

Curriculum Meeting Agenda
 February 27, 2026
 1pm–3pm
<https://fsw.zoom.us/j/81256024575>
 Chair: Prof. Jeremy Pilarski

I. Information Items

Action	Presenter	Academic Year
Information Item	Prof. Alisa Callahan/Dr. Mary Myers/AD Jennifer Baker	2025--2026
Summary		
<p>Accounting Memo:</p> <p>Memorandum From: Mary R. Myers, Dean, School of Business and Technology To: Dr. Judith Bilsky, Vice President, Academic Affairs CC: Prof. Jeremy Pilarski, Chair, Curriculum Committee Dr. Rebecca Harris, Assistant Vice President, College Curriculum and Academic Enhancement Dr. Martin McClinton, Associate Vice President, Academic Affairs Dr. Brenda Knight, Registrar Dr. Christy Gilfert, Associate Vice President, Student Success Alex Schimel, Director of Advising Andrae Jones, Interim Director of Admissions Jeanne Cortes, Executive Assistant to the Vice President of Academic Affairs Date: 1/12/2026 RE: ACG 1001/ACG2011 equivalency for ACG 2021</p> <p>Background: The AS Accounting Technology program underwent a curriculum revision between the 2013-2014 and 2014-2015 academic catalogs. The accounting course requirements were modified as follows:</p> <ul style="list-style-type: none"> • 2013-2014 Catalog Requirements: <ul style="list-style-type: none"> ○ ACG 1001 – Financial Accounting I (3 credits) ○ ACG 2011 – Financial Accounting II (3 credits) ○ ACG 2071 – Managerial Accounting (3 credits) • 2014-2015 Catalog Requirements: <ul style="list-style-type: none"> ○ ACG 2021 – Financial Accounting (3 credits) ○ ACG 2071 – Managerial Accounting (3 credits) <p>The course description for ACG 2021 explicitly states: "Credit is not given for both ACG 1001/ACG 2011 and ACG 2021," indicating that the two-course sequence (ACG 1001 and ACG 2011) is academically equivalent to the single course (ACG 2021).</p> <p>Recommendation:</p>		

The Registrar's Office establish a formal course equivalency in the degree audit system to recognize the completion of **ACG 1001 AND ACG 2011** as meeting the **ACG 2021** requirement for students in the AS Accounting Technology program. This equivalency should apply to:

1. Students who began under the 2013-2014 catalog (or earlier) and are now being evaluated under the 2014-2015 catalog or later
2. Any future students who may have completed the two-course sequence and later transition to a catalog requiring ACG 2021

This equivalency aligns with the stated course description and ensures that students are not required to repeat content they have already successfully completed.

Action	Presenter	Academic Year
Information Item	Dr. Libby Schott/Dr. Angus Cameron	2025--2026

Summary

MAC 1105 Placement Scores

Memorandum

From: Dr. Elizabeth Schott Dean, School of Pure and Applied Science

To: Dr. Judith Bilsky Vice President, Academic Affairs

Date: December 18, 2025

RE: Adding SAT and ACT scores for Placement into MAC1105

Issue

Currently, all placement into mathematics courses higher than MAT1033 and MGF1130/1131 requires in-person placement testing at our testing center. This process involves multiple communications with prospective students and requires them to visit campus for the exam. To streamline this process and reduce barriers to enrollment, we propose adding SAT and ACT scores as approved placement criteria for MAC1105. Additionally, the testing process can require up to three separate tests (the Accuplacer Qualitative Reasoning, Algebra, and Statistics (QAS), Advanced Algebra Functions (AAF), and Trig Bypass), which requires students to visit the testing center across multiple days.

The recommended placement scores align with current practices at other Florida colleges and universities and were specifically selected to match those used at FGCU, ensuring consistency across institutions in our region.

Recommendation

Add a score of 520 on the Digital SAT MATH or a score of 21 on the ACT Math as approved placement scores for MAC1105, with implementation beginning February 2026 for the Fall 2026 testing cycle.

