This document summarizes the status of CBCS undergraduate programs in relation to the 12 step curricular review process initiated by the Provost in 2018.

Provost’s Curriculum Review: CBCS
12 Steps to Success
### Provost’s 12 Step Curricular Review 2018

<table>
<thead>
<tr>
<th>Major Name</th>
<th>Major Code</th>
<th>More than 120 hours</th>
<th>8 semester plan</th>
<th>4 semester plan</th>
<th>Published cycle of course delivery</th>
<th>Last 2 years fully online</th>
<th>Textbook Affordability</th>
<th>FUSE</th>
<th>GCP courses</th>
<th>HIP Integrated</th>
<th>HIP Req’d</th>
<th>SLOs Published</th>
<th>Curriculum Map</th>
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<tbody>
<tr>
<td>Aging Sciences</td>
<td>AGE</td>
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<td>Completed</td>
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<td>Not App</td>
<td>In Progress</td>
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<td>Yes</td>
<td>2 or more</td>
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<tr>
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<tr>
<th>Major Name</th>
<th>Major Code</th>
<th>Gen Ed Creative Thinking</th>
<th>Gen Ed Info Literacy</th>
<th>Gen Ed Human &amp; Cultural Diversity</th>
<th>Job Placement Posted</th>
<th>Compensation Benchmarks</th>
<th>Sought input on major from:</th>
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<th>NACE competencies</th>
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PROVOST’S 12 STEP CURRICULUM REVIEW 2018
COLLEGE OF BEHAVIORAL & COMMUNITY SCIENCES

1. **Maximum major requirement of 120 SCH**
   - All undergraduate majors in CBCS meet the requirement of requiring no more than 120 SCH to graduate.

2. **General Education Curriculum Integration**
   - CBCS was successful at getting 8 courses approved for Tier 2 of the new General Education curriculum as follows:
     - **HUMAN AND CULTURAL DIVERSITY**
       - CSD  ASL 3514: Deaf Culture
       - MHLP  MHS 3063: Cultural Diversity in Health & Behavioral Health
       - SAS  GEY 3625: Sociocultural Aspects of Aging
     - **INFORMATION LITERACY**
       - SAS  GEY 2000: Introduction to Aging Sciences
       - SAS  GEY 4612: Psychology of Aging
     - **CREATIVE THINKING**
       - MHLP  MHS 2031: Mental Health and Addictive Disorders
       - MHLP  MHS 4703: Legal, Ethical, & Professional Issues in Behavioral Health
       - SAS  GEY 4507: Understanding Policies & Practices in Long Term Care
       - SAS  GEY 4102: Aging in Modern Literature and Film

   - CSD plans to submit SPA 3470: Culture and Diversity for Tier Four as well as SPA 4050: Introduction to the Clinical Process
   - The School of Social Work has created a Gen Ed work group to identify possibilities for Tier 2, 3, and 4.
   - Criminology plans to resubmit a Tier 2 course that was not approved this year and is examining the possibilities for Tier 3 and 4.
   - MHLP plans to submit a new capstone course for Tier 4 and will align their current curriculum with the Tier 4 HIPS.
   - SAS plans to submit GEY 4641: Death and Dying as a Tier 3 course and GEY 4690: Senior Seminar in Aging, GEY 4917: Directed Research in Aging, and GEY 4945: Internship as Tier 4 HIPs.
3. Refine and publish Student Learning Outcomes (SLOs) for each major as well as placement opportunities and compensation benchmarks.

- All CBCS programs have reviewed the SLOs for their programs. As a result, five of the eight programs are making changes to their SLOs using the faculty curricular processes established in their departments. SLOs have been published for three programs to date: Long Term Care Administration; Behavioral Healthcare; and Social Work. All others will be published when the revision process is finalized. Aging Science and Long Term Care Administration will publish them in the AY2019-20 catalog. LSH, ITT, and Deaf Studies plan to publish the SLOs by August 7, 2018.

- Criminology and Social Work publish SLOs on their website.

