell. Essay assignments submitted late will lose 5% a day up to four days. After four days the assignment will receive a zero. Discussion assignments cannot be submitted late and any discussion assignment submitted late will receive a zero. Final papers/projects must be submitted by the due date and time and cannot be accepted late for any reason. For ground and blended sections of this course, grades will be entered for each class requiring class participation and attendance.

Prerequisites Prior to enrolling in any upper level course (course number beginning with a 3 or 4), students must complete the following courses with a grade of "C" or better: ENC 1101 , ENC

1102 OR ENC 2210, and three semester hours of college level mathematics; or permission from the appropriate academic Dean.

Corequisites None

Credit Hours 3

Contact Hours 3

Faculty Workload Hours 3

Other N/A

Course: PAD 3113 Executive Leadership

Course Description The purpose of this course is to provide a common foundation to students for understanding the role of the contemporary political executive with an emphasis on leadership, organization, personality and power, ideology, relationships, decision making, and policy creation.

Topic Outline The accountability of public leaders The role of federalism and state & local government

Understanding organizational design to master bureaucratic politics and power Limits of Administrative Law and other aspects of the legal and political environment The process of thinking critically and strategically and the reflective leadership component Behavioral aspects of managing human resources Mastering the ability to communicate to a variety of audiences beyond the organization

Course Learning Outcomes All courses at Florida SouthWestern State College contribute to the General Education Program by meeting one or more of the following General Education Competencies: **Communicate** clearly in a variety of modes and media. **Research** and examine academic and non-academic information, resources, and evidence. **Evaluate** and utilize mathematical principles, technology, scientific and quantitative data. **Analyze** and create individual and collaborative works of art, literature, and performance. **Think** critically about questions to yield meaning and value. **Investigate** and engage in the transdisciplinary applications of research, learning, and knowledge. **Visualize** and engage the world from different historical, social, religious, and cultural approaches. **Engage** meanings of active citizenship in one's community, nation, and the world. **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: **Investigate** Apply the principles of ethics and morality to leadership decision making. Assess different leadership theories and philosophies. **B. Other Course Objectives/Standards** Apply leadership and motivational skills. Exercise good decision making skills. Prepare and direct employees to achieve organizational goals. Analyze the need for leadership visions and mission statements. Use key elements of leader strategic conversations, such as open communication, asking questions, listening, candor, and telling stories to communicate effectively Articulate how a leader can overcome obstacles for effective and efficient teamwork and the skills needed to facilitate conflict resolution amongst team members. Acquire the capacity to think strategically and understand how leaders can effectively use power to improve the agency. Explain the leader's role in developing culture and effective followers, including how to use feedback and leadership coaching to help followers grow and achieve their potential.

Course Assessment Statement Under each module in the course shell there are the various related assignments. Each particular assignment is assessed and graded according to the criteria listed on the related rubric within the Canvas shell. Essay assignments submitted late will lose 5% a day up to four days. After four days the assignment will receive a zero. Discussion assignments cannot be submitted late and any discussion assignment submitted late will receive a zero. Final papers/projects must be submitted by the due date and time and cannot be accepted late for any reason. For ground and blended sections of this course, grades will be entered for each class requiring class participation and attendance.

Prerequisites Prior to enrolling in any upper level course (course number beginning with a 3 or 4), students must complete the following courses with a grade of "C" or better: ENC 1101 , ENC 1102 OR ENC 2210, and three semester hours of college level mathematics; or permission from the appropriate academic Dean

Corequisites None

Credit Hours 3

Contact Hours 3

Faculty Workload Hours 3

Other N/A

Course: PAD 3003 Introduction to Public Administration

Course Description This course provides a common foundation to students for understanding administration in the public sector. Among the themes, issues, and structures of public administration, the student will explore: the political system, the role of federalism and local government, bureaucratic politics and power, administrative law, ethics, and the various theories of administration that guide public managers. This course must be taken during the first semester of enrollment in the program.

Topic Outline The political system The role of federalism and local government
Bureaucratic politics and power Administrative law Ethics Various theories of administration and management that guide public managers

Course Learning Outcomes All courses at Florida SouthWestern State College contribute to the General Education Program by meeting one or more of the following General Education Competencies: Communicate clearly in a variety of modes and media. Research and examine academic and non-academic information, resources, and evidence. Evaluate and utilize mathematical principles, technology, scientific and quantitative data. Analyze and create individual and collaborative works of art, literature, and performance. Think critically about questions to yield meaning and value. Investigate and engage in the transdisciplinary applications of research, learning, and knowledge. Visualize and engage the world from different historical, social, religious, and cultural approaches. Engage meanings of active citizenship in one's community, nation, and the world. **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: **Engage** Compare and contrast public support and confidence for public sector agencies over time. Assess the difficulties faced by public administrators and agencies. Identify the roles that bureaucracy, regulation, and politics impact public safety administrators and agencies. **B. Other Course Objectives/Standards** Analyze the contributions of modern information technology as contrasted with historical (non-technology) public safety services delivery models Interpret the various laws associated with working in the public sector. Illustrate how modern management and leadership theories can improve the success of public agencies and employees. Identify and explain the components and issues surrounding unions, negotiating and the bargaining process. Formulate strategies to improve employee productivity, morale, and motivation. Justify the importance and necessity for public safety agencies to utilize social media.

Course Assessment Statement Under each module in the course shell there are the various related assignments. Each particular assignment is assessed and graded according to the criteria listed on the related rubric within the Canvas shell. Essay assignments submitted late will lose 5% a day up to four days. After four days the assignment will receive a zero. Discussion assignments cannot be submitted late and any discussion assignment submitted late will receive a zero. Final papers/projects must be submitted by the due date and time and cannot be accepted late for any reason. For ground and blended sections of this course, grades will be entered for each class requiring class participation and attendance.

Prerequisites Prior to enrolling in any upper level course (course number beginning with a 3 or 4), students must complete the following courses with a grade of "C" or better: ENC 1101 , ENC 1102 OR ENC 2210, and three semester hours of college level mathematics; or permission from the appropriate academic Dean.

Corequisites None

Credit Hours 3

Contact Hours 3

Faculty Workload Hours 3

Other N/A

Course: DSC 1006 Introduction to Homeland Security

Course Description This course introduces students to the vocabulary and important components of homeland security. It identifies the important agencies associated with homeland security and their inter-related duties and relationships. Students examine historical events that impact homeland security; explore state, national, and international laws impacting homeland security; and examine the most critical threats confronting homeland security.

Topic Outline Outline characteristics of terrorism Outline historical timeline of domestic and international terroristic events and governmental response Classify roles and responsibilities of local, national, and international agencies countering terrorism Identify characteristics, ideologies, motivations, and behaviors of extremist/terroristic groups Identify effective strategies for generating useful information for local, national, and international law enforcement agencies

Course Learning Outcomes All courses at Florida SouthWestern State College contribute to the General Education Program by meeting one or more of the following General Education

Competencies: Communicate clearly in a variety of modes and media. Research and examine academic and non-academic information, resources, and evidence. Evaluate and utilize mathematical principles, technology, scientific and quantitative data. Analyze and create individual and collaborative works of art, literature, and performance. Think critically about questions to yield meaning and value. Investigate and engage in the transdisciplinary applications of research, learning, and knowledge. Visualize and engage the world from different historical, social, religious, and cultural approaches. Engage meanings of active citizenship in one's community, nation, and the world. **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** Describe the structure, components, ideology, tools, financing, and viability of terrorist organizations. Explain the various policies, organizations, and procedures undertaken by the U.S. Government in order to reduce the likelihood of a terrorist attack/other threats to national security and apprehend terrorists/law violators. Differentiate between the various forms of terrorism and terrorist groups along with examining their impact on the United States. Compare and contrast right wing and left wing domestic terrorist organizations within the United States. **B. Other Course Objectives/Standards** Illustrate the impact of the 9/11 attacks on the U.S., its cities, its businesses, and its citizens. Explain and discuss the mission of the Department of Homeland Security (DHS). Differentiate between soft and hard terrorist targets and identify why terrorist organizations choose specific targets. Evaluate why some people become terrorists and why some individuals may potentially betray their own governments. Analyze the components, practices, and mission of the Department of Homeland Security and Anti-Terrorism Organizations to protect the safety of the nation and its citizens. Identify and analyze the various forms of terrorism that could impact the United States and its citizens. Assess the vulnerability of the United States to terrorism/national security threats and how the DHS responds to these threats.

Analyze the origins, purpose, success, and failures of the Federal Emergency Management Administration.

