Program and Course Curriculum Proposal

Curriculum Proposal Title:
Human Services Internship (HUS 4945) Course Modification within the Human Services (T500) (B.S.) Program

Curriculum Proposal Originator(s):
Dr. Rebecca Ford, Dr. Tara Haley and Dr. Tiffany Hunter

The Office of Curriculum Services Use Only
Once the Office of Curriculum Services receives a complete proposal with the required signatures, a tracking number will be assigned, and a thorough technical review will be conducted with findings communicated to the faculty members, instructional program managers or department chairs and directors or deans.

Date Received by the Office of Curriculum Services
November 14, 2018

Tracking Number Assigned by the Office of Curriculum Services
2018-48
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IX. Signatures

Obtained by Proposal Originator(s) Prior to Submission to Curriculum Services
- Faculty Member
- Instructional Program Manager or Department Chair
- Director or Dean

Obtained by Curriculum Services on behalf of Proposal Originator(s)
- Technical/Quality Review
- SACSCOC Liaison
- Associate Provost or Associate Vice President or Executive Director or Vice President of FSCJ Online and Workforce Education
- Curriculum Committee Chair
- Provost/Vice President of Academic Affairs
I. Proposal Background and Summary

All sections of the Curriculum Proposal form are required to be completed for all actions identified within the proposal. Specific questions pertaining to programs and courses are located in their respective sections of the form. Please refer to the Curriculum Committee calendar for critical dates and deadlines pertaining to the curriculum process.

Key Topics

- Title and Actions
- Implementation Term
- Summary
- College Strategic Priorities
- Curriculum Collaborations
- Cost Analysis
- Articulation
### Title and Actions

Insert the title of the curriculum proposal and place an "X" in the box next to the action(s) identified within the proposal.

<table>
<thead>
<tr>
<th>Title</th>
<th>Human Services Internship (HUS 4945) Course Modification within the Human Services (T500) (B.S.) Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action(s)</td>
<td>☐ New Program ☐ Modify Program ☐ Inactivate Program ☐ Reactivate Program ☐ New Course ☒ Modify Course ☐ Inactivate Course ☐ Reactivate Course ☐ Other Use this space to describe requested action(s) if not indicated above.</td>
</tr>
</tbody>
</table>

### 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. 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 | 2019 | Academic Term | 2195 | Academic Season | Fall | ☐ Spring | ☒ Summer |

Based on Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) policy, many new programs are required to submit a prospectus and obtain approval from SACSCOC prior to implementation. See Program Accreditation for further information.

### Summary

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

This proposal seeks to reduce the number of required field/agency (on-site) contact hours from 16 per week to 10 per week in response to concerns that students are unable to successfully complete the internship portion of the program due to existing full-time work obligations. Both faculty and advisory committee members are supportive this modification.
## College Strategic Priorities

Identify strategic priorities with which the actions in the proposal best align. New programs and substantially modified programs should support at least one (1) strategic priority. Please review the College’s Strategic Planning webpage in regard to the College’s strategic goal and associated strategic priorities:

<table>
<thead>
<tr>
<th>College Strategic Goal: Increase the Success of FSCJ Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Priority 1</td>
</tr>
<tr>
<td>Strategic Priority 2</td>
</tr>
<tr>
<td>Strategic Priority 3</td>
</tr>
</tbody>
</table>

## Curriculum Collaborations

Identify any business partnerships, grant requirements, or faculty collaborations that support the actions identified within the proposal. Provide a brief statement about the partnership and its collaborators:

| Business Partnerships | We have partnerships and MOUs in place with over 25 agencies including but not limited to: Ability Housing, Angelwood, The Arc, Habitat for Humanity, Catholic Charities, City Rescue Mission, Clara White Mission, Daniel Memorial, Department of Children and Families, Eldersource, Girls, Inc. Hubbard House, Lutheran Services, Sulzbacher Center, and Women’s Center. | ☒ Yes ☐ No |
| Grant Requirements    | ☐ Yes ☒ No |
| Faculty Collaboration | ☐ Yes ☒ No |
| Other                | ☐ Yes ☒ No |

*Curriculum proposal originators are encouraged to gather additional support from their faculty discipline colleagues. See Disciplinary Faculty Support (Optional) (Addendum A) for further information.*

## Cost Analysis

Identify any new cost(s) to the College based on the actions identified within the proposal. Provide a brief cost analysis statement. Please do not include special fees in this section. Special fees attached to courses should be addressed with the Bursar’s office:

| Equipment/Supplies | ☐ Yes ☒ No |
| Faculty Resources  | ☐ Yes ☒ No |
| Materials/Software | ☐ Yes ☒ No |
| Other              | ☐ Yes ☒ No |

## Articulation

Current *internal and external articulation agreements* are available online as a point of reference. Workforce Education and Economic Development: Internal articulations such as PSAV/Clock Hour/Workforce to Associate in Science and external articulations such as industry certifications to Associate in Science; and Liberal Arts and Sciences and Articulation: Courses intended for transfer to another institution and external upper-division articulations (2+2).

Will the actions identified within the proposal affect existing articulation agreements? ☐ Yes ☒ No

If YES, identify any existing articulation agreements designed to facilitate the timely completion of the identified action(s) within this proposal. N/A
II. Program Information

If the actions identified within the proposal involve the development, modification, inactivation or reactivation of a program (or of a course/courses within one or more programs), then complete this section prior to the Course Information section.

Key Topics

- Framework
- Type
- Identifier
- Labor Market Data
- Access
- Assessment Scores
- Support
- Completion Points (PSAV/Clock Hour Only)
- Impact
## Framework

The Florida Department of Education (FLDOE) classifies each program according to its discipline area/career cluster. The FLDOE compiles a curriculum framework for each program that identifies information such as program title, program hours, CIP code(s), SOC code(s), program standards and occupational completion points (PSAV only). The information requested below is assigned by the FLDOE according to the current edition of the academic year curriculum framework. The Office of Curriculum Services will assign the initial program code for all new programs. Existing programs must maintain their current program code unless previously discussed with the Office of Curriculum Services and the proposal is identified as a substantive change by the OIEA requiring SACSCOC notification.