Allow students to start the testing process with the AAF test, rather than the Accuplacer QAS exam.

This will streamline the testing process to at most two exams (AAF followed by the Trig Bypass or AAF

followed by the QAS). As part of this process students will be allowed to take the AAF once, and the QS twice with an option of a third attempt with Dean/Testing Center Director approval

Action	Presenter	Academic Year
Information Item	Dr. Kelly Ross/Dr. Anne Angstrom	2025--2026
Summary		
<p>Inclusion Specialist Course Substitution</p> <p>Memorandum From: Dr. April Fleming, Dean, School of Education To: Dr. Judith Bilsky, Vice President, Academic Affairs CC: Prof. Jeremy Pilarski, Chair, Curriculum Committee Dr. Rebecca Harris, Assistant Vice President, College Curriculum and Academic Enhancement Dr. Martin McClinton, Associate Vice President, Academic Affairs Dr. Brenda Knight, Registrar Dr. Christy Gilfert, Associate Vice President, Student Success Alex Schimel, Director of Advising Andrae Jones, Director, Student Technology and Strategy (Admissions) Jeanne Cortes, Executive Assistant to the Vice President of Academic Affairs Date: January 14, 2026 RE: Discontinuation of the CCC Inclusion Specialist</p> <p>Issue to be Resolved: On Friday, June 13, 2025, Dr. Bilsky received an e-mail notification from Dr. Mike Sfiropoulos, Associate Vice Chancellor of Academic and Student Affairs, Division of Florida Colleges, at the Florida Department of Education, regarding an educator preparation course offered at FSW: EDF 2085: Introduction to Diversity for Educators. The FLDOE required that EDF 2085: Introduction to Diversity for Educators be deleted. (Please see attached email notification.) EDF 2085: Introduction to Diversity for Educators is a required course for completion of the CCC Inclusion Specialist in the School of Education.</p> <p>Recommendation: As a result of the deletion of EDF 2085: Introduction to Diversity for Educators, the School of Education is recommending discontinuation of the CCC Inclusion Specialist. For students finishing out the program curriculum we recommend that CHD 1220: Introduction to Child Development; may be substituted for EDF 2085 Introduction to Diversity for Educators.</p> <p>From: Sfiropoulos, Mike <Mike.Sfiropoulos@fldoe.org> Sent: Friday, June 13, 2025 4:16 PM Cc: Humphrey, Clifford <Clifford.Humphrey@fldoe.org>; Mercer, Shannon <Shannon.Mercer@fldoe.org>; McDaniel1, Josey <Josey.McDaniel1@fldoe.org> Subject: Fully Approved Educator Preparation Course Descriptions for SCNS Update CAUTION: Please Be Aware - This Email Originated Outside of FSW Chief Academic Officers,</p>		

I hope you are all doing well.

As a follow-up to the ongoing changes to educator prep courses, below please find the approved course descriptions that your institutions should use to update these courses in the Statewide Course Numbering System (SCNS).

EDF 1005: Introduction to the Education Profession

This course provides an overview of Florida's educator certification pathways and career options in education in accordance with Florida Statutes. Topics include: key educational philosophies; professional ethics; legal responsibilities, including mandatory reporting for child abuse and neglect; the Florida Educator Accomplished Practices (FEAP); key instructional practices associated with effective teaching of students with exceptionalities; Florida's state academic standards; and historical, legal and financial foundations of the Florida education systems. Students will explore effective teaching strategies in classroom management, educational technology and the foundations of all student learning needs. Includes a minimum of 15 hours of required clinical experience in a variety of school settings.

EPI 0030 Maximizing Student Potential in the School Context

This course focuses on effective strategies for identifying and meeting the varied learning needs of students in the classroom. Students will examine teaching practices, legal and ethical responsibilities, and assessment methods to ensure all learners are supported in Florida's state academic standards. This course covers approaches to differentiated instruction, fostering effective learning environments, and utilizing assessment data to guide instructional decisions. Students will also learn how to collaborate with families and communities to support student learning. Through reflective practice, students will develop actionable plans to enhance teaching performance that improves learner outcomes.