Course Assessment Statement Under each module in the course shell there are the various related assignments. Each particular assignment is assessed and graded according to the criteria

listed on the related rubric within the Canvas shell. Essay assignments submitted late will lose 5% a day up to 7 days and after that the student will receive a 0. Discussion assignments simulate in person weekly classroom attendance and cannot be submitted late. Any discussion assignment submitted late will receive a zero. Final papers/projects must be submitted by the due date and are subject to a 10 point reduction per day they are late. However, the professor understands that certain life events may in fact occur that prohibits the timely submission of assignments/discussions/final papers/final projects and can modify this policy based upon the individual circumstances of the student on a case by case basis. For ground and blended sections of this course, grades will be entered for each class requiring class participation and attendance.

Prerequisites None

Corequisites None

Credit Hours 3

Contact Hours 3

Faculty Workload Hours 3

Other N/A

Public Safety Administration, BAS

Purpose

The Bachelor of Applied Science in Public Safety Administration (BAS PSAD) is designed to prepare individuals to be leaders and administrators in public safety related professions. Students enrolling in the program bring a variety of safety and security backgrounds to enrich the educational experience, including legal studies and law enforcement, corrections, fire science, and emergency medical services. The program provides a career and educational pathway for students who have earned an Associate in Science degree in a Public Safety discipline or an Associate in Arts with electives chosen from the Public Safety field.

Program Learning Outcomes

1. Apply public policy, laws, values, and ethics to operational dilemmas (PAD 4034, PAD 3033, PAD 3133).
2. Demonstrate executive leadership skills to improve public safety agencies (PAD 3133).
3. Formulate a public policy proposal (PAD 4034).
4. Demonstrate the concepts of strategic planning and emergency response to public safety policy and organization (PAD 4332).

5. Interpret laws and regulations regarding labor relations and the processes of hiring, firing, and disciplining employees to develop informed strategies and policies (PAD 4414, PAD 3033, PAD 3113).
6. Analyze and develop planning strategies in response to homeland security issues including public relations, terrorism and emergency management (PAD 3393 , PAD 3820 and PAD 3874).
7. Apply theories of ethics, supervision, management, administration, and leadership to public policy and operational dilemmas that promote effective public safety administration (PAD 3033, PAD 3113, PAD 4332, PAD 4414).
8. Demonstrate techniques/skills to improve community relations (PAD 3874).
9. Use agency budgeting and financial analysis concepts to optimize management decisions (PAD 3204).
10. Implement current technology practices and equipment to improve the effectiveness and efficiency of public safety agencies (PAD 3711).
11. Integrate knowledge, skills, and abilities learned to construct a research project (PAD 4878).

Program Structure

The program is a planned sequence of instruction consisting of 120 credit hours in the following areas: 36 credit hours of General Education Requirements, Additional Lower Division Requirements, 39 credit hours of Upper Division Program Requirements, and Additional Program Requirements.

The BAS PSAD program includes courses in public administration, strategic planning, finance and budgeting, human resource management, and homeland security. Courses are offered online or in a blend of online and traditional formats, in an accelerated eight-week fashion, to accommodate students' varying schedules and learning preferences.

Admission Requirements

1. Applicants must complete the Bachelor's Degree admissions application online, pay the \$30.00 application fee, and be accepted to Florida SouthWestern State College. Official transcripts from all previously attended colleges or universities must be sent directly to the Office of the Registrar.

Students are encouraged to apply for admission during the term in which they will complete their Associate degree program.

2. Applicants must have earned:

- a. Associate in Science degree in Criminal Justice Technology, Emergency Medical Services, Fire Science Technology, Paralegal Studies, or Crime Scene Technology (or a related public safety field) from any regionally accredited college or university, as defined by State Board of Education rule, with a minimum of 60 credit hours, **OR**
- b. Associate degree or higher from a regionally accredited college or university, which includes the completion of Florida State General Education Core Requirements. Students with a minimum of 60 hours, with all general education and prerequisite courses completed, may apply for admission. Such applicants must complete 12 credit hours in one of the following content areas:
- i. Criminal Justice
 - ii. Crime Scene Technology
 - iii. Paralegal Studies
 - iv. Fire Science
 - v. Emergency Medical Services
 - vi. A combination of the above content areas upon recommendation by the BAS Admissions Committee or approval by the appropriate academic Dean.
- OR**
- c. Associate degree or higher from a regionally accredited college or university, which includes the completion of Florida State of Florida General Education Core Requirements. Students with a minimum of 60 hours, with all general education and prerequisite courses completed, may apply for admission. Such applicants must have one of the following current certifications:
- i. Active national or state firefighter certification
 - ii. Active National Registry or Florida Emergency Medical Technician-Basic or Paramedic certification
 - iii. Active national or state eligible certification in law enforcement or corrections
 - iv. Previous certification which includes at least four years demonstrated work experience in one of the following:
 - 1. National or state firefighter certification
 - 2. National Registry or state firefighter certification
 - 3. National or state certification in law enforcement or corrections.
3. Applicants must have a minimum cumulative grade point average of 2.0 on a 4.0 scale.

Note: Applicants not meeting stated admission criteria may petition for program admittance if they feel there are mitigating circumstances. Applicants must submit an official petition form to the Office of Admissions.

Requirements to Enroll in Baccalaureate Courses

1. Upon admission to the BAS program, students must attend a required orientation session prior to enrollment in Upper Division (3000 and 4000 level) Program Requirements.
2. Students must complete ENC 1101 - Composition I, ENC 1102 - Composition II OR ENC 2210 Technical Communication (Recommended), and three credit hours of approved mathematics, all with a grade of "C "or higher, prior to enrollment in any Upper Division (3000 or 4000 level) Program Requirements. (Refer to the General Education Program Guide)
3. Students who are accepted under Admission Requirement 2.B. must complete 12 credit hours in a single Public Safety discipline, or a combination of courses as approved by the appropriate academic dean, within their first 12 credit hours of enrollment.
4. Cross-enrollment approval: Students must obtain prior approval to cross enroll (as a transient student) in courses intended to fulfill program requirements. Approval will be determined by the appropriate dean in collaboration with program faculty. Students initiate this process using Florida Virtual Campus: www.floridashines.org .
5. Students who have not fulfilled the State of Florida General Education Core requirements must complete them. Students who transfer to Florida SouthWestern State College with an Associate in Arts degree from a Florida College or a baccalaureate degree from a regionally accredited institution are considered to have met the General Education component of the degree. Students are permitted to complete remaining General Education courses while enrolled in the BAS program. Students who have previously earned an Associate in Arts or a baccalaureate degree from a college or university outside the State of Florida will be reviewed on a case-by-case basis to determine which courses will meet the 36-hour General Education Requirements. Students must have earned equivalent credit hours in each General Education category.
6. Prior to enrollment in PAD 4878 - Public Safety Administration Capstone, students must have completed all General Education Requirements and other Upper Division Program Requirements. PAD 4878 must be completed through Florida SouthWestern State College and is not eligible for cross-enrollment. This course should be taken in the last semester of the program.

Graduation Requirements

1. Students must fulfill all specific degree requirements of the program to be eligible for graduation.
2. Students must satisfactorily complete a minimum of 120 credit hours as outlined in the Public Safety Administration, BS program of study.
3. To satisfy residency requirements, a minimum of 15 credit hours of Upper Division Program Requirements and a minimum of 30 total credit hours must be completed at Florida SouthWestern State College.
4. Students must earn a minimum cumulative grade point average of 2.0 or higher on a 4.0 scale.
5. Students must earn a grade of "C" or better in all Upper Division (3000 or 4000 level) Program Requirements.
6. Students must complete the State of Florida General Education Core Requirements, including any assessment of General Education outcomes required by the College. Transfer courses will be reviewed for equivalency. Students who transfer to Florida SouthWestern State College with an Associate in Arts degree from a Florida College or a baccalaureate degree from a regionally accredited institution are considered to have met the General Education component of the degree.
7. Students must complete the State Civic Literacy Competency Requirement which is met by achieving a passing score on the Florida Civic Literacy Exam and by successfully passing a civic literacy course.
8. Students must successfully complete 12 semester hours of coursework demonstrating college level writing skills with a grade of "C" or better in order to meet the Writing Intensive Requirement. Six (6) credit hours must be taken in English Composition and six (6) credit hours must be taken in additional coursework that demonstrates college-level writing skills.
9. Students must satisfy the State Foreign Language Competency Requirement which is met by completing one of the following:
 - a. 2 years of the same High School Foreign Language, or
 - b. Documented foreign language proficiency through testing (for example, CLEP),
 - or c. 2 semesters of the same College Level Foreign Language (Level II proficiency).

Note: Students who wish to participate in the Commencement Ceremony must indicate their intention to attend the Commencement Ceremony by completing the Commencement Application by the published deadline.

