

Proposal Information

Identify the title of the curriculum proposal and place an "X" in the box next to the actions identified within the proposal.

Title	Experiential Studies in Legislative and Governmental Affairs (IDS 2949) New AA Elective Course				
Action(s)	<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> Modify Course	<input type="checkbox"/> Inactivate Course		
	<input type="checkbox"/> New Program	<input type="checkbox"/> Modify Program	<input type="checkbox"/> Other <i>Add existing course to program</i>		

Signatures (Faculty)

Signatures must be obtained through appropriate School/Executive Chair/Campus President.

Faculty Member(s)

Name(s)	Dr. Cynthia Council and Dr. Andrew Holt			
Telephone No.	904-766-6651 (Council) and 904-646-2422 (Holt)	Email	Cynthia.council@fscj.edu Andrew.holt@fscj.edu	
Signature	<i>Andrew P. Holt</i>		Date	9/25/2017
<i>Faculty Support (See Faculty Addendum)</i>				
	<i>Cynthia Council</i>		Date	9/26/2017

Instructional Program Manager or Department Chair

Name(s)	Dr. Billy Thomas			
Provisions	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	<input type="checkbox"/> Support with Conditions Noted	
Comments				
Signature	<i>Billy Thomas</i>		Date	9/26/17

Dean(s)

Name(s)	Dr. Dana White			
Provisions	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	<input type="checkbox"/> Support with Conditions Noted	
Comments				
Signature	<i>Dana White</i>		Date	9.26.17

Proposal Submission

Once Curriculum Services receives a complete proposal with the necessary signatures, a tracking number will be assigned, and a thorough technical review will be performed with findings communicated to the originator(s).

Proposal Tracking (Curriculum Services Use Only)

Date Received by Curriculum Services	8-3-2017	Proposed Assigned Tracking Number	2017-02
Comments	<i>Curriculum Services Quality & Technical Review Complete 9/27/17 @</i>		

Signatures (Curriculum Services)

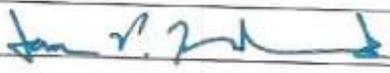
Curriculum Services must obtain signatures through Provost/Vice President of Academic Affairs

SACSCOC Accreditation Liaison

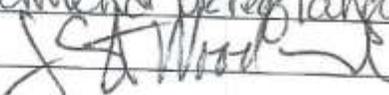
The SACSCOC Accreditation Liaison must review to determine if the proposal constitutes a substantive change which is a significant modification or expansion in the nature and scope of an accredited institution. See Addendum V for further information.

Name(s)	Dr. Carrie E. Henderson				
Provisions	<input checked="" type="checkbox"/> Does not constitute a substantive change	<input type="checkbox"/> Possibly constitutes a substantive change; liaison will request further information	<input type="checkbox"/> Constitutes a substantive change; liaison will request further information		
Comments					
Signature				Date	9/28/2017

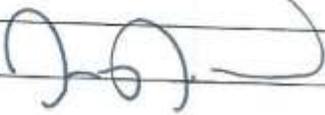
Associate Provost

Name(s)	Dr. Ian Neuhard				
Provisions	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	<input type="checkbox"/> Support with Conditions Noted		
Comments					
Signature				Date	10/19/17

Curriculum Committee Chair (Faculty Senate President)

Name(s)	Dr. John Woodward				
Provisions	<input type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	<input checked="" type="checkbox"/> Support with Conditions Noted		
Comments	amend prereq language for clarity with another optus.				
Signature				Date	11/16/2017

Provost/Vice President of Academic Affairs or Designee

Name(s)	Dr. John Wall				
Provisions	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Do Not Support	<input type="checkbox"/> Support with Conditions Noted		
Comments					
Signature				Date	2/5/18

Instructions

Originator(s) is/are required to complete this entire section for all actions identified within the proposal. Specific questions pertaining to programs and courses are located in their respective sections of the form.

Implementation Term

In the space provided, add the two-digit academic year, and then place an "X" in the box next to the requested academic term for implementation of the actions identified within the proposal.