## Type
Identify the program of study/degree type that best aligns with the actions identified within the proposal:

| ☒ Bachelor of Science | ☐ Bachelor of Applied Science | ☐ Bachelor of Science in Nursing |
| ☐ Associate in Arts   | ☐ Associate in Science        | ☐ Associate in Applied Science  |
| ☐ Technical Certificate | ☐ Advanced Technical Certificate | ☐ PSAV/Clock Hour/Workforce |
| ☐ Advanced Technical Diploma | ☐ Adult Studies | ☐ Other *Use this space to identify program type if not listed.* |

## School
Identify the program of study/degree type that best aligns with the actions identified within the proposal:

| ☐ Liberal Arts and Sciences | ☐ Business, Professional Studies, and Public Safety | ☐ Technology and Industry |
| ☒ Health, Education, and Human Services | ☐ Other *Use this space to identify program school if not listed.* |

## Identifier
Specify the program information and appropriate identification numbers that the actions within the proposal impact. The program code is assigned by the College. The program title, program hours and information for the State CIP Number are assigned by the FLDOE according to the current edition of the academic year curriculum frameworks. The information for the Federal CIP Number is assigned by the Federal Department of Education, National Center for Education Statistics.

<table>
<thead>
<tr>
<th>Program Title (Assigned by FLDOE)</th>
<th>Human Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Hours (Assigned by FLDOE)</td>
<td>120</td>
</tr>
<tr>
<td>State CIP Number (Assigned by FLDOE)</td>
<td>1104400001</td>
</tr>
<tr>
<td>Federal CIP Number (Assigned by USDOE-NCES)</td>
<td>440000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Code (Assigned by the College)</th>
<th>T500</th>
</tr>
</thead>
<tbody>
<tr>
<td>New and/or Revised?</td>
<td>☐ Yes ☒ No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>Social and Human Service Assistants</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC Number</td>
<td>21-1093</td>
</tr>
<tr>
<td>Entry Wage</td>
<td>$24,170</td>
</tr>
<tr>
<td>Occupation Title</td>
<td>Community Health Workers</td>
</tr>
<tr>
<td>SOC Number</td>
<td>21-1094</td>
</tr>
<tr>
<td>Entry Wage</td>
<td>$26,150</td>
</tr>
</tbody>
</table>

## Labor Market Data
Identify the labor market data that the actions within the proposal impact. The information for the SOC Number is assigned by the FLDOE according to the current edition of the academic year curriculum frameworks. The information for specific salary range(s) for a particular SOC number is assigned by the Service Members Opportunity Colleges. The information for estimated employment and growth is assigned by the Florida Department of Economic Opportunity, Occupational Employment and Wages. The information for estimated employment and growth is assigned by the Florida Department of Economic Opportunity, Employment Projections Data.

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>Social and Human Service Assistants</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC Number</td>
<td>21-1093</td>
</tr>
<tr>
<td>Entry Wage</td>
<td>$24,170</td>
</tr>
<tr>
<td>Median Wage</td>
<td>$32,451</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>Community Health Workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC Number</td>
<td>21-1094</td>
</tr>
<tr>
<td>Entry Wage</td>
<td>$26,150</td>
</tr>
<tr>
<td>Median Wage</td>
<td>$35,614</td>
</tr>
</tbody>
</table>
## Access

Identify the type of program access that best align(s) with the actions identified within the proposal. Program access **MUST BE** clearly identified on the catalog program page:

<table>
<thead>
<tr>
<th><strong>Limited Access:</strong> Programs that limit the admission of prospective students on the basis of enrollment capacity (i.e., the number of students whom the program can accommodate because of available seats).</th>
<th>☒ Yes ☐ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If YES, identify the specific program by title(s), code(s) and degree type(s).</td>
<td>All baccalaureate programs offered at Florida State College are designated limited access.</td>
</tr>
</tbody>
</table>

| **Selective Access:** Programs that admit prospective students who meet specific admissions criteria, including, without being limited to, grade point average (G.P.A.), entrance exams, scores, letters of application, letters of reference and/or professional background criteria (e.g., criminal background check, drug screening, medical examination, and/or professional licensure or certification). | ☒ Yes ☐ No |
| If YES, identify the specific program by title(s), code(s) and degree type(s). | All baccalaureate programs offered at Florida State College are designated selective access. |

| **Open Access:** Programs that do not limit the admission of prospective students due to available seats and the criteria for admission does not require specific additional standards. | ☐ Yes ☒ No |
| If YES, identify the specific program by title(s), code(s) and degree type(s). | |

## Assessment Scores

Identify TABE assessment scores (English, Reading and Mathematics) that satisfy the exit criteria for the identified PSAV/Clock Hours/Workforce program(s). For other program types that require assessment(s), please use the space designated as "other" to identify those items specifically:

| **English** | ☒ Yes ☐ No |
| **Reading** | ☒ Yes ☐ No |
| **Mathematics** | ☐ Yes ☒ No |
| **Other** | ☐ Yes ☒ No |

## Support

Provide information about the Program Advisory Committee support for the actions identified in the proposal. State mandated changes do not require Program Advisory Committee approval; however, documentation that indicates notification to Program Advisory Committee members is required.

| **Meeting Date** | December 2018 (Electronic vote: October 2018) |
| **Meeting Minutes (Addendum B)** | ☒ Yes ☐ No |

If YES, provide a brief summary of the Program Advisory Committee recommendations/vote and attach a copy of the meeting minutes in Addendum B.

We cast an electronic vote via email soliciting advisory committee member input on October 12, 2018. Nine of the 11 members responded in support of the reduction of hours. Copies of the vote are attached to this document.
### Occupational Completion Points (Clock Hour Programs Only)

Identify Occupational Completion Points (OCPs) for all Clock Hour/Workforce programs that best align with the actions identified within the proposal. Provide a brief summary of each OCP. The information for OCPs is assigned by the FLDOE according to the current edition of the academic year curriculum frameworks.

| Occupational Completion Point(s) | N/A |

### Impact

Identify any impact based on the actions identified within the proposal. Provide a brief statement in response to each question:

**Will the actions identified within the proposal meet a specific student success, workforce, or university transfer need?**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☒</td>
<td></td>
</tr>
</tbody>
</table>

*If YES, identify the specific student success, workforce and/or university transfer needs.*

Reducing the number of internship contact hours will allow for greater student success and higher program completion rates as the change will allow current students who are currently employed full time avoid experiencing disruptions to their work schedule.

**Will additional programs of study be indirectly impacted by the actions identified within the proposal?**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☒</td>
</tr>
</tbody>
</table>

*If YES, identify the specific program by title, program code and degree type. Also, include information about the impacted programs and the plan for addressing any concerns.*

Course HUS 4945 that is being modified within this proposal is not included in any other programs.

**Are currently enrolled and/or past term students affected by the actions identified within the proposal?**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☒</td>
</tr>
</tbody>
</table>

*If YES, identify any concerns and how you plan to communicate the actions to currently enrolled and/or past term students. Include the approximate number of students impacted.*

Since the total credit hours for the course are not be affected, there will be no impact to currently enrolled students with a fall term 2018 effective date and future. For students with an effective term prior to fall 2018 who still need this course in order to graduate the reduction in internship contact hours will not reduce the total number of credits needed to graduate and will in turn, support those students working full-time.

