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													
Major Name	**Major Code**	More than 120 hours	8 semester plan	4 semester plan	Published cycle of course delivery	Last 2 years fully online	Textbook Affordability	FUSE	GCP courses	HIP Integrated	HIP Req'd	SLOs Published	Curriculum Map
Aging Sciences	AGE	No	Completed	Completed	In Progress	Not App	In Progress	Yes	2 or more	Yes	Yes	In Progress	Yes
Long Term Care Administration	LTC	No	Completed	Completed	In Progress	Not App	In Progress	Yes	2 or more	Yes	Yes	In Progress	Yes
Behavioral Healthcare	BHC	No	Completed	Completed	Completed	Not App	In Progress	Yes	1	Yes	Yes	Yes	Yes
Criminology	CCJ	No	Completed	Completed	Completed	Yes	Yes	Yes	0	Yes	No	Yes	Yes
CSD: Language, Speech & Hearing	LSH	No	Completed	Completed	Completed	Not App	Yes	Yes	2 or more	Yes	Yes	In Progress	Yes
CSD: Interpreter Training	ITT	No	Completed	Completed	Completed	Not App	Yes	Not App	2 or more	Yes	Yes	In Progress	In Progress
CSD: Deaf Studies	DST	No	Completed	Completed	Completed	No	Yes	Not App	2 or more	Yes	Yes	In Progress	In Progress
Social Work	SOW	No	Completed	Completed	Completed	No	Yes	Yes	2 or more	Yes	Yes	Yes	In Progress

Major Name	**Major Code**	Gen Ed Creative Creative Thinking	Gen Ed Info Literacy	Gen Ed Human & Cultural Diversity	Job Placement Posted	Compensation Bench-marks	Sought input on major from:				Advisory Board	NACE compe-tencies
							Students	Alumni	Employers	Grad Schools		
Aging Sciences	AGE	Yes	Yes	Yes	Completed	In Progress	Yes	Yes	Yes	Yes	Completed	Completed
Long Term Care Administration	LTC	Yes	Yes	Yes	Completed	In Progress	Yes	Yes	Yes	Not App	Completed	Completed
Behavioral Healthcare	BHC	Yes	Yes	Yes	Completed	Completed	Yes	Yes	Yes	Yes	Completed	Completed
Criminology	CCJ	No	No	No	Completed	Completed	Yes	Yes	Yes	Yes	In Progress	Completed
CSD: Language, Speech & Hearing	LSH	No	No	Yes	Completed	Completed	Yes	Yes	Yes	Yes	No	Completed
CSD: Interpreter Training	ITT	No	No	Yes	Completed	Completed	Yes	Yes	Yes	Yes	No	Completed
CSD: Deaf Studies	DST	No	No	Yes	Completed	Completed	Yes	Yes	Yes	Yes	No	Completed
Social Work	SOW	No	No	No	Completed	Completed	Yes	Yes	Yes	Yes	Completed	Completed

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 participant 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.

COLLEGE OF BEHAVIORAL AND COMM SCIENCES		COURSES		COURSE SECTIONS				SECTION COSTS - REQUIRED TEXTBOOKS			
Dept	Department Name	Number Courses	Total Sections	No Textbook	GenEd Sections	Total Credits	Max Enroll	Maximum	Minimum	Average	Avg Cost Per CrHr
CFS	Child & Family Studies	6	7	3	0	21	336	$240.00	$192.20	$216.10	$72.03
CSD	Communication Sciences & Disorders	23	39	9	0	128	2,160	$270.00	$14.00	$102.75	$31.41
CJP	Criminology	16	36	7	1	108	2,823	$268.95	$31.95	$125.43	$41.81
MAN	Management and Organization	1	1	0	0	3	20	$64.90	$64.90	$64.90	$21.63
MHL	Mental Health Law & Policy	16	19	8	0	53	802	$104.80	$13.00	$50.63	$17.67
REH	Rehab & Mental Hlth Counseling	1	1	1	0	3	25				
GEY	School of Aging Studies	16	23	1	8	69	1,364	$240.00	$29.95	$125.09	$41.70
SOK	Social Work	15	30	1	2	100	701	$400.35	$59.95	$185.74	$60.88

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 year: 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:

Aging Sciences	Less than half of the courses are available on line
Long Term Care:	Less than half of the courses are available on line
BHC:	More than half are available on line
Criminology:	Fully online
LSH:	12.5% of courses are available on line
ITT:	12% of courses are available on line
Deaf Studies:	21% of courses are available on line
Social Work:	17% of courses are available online

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; 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.

National Association of Colleges and Employers (NACE)

- 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.