NOTE: All new programs and substantially modified programs require the College's District Board of Trustees, SACSCOC and Financial Aid approval. Please review the current Curriculum Committee calendar for critical due dates. Implementation term(s) for specific course(s) is/are also identified in the course section of this form.

Academic Year	20_18__	Academic Term	<input type="checkbox"/>	Fall	<input checked="" type="checkbox"/>	Spring	<input type="checkbox"/>	Summer
---------------	---------	---------------	--------------------------	------	-------------------------------------	--------	--------------------------	--------

Proposal Summary

Provide a brief summary narrative and rationale of the actions identified within the proposal.

The purpose of this proposal is to create the first internship course geared toward government experience for students who express an interest in working in a local, state, or federal legislative office or governing agency for the length of one academic semester (15 weeks). The internship course will expose students to the day-to-day work of an elected official and staff in a local or state governmental office; in the legislative branch of the U.S. government; or an office within the federal administration. Government internships increase learning opportunities, provide valuable professional experiences and give students a competitive edge toward their career path in various fields such as politics, international relations, business, technology, intelligence, art, history, military, aeronautics, academia, research, and more.

Strategic Goals

Identify strategic goal(s) with which the actions in the proposal best align. Place an "X" in the box next to the selected strategic goal. New programs and substantially modified programs should support at least one (1) Strategic Goal. Please review the College's [Strategic Planning](#) webpage in regard to Strategic Goals information.

Strategic Goal 1	Promote access and equity.	<input type="checkbox"/>
Strategic Goal 2	Enhance rigorous and relevant learning opportunities.	<input checked="" type="checkbox"/>
Strategic Goal 3	Increase retention and completion.	<input checked="" type="checkbox"/>
Strategic Goal 4	Contribute to workforce and economic development.	<input checked="" type="checkbox"/>
Strategic Goal 5	Cultivate institutional efficiency and effectiveness.	<input checked="" type="checkbox"/>

Curriculum Collaborations

Identify any business partnerships, grant requirements, or faculty collaborations that support the actions identified within the proposal. Place an "X" in the box next to appropriate selection(s). Provide a brief statement about the partnership and its collaborators.

Business Partnerships	Government or elected officials and staff.	<input checked="" type="checkbox"/>
Grant Requirements		<input type="checkbox"/>
Faculty Collaboration	Dr. Cynthia Council, Dr. Andrew Holt, and additional faculty mentors.	<input checked="" type="checkbox"/>
Other/None	Dr. Dana White	<input checked="" type="checkbox"/>

Cost Analysis

Identify any new cost(s) to the College based on the actions identified within the proposal. Place an "X" in the box next to the appropriate item(s). Provide a brief cost analysis statement.

NOTE: Please do not include special fees in this section. Special fees attached to courses are addressed in a separate section of the proposal.

Faculty Resources		<input type="checkbox"/>
Equipment/Supplies		<input type="checkbox"/>
Materials/Software		<input type="checkbox"/>
Other/None		<input checked="" type="checkbox"/>

Student Impact

Identify any student impact based on the actions identified within the proposal. Place an "X" in the box next to the appropriate response(s). Provide a brief statement in response to each question.

Are currently enrolled and/or past term students affected by the actions identified within the proposal?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<i>If YES, identify any concerns and how you plan to communicate the actions to currently enrolled and/or past term students.</i>	This course will be added as an elective option with the current Associate in Arts (1108) (A.A.) degree program.	
Are the actions identified within the proposal based on student cohorts?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<i>If YES, identify how the actions affect currently enrolled student cohorts and/or future term student cohorts.</i>	The course will be specialized to individual students and not to a cohort.	
Will the effectiveness of the actions identified within the proposal be assessed and/or evaluated?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If YES, identify the methods used to assess and/or evaluate the actions.</i>	Intern coordinators in elected offices will routinely follow up with the faculty member of record. Students will complete assignments as part of the assessment process. Students will be assessed by a weekly activity log, reflective writing activities, employer evaluation, and/or a final summary report. Participating faculty and students will have an opportunity to assess the student learning experience at the end of the course.	
Will the actions identified within the proposal meet a specific workforce, university transfer or other student success need?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If YES, identify the specific workforce, partner institution and/or student success needs.</i>	The program will help students perform successfully in their internship and prepare them for careers in which government, public service, or business experience is required.	
Will the actions identified within the proposal impact a specific student success need in terms of the workforce; upper-division student at FSCJ or another Florida College System (FCS) Institution; or university transfer?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If YES, identify the way in which the proposal meets the student success need.</i>	Favorable specialized course for 2+2 Connect into UNF or AA transfer into other Florida institutions.	