Course Prerequisites

Many courses require prerequisites. Check the description of each course in the list below for prerequisites, minimum grade requirements, and other restrictions. Students must complete all prerequisites for a course prior to registering for it.

Lower Division Requirements

General Education Requirements (36 Credit Hours)

Refer to the FSW General Education Program Guide

Additional Lower Division Requirements

- 12 credit hours of Public Safety courses numbered from 1000-2999 with the following prefixes: BUL CCJ, CJC, CJE, CJJ, CJL, CJT, EMS, FFP, PLA, or PSE.

Upper Division Program Requirements: 39 Credit Hours

- PAD 3003 - Introduction to Public Administration **3 credits**
- PAD 3113 - Executive Leadership **3 credits**
- PAD 3204 - Financial Management in the Public Sector **3 credits**
- PAD 3393 - Principles of Crisis and Emergency Management **3 credits**
- PAD 3711 - Technology in the Public Sector **3 credits**
- PAD 3820 - Public Safety System Integration **3 credits**
- PAD 3874 - Community Relations - Theory and Practice **3 credits**
- PAD 4034 - Public Policy **3 credits**
- PAD 4332 - Strategic and Operational Planning **3 credits**
- PAD 4414 - Human Resources in Public Service **3 credits**
- PAD 4878 - Public Safety Administration Capstone **3 credits**
- Choose 6 credit hours of upper division (3000 or 4000 level) courses with these prefixes: ACG, DSC, FIN, GEB, ISM, MAN, MAR, MNA, PAD, or PSE.

Additional Program Requirements

Additional credit hours from courses numbered 1000-4999 to reach the 120 credit hours required for the degree.

Total Degree Requirements: 120 Credit Hours

Information is available online at: www.fsw.edu/academics or on the School of Business and Technology Home Page at: www.fsw.edu/sobt

Decision	Motion	Comments
Choose an item.		

Action	Presenter	Academic Year
Information Item	Dr. Brian O' Reilly	2025--2026

Summary

Public Safety, Criminal Justice, Crime Scene

Curriculum Proposal Cover Sheet Type of Proposal: Program- Information Department: Public Safety
 Department Chair/Program Director Signature: Dean Signature: Curriculum Committee Approval: Notes: Vice President of Academic Affairs Signature:
 Brian O'Reilly (Feb 18, 2025 08:53 EST)

Florida SouthWestern State College Curriculum Proposal

Type of Proposal Program- Information item

Department Public Safety, Criminal Justice, Crime Scene

Chair Dr. Brian O'Reilly

Dean Dr. Mary Myers

Proposer Dr. Brian O'Reilly

Presenter Dr. Brian O'Reilly

New Program

Program Change(s)

AS, Criminal Justice Technology- Information Item

AS, Crime Scene Technology- Information Item

Program Discontinuation(s)

Implementation Term: Fall 2025

CIP Code 1743010302 (Criminal Justice Technology); 1743040600 (Crime Scene Technology)

Justification

As departments are developing, revising, and implementing program learning outcomes, they will be

added to the Catalog pages for the program. This information item updates the catalog pages for the AS degrees in Crime Scene Technology and Criminal Justice Technology to include program learning outcomes.

Criminal Justice Technology, AS

Purpose

The Associate in Science (AS) in Criminal Justice Technology is designed for students seeking a professional career and prepares students to work in law enforcement, corrections, private/industry security, and other criminal justice, legal or public service-related fields. This program prepares students to work as criminal justice practitioners/supervisors/managers in law enforcement agencies, correctional institutions, juvenile courts, crime laboratories, and mobile units dealing with physical evidence, etc. and provides supplemental training for persons previously or currently employed in these occupations. The AS CRJT program may also be beneficial to professionals seeking incentive benefits or career enhancement in the field.

Program Learning Outcomes

1. Analyze the structure and functions of the criminal justice system, including law enforcement, police organization and administration, criminology, criminal law, juvenile delinquency, and the court system, to evaluate their interconnections and societal impact.
2. Apply key concepts in criminal law, investigations, corrections, evidence collection, and law enforcement practices while developing essential skills for the field, including communication and computer literacy.
3. Recognize and address human diversity and ethical issues within the criminal justice system to promote fairness in professional practice.

One or more College Credit Certificates are associated with this AS degree. Course Prerequisites

Many courses require prerequisites. Check the description of each course in the list below for prerequisites, minimum grade requirements, and other restrictions. Students must complete all prerequisites prior to registering for a course.

Graduation Requirements

Students must fulfill all requirements of their program to be eligible for graduation. General Education Requirements: 18 Credit Hours

- ENC 1101 - Composition I 3 credits
 - ENC 1102 - Composition II 3 credits
- OR*
- ENC 2210 - Technical Communication 3 credit (Recommended)
- General Education Core Natural Sciences 3 credits
 - General Education Core Mathematics 3 credits
 - General Education Core Social Sciences (Students required by F.A.C. 6A-10.02413 to demonstrate Civic Literacy should take AMH 2010, AMH 2020, or POS 2041) 3 credits
 - General Education Core Humanities 3 credits
-
- CCJ 1010 - Introduction to Criminology 3 credits
 - CCJ 1020 - Introduction to Criminal Justice 3 credits
 - CJC 1000 - Introduction to Corrections 3 credits
 - CJE 1300 - Police Organization and Administration 3 credits
 - CJE 1640 - Introduction to Crime Scene Technology 3 credits
 - CJE 2600 - Criminal Investigation Techniques 3 credits
 - CJE 2160 - Human Diversity within Public Safety 3 credits
 - CJJ 2002 - Juvenile Delinquency 3 credits
 - CJL 2100 - Criminal Law 3 credits
 - CJL 2130 - Criminal Procedure and Evidence 3 credits
- credits Specified Electives: 9 Credit Hours
- Choose one area of emphasis and complete the specified courses: Homeland Security
- DSC 1006 - Introduction to Homeland Security 3 credits
 - BUL 2241 - Business Law 3 credits
 - PLA 2202 - Torts 3 credits
 - PLA 2880 - Constitutional Law 3 credits
-
- CJE 2670 - Introduction to Forensic Science 3 credits
 - CJE 2671 - Latent Fingerprint Development 3 credits
 - CJE 2770 - Crime Scene Photography 3 credits
- credits General Criminal Justice

- Any 1000 or 2000 level courses not taken above with the following prefixes: BUL, CCJ, CJC, CJE, CJJ, CJL, DSC, EMS, FFP, PAD, PLA, or PSE 9 credits

Additional Electives: 3 Credit Hours

- MAN 2021 - Management Principles 3 credits

The Associate in Science (AS) in Crime Scene Technology program prepares students and professionals for further education and careers in criminalistics as a crime scene technician, photographer, or unit supervisor; fingerprint examiner, classification specialist, or lab assistant. Crime scene technologists can be employed by state attorneys, public defenders, medical examiners, law firms, and private industry.

1. Demonstrate proper procedures for documenting and preserving crime scene evidence using photography, video, and digital media to support investigative and legal processes.
2. Apply techniques for collecting, developing, and preserving physical evidence, including fingerprints and crime scene data.
3. Utilize crime scene safety protocols, mapping, measuring, logging, and report writing techniques to produce comprehensive and legally admissible documentation.
4. Understand the criminal justice system and its processes, from crime scene investigation to legal proceedings.

One or more College Credit Certificates are associated with this AS degree. Course Prerequisites

Many courses require prerequisites. Check the description of each course in the list below for prerequisites, minimum grade requirements, and other restrictions. Students must complete all prerequisites prior to registering for a course.

Graduation Requirements

Students must fulfill all requirements of their program to be eligible for graduation.

<p>General Education Requirements: 22 Credit Hours</p> <ul style="list-style-type: none"> ● ENC 1101 - Composition I 3 credits ● ENC 1102 - Composition II 3 credits <p><i>OR</i></p> <p>ENC 2210 - Technical Communication 3 credits (Recommended)</p> <ul style="list-style-type: none"> ● General Education Core Mathematics 3 credits ● General Education Core Natural Science Course 3 credits (Recommended: BSC 1010 and BSC 1010L 4 credits) ● General Education Natural Science Course 4 credits (Recommended: BSC 1084C or BSC 1085C or CHM 2025/CHM 2025L or CHM 2045/CHM 2045L) ● General Education Core Social Sciences (Students required by F.A.C. 6A-10.02413 to demonstrate Civic Literacy should take AMH 2010, AMH 2020, or POS 2041) 3 credits ● General Education Core Humanities 3 credits <ul style="list-style-type: none"> ● CCJ 1020 - Introduction to Criminal Justice 3 credits ● CJE 1640 - Introduction to Crime Scene Technology 3 credits ● CJE 2602 - Computerized Crime Scene Graphic Imaging and Documentation 3 credits ● CJE 2600 - Criminal Investigation Techniques 3 credits ● CJE 2643 - Advanced Crime Scene Technology 4 credits ● CJE 2649 - Forensic Death Investigation 3 credits ● CJE 2677 - Modern Fingerprint Technology 3 credits ● CJL 2610 - Courtroom Presentation of Scientific Evidence 3 credits ● CJE 2670 - Introduction to Forensic Science 3 credits ● CJE 2770 - Crime Scene Photography 3 credits ● CJE 2671 - Latent Fingerprint Development 3 credits <ul style="list-style-type: none"> ● Electives may be taken from any 1000 and 2000 level courses. Total Degree Requirements: 60 Credit Hours <p>Information is available online at: www.fsw.edu/academics/ or on the School of Business and Technology Home Page at: www.fsw.edu/sobt</p>		
Decision	Motion	Comments
Choose an item.		