**Are the actions identified within the proposal based on student cohorts?**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☒</td>
</tr>
</tbody>
</table>

*If YES, identify how the actions affect currently enrolled student cohorts and/or future term student cohorts.*

Students are not in cohorts; we have rolling enrollments. HUS 4945 is the culminating course in the program.
### Impact (Continued)

Identify any impact based on the actions identified within the proposal. Provide a brief statement in response to each question.

<table>
<thead>
<tr>
<th>Will the actions identified within the proposal provide students with a teach-out plan in order to complete their program of study with minimal disruption or additional expense?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☒ No</td>
</tr>
</tbody>
</table>

If YES, identify the specific details of the teach-out plan, the length of time the teach-out plan will be maintained, and agreements for specific teach-out periods with other institutions.

N/A

A teach-out plan is a written plan developed by an institution that provides for the equitable treatment of students if an institution, or an institutional location that provides fifty percent or more of at least one program, ceases to operate before all students have completed their program of study, and may include, if required by the institution’s accrediting agency, a teach-out agreement between institutions. Teach-out plans must be approved by SACSCOC in advance of implementation.

<table>
<thead>
<tr>
<th>Will the actions identified within the proposal affect students due to a program replacement and/or program inactivation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☒ No</td>
</tr>
</tbody>
</table>

If YES, in Addendum C, attach a copy of the notification of program closure including alternate programs that may serve as transfer options and the length of time students have to complete their current program of study.

N/A

For any program inactivation, the last term in which a student can enroll must be identified as the term immediately preceding the requested term for program closure (e.g., fall term 2018 = program closure; summer term 2018 = last enrollment term).

<table>
<thead>
<tr>
<th>Will the actions identified within the proposal affect faculty and/or staff due to a program replacement and/or program inactivation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☒ No</td>
</tr>
</tbody>
</table>

If YES, identify the impact on faculty and/or staff and the plan to address this impact.

N/A

<table>
<thead>
<tr>
<th>Will the effectiveness of the actions identified within the proposal be assessed and/or evaluated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☒ No</td>
</tr>
</tbody>
</table>

If YES, identify the methods of assessment and/or evaluation model you plan to utilize.

The existing assessment models in place for the course and program will remain intact.
III. Program Accreditation

If the actions identified within the proposal involve the development, modification, inactivation or reactivation of a program (or of a course/courses within one or more programs), then complete this section to determine if additional approval from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is required.

Key Topics

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Assessment
- SACSCOC Timeline
- Specialized Assessment
In order to maintain the College’s continued accreditation through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), all originators are required to complete this section to determine if reporting to SACSCOC is required. Please contact the Office of Institutional Effectiveness and Accreditation (OIEA) at oiea@fscj.edu at the beginning of the proposal process to discuss the specific requirements for your proposed change to minimize the possibility of implementation delay.

If you answer YES to one or more of the questions below, complete the substantive change intake form found on the OIEA website. Timelines for the development and submission of reports to SACSCOC can also be found on the OIEA website.

Based on the information provided within the proposal, please identify if the proposal involves any of the following actions related to substantive change.

### The development of a new degree or certificate program?
- **Yes**
- **No**

### A contract, MOU, grant or consortium for the development of all or part of a new program or course?
- **Yes**
- **No**

### The inactivation of a degree or certificate program?
- **Yes**
- **No**

### An increase or decrease in the total degree or certificate program hours by ≥25%?
- **Yes**
- **No**

### Adding or modifying coursework that requires new faculty, course content, equipment, facilities, library or other resources?
- **Yes**
- **No**

### Changing the program from clock hours to credit hours or vice versa?
- **Yes**
- **No**

### The instruction of courses delivered by College faculty/instructors and/or employees at an off-campus location?
- **Yes**
- **No**

### SACSCOC Timeline

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.

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

*Not all new programs will qualify for substantive change.

### Specialized Assessment

Some programs may have specialized accreditation requirements that initiate a curriculum change. If you need assistance in determining the specialized accreditation status and requirements of the program(s) affected in this proposal, please contact the Office of Institutional Effectiveness and Accreditation (OIEA) at oiea@fscj.edu.

If the program(s) identified in this proposal has/have a specialized accreditor, are the requirements of the accreditor, in whole or part, initiating this curriculum change?
- **Yes**
- **No**

If YES, identify the title of the organization.

<table>
<thead>
<tr>
<th>Organization</th>
<th>N/A</th>
</tr>
</thead>
</table>

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IV. Program Funding and Reporting

If the actions identified within the proposal involve the development, modification, inactivation or reactivation of a program (or of a course/courses within one or more programs), then complete this section to determine if additional approval from the Office of Federal Financial Aid is required.

For institutions that are **fully approved** by the U.S. Department of Education for Federal Financial Aid funding eligibility, approval is only required for new vocational programs that are greater than 24 credit hours in length or greater than 600 clock hours in length. In this scenario, Financial Aid is awarded to students in programs such as the Associate in Arts, Associate in Science or a Baccalaureate degree in conjunction with the notice to the U.S. Department of Education, Federal Financial Aid office.

For institutions that are **provisionally** approved by the U.S. Department of Education for Federal Financial Aid funding eligibility, approval is required for ALL new and modified programs regardless of credit hours in length or clock hours in length. Financial Aid will not be awarded to ANY student until the U.S. Department of Education Federal Financial Aid office approves funding. Please exercise caution when selecting an implementation term for new and/or modified programs as the approval process can take 12-18 months.

Gainful employment is applicable ONLY to the following types of programs:

- Career technical education training programs of at least one academic year in length and that lead to a clock hour/workforce certificate.
- Credentialed, non-degree programs such as credit programs requiring 24 or more credit hours or clock hour programs requiring 600 or more contact hours.

**Key Topics**

- Financial Aid
- Financial Aid Assessment
- Gainful Employment
- Gainful Employment Assessment
**Financial Aid**

From the U.S. Department of Education, Office of Federal Financial Aid, in order to be eligible for funding under the Title IV programs, an educational program must lead to a degree (associate, bachelor's, graduate, or professional) or prepare students for "gainful employment in a recognized occupation."

The following includes the types of programs eligible to apply for Federal Financial Aid approval:

- The program leads to an associate's, bachelor's, professional, or graduate degree.
- The program is at least 60 credit hours (minimum 2 academic years) in duration and is acceptable as credit toward a bachelor's degree.
- The program is at least 600 clock hours or 24 credit hours (minimum of 1 academic year) in duration and leads to a certificate, degree, or other recognized credential that prepares students for gainful employment in a recognized occupation.