ADDENDUM: Southern Association of Colleges and School Commission on Colleges (SACSCOC)

In order to maintain the College's continued accreditation through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), all programs are required to complete this section to determine if additional action is required. To minimize the possibility of implementation delay, please contact the Office of Institutional Effectiveness and Accreditation (OIEA) at the beginning of the proposal process to discuss the specific requirements for your proposal change.

Based on SACSCOC policy, many new programs are required to submit a prospectus and obtain approval from SACSCOC prior to implementation.

Additionally, some existing programs with major changes require a prospectus to be submitted and approved by SACSCOC prior to implementation.

- Increasing/decreasing the total program hours by $\geq 25\%$
- Adding coursework to the program that requires new faculty, equipment, facilities, library or other resources
- Changing from clock hours to credit hours (or vice versa)
- Offering $\geq 50\%$ of the program at an off-campus location

If you answer YES to one or more of the questions below, complete the substantive change intake form found on the [OIEA website](#). Once complete, return it, along with a copy of the curriculum proposal form, via email to oiea@fscj.edu.

SACSCOC Substantive Change Assessment

Based on the information provided within the proposal, please answer the following questions related to your change.

Do the actions identified within the proposal involve the development of a new program?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Do the actions identified within the proposal involve a contract, MOU, grant or consortium for the development or construction of all or part of a new program?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Do the actions identified within the proposal involve the inactivation of a degree or certificate program?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Do the actions identified within the proposal increase or decrease the total degree or certificate program hours by $\geq 25\%$?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Do the actions identified within the proposal add coursework to the program that requires new faculty, equipment, facilities, library or other resources?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Do the actions identified within the proposal change the program from clock hours to credit hours or vice versa?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Do the actions identified within the proposal involve the instruction of courses delivered by College faculty/instructors and/or employees at an off-campus location?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Below is a list of common SACSCOC substantive changes and their requirements for approval. This list should serve as a guideline to help you prepare for your change. Please contact the Office of Institutional Effectiveness and Accreditation for information specific to your proposed change.

Types of Substantive Change	Timeline for Contacting OIEA	Timeline for Submission to SACSCOC	Instrument to be submitted to SACSCOC
New Programs*	18 months prior to planned implementation	January 1 for implementation between July 1 – Dec. 31; July 1 for implementation between Jan. 1 – June 30	Prospectus (20+ page document describing how institution will administer change)
Altering program length by >25%	12 months prior to planned implementation	January 1 for implementation between July 1 – Dec. 31; July 1 for implementation between Jan. 1 – June 30	Modified Prospectus (15+ page document describing how institution will administer change)
Initiating degree completion programs	18 months prior to planned implementation	January 1 for implementation between July 1 – Dec. 31; July 1 for implementation between Jan. 1 – June 30	Prospectus (20+ page document describing how institution will administer change)
Closure of a program	3-6 months prior to planned implementation	Immediately following internal decision to close (DBOT approval)	Letter of Notification. Must describe how students, faculty, and staff will be affected
Offering 25-49.9% of a program at an off-campus location	6 months prior to planned implementation	3 months prior to planned implementation	Letter of Notification
Offering 50%+ of a program at an off-campus location	12 months prior to planned implementation	January 1 for implementation between July 1 – Dec. 31; July 1 for implementation between Jan. 1 – June 30	Prospectus (20+ page document describing how institution will administer change)

*Not all new programs will qualify for substantive change.

COURSE PROPOSAL**Instructions**

Complete this section if the actions identified within the proposal are any of the following:

- New course development not included within a specific program
- Course modification and/or inactivation not included within a specific program
- New course development for inclusion within specific program
- Course modification/inactivation currently included within a specific program

If the actions identified within the proposal are for new course development and/or course modification/inactivation included within a specific program, then complete the PROGRAM section also.