EDF 2085: Introduction to Diversity for Educators - Full deletion of this course.

Please let us know if you have any questions.

Thank you,

Mike

Mike Sfiropoulos, Ph.D.

Associate Vice Chancellor

Academic and Student Affairs

Division of Florida Colleges

325 W. Gaines Street, Suite 1232B

Tallahassee, FL 32399

850.245.9523 (Office)

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Action	Presenter	Academic Year
Information Item	Dr. Susan Foster	2025--2026

Summary

Course: HIM 2512 Management Foundations in Healthcare	
Course Description	This course is designed to acquaint the student with the concepts, principles, and functions of management and supervision of personnel in the health information management and medical office environment.
Topic Outline	<p>History and Theories of Management</p> <p>Planning, Decision Making, Organizing, Staffing, Directing, and Controlling</p> <p>Budgeting</p> <p>Human Resources Strategies and Responsibilities</p> <p>Effective Management Skills</p>
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**

Apply the functions of planning, organizing, leading and controlling to a health information management department.

	<p>Identify policies, laws, and regulations that impact the healthcare workplace.</p> <p>Identify operational data-directed performance improvement practices used for decision-making.</p> <p>Engage in ethical management practices.</p> <p>Examine organizational operations that support cultural diversity.</p> <p>Examine organizational operations that support the healthcare workforce.</p> <p>Identify the concepts, techniques, and tools used for workforce training and development.</p> <p>Plan for a change within a healthcare organization.</p> <p>Apply leadership concepts and skills in a healthcare organization.</p>
Course Assessment Statement	In this course, students will be assessed on regular class participation, the completion of weekly activities, discussion boards, and assignments, chapter quizzes, and a final exam.
Prerequisites	HIM 1000 (or permission of Program Director) and CGS 1100, both with a grade of "C" or better.
Corequisites	None
Credit Hours	3
Contact Hours	3
Faculty Workload Hours	3
Other	

II. Course Change

Presenter		Academic Year
Course Change	Prof. Kelsea Cid/Prof. Meaghan Carlson/Prof. Jimmy Chan	2025--2026
Summary		

Florida SouthWestern State College Curriculum Proposal

Type of Proposal	Course- Change
Department	Mathematics
Chair	Dr. Sandra Seifert
Dean	Dr. Libby Schott
Proposer	Kelsea Cid, Meghan Carlson, & James Chan
Presenter	Kelsea Cid & Meghan Carlson

new Course(s)

course Change(s)

MAT 1033 Intermediate Algebra: Course Description, Topic Outline, Course Learning Outcomes

MAC 1105 College Algebra: Topic Outline, Course Learning Outcomes

MAC 1106 Combined College Algebra/Pre-Calculus: Course Description, Topic Outline, Course Learning Outcomes

MAC 1140 Pre-Calculus Algebra: Course Description, Topic Outline, Course Learning Outcomes

course Discontinuation(s)

Implementation Term: Fall 2026 (MAT 1033, MAC 1105); Fall 2027 (MAC 1106, MAC 1140)

Justification

The proposed revisions to MAT 1033 focus on improving clarity, alignment, and instructional flexibility while maintaining the academic integrity of the course. Over time, the existing course description, topic outline, and student learning outcomes had become overly detailed and, in some cases, repetitive. This made it more difficult to clearly identify the essential skills students must develop before advancing to college-level mathematics courses. By revising the course description, we more accurately articulate the purpose of MAT 1033 as a foundational algebra course that emphasizes problem-solving, algebraic reasoning, and preparation for future coursework. This clearer framing benefits both students and faculty by setting consistent expectations across sections. The updated topic outline reflects a deliberate effort to group related concepts and emphasize connections among algebraic topics. Rather than listing isolated skills, the revised outline highlights broader conceptual areas, supporting a more coherent learning experience. This structure allows faculty to maintain autonomy in instructional approach while ensuring that core content is consistently addressed across all sections. Revisions to the student learning outcomes were guided by a commitment to measurability, alignment, and assessment clarity. Redundant objectives were removed, and remaining outcomes were reworded to emphasize observable skills and applications. The revised outcomes better support consistent assessment practices and align more closely with the expectations of subsequent courses, particularly MAC 1105. These updates also support broader departmental and institutional goals, including improved course alignment and readiness for Quality Matters certification. By ensuring that outcomes are clearly defined, assessable, and aligned with course content, this proposal reflects a commitment to continuous improvement and best practices in