Action	Presenter	Academic Year
Information Item	Prof. Alisa Callahan	2025--2026
Summary		
<p>New Program</p> <p>Program Change(s)</p> <p>AS, Business Administration and Management- Information Item</p> <p>CCC, Business Development and Entrepreneurship- Information Item</p> <p>CCC, Risk Management and Insurance Management- Information Item</p> <p>CCC, Small Business Management- Information Item</p> <p>AS, Accounting Technology- Information Item</p> <p>CCC, Accounting Technology Management- Information Item</p> <p>AS, Business Analytics- Information Item</p> <p>AS, Supply Chain Management- Information Item</p> <p>CCC, Logistics and Transportation Management- Information Item</p> <p>Program Discontinuation(s)</p> <p>Implementation Term: Fall 2025</p> <p>CIP Code</p> <p>Accounting Technology (1552030201)</p> <p>Accounting Technology Management (0552030205)</p> <p>Business Administration (1552020102)</p> <p>Business Development and Entrepreneurship (0552070306)</p> <p>Business Management (0552070101)</p> <p>Risk Management and Insurance Management (0552021501)</p> <p>Business Analytics (1530710200)</p> <p>Supply Chain Management (1652020901)</p> <p>Logistics and Transportation Specialist (0652020901)</p> <p>Justification</p>		

As departments are developing, revising, and implementing program learning outcomes, they will be added to the Catalog pages for the program. This information item updates the catalog pages for the programs listed above.

Action	Presenter	Academic Year
Course Change	Dr. Gus Cameron/Dr. Rebecca Harris	2025--2026

Summary

School of Allied Health – Advanced Medical Assisting, AS Certification – Degree Pathway

It is the intent of this agreement to provide individuals who successfully pass and obtain industry certifications in phlebotomy with college level course credit that can be applied towards the Advanced Medical Assisting, Associate in Science Degree (CIP 1351080103). This agreement is in alignment with Florida SouthWestern State College's vision of *providing innovative open-door pathways to prepare students to be knowledgeable, skilled and productive members of their communities*. This agreement also supports the College's Strategic Direction to *Expand Educational Access* by providing an avenue by which students with an industry certification can apply this to their certificate or degree program completion.

Request for Articulation Process:

- Students who wish to apply for articulated credit must make their request through the School of Allied Health Student Advisor.
- The Student Advisor will identify if the student meets the required criteria.
- The Student Advisor will complete the Request for Articulated Credit form and collect a copy of the student's current industry certification and forward documentation to the Advanced Medical Assisting Program Director.
- The Program Director will review, approve, and forward the information to the Dean or Associate Dean for signature.
- With the Dean's or Associate Dean's approval, the request and supporting documents will be sent to the Office of the Registrar for processing.

Provisions:

Based on the School of Allied Health Student Advisor's verification, students who have earned the relevant Phlebotomy Credentials will be awarded the following appropriate college credit towards the Advanced Medical Assisting, A.S Degree. **Industry Certification**

Course Prefix, Number and Name

Credits

- Certified Phlebotomy Technician (CPT)

MEA 1248C
Clinical 4

TOTAL CREDITS	Laboratory Procedures 4
Decision	Motion Comments
Choose an item.	

II. Course Change

Action	Presenter	Academic Year
Course Change	Dr. Mary Myers	2025--2026
Summary		
<p>Curriculum Proposal Cover Sheet Type of Proposal: Course- Change Department: School of Business and Technology Department Chair/Program Director Signature: Dean Signature: Curriculum Committee Approval: Notes: Vice President of Academic Affairs Signature:</p> <p>Florida SouthWestern State College Curriculum Proposal</p> <p>Type of Proposal Course- Change Department School of Business and Technology Chair Dr. Mary Myers Dean Dr. Mary Myers Proposer Dr. Mary Myers/AVP Whitney Rhyne Presenter Dr. Mary Myers/AVP Whitney Rhyne</p> <p>New Course(s) Course Change(s) CNT 1949 Networking Internship I- Course Description, Course Learning Outcomes, Course Assessment Statement, Topic Outline, Prerequisite CNT 2949 Networking Internship II- Course Description, Course Learning Outcomes, Course Assessment Statement, Topic Outline, Prerequisite COP 1949 Computer Programming Internship I- Course Description, Course Learning Outcomes, Course Assessment Statement, Topic Outline, Prerequisite ETD 1949 Engineering Technology Internship I- Course Description, Course Learning Outcomes, Course Assessment Statement, Topic Outline, Prerequisite ETD 2949 Engineering Technology Internship II- Course Description, Course Learning Outcomes, Course Assessment Statement, Topic Outline, Prerequisite</p>		

GEB 1949 Business Internship I- Course Description, Course Learning Outcomes, Course Assessment Statement, Topic Outline, Prerequisite

GEB 1949 Business Internship II- Course Description, Course Learning Outcomes, Course Assessment Statement, Topic Outline, Prerequisite

MAN 1949 Management Internship I- Course Description, Course Learning Outcomes, Course Assessment Statement, Topic Outline, Prerequisite

MAN 3949 Business Internship II- Course Description, Course Learning Outcomes, Course Assessment Statement, Topic Outline, Prerequisite

PAD 4949 Public Safety Administration Internship II- Course Description, Course Learning Outcomes, Course Assessment Statement, Topic Outline, Prerequisite

Course Discontinuation(s)

Implementation Term: Fall 2025

Justification

The descriptions for the Internship courses will be updated in the college catalog to reflect the change in

oversight for Internships from SoBT to the Division of Workforce Education. Qualified faculty will still be

instructors, but the administration shifts to DWE. The wording for the SoBT internships will change to

reflect the new alignment with the Division of Workforce Education.

Designation(s): N/A

Course: CNT 1949 Networking Internship I

Course Description This course is designed to provide students with basic networking technology work experience and is a cooperative program among the college, students, and local employers.

Students are responsible for locating a suitable organization in which to obtain this work experience. Students will complete

135 hours of supervised work with an approved internship sponsor. Students are required to submit verification of hours worked and provide a written summary report to the professor at the end of the internship.

Topic Outline Apply analytical reasoning to professional problem solving and

decision-making.

Integrate academic learning and choices into career exploration or progression

Understand the requirements necessary to create a résumé with a well-crafted professional profile tailored to individual achievements, education, and skills

Course Learning Outcomes

All courses at Florida SouthWestern State College contribute to the General Education Program by meeting one or more of the following General Education Competencies:

Communicate clearly in a variety of modes and media.

Research and examine academic and non-academic information, resources, and evidence.

Evaluate and utilize mathematical principles, technology, scientific and quantitative data.

Analyze and create individual and collaborative works of art, literature, and performance.

Think critically about questions to yield meaning and value.

Investigate and engage in the transdisciplinary applications of research, learning, and knowledge.

Visualize and engage the world from different historical, social, religious, and cultural approaches.

Engage meanings of active citizenship in one's community, nation, and the world.

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: **Communicate**

Create work progress diaries throughout the internship.

B. Other Course Objectives/Standards

Develop a learning plan for the length of the internship including the deliverables for the experience.

Revise student resume based on resume formats and career options.

Determine personal career goals at the end of the internship.

Course Assessment Statement Varies depending on instructor's specific requirements.

Prerequisites Prerequisites: Prerequisites: CNT 1000 and (CGS 2260 or both CTS 1131 and CTS 1133), all with a grade of "B" or higher, successful completion of 24 credit hours of program-specific coursework, minimum GPA of 2.5, and an Internship Application.

Recommended: It is recommended that students take this course near the end of their Networking program. In order to register for this course, students must complete an Internship Application and receive approval.