Course Section

The Florida Department of Education [FLDOE](#) compiles a curriculum framework for each program which includes curriculum benchmark standards required for the course(s) identified within a program. Not all course(s) are included within a program as some may be identified as electives. The [Statewide Course Numbering System](#) (SCNS) will assist with course prefix and course number assignment. For assistance with the SCNS, contact Curriculum Services at curriculum@fscj.edu.

Course Information

Identify the course(s) which are affected by the actions identified within the proposal. Include course prefix/number and course title. Place an "X" in the box that best describes the required action: new, modify, or inactivate. Include the implementation term for each course.

NOTE: Carefully consider any impact a new/modified/inactivated course may have on current and/or future term students. If additional rows are needed in the table, then click on the left of the last row, highlight the row and select "control > insert new row below."

Prefix/Number	Title	New	Modify	Inactivate	Other	Implementation Term
IDS 2949	Experiential Studies in Legislative and Governmental Affairs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Spring Term 2018 (2181)
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Course Eligibility

Identify any eligibility requirement(s) that may be associated with a course action identified within the proposal.

Gordon Rule of Writing Requirement	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If YES, identify the specific course prefix/number and course title, and address any concerns.		
Earn Credit More than Once	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If YES, identify the specific course prefix/number and course title, and address any concerns.		

Course Impact

Identify any impact the course actions identified within the proposal may have on other courses. Provide a brief summary statement.

Will additional courses be impacted by the actions identified within the proposal?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If YES, identify the specific course prefix/number and course title, and address any concerns.		
Prior to enrollment in this course, students must complete at least one academic year (the equivalent of 30 credit hours) and have attained sophomore-level status at FSCJ. Students must complete ENC 1101 and ENC 1102 with a "C" or higher prior to enrolling in IDS 2949. Additionally, students will be required to take POS 2041 or AMH 2010 or AMH 2020 as either a pre-requisite to or a co-requisite with IDS 2949.		

Course Outline (Exhibit “B”)

*Each course is required to attach a copy of the current College course outline as “Exhibit B.” Each course must demonstrate requested changes based on the actions identified within the proposal using **red font** or **yellow highlight** to add information and the strike-through feature to remove information. All courses must follow the College’s standard course outline template. For assistance with the College course outline format, please contact Curriculum Services at curriculum@fscj.edu The current course outline(s) are available [online](#) as a point of reference.*

FLORIDA STATE COLLEGE AT JACKSONVILLE
COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	IDS 2949
COURSE TITLE:	Experiential Studies in Legislative and Governmental Affairs
PREREQUISITE(S):	ENC 1101 and ENC 1102 and POS 2041 or AMH 2010 or AMH 2020 - AMENDED: (Option one) ENC 1101 and ENC 1102 and POS 2041 or AMH 2010; OR (Option two) ENC 1101 and ENC 1102 and POS 2041 or AMH 2020
COREQUISITE(S):	POS 2041 or AMH 2010 or AMH 2020
CONDITIONS:	Sophomore-level status in an associate's degree program.
CREDIT HOURS:	3
CONTACT HOURS/WEEK:	20
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	
Laboratory:	
Other:	20 hours per week for 15 weeks (300 per term) as exclusive internship hours
FACULTY WORKLOAD POINTS:	Calculated based on current CBA
STANDARDIZED CLASS SIZE ALLOCATION:	Up to 15
CATALOG COURSE DESCRIPTION:	
	The internship provides students with meaningful work experience in elected offices, government, and public service. Students will be immersed in the structure of government, legislative procedure, policy issues, effective representation, public service, and research methods.
SUGGESTED TEXT(S):	No textbook will be required, but supplemental resources will be provided to students. These supplemental resources include information on the background of the Constitution and structure of government.
IMPLEMENTATION DATE:	Proposal 2017-02 – Spring Term 2018 (2181)
REVIEW OR MODIFICATION DATE:	

COURSE TOPICS		CONTACT HOURS <u>PER TOPIC</u>
I.	Applied work experience in research, legislation and/or government structure	200
II.	Reflective writing, reporting and evaluation of internship experience.	100
	TOTAL	300