- All CBCS major publish job placement opportunities for students as follows:

  Aging Sciences: Canvas, Bulletin Board, email distributions, advisor offices
  BHC: Canvas, email distribution; field experience course; advisor offices; classrooms
  Criminology: Canvas, Bulletin Board, advisor offices
  Deaf Studies: Canvas, Bulletin Board, email distributions, practicum courses; advisor offices
  ITT: Canvas, Bulletin Board, email distributions, practicum courses; advisor offices
  LSH: Canvas, Bulletin Board, email distributions, practicum courses; advisor offices
  Long Term C: Canvas, Bulletin Board; email distributions, practicum courses; classrooms
  Social Work: Social media, email distributions, Internship courses

- All CBCS programs currently publish compensation benchmarks or plan to do so by Fall, 2018 as follows:

  BHC: Canvas, internship courses, pro-seminar course, and advisor offices
  Criminology: Canvas and advisor offices
  Deaf Studies: Practicum courses and materials in career-related courses
  ITT: Practicum courses and materials in career-related courses
  LSH: Advisor offices, practicum courses, and materials in career-related courses
  Social Work: Advisor offices; website; survey of graduates

  Aging Sciences will publish compensation benchmarks beginning in Fall, 2018
  Long Term Care will publish compensation benchmarks beginning in Fall, 2018
4. Obtain curriculum input from students, alumni, employers, and graduate schools; establish advisory boards.

Behavioral Healthcare has a Community Advisory Committee. The last meeting was held on February 16, 2018. The committee recently recommended that the faculty reconsider age-group concentrations and add more pre-clinical skills training to the program. The faculty also seek input from students through a program-specific survey, focus groups with students on particular issues, interviews, and review of the Graduating Senior survey. In addition, students are members of the Community Advisory Committee.

Criminology does not have a formal Community Advisory Board but is actively involved with employers through the Ready, Set, Work initiative. They plan to establish a Community Advisory Board that will meet for the first time in Mach, 2019 as part of their Wall of Fame celebration with alumni and community members.

The three concentrations in CSD do not have a Community Advisory Board. They plan to explore this possibility when the new department chair is hired. However, the Deaf Studies program has a student steering committee that advises faculty and advisors on student needs and coordinates student success initiatives. Ultimately, they would like to expand this group to be part of a Community Advisory Board. They also collect information from students from a program-specific student survey, review the Graduating Senior exit survey, and follow-up with alumni to assess their preparedness for graduate school. The LSH program relies on a set of standardized competencies from the accrediting body (CAP/CSD).

The Aging Science program has a Community Advisory Committee, including alumni. They recommended that the name of the undergraduate program be changed from Gerontology to Aging Sciences. The faculty seek input from students through an academic advisor survey as well as a review of the USF graduating senior survey. They obtain input from graduate schools in the field (e.g., USC, UMBC) as well as from their faculty who serve as program review external consultants for similar programs in other universities.

The Long Term Care Administration program has a Community Advisory Board that meets annually during this same time period. At the May, 2017 meeting, the board recommended that the faculty incorporate new assignments that map closely to state requirements for Nursing Home Administrator licensure and that they expand co-curricular opportunities for students. The faculty seek input from students through an academic advisor survey as well as a review of the USF graduating senior survey. This program is a practitioner degree and it is atypical for students to continue to graduate school. Hence, they do not actively seek input from graduate programs.

Social Work has a long established Community Advisory Board that meets once per year. The next meeting is scheduled for May, 2018. In addition, the obtain input from students through a survey developed specifically for their program as well as by a review of the USF graduation exit survey. They also conduct focus groups with students periodically. In addition, student cohort representatives are elected to serve on the BSW Committee. Input on the program is based on a set of standardized competencies developed through their accreditation agency (CWSE) so the curriculum is continuously reviewed against community-based needs.
5. Determine what Gen Ed courses outside the college need to be tailored for the major.

No CBCS undergraduate program identified courses in this category.