If you answer YES to one or more of the questions below, contact the College's office of Financial Aid at financialaid@fscj.edu for assistance with the Financial Aid process.

**Financial Aid Assessment**

Based on the information provided within the proposal, please answer the following questions related to financial aid.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the program lead to an associate's, bachelor's, professional, or graduate degree?</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Is the program at least 60 credit hours (minimum 2 academic years) in duration and acceptable as credit toward a bachelor's degree?</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Is the program at least 600 clock hours or 24 credit hours (minimum of 1 academic year) in duration and leads to a certificate, degree, or other recognized credential which prepares students for gainful employment in a recognized occupation?</td>
<td>☐</td>
<td>☒</td>
</tr>
</tbody>
</table>

If YES, identify the specific program by title(s), program of study code(s) and degree type(s).

Human Services (T500) (B.S.) program is financial aid eligible.

**Gainful Employment**

The following educational programs offered by Domestic Public and Domestic Nonprofit Institutions are Gainful Employment programs:

- Non-degree programs, including all certificate programs. Certificate programs include undergraduate certificate programs, post-baccalaureate certificate programs, graduate certificate programs, and postgraduate certificate programs. Note that awarding students one or more certificates as part of a degree program does not create Gainful Employment programs based upon the awarding of the certificate(s).
- Teacher certification programs, including programs that result in a certificate awarded by the institution and those where the institution itself does not provide a certificate but which consist of a collection of course work necessary for the student to receive a State professional teaching credential or certification.
- Approved "Comprehensive Transition Programs" for students with intellectual disabilities.

If you answer YES to one or more of the questions below, contact the College's office of Financial Aid at financialaid@fscj.edu for assistance with the Financial Aid process as it relates to Gainful Employment.

**Gainful Employment Assessment**

Based on the information provided within the proposal, please answer the following questions related to financial aid.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the program a career technical education training program of at least one academic year in length and that leads to a clock hour/workforce certificate?</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Is the program a credentialed, non-degree program such as a credit program requiring 24 or more credit hours or clock hour program requiring 600 or more contact hours?</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Is the program a teacher certification program that results in a certificate awarded by the institution and/or a program for which the institution itself does not provide a certificate but which consists of a collection of course work necessary for the student to receive a State professional teaching credential or certification?</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Is the program an approved &quot;Comprehensive Transition Program&quot; for students with intellectual disabilities?</td>
<td>☐</td>
<td>☒</td>
</tr>
</tbody>
</table>

If YES, identify the specific program by title(s), code(s) and degree type(s).

Human Services (T500) (B.S.) program is not gainful employment eligible.
V. Program Page

In the space below, please insert a copy of the College Catalog program page. To illustrate the actions identified within the proposal, program(s) layout must use red font to add information and the strike-through feature to remove information. Please follow the College Catalog program page template for design consistency. A copy of the current College Catalog may be accessed online as a point of reference.

Key Topics

✓ College Catalog Layout

✓ Recommended Course Sequence by Term
Human Services (T500) (B.S.)

Bachelor of Science

The Program

The Bachelor of Science in Human Services is designed to prepare students in Workforce Region 8 for entry into the human services field. Human services professionals provide services for persons with developmental disabilities or mental illness, victims of crime, individuals and families in crisis, older individuals, and treatment of chemical dependency. The program provides students with a foundation in general theories and principles of assessing human needs. The program gives graduates the opportunity to pursue a broad array of careers in the field of Human Services.

The Bachelor of Science degree in Human Services is appropriate for students who are interested in working as social and service assistants in providing client services in a wide array of fields such as psychology, rehabilitation, sociology or social work, including support for families.

This program is designed to articulate with an Associate of Science (A.S.) or an Associate in Arts (A.A.) degree.

A minimum grade of "C" or better must be achieved in all upper division courses.

Program Requirements

To meet the minimum requirements to be considered for acceptance to the B.S. in Human Services, applicants must satisfy the bachelor's degree general admission requirements. The B.S. in Human Services has rolling admissions throughout the term; a bachelor's degree admissions application may be submitted at any time throughout the term.

Need More Information? Contact:

bs.humanservices@fscj.edu

Curriculum

General Education Coursework

Credit Hours: 36

- **Communications** Credit Hours: 9
  
  Refer to [General Education Requirements](#).
- **Mathematics** Credit Hours: 6
  
  Refer to [General Education Requirements](#).
- **Humanities** Credit Hours: 6
  
  Refer to [General Education Requirements](#).
• **Natural Sciences** Credit Hours: 6  
Refer to [General Education Requirements](#).

• **Social and Behavioral Sciences** Credit Hours: 3  
Refer to [General Education Requirements](#).

• **PSY 1012** - General Psychology Credit Hours: 3

• **SYG 2000** - Introductory Sociology Credit Hours: 3

**Lower Division Elective Coursework**

Credit Hours: 24  
*Select from any Associate in Arts Elective coursework, Associate in Science Professional coursework or Associate in Science Professional Elective coursework.*

**Upper Division Coursework**

Credit Hours: 30  
*A minimum grade of "C" or better is required in all Upper Division coursework.*

- **HUS 3105** - Introduction to Human Services Credit Hours: 3
- **HUS 3201** - Group Dynamics Credit Hours: 3
- **HUS 3304** - Intra and Interpersonal Techniques Credit Hours: 3
- **HUS 3323** - Introduction to Crisis Intervention Credit Hours: 3
- **HUS 3505** - Ethics in Human Services Credit Hours: 3
- **HUS 4352** - Multicultural Perspectives in Mental Health Credit Hours: 3
- **HUS 4526** - Current Issues in Mental Health Credit Hours: 3
- **HUS 4560** - Social Problems and Social Policy Credit Hours: 3
- **HUS 4722** - Research Methods in Human Services Credit Hours: 3
- **HUS 4945** - Human Services Internship Credit Hours: 3  <- Modify course internship contact hours

**Upper Division Generalist Concentration**

Credit Hours: 15  
*A minimum grade of "C" or better is required in all Upper Division Generalist coursework.*

- **HUS 3020** - Human Development through the Lifespan Credit Hours: 3
- **HUS 3650** - Administration in Human Services Credit Hours: 3
- **HUS 4321** - Case Management and Problem Solving Credit Hours: 3
- **HUS 4601** - Health Welfare Delivery Systems Credit Hours: 3
- **HUS 4700** - Diagnosis and Treatment Planning in Human Services Credit Hours: 3

**Upper Division Elective Coursework**

Credit Hours: 15  
*A minimum grade of "C" or better is required in all Upper Division Elective coursework.*

- **HUS 3022** - Building Stronger Families and Communities Credit Hours: 3
- **HUS 3350** - Issues in Domestic Violence Credit Hours: 3
- **HUS 3351** - Family Systems and Dynamics Credit Hours: 3
• HUS 3354 - Child and Family Welfare  Credit Hours: 3
• HUS 3574 - Aging and Family Dynamics  Credit Hours: 3
• HUS 4442 - Drug Awareness and Education  Credit Hours: 3

Total Credit Hours: 120

Credit hours may vary depending on whether a student has satisfied the foreign language requirements of the College.
Identify the recommended course sequence by academic term. This information will be included with the program page in the College Catalog and utilized as a roadmap for facilitating students timely program completion. When completing the recommended course sequencing, please assume full-time student enrollment. For multiple programs within a proposal, please copy the blank table template into a new page.