Corequisites None

Credit Hours 3 (Repeatable for up to 6 total credits)

Contact Hours Variable

Faculty Workload Hours TBD

Other

Course: CNT 2949 Networking Internship II

Course Description This course builds upon the experience learned in CNT 1949; it is designed to provide students with advanced networking technology work experience and is a cooperative program among the college, students, and local employers. Students are responsible for locating a suitable organization in which to obtain this work experience. Students will complete 135 hours of supervised work with an approved internship sponsor. Students are required to submit verification of hours worked and provide a written summary report to the professor at the end of the internship.

Topic Outline Apply analytical reasoning to professional problem solving and

decision-making.

Integrate academic learning and choices into career exploration or progression

Understand the requirements necessary to create a résumé with a well-crafted professional profile tailored to individual achievements, education, and skills

Course Learning Outcomes

All courses at Florida SouthWestern State College contribute to the General Education Program by meeting one or more of the following General Education Competencies:

Communicate clearly in a variety of modes and media.

Research and examine academic and non-academic information, resources, and evidence.

Evaluate and utilize mathematical principles, technology, scientific and quantitative data.

Analyze and create individual and collaborative works of art, literature, and performance.

Think critically about questions to yield meaning and value.

Investigate and engage in the transdisciplinary applications of research, learning, and knowledge.

Visualize and engage the world from different historical, social, religious, and cultural approaches.

Engage meanings of active citizenship in one's community, nation, and the world.

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: **Communicate**

Create work progress diaries throughout the internship.

B. Other Course Objectives/Standards

Develop a learning plan for the length of the internship including the deliverables for the experience.

Revise student resume based on resume formats and career options.

Determine personal career goals at the end of the internship.

Course Assessment Statement Varies depending on instructor's specific requirements.

Prerequisites Prerequisites: CNT 1949 and (CTS 2334 or CTS 2321), both with a grade of "B" or higher, 24 credit hours of program-specific coursework, minimum GPA of 2.5, and an Internship Application.

Recommended: It is recommended that students take this course near the end of their Networking program. In order to register for this course, students must complete an Internship Application and receive approval.

Corequisites None

Credit Hours 3 (Repeatable for up to 6 total credits)

Contact Hours Variable

Faculty Workload Hours TBD

Other

Course: COP 1949 Computer Programming Internship I

Course Description This course is designed to provide students with basic computer programming work experience and is a cooperative program among the college, students, and local employers.

Students are responsible for locating a suitable organization in which to obtain this work experience. Students will complete 135 hours of supervised work with an approved internship sponsor. Students are required to submit verification of hours worked and provide a written summary report to the professor at the end of the internship.

Topic Outline Apply analytical reasoning to professional problem solving and decision-making.

Integrate academic learning and choices into career

exploration or progression

Understand the requirements necessary to create a résumé with a well-crafted professional profile tailored to individual achievements, education, and skills

Course Learning Outcomes

All courses at Florida SouthWestern State College contribute to the General Education Program by meeting one or more of the following General Education Competencies:

Communicate clearly in a variety of modes and media.

Research and examine academic and non-academic information, resources, and evidence.

Evaluate and utilize mathematical principles, technology, scientific and quantitative data.

Analyze and create individual and collaborative works of art, literature, and performance.

Think critically about questions to yield meaning and value.

Investigate and engage in the transdisciplinary applications of research, learning, and knowledge.

Visualize and engage the world from different historical, social, religious, and cultural approaches.

Engage meanings of active citizenship in one's community, nation, and the world.

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: **Communicate**

Create work progress diaries throughout the internship.

B. Other Course Objectives/Standards

Develop a learning plan for the length of the internship, including the deliverables for the experience.

Revise student resume based on resume formats and career options.

Determine personal career goals at the end of the internship.

Course Assessment Statement Varies depending on instructor's specific requirements. **Prerequisites** Prerequisites: COP 1000, and an additional 3 credits of COP prefix coursework, both with a grade of "B" or higher, successful completion of 24 credit hours of program-specific coursework, minimum GPA of 2.5, and an Internship Application.

Recommended: It is recommended that students take this course near the end of their AS, Computer Programming and Analysis degree program. In order to register for this course, students must complete an Internship Application and receive approval.

Corequisites None

Credit Hours 3 (Repeatable for up to 6 total credits)

Contact Hours Variable

Faculty Workload Hours TBD

Other

Course: Engineering Technology Internship I

Course Description This course is designed to provide students with basic engineering technology work experience and is a cooperative program among the college, students, and local employers.

Students are responsible for locating a suitable organization in which to obtain this work experience. Students will complete 135 hours of supervised work with an approved internship sponsor. Students are required to submit verification of hours worked and provide a written summary report to the professor at the end of the internship.

Topic Outline Apply analytical reasoning to professional problem solving and decision-making.

Integrate academic learning and choices into career

exploration or progression

Understand the requirements necessary to create a résumé with a well-crafted professional profile tailored to individual achievements, education, and skills

Course Learning Outcomes

All courses at Florida SouthWestern State College contribute to the General Education Program by meeting one or more of the following General Education Competencies:

Communicate clearly in a variety of modes and media.

Research and examine academic and non-academic information, resources, and evidence.

Evaluate and utilize mathematical principles, technology, scientific and quantitative data.

Analyze and create individual and collaborative works of art, literature, and performance.

Think critically about questions to yield meaning and value.

Investigate and engage in the transdisciplinary applications of research, learning, and knowledge.

Visualize and engage the world from different historical, social, religious, and cultural approaches.

Engage meanings of active citizenship in one's community, nation, and the world.

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: **Communicate**

Create work progress diaries throughout the internship.

B. Other Course Objectives/Standards

Develop a learning plan for the length of the internship including the deliverables for the experience.

Revise student resume based on resume formats and career options.

Determine personal career goals at the end of the internship.

Course Assessment Statement Varies depending on instructor's specific requirements.

Prerequisites Prerequisites: EGS 1001 and ETD 1320, both with a grade of "B" or better, successful completion of 24 credit hours of program-specific coursework, minimum GPA of 2.5, and an Internship Application.

Recommended: It is recommended that students take this course near the end of their degree program. In order to register for this course, students must complete an Internship Application and receive approval.

Corequisites None

Credit Hours 3 (Repeatable for up to 6 total credits)

Contact Hours Variable

Faculty Workload Hours TBD

Other

Course: ETD 2949 Engineering Technology Internship II

Course Description This course builds upon the experience learned in ETD 1949; it is designed to provide students with advanced engineering technology work experience and is a cooperative program

among the college, students, and local employers. Students are responsible for locating a suitable organization in which to obtain this work experience. Students will complete 135 hours of supervised work with an approved internship sponsor.

Students are required to submit verification of hours worked and provide a written summary report to the professor at the end of the internship.

Topic Outline Apply analytical reasoning to professional problem solving and decision-making.

Integrate academic learning and choices into career exploration or progression

Understand the requirements necessary to create a résumé with a well-crafted professional profile tailored to individual achievements, education, and skills

Course Learning Outcomes

All courses at Florida SouthWestern State College contribute to the General Education Program by meeting one or more of the following General Education Competencies:

Communicate clearly in a variety of modes and media.

Research and examine academic and non-academic information, resources, and evidence.

Evaluate and utilize mathematical principles, technology, scientific and quantitative data.

Analyze and create individual and collaborative works of art, literature, and performance.

Think critically about questions to yield meaning and value.

Investigate and engage in the transdisciplinary applications of research, learning, and knowledge.

Visualize and engage the world from different historical, social, religious, and cultural approaches.

Engage meanings of active citizenship in one's community, nation, and the world.

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: **Communicate**

Create work progress diaries throughout the internship.

B. Other Course Objectives/Standards

Develop a learning plan for the length of the internship including the deliverables for the experience.

Revise student resume based on resume formats and career

options.

Determine personal career goals at the end of the internship.

Course Assessment Statement Varies depending on instructor's specific requirements.

Prerequisites Prerequisites: ETD 1949 and (GIS 1045 or BCT 1773), both with a grade of "B" or better, 24 credit hours of program-specific coursework, minimum GPA of 2.5, and an Internship Application.

Recommended: It is recommended that students take this course near the end of their degree program. In order to register for this course, students must complete an Internship Application and receive approval.

Corequisites None

Credit Hours 3 (Repeatable for up to 6 total credits)

Contact Hours Variable

Faculty Workload Hours TBD

Other

Course: GEB 1949 Business Internship I

Course Description This course is designed to provide students with basic business work experience and is a cooperative program among the college, students, and local employers. Students are responsible for locating a suitable organization in which to obtain this work experience. Students will complete 135 hours of supervised work with an approved internship sponsor.

Students are required to submit verification of hours worked and provide a written summary report to the professor at the end of the internship.

Topic Outline Apply analytical reasoning to professional problem solving and decision-making.