6. Integrate GCP and HIP practices into the major.

All CBCS programs have integrated HIP practices into the major. Some have also developed GCP courses as follows.

- The Aging Science program offers two GCP certified courses. Internship is one of three capstone options for students in the program. Students in the Long Term Care program are required to take internship in order to graduate and fulfill the requirements to sit for the Nursing Home Administrator exam. Students also participate in a service-learning component as part of GEY 4635: Business Management in an Aging Society. GEY 4612 incorporates a portfolio project of writing assignments as part of a capstone experience.

- Behavioral Healthcare offers two GCP certified courses as well as Education Abroad programs in London, Florence, and Ireland. Students are required to take field experience and have the opportunity to participate in undergraduate research through the SRI@FMHI as well as the Undergraduate Research Certificate. Several courses in the major include community-based experiences such as field trips, site visits, and community speakers. Students often observe support groups for individuals with behavioral health conditions.

- Criminology offers students the opportunity to complete an internship and undergraduate research. They recently developed the SPRUCE LAB for undergraduate research—a collaboration with the Pasco Sheriff’s Office in which students work on cold cases involving missing persons.

- Deaf Studies, ITT, and LSH offer three GCP certified courses and conduct Education Abroad programs in Rome, Switzerland, and Belize. In addition, they require internships and capstone experiences for their majors. Students in the LSH concentration also participate in undergraduate research and complete clinical portfolios as a capstone experience.

- Social Work is certified as a Global Citizen program. They offer three GCP certified courses and conduct Education Abroad programs in India and Spain. In addition, they incorporate field experience, service learning, and capstone experiences in the major through a written integrative period in the final semester.
7. **Publication of a pre-determined cycle of course delivery (course offerings by semester and year).**

- Aging Sciences and Long Term Care Administration will publish their course schedule by the end of the Spring, 2018 semester.
- Behavioral Healthcare has posted this schedule in the advisor offices and plans to identify appropriate publication sites.
- Criminology has posted the schedule on their departmental website.
- ITT, Deaf Studies, and LSH has posted the schedule in the advisor offices and on their program website.
- Social Work has published their schedule on their department website.

8. **Design 4 semester and 8 semester plans for students as well as curricular maps linking the SLOs to course content.**

- Four semester and eight semester plans have been developed for all CBCS majors and have been submitted for publication in the Undergraduate Catalog.
- Curricular maps have been completed by five of the eight CBCS programs; the remaining three have maps but have requested an extension to revise and finalize the maps during the Fall, 2018 semester.

9. **Ensure that FUSE GradPaths have been established where relevant.**

FUSE GradPaths have been established for CBCS majors as follows:

- Aging Studies - new
- Behavioral Healthcare – Addictions Concentration – new
- Behavioral Healthcare – Applied Behavioral Analysis Concentration – new
- Behavioral Healthcare – Children’s Mental Health Concentration – new
- Communication Science and Disorders – Language Speech and Hearing - revised
- Criminology – revised
- Long Term Care Administration – new
- Social Work – One FUSE pathway exists with State College of Florida; others being explored
10. Carefully consider Textbook Affordability on a course-by-course basis as well as online delivery of programs.

All departments conducted a review of the cost of textbooks for their undergraduate and graduate programs. Programs with no text above the limit were Deaf Studies, ITT, and Criminology. Only a few courses were identified that were above the university threshold for textbook costs per credit hour. In some cases, the costs do not accurately represent actuality because faculty readily identify alternative methods for students to obtain books, e.g., Social Work has books that are available for loan to students.