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Human Services (T500) (B.S.)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Course(s)</th>
</tr>
</thead>
</table>
| Term I        | HUS 3105 Introduction to Human Services  
                HUS 3201 Group Dynamics  
                HUS 3304 Intra and Interpersonal Techniques  
                HUS 3505 Ethics in Human Services |
| Term II       | HUS 3020 Human Development through the Lifespan  
                HUS 3323 Introduction to Crisis Intervention  
                HUS 4321 Case Management and Problem Solving  
                HUS 4560 Social Problems and Social Policy |
| Term III      | HUS 4526 Current Issues in Mental Health  
                HUS 4352 Multicultural Perspectives in Mental Health  
                HUS 4601 Health Welfare Delivery Systems  
                HUS 3650 Administration in Human Services |
| Term IV       | HUS 4700 Diagnosis and Treatment Planning  
                HUS Upper Division Elective  
                HUS Upper Division Elective  
                HUS Upper Division Elective |
| Term V        | HUS Upper Division Elective  
                HUS Upper Division Elective  
                HUS 4722 Research Methods  
                HUS 4945 Human Services Internship |
VI. Course Information

If the actions identified within the proposal involve the development, modification, inactivation or reactivation of a course or courses, then complete this section.

Key Topics

- Assignment
- Identifier
- Eligibility
- Impact
The Florida Department of Education (FLDOE) compiles a curriculum framework for each program that 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 FLDOE classifies each course according to its discipline area and prefix. Course information is maintained via the State Course Numbering System (SCNS). The organizational schema for SCNS utilizes a three-letter prefix and four-digit identification. The first digit denotes the course level (freshman, sophomore, etc.) and is recommended by each institution, while the three-letter prefix and three-digit number are utilized for categorization of content. Each course number may include a lab code ("L") that denotes a laboratory or a combination code ("C") that denotes a combination lecture/laboratory course.

### Identifier

Identify the course(s) that are affected by the actions identified within the proposal. Include course prefix/number and course title. Include the implementation term for each course. Carefully consider any impact a new, modified, inactivated or reactivated course may have on current and/or future term students.

<table>
<thead>
<tr>
<th>Prefix/Number</th>
<th>Title</th>
<th>Effective Term e.g., Fall 2018 (2188)</th>
<th>Dept ID</th>
<th>New</th>
<th>Modify</th>
<th>Inactivate</th>
<th>Reactivate</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUS 4945</td>
<td>Human Services Internship</td>
<td>Summer Term 2019 (2191)</td>
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</tbody>
</table>

*The Department ID is to be added by academic administrators for instructional payment.*
## Eligibility

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

<table>
<thead>
<tr>
<th>Gordon Rule of Writing Requirement?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If YES, identify the specific course prefix/number and course title, and address any concerns.</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

The following statement must be added to each communication course identified as “Gordon Rule” eligible: This course fulfills the “Gordon Rule” writing requirement and must be completed with a grade of “C” or higher (pursuant to State Board of Education Rule 6A-10.030).

Per State Board of Education Rule 6A-10.030(a) a College student must successfully complete the following: Six (6) semester hours of English coursework and six (6) semester hours of additional coursework in which the student is required to demonstrate college-level writing skills through multiple assignments. Each institution shall designate the courses that fulfill the writing requirements of this section. These course designations shall be submitted to the Statewide Course Numbering System. An institution to which a student transfers shall accept courses so designated by the sending institution as meeting the writing requirements outlined in this section.

<table>
<thead>
<tr>
<th>Gordon Rule of Computation Requirement?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If YES, identify the specific course prefix/number and course title, and address any concerns.</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

The following statement must be added to each mathematics course identified as “Gordon Rule” eligible: This course fulfills the “Gordon Rule” computation requirement and must be completed with a grade of “C” or higher (pursuant to State Board of Education Rule 6A-10.030).

Per State Board of Education Rule 6A-10.030(b) a College student must successfully complete the following: Six (6) semester hours of mathematics coursework at the level of college algebra or higher. For the purposes of this rule, applied logic, statistics and other such computation coursework that may not be placed within a mathematics department may be used to fulfill three (3) hours of the six (6) hours required by this section.

<table>
<thead>
<tr>
<th>Earn Credit More Than Once?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If YES, identify the specific course prefix/number and course title, and address any concerns.</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

## Impact

Identify any impact that the actions identified within the proposal may have on another course(s) (e.g., prerequisite or corequisite changes). Provide a brief summary statement in the space below:

<table>
<thead>
<tr>
<th>Will additional course(s) be impacted by the actions identified within the proposal?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If YES, identify the specific course prefix/number and course title, and address any concerns.</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
VII. Course Outline(s)

In the space below, please insert a copy of the current College course outline(s). To illustrate the actions identified within the proposal, course outline(s) must use red font to add information and the strike-through feature to remove information. Please follow the College course outline template for design consistency. A copy of the current College course outline(s) may be accessed online as a point of reference.

Key Topics

✓ College Layout

✓ Learning Outcomes and Assessment
COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: HUS 4945
COURSE TITLE: Human Services Internship
PREREQUISITE(S): HUS 3105, HUS 4722, HUS 4601, HUS 4352, HUS 4560, HUS 3304 (requires a “C” or better)
COREQUISITE(S): HUS 4722
STUDENT ADVISING NOTES: None
CREDIT HOURS: 3
CONTACT HOURS/WEEK: 48 12
CONTACT HOUR BREAKDOWN:
  Lecture/Discussion: 2
  Laboratory: 16
  Other: Field/Agency 10
FACULTY WORKLOAD POINTS: Lecture: 2
  Field/Agency: Calculated based on number of students in the internship
STANDARDIZED CLASS SIZE ALLOCATION: 35
CATALOG COURSE DESCRIPTION:
This course provides students with the opportunity to work in the field to develop personally and professionally. Students are expected to engage in independent learning; they must be able to work in the field in an appropriate agency context, demonstrate responsible, ethical conduct, and display communication and cultural competency. Students must engage in self-analysis via report or journal writing.