Integrate academic learning and choices into career exploration or progression

Understand the requirements necessary to create a résumé with a well-crafted professional profile tailored to individual

achievements, education, and skills

Course Learning Outcomes

All courses at Florida SouthWestern State College contribute to the General Education Program by meeting one or more of the following General Education Competencies:

Communicate clearly in a variety of modes and media.

Research and examine academic and non-academic information, resources, and evidence.

Evaluate and utilize mathematical principles, technology, scientific and quantitative data.

Analyze and create individual and collaborative works of art, literature, and performance.

Think critically about questions to yield meaning and value.

Investigate and engage in the transdisciplinary applications of research, learning, and knowledge.

Visualize and engage the world from different historical, social, religious, and cultural approaches.

Engage meanings of active citizenship in one's community, nation, and the world.

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: **Communicate**

Create work progress diaries throughout the internship.

B. Other Course Objectives/Standards

Develop a learning plan for the length of the internship including the deliverables for the experience.

Revise student resume based on resume formats and career options.

Determine personal career goals at the end of the internship.

Course Assessment Statement Varies depending on instructor's specific requirements.

Prerequisites Prerequisites: GEB 1011 and (ACG 2011 or ACG 2021), both with a grade of "B" or better, successful completion of 24 credit hours of program-specific coursework, minimum GPA of 2.5, and an Internship Application.

Recommended: It is recommended that students take this course near the end of their degree program. In order to register for this course, students must complete an Internship Application and receive approval.

Corequisites None

Credit Hours 3 (Repeatable for up to 6 total credits)

Contact Hours Variable

Faculty Workload Hours TBD

Other

Course: GEB 2949 Business Internship II

Course Description This course builds upon the experience learned in GEB 1949; it is designed to provide students with advanced business work experience and is a cooperative program among the college, students, and local employers. Students are responsible for locating a suitable organization in which to obtain this work experience. Students will complete 135 hours of supervised work with an approved internship sponsor. Students are required to submit verification of hours worked and provide a written summary report to the professor at the end of the internship.

Topic Outline Apply analytical reasoning to professional problem solving and decision-making.

Integrate academic learning and choices into career exploration or progression

Understand the requirements necessary to create a résumé with a well-crafted professional profile tailored to individual achievements, education, and skills

Course Learning Outcomes

All courses at Florida SouthWestern State College contribute to the General Education Program by meeting one or more of the following General Education Competencies:

Communicate clearly in a variety of modes and media.

Research and examine academic and non-academic information, resources, and evidence.

Evaluate and utilize mathematical principles, technology, scientific and quantitative data.

Analyze and create individual and collaborative works of art, literature, and performance.

Think critically about questions to yield meaning and value.

Investigate and engage in the transdisciplinary applications of research, learning, and knowledge.

Visualize and engage the world from different historical, social, religious, and cultural approaches.

Engage meanings of active citizenship in one's community, nation, and the world.

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: **Communicate**

Create work progress diaries throughout the internship.

B. Other Course Objectives/Standards

Develop a learning plan for the length of the internship including the deliverables for the experience.

Revise student resume based on resume formats and career options.

Determine personal career goals at the end of the internship.

Course Assessment Statement Varies depending on instructor's specific requirements.

Prerequisites Prerequisites: GEB 1949 and MAN 2021, both with a grade of “B” or better, 24 credit hours of program-specific coursework, minimum GPA of 2.5, and an Internship Application.

Recommended: It is recommended that students take this course near the end of their degree program. In order to register for this course, students must complete an Internship Application and receive approval.

Corequisites None

Credit Hours 3 (Repeatable for up to 6 total credits)

Contact Hours Variable

Faculty Workload Hours TBD

Other

Course: MAN 1949 Management Internship I

Course Description This course is designed to provide students with basic management work experience and is a cooperative program among the college, students, and local employers. Students are responsible for locating a suitable organization in which to obtain this work experience. Students will complete 135 hours of supervised work with an approved internship sponsor. Students are required to submit verification of hours worked and provide a written summary report to the professor at the end of the internship.

Topic Outline Apply analytical reasoning to professional problem solving and decision-making.

Integrate academic learning and choices into career exploration or progression

Understand the requirements necessary to create a résumé with a well-crafted professional profile tailored to individual achievements, education, and skills

Course Learning Outcomes

All courses at Florida SouthWestern State College contribute to the General Education Program by meeting one or more of

the following General Education Competencies:

Communicate clearly in a variety of modes and media.

Research and examine academic and non-academic information, resources, and evidence.

Evaluate and utilize mathematical principles, technology, scientific and quantitative data.

Analyze and create individual and collaborative works of art, literature, and performance.

Think critically about questions to yield meaning and value.

Investigate and engage in the transdisciplinary applications of research, learning, and knowledge.

Visualize and engage the world from different historical, social, religious, and cultural approaches.

Engage meanings of active citizenship in one's community, nation, and the world.

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: **Communicate**

Create work progress diaries throughout the internship.

B. Other Course Objectives/Standards

Develop a learning plan for the length of the internship including the deliverables for the experience.

Revise student resume based on resume formats and career options.

Determine personal career goals at the end of the internship.

Course Assessment Statement Varies depending on instructor's specific requirements.

Prerequisites Prerequisites: GEB 1011 and (ACG 2011 or ACG 2021) both with a grade of "B" or better, successful completion of 24 credit hours of program-specific coursework, minimum GPA of

2.5, and an Internship Application.

Recommended: It is recommended that students take this course near the end of their degree program. In order to register for this course, students must complete an Internship Application and receive approval.

Corequisites None

Credit Hours 3 (Repeatable for up to 6 total credits)

Contact Hours Variable

Faculty Workload Hours TBD

Other

Course: MAN 3949 Management Internship II

Course Description This course builds upon the experience learned in MAN 1949; it is designed to provide students with advanced management work experience and is a cooperative program among the college, students, and local employers. Students are responsible for locating a suitable organization in which to obtain this work experience. Students will complete 135 hours of supervised work with an approved internship sponsor. Students are required to submit verification of hours worked and provide a written summary report to the professor at the end of the internship.

Topic Outline Apply analytical reasoning to professional problem solving and decision-making.

Integrate academic learning and choices into career exploration or progression

Understand the requirements necessary to create a résumé with a well-crafted professional profile tailored to individual achievements, education, and skills

Course Learning Outcomes

All courses at Florida SouthWestern State College contribute to the General Education Program by meeting one or more of the following General Education Competencies:

Communicate clearly in a variety of modes and media.

Research and examine academic and non-academic information, resources, and evidence.

Evaluate and utilize mathematical principles, technology, scientific and quantitative data.

Analyze and create individual and collaborative works of art, literature, and performance.

Think critically about questions to yield meaning and value.

Investigate and engage in the transdisciplinary applications of research, learning, and knowledge.

Visualize and engage the world from different historical, social, religious, and cultural approaches.

Engage meanings of active citizenship in one's community, nation, and the world.

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: **Communicate**

Create work progress diaries throughout the internship.

B. Other Course Objectives/Standards

Develop a learning plan for the length of the internship including the deliverables for the experience.

Revise student resume based on resume formats and career options.

Determine personal career goals at the end of the internship.

Course Assessment Statement Varies depending on instructor's specific requirements.

Prerequisites Prerequisites: (GEB 1949 or MAN 1949) and MAN 2021, both with a grade of "B" or better, 12 credit hours of upper-level ACG, ENT, FIN, ISM, MAN, MAR, MNA, AND/OR PAD coursework, minimum GPA of 2.5, and an Internship

Application

Students must complete the following courses with a grade of “C” or better: ENC 1101 - Composition I, ENC 1102 - Composition II OR ENC 2210 - Technical Communication, and three semester hours of college-level mathematics, or permission from the appropriate academic Dean.

Recommended: It is recommended that students take this course near the end of their degree program. In order to register for this course, students must complete an internship application and receive approval.

Corequisites None

Credit Hours 3 (Repeatable for up to 6 total credits)

Contact Hours Variable

Faculty Workload Hours TBD

Other

Course: PAD 4949 Public Safety Internship II

Course Description This course is a supervised field experience. Internship placement is arranged by the student, in partnership with the affiliated college department, in conjunction with public safety affiliated employers, such as criminal justice, fire science, or EMS agencies. This course will provide an opportunity for the student to observe the public safety agency in operation. The student will be expected to compare classroom theory with the day-to-day operation of the public safety agency to which they are assigned, including the roles and responsibilities of the professional in the field. Students will be required to complete 135 hours of supervised work. Student experiences will be documented and evaluated by the employer/supervisor and the professor.

Topic Outline Apply analytical reasoning to professional problem solving and decision-making.

Integrate academic learning and choices into career

exploration or progression

Understand the requirements necessary to create a résumé with a well-crafted professional profile tailored to individual achievements, education, and skills

Course Learning Outcomes

All courses at Florida SouthWestern State College contribute to the General Education Program by meeting one or more of the following General Education Competencies:

Communicate clearly in a variety of modes and media.