III. New Courses

Presenter		Academic Year
New Course	Dr. Leslie Bartley/Dr. Rebecca Harris	2025--2026
Summary		
IDS 1761		

Florida SouthWestern State College Curriculum Proposal

Type of Proposal	Course- New
Department	Transdisciplinary Studies, Honors, or Libraries
Chair	N/A
Dean	N/A
Proposer	Dr. Leslie Bartley
Presenter	Dr. Leslie Bartley / Dr. Rebecca Harris

New Course(s)

IDS 1761 Interdisciplinary Approaches to AI

Course Change(s)

Course Discontinuation(s)

Implementation Term: Fall 2026

Justification

As AI technologies rapidly reshape education and the workforce, students need foundational literacy to navigate these tools responsibly and effectively. The proposed course focuses primarily on students in the arts, humanities, social sciences, and STEM fields, equipping them with practical AI literacy relevant to their disciplines. Students will examine how AI is transforming research, communication, content development, and problem-solving across these academic areas. This course addresses that need by providing practical, cross-disciplinary engagement with AI systems while developing their critical evaluation skills and ethical awareness. Importantly, the course outcomes are designed to be "breathable", to adapt as the AI landscape evolves, ensuring curriculum relevance without requiring frequent structural revisions. By grounding students in core competencies like critical thinking, human agency, and informed decision-making, the course prepares them to engage thoughtfully with AI technologies regardless of how specific tools or applications change over time. This course is part of a two-pronged approach at the college to introducing students to foundational AI literacies. It complements the new CAI 1001 Introduction to Artificial Intelligence, which was strategically designed from a business perspective.

*This is an elective course designed primarily for students in the A.A. degree, though open to any student at the college. Faculty can be credentialed to teach this course by completing a short Canvas course (in development). Faculty assignments to teach this course will be made at the discretion of the discipline Dean.

Designation(s): N/A

Course: IDS 1761 Interdisciplinary Approaches to AI
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Presenter

Academic Year

New Course	Prof. Terri Housley	2025--2026
Summary		
PSY 2822		
Type of Proposal	Course- New	
Department	Social Sciences	
Chair	Dr. Jacquelyn Davis	
Dean	Dr. Brian Page	
Proposer	Prof. Terri Housley	
Presenter	Prof. Terri Housley	
<p>New Course(s)</p> <p>PSY 2822: Health Psychology</p> <p>Course Change(s)</p> <p>Course Discontinuation(s)</p> <p>Implementation Term: Fall 2026</p> <p>Justification</p> <p>A health psychology course would be a valuable offering at FSW because it would equip students with practical, evidence-based knowledge about health and wellness that they could immediately apply to their own lives. For the past several years, there has been a movement among people of all ages to strive for better physical and mental health. Students will have the opportunity to learn how psychological factors influence health behaviors, stress, illness, and wellness, and develop and implement personalized strategies for enhancing quality of life. This course could also prepare students for a wide range of career paths in healthcare, human services, education, and public health, while promoting health literacy, prevention, and informed decision-making.</p> <p>Designation(s): N/A</p>		
Course: PSY 2822: Health Psychology		
Course Description	<p>This course provides a comprehensive introduction to the field of health psychology, examining how biological, psychological, and social factors interact to influence health-related behaviors, illness, and overall wellness. Students will explore the biopsychosocial model as a framework for understanding stress, the management of acute and chronic illness, and enhancing mental and physical health and well-being. Designed to promote health literacy and informed decision-making, this course prepares students for personal growth as well as diverse career paths in healthcare, human services, education, and public health by emphasizing the</p>	