SUGGESTED TEXT(S): Kiser, Pamela. The Human Services Internship, Brooks/Cole Publishers
  Sweitzer, H. Frederick and Mary A. King, The Successful Internship: Personal, Professional and Civic Development

IMPLEMENTATION DATE: Fall Term, 2013 (20141) Proposal 2012-124
REVIEW OR MODIFICATION DATE: Fall Term, 2014 (20151) – Proposal 2013-33
  Fall Term, 2016 (20171) – Proposal 2015-44
  Fall Term 2018 (20191) – Proposal 2016-38
  Summer Term 2019 (2195) – Proposal 2018-48
## Course Topics

<table>
<thead>
<tr>
<th>I. Introduction and Orientation</th>
<th>CONTACT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Purpose of Course</td>
<td>5</td>
</tr>
<tr>
<td>B. Syllabus Review</td>
<td></td>
</tr>
<tr>
<td>C. Challenges in the Field</td>
<td></td>
</tr>
<tr>
<td>D. Understanding Learning in the Field</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Course Content (May Include But Not Limited To:)</th>
<th>CONTACT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Concepts and Theories</td>
<td>15</td>
</tr>
<tr>
<td>B. Skills and Applications</td>
<td></td>
</tr>
<tr>
<td>C. Self-Assessments</td>
<td></td>
</tr>
<tr>
<td>D. Culture and Community Need</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Closure</th>
<th>CONTACT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Summary</td>
<td>10</td>
</tr>
<tr>
<td>B. Self-Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. Field Experience</th>
<th>CONTACT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>240 150</td>
</tr>
</tbody>
</table>
### COURSE LEARNING OUTCOMES AND ASSESSMENT

#### SECTION 1

<table>
<thead>
<tr>
<th>Course Prefix and Number:</th>
<th>HUS 4945</th>
<th>Semester Credit Hours (Credit):</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Hours (Workforce):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Title:</td>
<td>Human Services Internship</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 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.)**

- General Education Core (If selected, core discipline area will be identified in Section 4.)
- 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.)**

<table>
<thead>
<tr>
<th>A.A. Elective</th>
<th>A.S. Required Course</th>
<th>A.S. Professional Elective</th>
<th>PSAV/Clock Hour/Workforce</th>
<th>Development Education</th>
<th>Apprenticeship</th>
<th>X Upper Division/Bachelors</th>
<th>Other:</th>
<th>If selected, use this space to title “other” option.</th>
</tr>
</thead>
</table>

#### SECTION 3

**INTELLECTUAL COMPETENCIES (Place an “X” in the box next to those that are applicable.)**

<table>
<thead>
<tr>
<th>X Reading</th>
<th>X Speaking</th>
<th>X Critical Analysis</th>
<th>X Qualitative Skills</th>
<th>Scientific Method of Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Writing</td>
<td>X Listening</td>
<td>X Information Literacy</td>
<td>X Ethical Judgement</td>
<td>Working Collaboratively</td>
</tr>
</tbody>
</table>

#### 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.)**

<table>
<thead>
<tr>
<th>Communications</th>
<th>Humanities</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and Behavioral Sciences</td>
<td>Natural Sciences</td>
<td></td>
</tr>
</tbody>
</table>

#### 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.)**

<table>
<thead>
<tr>
<th>Communication</th>
<th>Critical Thinking</th>
<th>Information Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific and Quantitative Reasoning</td>
<td>Global Sociocultural Responsibility</td>
<td></td>
</tr>
</tbody>
</table>

#### SECTION 6

**LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>TYPE OF OUTCOME (General Education, Course or Program)</th>
<th>METHOD OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to apply discipline specific knowledge to the field experience, and show how this knowledge contributes to their understanding of the purpose of the internship experience.</td>
<td>Course Report writing or journaling or portfolios and agency reports.</td>
</tr>
<tr>
<td>Students will demonstrate ability to write effectively for the Human Services profession</td>
<td>Course Report writing or journaling or portfolios and agency reports.</td>
</tr>
<tr>
<td>LEARNING OUTCOMES</td>
<td>TYPE OF OUTCOME (General Education, Course or Program)</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Students will be able to identify and discuss ethical issues that relate to the assigned agency.</td>
<td>Course</td>
</tr>
<tr>
<td>Students will be able to identify and discuss areas of strength and weakness and discuss self-improvement strategies.</td>
<td>Course</td>
</tr>
<tr>
<td>Students will be able to identify and analyze the purpose, structure and function of their assigned agency.</td>
<td>Course</td>
</tr>
<tr>
<td>Students will be able to discuss and analyze their role in the agency, including peer and supervisor relationships.</td>
<td>Course</td>
</tr>
<tr>
<td>Student will be able to document completion of assigned hours at agency Students will be able to describe current trends and issues in the profession</td>
<td>Course</td>
</tr>
</tbody>
</table>

**SECTION 7**

Faculty name(s): Rebecca Ford

Date: August 2017

CS20150615
VIII. Addenda

Identify any addenda that will enhance the proposal submission.

**Key Topics**

- Faculty Support (Optional)
- Program Advisory Committee Meeting Minutes
- Notice to Students of Program Inactivation
## ADDENDUM A
### Faculty Support (Optional)

**Faculty Support**
Curriculum proposal originator(s) are strongly encouraged to solicit support from faculty members and to gather feedback through discussion at disciplinary, departmental and/or programmatic meetings prior to proposal submission to the Office of Curriculum Services at curriculum@fscj.edu. Please note that obtaining additional faculty members’ support is highly recommended but not required as part of the signatory process.

### Faculty Correspondence
Was the proposal submitted electronically to faculty members for review and feedback?  
If YES, please provide the date of the electronic correspondence.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Date</td>
<td></td>
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</tbody>
</table>

### Faculty Meeting(s)
Was a disciplinary, departmental and/or programmatic meeting held to review the actions identified in the proposal? If YES, please provide the date of the meeting.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Date</td>
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</tbody>
</table>

If a vote was taken during the meeting, please provide the number of faculty votes for "yes," "no," or "abstention."

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td># Yes Votes</td>
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<tr>
<td># No Votes</td>
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<tr>
<td># Abstention</td>
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</table>

Provide a summary of the reasons that the disciplinary council, departmental and/or programmatic committee decided to support or not to support the proposal.