Research and examine academic and non-academic information, resources, and evidence.

Evaluate and utilize mathematical principles, technology, scientific and quantitative data.

Analyze and create individual and collaborative works of art, literature, and performance.

Think critically about questions to yield meaning and value.

Investigate and engage in the transdisciplinary applications of research, learning, and knowledge.

Visualize and engage the world from different historical, social, religious, and cultural approaches.

Engage meanings of active citizenship in one's community, nation, and the world.

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: **Communicate**

Create work progress diaries throughout the internship.

B. Other Course Objectives/Standards

Develop a learning plan for the length of the internship including the deliverables for the experience.

Revise student resume based on resume formats and career options.
 Determine personal career goals at the end of the internship.
Course Assessment Statement Varies depending on instructor’s specific requirements. **Prerequisites** Prerequisites: Successful completion of 18 credit hours (“C” or higher) of PAD (Public Administration, or Public Safety Administration) coursework. Prior to enrolling in any upper level course (course number beginning with a 3 or 4), students must complete the following courses with a grade of “C” or better: ENC 1101 - Composition I, ENC 1102 - Composition II OR ENC 2210 - Technical Communication, and three semester hours of college-level mathematics; or permission from the appropriate academic Dean.
Corequisites None
Credit Hours 3 (Repeatable for up to 6 total credits)
Contact Hours Variable
Faculty Workload Hours TBD
Other

Decision	Motion	Comments
Choose an item.		

Action	Presenter	Academic Year
Course Change	Dr. Gerald Anzalone	2025--2026
Summary		

MCB-2010C
 Curriculum Proposal Cover Sheet Type of Proposal: Course- Change Department: Biological Sciences Department Chair/Program Director Signature: Dean Signature: Curriculum Committee Approval: Notes: Vice President of Academic Affairs Signature:
 Dr. Gerald Anzalone (Feb 6, 2025 12:46 EST) Dr. Gerald Anzalone
Florida SouthWestern State College Curriculum Proposal
Type of Proposal Course- Change

Department Biological Sciences

Chair Dr. Gerald Anzalone

Dean Dr. Libby Schott

Proposer Dr. Gerald Anzalone

Presenter Dr. Gerald Anzalone

New Course(s)

Course Change(s)

MCB 2010C Microbiology- Course Description, Topic Outline, Learning Outcomes

Course Discontinuation(s)

Implementation Term: Fall 2025

Justification:

The course description, topic outline, and course-level learning objectives have been updated to reflect

current department and state standards. The Microbiology faculty have discussed and approved of these changes.

Designation(s): General Education- Institutional

Course: MCB 2101C Microbiology

Course Description This undergraduate microbiology course provides an in-depth exploration of microbial life and its impacts. Students will incorporate laboratory techniques to identify and study microbial organisms, emphasizing critical thinking and scientific reasoning skills. The course covers the morphology, anatomy, genetics, and reproduction of microorganisms and acellular pathogens, key aspects of microbial metabolism, and methods for controlling microbial growth. Students will analyze the role of microbes in the environment, health, and industry, explore microbial evolution and genetic diversity, and evaluate disease transmission and pathogenicity mechanisms.

Topic Outline History of microbiology

Morphology and functional anatomy of prokaryotic and

eukaryotic microorganisms

Microbial growth and metabolism

Control of microbial growth

Microbial genetics

Classification and survey of microorganisms

Principles of disease and epidemiology

Microbial mechanisms of pathogenicity

Microorganisms and human disease

Course Learning Outcomes

All courses at Florida SouthWestern State College contribute to the General Education Program by meeting one or more of the following General Education Competencies:

Communicate clearly in a variety of modes and media.

Research and examine academic and non-academic information, resources, and evidence.

Evaluate and utilize mathematical principles, technology, scientific and quantitative data.

Analyze and create individual and collaborative works of art, literature, and performance.

Think critically about questions to yield meaning and value.

Investigate and engage in the transdisciplinary applications of research, learning, and knowledge.

Visualize and engage the world from different historical, social, religious, and cultural approaches.

Engage meanings of active citizenship in one's community, nation, and the world.

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: **Evaluate**

Analyze the role and impact of microbes on the environment, human health, and industry.

Explain microbial evolution and the mechanisms that drive genetic diversity and adaptation.

Analyze the interconnectedness of microbial systems and their interactions with other biological systems.

Evaluate methods of disease transmission, predisposing factors for disease, microbial and acellular pathogenicity mechanisms, the role of genetic variation in microbial virulence.

Evaluate the principles and methods used for the physical and chemical control of microorganisms.

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

General Education Competency: Communicate

Demonstrate the proper use of a light microscope and apply the scientific method through laboratory activities and experiments.

Distinguish among the morphology, functional anatomy, genetic organization, and reproductive or replication mechanisms of various microorganisms and acellular pathogens.

Explain the key features of microbial metabolism and metabolic pathways.

Course Assessment Statement This course will be assessed by a combination of class participation, graded homework assignments, module/unit quizzes/exams, graded labs, and/or a comprehensive final exam.

Prerequisites Minimum grade of "C" in (BSC 1010 and BSC 1010L) or minimum grade of "C" in BSC 1085C or BSC 1093C

Corequisites None Credit Hours 4 (3 Lecture, 1 Lab) Contact Hours 5 (3 lecture, 3 lab) Faculty Workload Hours 5 Other General Education- Institutional		
Decision	Motion	Comments
Choose an item.		

Action	Presenter	Academic Year
Course Change	Dr. Monica Krupinski	2025--2026
Summary		
PHI 2010 Course Proposal (Second Read) Curriculum Proposal Cover Sheet Type of Proposal: Course- Change Department: Humanities Department Chair/Program Director Signature: Dean Signature: Curriculum Committee Approval: Notes: Vice President of Academic Affairs Signature: Monica Krupinski (Jan 7, 2025 12:36 EST) Monica Krupinski Brian Page (Jan 7, 2025 12:52 EST) Brian Page Florida SouthWestern State College Curriculum Proposal Type of Proposal Course- Change Department Humanities Chair Dr. Monica Krupinski Dean Dr. Brian Page Proposer Dr. Monica Krupinski Presenter Dr. Monica Krupinski New Course(s)		

Course Change(s)

PHI 2010 Introduction to Philosophy- Course Description; Course Designation, Writing Intensive;

Prerequisite

Course Discontinuation(s)

Implementation Term: Fall 2025

Justification

The Humanities Department is requesting that the Introduction to Philosophy course (PHIL 2010) be

designated as Writing Intensive within the General Education curriculum beginning AY 2025-2026.

Students in Introduction to Philosophy will enhance their critical thinking skills and demonstrate their

understanding of western philosophical views in accordance with the state Student learning Outcomes

for the course. This demonstration of engagement with the discipline will include written discussions

offering critiques and responses to another student's viewpoint as well as research-based written individual essays or projects summarizing and analyzing concepts of the philosophical tradition such as

epistemology, metaphysics, and ethics.

In PHIL 2010 courses, project topics have included the Philosophy of Religion, Metaphysics and

Epistemology, and Axiology. Written responses for these topics include essays offering a critical reflection

on the topic in a traditional format, a creative writing format of a letter to a philosopher, and reviews of a

film, book, or other form of artistic production as it relates to the current relevance of themes in the

course.

Through written responses on a number of topics on philosophical questions and figures in the history of

philosophy, students will receive feedback from the instructor regarding writing styles, mechanics, and grammar as well as course-specific commentary. Instructors will explain the Student Code of Conduct regarding academic integrity, offer writing support or support services, and devote class time equivalent to one day per semester to instruction of discipline-specific writing styles and formats, including literature reviews, presentations, or bibliographies when appropriate. These written essays and discussions will total 4,000 words per student each semester.

*Please note that the red highlighted text in the course learning outcomes are the revised outcomes for all Humanities courses requested by FLDOE in November/December 2024. **Designation(s):** General Education- Core Humanities; Writing Intensive **Course:** PHI 2010 Introduction to Philosophy

Course Description In this course, students will be introduced to the nature of philosophy, philosophical thinking, major intellectual movements in the history of philosophy, including topics from the western philosophical tradition, and various problems in philosophy. Students will strengthen their intellectual skills, become more effective learners, and develop broad foundational knowledge.

This writing-intensive course requires a minimum of 4,000 words across multiple college-level, faculty-evaluated written assignments. If completed with a "C" or better, this course will be counted toward partial fulfillment of the Writing Intensive course requirements.