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Presenter		Academic Year
New Courses	Prof. Alisa Callahan	2025--2026
Summary		
AEB 2102, AEB 2130		

Florida SouthWestern State College Curriculum Proposal

Type of Proposal	Course- New
Department	Accounting, Business, Supervision & Management
Chair	Prof. Alisa Callahan
Dean	Dr. Mary Myers
Proposer	Prof. Alisa Callahan
Presenter	Prof. Alisa Callahan / Dr. Martin McClinton

New Course(s)

AEB 2102 Principles of Agribusiness Management

Change Course Description:

Course Change(s)

Course Discontinuation(s)

Implementation Term: Fall 2026

Justification

This proposed course, along with SWS 1000C Introduction to Soil Science–Southwest Florida and AEB 2950C Introduction to Southwest Florida Agriculture: Data, Technology, and Field Operations (approved Jan 2026), are part of an intended pathway and eventual new A.S. program in Agribusiness serving Hendry and Glades Counties. The proposed AEB 2102: Principles of Agribusiness Management is a workforce-relevant course designed to address a gap in locally accessible education: the business, management, and decision-making side of agriculture. Adding AEB 2102: Principles of Agribusiness Management is a foundational step in establishing a sustainable Agribusiness pathway and future A.S. program which will be a locally responsive curriculum enhancement that reflects the economic realities and opportunities of Southwest Florida. It prepares students for employment and advancement in agribusiness, supports students who may transfer into agriculture and related disciplines, and strengthens FSW’s role in regional workforce development and community engagement. Hendry and Glades Counties are among Florida’s most productive agricultural regions, with an economy driven by a mix of large-scale and small-to-mid-sized operations in sugarcane, citrus, vegetables, sod, and landscape production, as well as associated activities in processing, logistics, supply, and services. These enterprises increasingly operate within complex conditions—market volatility, regulatory requirements, labor constraints, risk exposure, resource limitations, and rapidly evolving technologies. While agricultural production is well established in the region, the college has not identified formal, locally accessible instruction focused on agribusiness operations and management for students and working professionals. This program will support employers and community partners to educate a workforce who understand not only agricultural systems, but also budgeting, recordkeeping, personnel supervision, communication, and basic business analytics. AEB 2102 directly responds to those needs by preparing students for entry-level supervisory and management roles and by strengthening the skill base of individuals already employed in agriculture-related settings. AEB 2102 provides an introduction to the application of economics, marketing, and management principles within agribusiness operations to reflect the reality

Florida SouthWestern State College Curriculum Proposal

Type of Proposal	Course- New
Department	Accounting, Business, Supervision & Management
Chair	Prof. Alisa Callahan
Dean	Dr. Mary Myers
Proposer	Prof. Alisa Callahan
Presenter	Prof. Alisa Callahan / Dr. Martin McClinton

New Course(s)

AEB 2130 Profitability in Farming

Course Change(s)

Course Discontinuation(s)