<table>
<thead>
<tr>
<th>COLLEGE OF BEHAVIORAL AND COMM SCIENCES</th>
<th>COURSES</th>
<th>COURSE SECTIONS</th>
<th>SECTION COSTS - REQUIRED TEXTBOOKS</th>
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<tr>
<td>Dept</td>
<td>Department Name</td>
<td>Number Courses</td>
<td>Total Sections</td>
</tr>
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<td>-----</td>
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<td>----------------</td>
<td>----------------</td>
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<tr>
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<td>REH</td>
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<tr>
<td>SOK</td>
<td>Social Work</td>
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</table>

The results of the departmental analyses identified the following:

- LSH is changing the text for SPA 4321: Introduction to Audiologic Rehabilitation to a lower cost book.
- The text for SPA 3112: Applied Phonetics in Communication Disorders has no alternative text that is less expensive. The higher costs reflects the necessity of purchasing a CD with practice items as well as the book.
- SPA 3030: Introduction to Hearing Science requires a text for the online course but not the face-to-face course. The book has been found to be helpful for students who require additional resources to help digest lectures in the online course.
- For texts that are above the cost in Behavioral Healthcare, the highest price option (which is the price listed by the bookstore) is not required. Older editions are allowed and used texts are readily available at low cost or from the library for loan.
• In Long Term Care Administration and Aging Sciences, a faculty committee has been established to identify alternative ways to address the cost of textbooks including loaner copies and online materials in the library as well as pdf readings.

Online Programs/Classes

CBCS has one major that may be taken fully online for the last two years: Criminology. No other undergraduate program plans to move to fully online course offerings at the present time. The status of online courses in each program follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Percentage of Courses Available Online</th>
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<tbody>
<tr>
<td>Aging Sciences</td>
<td>Less than half of the courses are available online</td>
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<tr>
<td>Long Term Care:</td>
<td>Less than half of the courses are available online</td>
</tr>
<tr>
<td>BHC:</td>
<td>More than half are available online</td>
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<tr>
<td>Criminology:</td>
<td>Fully online</td>
</tr>
<tr>
<td>LSH:</td>
<td>12.5% of courses are available online</td>
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<tr>
<td>ITT:</td>
<td>12% of courses are available online</td>
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<tr>
<td>Deaf Studies:</td>
<td>21% of courses are available online</td>
</tr>
<tr>
<td>Social Work:</td>
<td>17% of courses are available online</td>
</tr>
</tbody>
</table>

11. Develop career pathways and postgraduate pathways for undergraduates.

Career Track Students

• Aging Sciences offers several opportunities for students who plan to pursue a job after graduation including: optional internships; career components within courses; workshops on resume writing, job search and other skills; guest speakers; career fair with local employers; opportunities to join and network through professional organizations. The Senior Seminar places heavy emphasis on post-graduate destinations. The students also participate in Careers in Aging Week, a national initiative to connect students in aging to jobs in the field.

• Behavioral Healthcare offers several opportunities for students who plan to pursue a job after graduation including: required internships; career components within courses; practical skills classes; workshops on resume writing, job search and other skills; coordination with the USF Office of Career Services; guest speakers; job information posted on Canvas; and HIP practices of field
placement and service learning courses. BHC offers a ProSeminar class specifically designed to help students prepare for employment and/or graduate school.

- Deaf Studies, ITT, and LSH offer several opportunities for students who plan to pursue a job after graduation including: required internships, career components within courses; practical skills classes; workshops on resume writing, job search and other skills; guest speakers; on-campus interview opportunities; career fair attendance; job information posted on Canvas. All LSH graduates are eligible to become SLP Assistants or AuD Assistants.

- Criminology offers several opportunities for students who plan to pursue a job after graduation including: online Canvas modules for career readiness; optional internships; career components within courses; practical skills classes, workshops on resume writing, job search and other skills; coordination with the USF Office of Career Services; guest speakers; on-campus interviews; job information posted on Canvas; and HIP practices of field placement and service learning courses.

- Long Term Care Administration offers several opportunities for students who plan to pursue a job after graduation including: optional internships; career components within courses; practical skills classes; workshops on resume writing, job search and other skills; coordination with the USF Office of Career Services; guest speakers; guest speakers; on-campus interview opportunities; career fair with local employers; opportunities to join and network through professional organizations.