### Faculty Review and Comments
A summary of faculty members’ comments appears below; comments may also be submitted anonymously.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Comments</th>
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If additional space is required for faculty comments, please insert additional pages as needed.
Notice to Program Advisory Committee Members

From: Haley, Tara C. <tara.haley@fscj.edu>
Sent: Friday, October 12, 2018 1:37:10 PM
To: Teresa Miles; Sharon Wilburn; Emily Rokosch; Compton, Linda; corey.frazier@lsfnet.org; Judy Bradshaw; Cindy Funkhauser; Candace Hodgkins; Robin Hampton; Caryn Kenny; Wanda Lanier; Linda Levin
Cc: Hunter, Tiffany E.
Subject: FSCJ Human Services Advisory Board: electronic vote needed

Good Afternoon Advisory Board members,

As we continue to update and improve our curriculum and program requirements to best meet the needs of our students, we are working on revising the number of hours that students are required to complete for their Internship.

Students are currently required to complete 240 hours in the field over the course of a 14-15 week academic term. We have a diverse population of students ranging in age from 20-70 with the majority of our students working full-time. As of late, our students have been voicing their concerns over not being able to complete their internship hours due to their work schedules and family responsibilities. In an effort to support our students in successfully completing the program, we would like to reduce the total number of hours required for internship completion. After reviewing the requirements of similar institutions as well as of our own Early Childhood Education program, we are proposing a reduction of the number of hours to 150. Please note that we are not held to any institutional or accrediting body requirements to maintain the 240 hours currently in place.

In order to proceed with the proposed change via a curriculum revision, we are in need of your votes either in favor of or opposed to the reduction in internship hours.

Please send your electronic vote via email reply to me by Wednesday October 17th.

Thank you!

Dr. Tara Haley, LMFT
Instructional Program Manager of Human Services
Florida State College at Jacksonville
North Campus, D-313
4501 Capper Road
Jacksonville, FL 32218
(904) 766-6870
tara.haley@fscj.edu
From: Linda Levin <Linda.Levin@myeldersource.org>
Sent: Friday, October 12, 2018 5:01:31 PM
To: Haley, Tara C.; Teresa Miles; Sharon Willburn; Emily Rokosch; Compton, Linda; corey.frazier@lsfnet.org; Judy Bradshaw; Cindy Funkhouser; Candace Hodgkins; Robin Hampton; Caryn Kenny; Wanda Lanier
Cc: Hunter, Tiffany E.
Subject: RE: FSCJ Human Services Advisory Board: electronic vote needed

I vote in favor. Linda

Linda J. Levin, M.S.G.
CEO

elderSOURCE
start here for help

10608 Old St Augustine Road | Jacksonville, FL 32257
Direct: 904.391.6610  Main: 904.391.6600  Fax: 904.391.6601
Toll Free Hotline: 1-888-242-4484  www.myeldersource.org

From: Robin Hampton <rhampton@clearviewconcepts.org>
Sent: Friday, October 12, 2018 5:51 PM
To: Haley, Tara C. <tara.haley@fscj.edu>; Teresa Miles <tmiles@womenscenterofjax.org>; Sharon Willburn <stwwillburn@comcast.net>; Emily Rokosch <erokosch@jasmyn.org>; Compton, Linda <linda.compton@myfamilies.com>; corey.frazier@lsfnet.org; Judy Bradshaw <judyblitr@gmail.com>; Cindy Funkhouser <cindyfunkhouser@tscjax.org>; Candace Hodgkins <chodgkins@gatewaycommunity.com>; Caryn Kenny <ckenny@communityhospice.com>; Wanda Lanier <wlanier@barnabasnaassau.org>; Linda Levin <linda.levin@myeldersource.org>
Cc: Hunter, Tiffany E. <Tiffany.Hunter@fscj.edu>
Subject: Re: FSCJ Human Services Advisory Board: electronic vote needed

I vote in favor.

Robin C. Hampton, MS, LMHC
Clear View Concepts
1411 South 14th Street
Professional Plaza, Building K
Fernandina, Beach FL 32034
(904) 335-0333

Get Outlook for Android
From: Caryl Kenny <CKenny@communityhospice.com>
Sent: Saturday, October 13, 2018 3:45 PM
To: Haley, Tara C.; Teresa Miles; Sharon Wilburn; Emily Rokosch; Compton, Linda; corey.frazier@lsf.net.org; Judy Bradshaw; Cindy Funkhouser; Candace Hodgkins; Robin Hampton; Wanda Lanier; Linda Levin
Cc: Hunter, Tiffany E.
Subject: RE: FSCJ Human Services Advisory Board: electronic vote needed

I vote in favor...
Thank you,
Caryl

Caryn Kenny, LCSW
Psychosocial Manager Inpatient Care
Community Hospice of Northeast Florida
4266 Sunbeam Rd.
Jacksonville, FL 32257
904-407-6414

Community Hospice & Palliative Care

From: Cindy Funkhouser <CindyFunkhouser@sulzbacherjax.org>
Sent: Sunday, October 14, 2018 12:56 PM
To: Haley, Tara C.; Teresa Miles; Sharon Wilburn; Emily Rokosch; Compton, Linda; corey.frazier@lsf.net.org; Judy Bradshaw; Candace Hodgkins; Robin Hampton; Caryl Kenny; Wanda Lanier; Linda Levin
Cc: Hunter, Tiffany E.
Subject: RE: FSCJ Human Services Advisory Board: electronic vote needed

I vote yes-to decrease the number of hours.
Thanks;

Cindy Funkhouser, MSW
President and CEO
Sulzbacher
611 E. Adams St.
Jacksonville, FL 32202
904-404-33
CindyFunkhouser@sulzbacherjax.org
www.Sulzbacherjax.org

SULZBACHER
HOUSING • HEALTHCARE • HOPE
From: Wanda J Lanier <wlanier@barnabasnassau.org>
Sent: Friday, October 12, 2018 2:02 PM
To: Haley, Tara C.
Subject: RE: FSCJ Human Services Advisory Board: electronic vote needed

I vote YES

Wanda Lanier | Chief Executive Officer
Barnabas Center, Inc.
1303 Jasmine Street, Suite 101
Fernandina Beach, FL 32034
Office 904-261-7000 x101
Mobile 904-321-7674
Fax 904-277-2884
www.BarnabasNassau.org

From: Compton, Linda <Linda.Compton@myflfamilies.com>
Sent: Friday, October 12, 2018 5:00 PM
To: Sharon Wilburn
Cc: Candace Hodgkins; Haley, Tara C.; Teresa Miles; Emily Rokosch; corey.frazier@isfnet.org;
Judy Bradshaw; Cindy Funkhouser; Robin Hampton; Caryn Kenny; Wanda Lanier; Linda
Levin; Hunter, Tiffany E.
Subject: Re: FSCJ Human Services Advisory Board: electronic vote needed

I agree. My vote is yes.