Implementation Term: Fall 2026

Justification

The proposed courses (AEB 2102 Principles of Agribusiness Management, AOM 2433C Introduction to Precision Agriculture, and AEB 2130 Profitability in Farming, along with SWS 1000C Introduction to Soil Science–Southwest Florida and AEB 2950C Introduction to Southwest Florida Agriculture: Data, Technology, and Field Operations approved Jan 2026) are part of a new intended pathway, and eventually an A.S. program in Agribusiness serving Hendry and Glades Counties. The proposed AEB 2130: Profitability in Farming is a workforce-relevant course designed to address a critical gap in locally accessible farm education targeting the integration of precision technology and data analytics into the financial decision-making process of modern agriculture. This locally responsive curriculum enhancement reflects the economic realities of Southwest Florida by preparing students to manage the high-tech environment of modern production. It prepares students for employment in agriculture roles, supports those transferring into agriscience or resource economics, and strengthens FSW's role in regional workforce development. Hendry and Glades Counties are among Florida's most productive agricultural regions, driven by large-scale and mid-sized operations in sugarcane, citrus, and vegetables. These enterprises increasingly operate within complex conditions with respect to market volatility, resource limitations, and rapidly evolving technologies. While agricultural production is well-established in the region, the college has not identified formal, locally accessible instruction focused on the technological drivers of farm profitability. This program will support employees and employers by preparing students for roles in precision ag-management and by upskilling individuals already employed in the sector. AEB 2130 provides a comprehensive application of precision concepts, reflecting the reality that modern farming success depends on data-driven decisions that are economically sound and technologically advanced. AEB 2130 aligns with Florida SouthWestern State College's mission to meet community needs and expand workforce development at the Hendry/Glades Center, where agriculture remains the primary economic driver. The course requires minimal new resources, utilizing standard instructional capacity to serve both degree-seeking students and community members seeking advancement in a vital regional sector.

Presenter		Academic Year
New Courses	Prof. Matthew Hoffman	2025--2026
Summary		
AOM 2433C		
Florida SouthWestern State College Curriculum Proposal		
Type of Proposal	Course- New	
Department	Engineering Technology	
Chair	Dr. Matthew Hoffman	
Dean	Dr. Mary Myers	
Proposer	Dr. Matthew Hoffman	
Presenter	Dr. Matthew Hoffman/Dr. Martin McClinton	
New Course(s)		
AOM 2433C Introduction to Precision Agriculture		
Course Change(s)		
Course Discontinuation(s)		
Implementation Term: Fall 2026		
Justification		
<p>This proposed course, along with SWS 1000C Introduction to Soil Science–Southwest Florida, AEB 2950C Introduction to Southwest Florida Agriculture: Data, Technology, and Field Operations (approved Jan 2026) and AEB 2102 Principles of Agribusiness Management (proposed Feb 2026), are part of an intended pathway and eventual new A.S. program in Agribusiness serving Hendry and Glades Counties. The addition of this course supports the College’s mission by preparing students with contemporary knowledge and applied skills in precision agriculture technologies that are increasingly essential to the modern agricultural workforce. The course responds to industry demand for data-driven, sustainable farming practices and strengthens the curriculum by aligning instructional content with current technological advancements and workforce needs.</p>		
Designation(s): N/A		

IV. Program Changes

Presenter		Academic Year
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Program Change	Prof. Jean Newberry/Dr. Catherine Faust	2025--2026
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Summary

Type of Proposal	Program- Change
Department	Cardiovascular Technology
Chair	Dir. Jean Newberry
Dean	Dr. Catherine Faust
Proposer	Dr. Catherine Faust
Presenter	Dir. Jean Newberry/Dr. Catherine Faust

New Program

Program Change(s)

Cardiovascular Technology, AS: Program Requirements, program purpose, program accreditation information, admission requirements

Program Discontinuation(s)

Implementation Term: Fall 2026

CIP Code 1351090100

Justification

This proposal outlines essential revisions to the Cardiovascular Technology (CVT) curriculum to ensure academic integrity, regulatory compliance, and long-term student success. The current program structure requires revision to address misalignments with state standards and national accreditation requirements. The central aim of this revision is to improve student retention and outcomes. Data-driven adjustments have been made to prerequisite sequences and overall course scaffolding. By modifying prerequisite requirements and refining course scaffolding, we provide a more logical progression of complexity. Improved course sequencing ensures students build a stable foundational knowledge base before advancing to high-stakes clinical rotations, directly addressing current attrition risks and aligning with modern professional practice standards. These pedagogical shifts are designed to increase completion rates and improve student confidence as they transition through the program. A significant driver for this revision is the discovery that the current catalog is out of alignment with the Florida Department of Education (FLDOE) Curriculum Frameworks. While the existing catalog lists the degree requirement as 77 credit hours, a comprehensive audit revealed a calculation error: seven credit hours were missing from the itemized total. This proposal corrects this discrepancy by re-establishing a transparent and compliant credit structure:

- General Education Requirements: 16 credits
- Program-Specific Foundation Courses: 11 credits
- CVT Technical Core: 50 credits
- Total Degree Requirements: 77 credit hours

	Presenter	Academic Year
Program Change	Prof. Rushell Hopkins	2025--2026

Summary

Cybersecurity

Florida SouthWestern State College Curriculum Proposal

Type of Proposal	Program- Change
Department	Computer Science
Chair	Dr. George Kodsey
Dean	Dr. Mary Myers
Proposer	Prof. Rushell Hopkins
Presenter	Prof. Rushell Hopkins

New Program

Program Change(s)

Cybersecurity Operations, AS: Program Requirements; grammatical error in Course Prerequisites.

Program Discontinuation(s)

Implementation Term: Fall 2026

CIP Code 1511100308

Justification

The proposed revision to the Cybersecurity Operations program requirements—allowing COP 1000: Introduction to Programming or CAI 1001: Introduction to Artificial Intelligence—reflects the evolving technical skills required in modern cybersecurity roles and supports the program’s learning outcomes. CAI 1001 is designed to include a foundational Python module that provides students with essential coding literacy relevant to cybersecurity and artificial intelligence applications. While COP 1000 offers a comprehensive introduction to programming concepts, its scope exceeds the practical coding needs of many cybersecurity students, whose professional responsibilities focus on automation, scripting, data interpretation, and interaction with AI-driven tools rather than full-scale software development. This curricular change does not reduce academic rigor. Instead, it provides a context-specific pathway that aligns programming instruction with cybersecurity operations and emerging AI-enabled security workflows. COP 1000 remains an appropriate option for students seeking a broader programming foundation, while CAI 1001 offers an alternative tailored to cybersecurity-focused learners. Allowing COP 1000 or CAI 1001 enhances curricular flexibility, accommodates diverse student goals, and aligns the program with current industry expectations. As artificial intelligence and automation become integral to cybersecurity operations, students benefit from programming instruction that is purpose-driven, relevant, and directly applicable to their field.

Presenter		Academic Year
Discontinuation	Prof. Fred Bruno/Dr. Mary Myers	2025--2026
Summary		
Network Security		
Florida SouthWestern State College Curriculum Proposal		
Type of Proposal	Program- Discontinuation	
Department	Computer Science	
Chair	Dr. George Kodsey	
Dean	Dr. Mary Myers	
Proposer	Prof. Fred Bruno, Dr. Mary Myers	
Presenter	Prof. Fred Bruno	
New Program		
Program Change(s)		
Program Discontinuation(s)		
Network Security, CCC		
Implementation Term: Fall 2026		
CIP Code 0511100118		
Justification		
<p>The enrollment in this certificate is very low. CGS 2135 - Introduction to Computer Forensics is not offered in any other Certificate or AS degree At FSW. Students take this class through Florida Shines. However, it is rarely offered there, and we have to do credit reviews for other classes: CJE 2686 at Pensacola State College (75% outcome match) CJE 1686 at St. Pete College (100% outcome match). It is difficult to get students through this certificate as enrollment is below minimum standards. For students interested in forensics, the Cybersecurity Operations, AS degree is a better match.</p> <p>Other than CGS 2135, the remaining courses in the program are regularly taught through other SoBT programs and certificates. Students currently in the certificate program will be directed to take one of the relevant classes through Florida Shines (CGS 2135, CJE 2686, or CJE 1686) in order to finish out the program.</p>		

V. Committee Business

Presenter		Academic Year
Committee Business	Prof. Jeremy Pilarski	2025--2026
Summary		
<ul style="list-style-type: none">• Vote on new chair for 2026–2027, Prof. Randy Moffett		