- Social Work offers several opportunities for students who plan to pursue a job after graduation including: online Canvas modules for career readiness; required internships; career components within courses; practical skills classes, workshops on resume writing, job search and other skills; coordination with the USF Office of Career Services; guest speakers; job information posted on Canvas; and HIP practices of field placement and service learning courses.
All CBCS departments reviewed their programs against the NACE core competencies for career readiness. With the exception of one competency, all programs indicated they addressed all seven competencies in their curriculum including:

- Critical Thinking/Problem Solving
- Oral/Written Communications
- Information Technology Applications
- Teamwork/Collaboration
- Leadership
- Professionalism/Work Ethic
- Career Management

ITT and Deaf Studies indicated they do not address information technology applications.

Graduate School Preparation

CBCS program utilize a wide variety of methods to prepare students for graduate school. A summary for each program follows:

- Aging Sciences provides opportunities for students to participate in undergraduate research. In addition, they provide instruction on preparing applications to graduate school and writing personal statements; provide information on GRE tests; provide information on financial support for graduate students; and arrange for undergraduates to work with graduate students. Advisors also discuss graduate school with students during their regular appointments.

- Behavioral Healthcare provides opportunities for students to participate in undergraduate research. In addition, they bring in guest speakers to talk about graduate school, provide instruction on preparing applications to graduate school and writing personal statements; provide information on GRE tests; and posts graduate school information on Canvas.

- Criminology provides opportunities for students to conduct undergraduate research; brings in guest speakers to talk about graduate school; provides information on the GRE tests; and provides graduate school information on Canvas.

- Deaf Studies and Interpreter Training bring in guest speakers to talk about graduate school, provide instruction on preparing applications to graduate school and writing personal statements; and provides graduate school information on Canvas.
• LSH provides opportunities for students to participate in undergraduate research. In addition, they bring in guest speakers to talk about graduate school, provide instruction on preparing applications to graduate school and writing personal statements; provide information on GRE tests; provide information on financial support for graduate students; post graduate school information on Canvas; and arrange for undergraduates to work with graduate students.

• Social Work provides opportunities for students to participate in undergraduate research and to shadow a graduate student. In addition, they bring in guest speakers to talk about graduate school, provide instruction on preparing applications to graduate school and writing personal statements; provide information on GRE tests; and provide information on financial support for graduate students.

12. Address other unique considerations.

The Dean’s Office asked each department to identify one best practice for each program. The following practices were submitted as part of the Provost’s Curriculum Review.

**Aging Sciences:** Academic advising for multiple pathways to success including early identification of internship ready students and graduate school applicants.

**Behavioral Healthcare:** The Pro Seminar-Field Experience sequence provides structured support, career preparation, and exposure to work in public behavioral health systems. This program component has led to direct offers of employment in many cases and has helped guide post-graduate career choices and directions for students.

**Criminology:** The Ready-Set-Work initiative provides students with a faculty member who is committed to internship and career development activities. The initiative has resulted in closer ties to a network of agency partners, expanded the variety and number of internships, promoted professional development and career-focused activities, and established a stronger employer presence on campus.

**Deaf Studies:** The Deaf Studies curriculum is brand new and designed to meet the needs of students who are qualified to teach ASL in the schools according to DOE requirements. This is a new opportunity to address a significant gap in the field.
ITT: This program is designed as a cohort-based, lockstep program that delineates the exact timeframe in which each course is offered and must be taken.

LSH: The CSD Student Steering Committee has implemented an evidence-based student success initiative to address the mental health and well-being of the students. The program has been found to significantly decrease students’ feelings of isolation, depression, and stress as well as to increase their sense of community within CSD.

Long Term Care Administration: Mock Interview Night is incorporated in GEY 4508: Health Care Operations. Nursing home administrators and other professionals participate in a practice interview with students for leadership positions in skilled nursing facilities.

Social Work: Social Work provides a sequenced set of courses and a required field placement in the final semester to promote student success for careers or graduate school. The BSW program has historically had a 95-100% graduate rate.