

Curriculum Committee

April 2026

Brief Agenda

1. Information Items

- IDS 2891 Memo (Dr. Rebecca Harris)
- XXX 2910 Memo (Dr. Rebecca Harris)
- SYG 1000 Memo (Dr. Rebecca Harris)

2. Course Change

- NUR 2144 Course Change (Prof. Mariel Goldrick)

3. Program Proposals & Associated Course Proposals

- Business Administration and Management, AS Program Change (Dr. Mary Myers)
- Elementary Education, BS Program Change (Dr. April Fleming/Dr. Anne Angstrom)

Information Item: IDS 2891 Memo

[IDS 2891 Memo](#)

The CREATIVE Capstone course for the Associate in Arts program (IDS 2891) is, in part, intended as a bridge between Associate-level coursework and Baccalaureate-level coursework that emphasizes information literacy, applied transdisciplinary thinking, and independent, self-directed work. Students who have 18 hours or more of 3000-4000 level coursework will have generally demonstrated the skillset required for upper division coursework.

This memo seeks to allow 18 hours or more of upper-division coursework to be recognized as meeting the learning outcomes of IDS 2891: CREATIVE Capstone, and exempt the student from the IDS 2891 requirement for the Associate in Arts degree without the student completing the petition process.

Information Item: XXX 2910 Memo

[XXX 2910 Memo](#)

XXX 2910 is a variable prefix course intended for undergraduate research. Originally, the course was created for Honors seminars in preparation for the Honors Capstone. However, in recent years, the course has been used for a variety of courses, particularly in International Education. The course name, course description, course learning outcomes, topic outline, and course assessment statement need to be revised to work for a wider variety of research courses across disciplines, as well as the Honors seminar.

Information Item: SYG 1000 Memo

[SYG 1000 Memo](#)

On April 2nd, 2026, the Chancellor of the Florida College System (FCS) informed FCS presidents that SYG X000 Introduction to Sociology could no longer be offered as an institutional general education course.

Effective in the Summer 2026 term and forward, SYG 1000 will be removed from the institutional general education list. It should be removed from the AY 2026-27 catalog as an option for institutional general education in the Social Sciences category and an addendum to the AY 2025-26 catalog should be created in order to indicate the Summer 2026 implementation. Advising worksheets, websites, and pathways documents should also be updated to reflect this change.

Course Change: NUR 2144

[NUR 2144 Pharmacology Nursing](#)

This proposal updates the course description and course learning outcomes for NUR 2144 Pharmacology Nursing. The proposed revisions are necessary to ensure continue alignment with evolving nursing standards, accreditation expectations, and the competencies required for safe medication administration in increasingly complex healthcare environments. The revisions also support consistency with Next Generation NCLEX (NGN) standards by emphasizing clinical judgment, prioritization, and application rather than rote memorization.

Program Change: Business Administration and Management, AS

Business Administration and Management, AS

The School of Business and Technology created courses in agriculture for the 2026/2027 academic year. They would like these courses (AEB and AOM prefixes) to count as electives for the Business Administration and Management, AS degree program.

***NOTE: Following approval in the TDX workflow, Dr. Myers requested the proposal be amended to include the “SWS” prefix as well. Prof. Pilarski approved and the change was made on the proposal document.**

Program Change: Elementary Education, BS

[Elementary Education, BS](#)

The School of Education proposes the implementation of a Para-to-Teacher Pathway Program beginning Fall 2026. This program provides paraprofessionals currently employed in K–6 classrooms with a streamlined, accessible pathway into our existing state-approved B.S. in Elementary Education program. Students in this pathway will complete the same coursework and number of credit hours as those enrolled in the traditional program. All coursework will be delivered fully online, and participants will complete their internship and clinical requirements in the classrooms where they are currently employed, creating a fully job-embedded preparation model.