Sent from my iPhone

Linda Compton
Florida Department of Children and Families
Operations Manager
Child Protective Investigations
Duval & Nassau Counties
5920 Arlington Expressway
Jacksonville, Florida 32211
Office (904) 485-9599
Cell (904) 219-5482
Fax (904) 727-5539
On Oct 12, 2018, at 4:58 PM, Sharon Wilburn <stwwilburn@comcast.net> wrote:

Hi Tara,

I am in agreement with Candy. I believe 150 field based hours is sufficient for an undergraduate internship experience. I vote in favor of this change.

Yours in Good Health,

Sharon

Sharon T. Wilburn, PhD, LMHC, NCC, CRC-MAC, CCM, BCC, CHES, ABDA
Licensed Mental Health Counselor; Certified Disability Analyst; Florida Certified Family Mediator
University of North Florida, Professor Emerita
Public Health, Clinical Mental Health Counseling
Health-Tech Consultants, Inc.
Founder and Senior Evaluation Specialist
Office: 904-247-0020; Cell: 904-866-0431
Fax: 904-247-0104; E-mail: stwwilburn@comcast.net
Website: http://www.healthtechconsultants.com/

"The measure of mental health is the disposition to see good everywhere." – Emerson

From: Candace Hodgkins <CHodgkins@gatewaycommunity.com>
Sent: Friday, October 12, 2018 1:56 PM
To: Haley, Tara C. <tara.haley@fscj.edu>; Teresa Miles <tmiles@womenscentrofjax.org>; Sharon Wilburn <stwwilburn@comcast.net>; Emily Rokosch <erokosch@jasmyn.org>; Compton, Linda <linda.compton@myffamilies.com>; corey.frazier@lsfnet.org; Judy Bradshaw <judybltr@gmail.com>; Cindy Funkhouser <cindyfunkhouser@tscijax.org>; Robin Hampton <rhampton@clearviewconcepts.org>; Caryn Kenny <ckenny@communityhospice.com>; Wanda Lanier <wlanier@barnabasnassau.org>; Linda Levin <linda.levin@myeldersource.org>
Cc: Hunter, Tiffany E. <tiffany.hunter@fscj.edu>
Subject: Re: FSCJ Human Services Advisory Board: electronic vote needed

I feel given this is for a BA and majority are working that 150 is appropriate. I vote in favor of this recommendation!

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IX. Signatures

Signatures of the faculty member(s), instructional program manager(s) or department chair(s) and dean(s) must be obtained prior to submission to the Office of Curriculum Services at curriculum@fscj.edu.

The Office of Curriculum Services will obtain signatures of the SACSCOC Accreditation Liaison, Associate Provost or Vice President of Online and Workforce Education, Curriculum Committee Chair (Faculty Senate President) and the Provost/Vice President of Academic Affairs.

**Signatures Obtained by Proposal Originator(s)**

- Faculty Member(s)
- Instructional Program Manager(s) or Department Chair(s)
- Director(s) or Dean(s)

**Signatures Obtained by Curriculum Services on behalf of Proposal Originator(s)**

- Technical and Quality Review
- SACSCOC Liaison
- Associate Provost or Associate Vice President or Executive Director or Vice President of FSCJ Online and Workforce Education
- Curriculum Committee Chair
- Provost/Vice President of Academic Affairs
### Faculty Member(s)

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Dr. Rebecca Ford</th>
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<tbody>
<tr>
<td>Telephone No.</td>
<td>904-766-5553</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Rebecca.ford@fscj.edu">Rebecca.ford@fscj.edu</a></td>
</tr>
</tbody>
</table>

**Signature**

![Signature]

**Date**

11/5/18

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**Faculty Members are encouraged to gather additional support from their disciplinary faculty colleagues. Please review the Faculty Support (Optional) (Addendum A) for further information.**

### Instructional Program Manager

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Dr. Tara Haley</th>
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<tbody>
<tr>
<td>Title(s)</td>
<td>Instructional Program Manager</td>
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**Provisions**

- [ ] Support
- [ ] Do Not Support
- [ ] Support with Conditions Noted

**Comments**

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**Signature**

![Signature]

**Date**

11/5/18

### Dean

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<tr>
<th>Name(s)</th>
<th>Dr. Tiffany Hunter</th>
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<tr>
<td>Title(s)</td>
<td>Dean of Education and Human Services</td>
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**Provisions**

- [ ] Support
- [ ] Do Not Support
- [ ] Support with Conditions Noted

**Comments**

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**Signature**

![Signature]

**Date**

11/6/18

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**Should the technical review process conducted by the Office of Curriculum Services result in findings that may cause significant modification to the original proposal, then revised signatures of support from the faculty member(s), instructional program manager(s) or department chair(s) and dean(s) may be requested and/or required.**
### Office of Curriculum Services Technical and Quality Review

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<tr>
<td>Quality Review Complete</td>
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### SACSCOC Accreditation Liaison

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<tr>
<th>Name(s)</th>
<th>Dr. Marie F. Gnage</th>
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<td>This proposal does not constitute a substantive change.</td>
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<td>Possibly constitutes a substantive change; liaison will request further information.</td>
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<td>Constitutes a substantive change; liaison will request further information.</td>
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The SACSCOC Accreditation Liaison must review to determine if the proposal constitutes a substantive change that is a significant modification or expansion in the nature and scope of an accredited institution. See Program Accreditation for further information.

### Associate Provost

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<th>Name(s)</th>
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<th>Title(s)</th>
<th>Associate Provost of Baccalaureate and Career and Technical Education</th>
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The SACSCOC Accreditation Liaison must review to determine if the proposal constitutes a substantive change that is a significant modification or expansion in the nature and scope of an accredited institution. See Program Accreditation for further information.
Once the proposal has been presented to the Curriculum Committee and a recommendation has been made, the Office of Curriculum Services will forward the proposal along with any supporting documentation to the Provost/Vice President of Academic Affairs with a request for review and signature.

Once the proposal has been reviewed by the Provost/Vice President of Academic Affairs and an approval decision has been determined with corresponding signature support, the proposal will be returned to the Office of Curriculum Services for systems input and updates that include the PeopleSoft Course Catalog, the College Catalog, official Course Outlines and the State Course Numbering System (SCNS). Upon completion of systems input and updates, the Office of Curriculum Services will notify via email correspondence the Office of Admissions and Records, the Office of Financial Aid, the College’s web team, Curriculum Committee members, faculty members, instructional program managers or department chairs, and directors or deans of proposal completion.

In order to maintain consistent record keeping, the Office of Curriculum Services requests confirmation via return email receipt of completed proposal actions from the Office of Admissions and Records and the Office of Financial Aid.

Should a proposal require District Board of Trustees (DBOT) and/or SACSCOC approval prior to implementation, the Office of Curriculum Services will notify the appropriate departments via email correspondence.