Topic Outline The nature of philosophy and philosophical inquiry;
 The nature of philosophy in contrast to science, religion, and politics;
 Major areas of philosophy historically;
 Philosophical questions of contemporary concern;
 Important figures in the history of philosophy and their views;

Major philosophical movements from the history of philosophy;
 Questions concerning the nature of humanity and meaning
 Contrasting views on reality, knowledge, values, or political systems
 Critiques of or alternatives to traditional western philosophy

Course Learning Outcomes

General Education Core Course State Standards

In accordance with Florida Statute 1007.25, this course satisfies the General Education core in Distribution Area Humanities and meets the state outcomes for PHI 2010.

Student Learning Outcomes:

- Students will develop critical thinking skills.
- Students will demonstrate an understanding of classical western philosophical views.
- Students will analyze, explain, and evaluate foundational concepts of epistemology, metaphysics, and ethics.

All courses at Florida SouthWestern State College contribute to the General Education Program by meeting one or more of the following General Education Competencies:

Communicate clearly in a variety of modes and media. **Research** and examine academic and non-academic information, resources, and evidence.

Evaluate and utilize mathematical principles, technology, scientific and quantitative data.

Analyze and create individual and collaborative works of art, literature, and performance.

Think critically about questions to yield meaning and value.

Investigate and engage in the transdisciplinary applications of research, learning, and knowledge.

Visualize and engage the world from different historical, social,

religious, and cultural approaches.

Engage meanings of active citizenship in one's community, nation, and the world.

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: **THINK**

Recognize major figures and movements from the history of Western philosophy.

Analyze major movements and positions from the history of Western philosophy.

Identify contemporary issues of philosophical concern.

Demonstrate intellectual curiosity by evaluating new ideas over time.

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

General Education Competency: **Visualize** Explain critiques of traditional Western philosophy. Interpret the experiences and emotions of others in creative and analytical work.

Apply course concepts to real-world situations by reflecting on connections between academic ideas and personal, professional, or societal contexts.

Course Assessment Statement In this course, student learning will be evaluated through a variety of course assessments to include writing assignments, class activities, projects, quizzes, discussion, and/or participation.

Prerequisites Demonstration of readiness for college-level communication.

Corequisites None Credit Hours 3 Contact Hours 3 Faculty Workload Hours 3 Other General Education, Core Humanities; Writing Intensive		
Decision	Motion	Comments
Choose an item.		

Decision	Motion	Comments
Choose an item.		

Action	Presenter	Academic Year
Information Item	Dr. Gus Cameron/Dr. Rebecca Harris	2025--2026

Summary

School of Allied Health – Advanced Medical Assisting, AS Certification – Degree Pathway

It is the intent of this agreement to provide individuals who successfully pass and obtain industry certifications in phlebotomy with college level course credit that can be applied towards the Advanced Medical Assisting, Associate in Science Degree (CIP 1351080103). This agreement is in alignment with Florida SouthWestern State College's vision of *providing innovative open-door pathways to prepare students to be knowledgeable, skilled and productive members of their communities*. This agreement also supports the College's Strategic Direction to *Expand Educational Access* by providing an avenue by which students with an industry certification can apply this to their certificate or degree program completion.

Request for Articulation Process:

- Students who wish to apply for articulated credit must make their request through the School of Allied Health Student Advisor.
- The Student Advisor will identify if the student meets the required criteria.
- The Student Advisor will complete the Request for Articulated Credit form and collect a copy of the student's current industry certification and forward documentation to the Advanced Medical Assisting Program Director.

- The Program Director will review, approve, and forward the information to the Dean or Associate Dean for signature.
- With the Dean's or Associate Dean's approval, the request and supporting documents will be sent to the Office of the Registrar for processing.

Provisions:

Based on the School of Allied Health Student Advisor's verification, students who have earned the relevant Phlebotomy Credentials will be awarded the following appropriate college credit towards the Advanced Medical Assisting, A.S Degree. **Industry Certification**

- Certified Phlebotomy Technician (CPT)

**Course Prefix,
Number and
Name**

MEA 1248C 4
Clinical
Laboratory
Procedures

TOTAL CREDITS **4**

Decision	Motion	Comments
Choose an item.		

III. Program Change

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

Curriculum Proposal Cover Sheet Type of Proposal: Program- Change Department: Social and Human Services Department Chair/Program Director Signature: Dean Signature: Curriculum Committee Approval: Notes: Vice President of Academic Affairs Signature: Cristy Estes (Feb 20, 2025 12:51 EST)

Florida SouthWestern State College Curriculum Proposal

Type of Proposal Program- Change

Department Social and Human Services

Chair Dir. Cristy Estes

Dean Dr. Libby Schott (Acting)

Proposer Dir. Cristy Estes

Presenter Dr. Cristy Estes

New Program

Program Change(s)

CCC, Addiction Services

Program Discontinuation(s)

Implementation Term: Fall 2025

CIP Code 0451150100

Justification

There are four different substance abuse courses in the Addictions CCC, and they overlap in material. They also struggle to fill most semesters. HUS 1320 Crisis Interventions covers working with that population and meets the standard guidelines. HUS 2315 Behavior Modification is often a treatment intervention used in substance abuse and would also meet the state standards.

Addiction Services, CCC

Purpose

The mission of the Social and Human Services Program is to provide the highest quality education to future and current Human Service Professionals by providing a learning environment that supports the development of culturally competent, compassionate, and accountable professionals. Our program prepares graduates who are dedicated to the autonomy, dignity, and diversity of the people they serve.

The Addiction Services College Credit Certificate (CCC) is designed to prepare students for employment as addictions specialists. It also provides an educational foundation for AA students who wish to pursue a higher degree in a related field, or supplemental training for persons previously or currently employed in the field of addictions.

Credits earned in a CCC may be applied toward completion of an associate degree.

Addiction Services Certification Opportunities

The Social and Human Services AS Program is a Florida Certification Board approved provider. Students who complete the Addiction Services, CCC may meet the training requirements for board certification as a Certified Addiction Counselor. Contact the Florida Certification Board at <https://flcertificationboard.org/> for more information.

Course Prerequisites

Many courses require prerequisites. Check the description of each course in the list below for prerequisites, minimum grade requirements, and other restrictions. Students must complete all prerequisites prior to registering for a course.

Graduation Requirements

Students must fulfill all requirements of their program to be eligible for graduation. All courses required for the certificate must be passed with a grade of "C" or better.

Program Requirements: 24 Credit Hours

- HUS 1001 - Introduction to Human Services 3 credits

OR

SOW 2031 - Introduction to Social Work 3 credits

- HUS 1400 - Alcoholism and Other Drug Abuse 3 credits
- HUS 2200 - Dynamics of Groups and Group Counseling 3 credits
- HUS 2302 - Techniques of Interviewing 3 credits
- HUS 2404 - Working with Alcoholics and Other Drug Abusers 3 credits
- HUS 1320 Crisis Interventions
- HUS 2411 - Introduction to Chemical Dependencies 3 credits
- HUS 2315 Behavior Modification
- HUS 2428 - Treatment and Resources in Substance Abuse 3 credits
- PSY 2012 - Introduction to Psychology 3 credits

Total Certificate Requirements: 24 Credit Hours

Information is available at: www.fsw.edu/academics/ and on the School of Health Professions Home page at: www.fsw.edu/sohp

Decision	Motion	Comments
Choose an item.		

IV. Committee Business

Action	Presenter	Academic Year
Committee Business	Prof. Jeremy Pilarski	2025--2026
Summary		
<p>Core Messages, Curriculum Committee HLC</p> <ul style="list-style-type: none"> • FSW demonstrates its commitment to academic quality through comprehensive curriculum review processes that ensure programs remain current, relevant, and aligned with institutional mission. The Curriculum Committee's oversight of all credit-bearing courses and programs supports systematic evaluation of educational offerings while maintaining responsiveness to student and community needs. • The institution maintains authority over academic requirements through structured processes for course and program development, modification, and discontinuation. This 		

systematic approach, involving faculty governance through the Curriculum Committee, ensures educational quality across all delivery modes and locations while supporting mission fulfillment.

- FSW's curriculum development processes incorporate input from multiple stakeholders including faculty, administrators, and industry advisory boards to ensure programs meet both academic standards and workforce needs. This collaborative approach demonstrates the institution's commitment to providing relevant educational opportunities that enhance economic vitality.
- The Curriculum Committee's role in reviewing program requirements and course prerequisites helps maintain academic rigor while ensuring appropriate student preparation for success. Regular review of course structures and requirements supports student achievement through carefully designed educational pathways.
- The institution's curriculum processes align with state requirements and articulation agreements while maintaining internal standards for academic quality. This balanced approach ensures FSW's programs meet external requirements while serving local needs and supporting student transfer and career preparation.

Decision	Motion	Comments
Choose an item.		