Florida State College at Jacksonville

Course Learning Outcomes and Assessment

SECTION 1			
Course Prefix and Number:	IDS 2949	Semester Credit Hours (Credit):	3
		Contact Hours (Workforce):	
Course Title:	Experiential Studies in Legislative and Governmental Affairs		

SECTION 2a (To be completed for General Education courses only.)					
TYPE OF COURSE (Place an "X" in the box next to those that are applicable.)					
<input type="checkbox"/>	General Education Core (If selected, core discipline area will be identified in Section 4.)				
<input type="checkbox"/>	General Education (If selected, you must also complete Section 4, Section 5, and Section 8)				
SECTION 2b					
TYPE OF COURSE (Place an "X" in the box next to those that are applicable.)					
<input checked="" type="checkbox"/>	A.A. Elective	<input type="checkbox"/>	A.S. Required Course	<input type="checkbox"/>	A.S. Professional Elective
<input type="checkbox"/>	A.A.S. Required Course	<input type="checkbox"/>	A.A.S. Professional Elective	<input type="checkbox"/>	Technical Certificate
<input type="checkbox"/>	PSAV/Clock Hour/Workforce	<input type="checkbox"/>	Development Education	<input type="checkbox"/>	Apprenticeship
<input type="checkbox"/>	Upper Division/Bachelors	<input type="checkbox"/>	Other:	If selected, use this space to title "other" option.	

SECTION 3									
INTELLECTUAL COMPETENCIES (Place an "X" in the box next to those that are applicable.)									
<input checked="" type="checkbox"/>	Reading	<input checked="" type="checkbox"/>	Speaking	<input checked="" type="checkbox"/>	Critical Analysis	<input checked="" type="checkbox"/>	Qualitative Skills	<input checked="" type="checkbox"/>	Scientific Method of Inquiry
<input checked="" type="checkbox"/>	Writing	<input checked="" type="checkbox"/>	Listening	<input checked="" type="checkbox"/>	Information Literacy	<input checked="" type="checkbox"/>	Ethical Judgement	<input checked="" type="checkbox"/>	Working Collaboratively

SECTION 4 (To be completed for General Education courses only.)									
GENERAL EDUCATION DISCIPLINE AREA (Place an "X" in the box next to those that are applicable.)									
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics				
<input type="checkbox"/>	Social and Behavioral Sciences	<input type="checkbox"/>	Natural Sciences						

SECTION 5 (To be completed for General Education courses only.)									
GENERAL EDUCATION LEARNING OUTCOME AREA (Place an "X" in the box next to those that are applicable.)									
<input type="checkbox"/>	Communication	<input type="checkbox"/>	Critical Thinking	<input type="checkbox"/>	Information Literacy				
<input type="checkbox"/>	Scientific and Quantitative Reasoning	<input type="checkbox"/>	Global Sociocultural Responsibility						

SECTION 6		
LEARNING OUTCOMES	TYPE OF OUTCOME (General Education, Course or Program)	METHOD OF ASSESSMENT
Demonstrate an understanding of learned material specific to government structure and the development of public policy.	Course	Weekly activity log; reflective journal, essays, or reports; or employer evaluation; or final summary report
Demonstrate an understanding of policy priorities and the means for attaining them as outlined by the internship office.	Course	Weekly activity log; reflective journal, essays, or reports; or employer evaluation; or final summary report

SECTION 6 (Continued)

LEARNING OUTCOMES	TYPE OF OUTCOME (General Education, Course or Program)	METHOD OF ASSESSMENT
Demonstrate the ability to analyze and translate policy into a local, state or national impact.	Course	Weekly activity log; reflective journal, essays, or reports; or employer evaluation; or final summary report
Demonstrate an understanding of appropriate professional work habits, including self-motivation, responsibility and ethical decision making, for completing assigned tasks.	Course	Weekly activity log; reflective journal, essays, or reports; or employer evaluation; or final summary report

SECTION 7

Faculty name(s):	Cynthia Council and Andrew Holt	Date:	7/18/2017
------------------	---------------------------------	-------	-----------

CS20150615