


June 4, 2024

MEMORANDUM

TO: Florida State College at Jacksonville
District Board of Trustees

FROM: John Avendano, Ph.D. 
College President

RE: June 2024 Board Agenda

Enclosed please find materials in support of the June 11, 2024, Board meeting.

All meetings of the Board will be held at the College's Administrative Offices, 501 West State Street, Jacksonville, FL 32202.

The Board Workshop on the topics listed below will convene from noon – 1 p.m. in Room 403A. The Board Regular Meeting will begin at 1 p.m., Board Room 405.

- FSCJ DBOT Self-Evaluation Process
- College President's Evaluation Process
- Strategic Plan Process

Should you have any questions, or if you are unable to attend one or both of the meetings, please let me know.

Florida State College at Jacksonville
District Board of Trustees
Regular Meeting
A G E N D A
June 11, 2024 – 1 p.m.
Administrative Offices, Board Room 405

CALL TO ORDER AND PLEDGE OF ALLEGIANCE

COMMENTS BY THE PUBLIC

The District Board of Trustees welcomes comments before the Board relating to matters under the Board's consideration during today's meeting. Please note that consideration of the Action Items will also constitute a public hearing under the Administrative Procedures Act. Any comments regarding the Board Rules under consideration today, should also be made at this time. Those who wish to address the Board are required to complete a Public Comment Request form* prior to the meeting. Requesters will be called upon by the Board Chair. Comments are limited to three minutes per person, and the Board is not required to respond.

MINUTES OF THE APRIL 9, 2024, DISTRICT BOARD OF TRUSTEES FINANCE & AUDIT COMMITTEE QUARTERLY MEETING (p. 380-382)

MINUTES OF THE APRIL 9, 2024, DISTRICT BOARD OF TRUSTEES WORKSHOP (p. 383-386)

MINUTES OF THE APRIL 9, 2024, DISTRICT BOARD OF TRUSTEES REGULAR MEETING (p. 387-408)

REPORT OF THE COLLEGE PRESIDENT

STRATEGIC PROGRAMMATIC DISCUSSION

CONSENT AGENDA

Trustees may remove item(s) from the Consent Agenda for individual consideration under Action Items.

1. Administration: Board Rules – Non-Substantive Changes and Review (p. 409-413)
2. Administration: Comprehensive Safety Review for 2023-24 (p. 414)
3. Purchasing: Annual Contract Extensions (p. 415)
4. Purchasing: Elevator Modernization – Downtown Campus Administration Building (p. 416)
5. Purchasing: Elevator Modernization – South Campus Buildings I & J and North Campus Building A, Tower 1 (p. 417)
6. Finance: Delinquent Accounts (p. 418)
7. Facilities: Certificate of Final Inspection for the South Campus – ARP Act – Phase 3b/Revised Scope – AHU Replacement – Science Lab Pressurization, Buildings C&D (p. 419)
8. Facilities: Certificate of Final Inspection for the South Campus – Veteran's Center Build Back Project (p. 420)

ACTION ITEMS

1. Approval of Consent Agenda (p. 421)
2. Administrative Procedure Act – Board Rules, Section 1 – General Provisions, Definitions and Governance (p. 422-425)
3. Administrative Procedure Act – Board Rules, Section 2 – Administration (p. 426-427)

Subject: FSCJ DBOT Regular Meeting
 June 11, 2024, Board Agenda
 (Continued)

4. Administrative Procedure Act – Board Rules, Section 4 – Finance (p. 428-429)
5. Administration: Annual Salary Index (p. 430-431)
6. Human Resources: Salary Increase (p. 432)
7. Human Resources: Termination – Alicia Byrd, Professor – North Campus (p. 433)
8. Finance: Fees and Charges (p. 434-437)
9. Finance: FSCJ ACCESS Program (p. 438)
10. Finance: Fiscal Year 2023-24 Operating Budget Amendment No. 5 (p. 439-440)
11. Finance: Fiscal Year 2024-25 College Budget (p. 441)
12. Finance: Fiscal Year 2024-25 Capital Outlay Budget (p. 442-444)
13. Facilities: Capital Improvement Plan, Fiscal Years 2025-26 through 2027-28 (p. 445-447)
14. Academic Affairs: Activation of Artificial Intelligence Systems Technology (Applied Artificial Intelligence) Associate in Science (p. 448)
15. Academic Affairs: Activation of American Sign Language Technical Certificate Program (p. 449)
16. Academic Affairs: Inactivation of Educator Preparation Institute Certificate of Professional Preparation Program (p. 450)
17. Academic Affairs: Inactivation of Courses Not Taught Within Five Years (p. 451-453)
18. Academic Affairs: The Annual Institutional Review of General Education Courses (p. 454-674)

INFORMATION ITEMS

Trustees may request discussion of the Information Items.

- A. Human Resources: Personnel Actions (p. 675-677)
- B. Purchasing: Purchase Order Over \$195,000 (p. 678)
- C. Finance: Direct Support Organization Checklist and Annual Audit for the Fiscal Year Ended September 30, 2023 (p. 679)
- D. Finance: Investment Reports for Quarter Ended March 31, 2024 (p. 680)
- E. Facilities: Change Order – Deerwood Center – Common Area Renovations (p. 681)
- F. Facilities: Change Orders – South Campus – ARP Act – Phase 3b/Revised Scope – AHU Replacement – Science Lab Pressurization, Buildings C&D (p. 682-683)
- G. Facilities: Change Orders – South Campus – Veteran’s Center Build Back Project (p. 684-686)

REPORT OF THE BOARD CHAIR

REPORTS OF TRUSTEES

REPORT OF THE BOARD LIAISON, FSCJ FOUNDATION BOARD OF DIRECTORS

REPORT OF THE ADMINISTRATIVE AND PROFESSIONAL COLLABORATIVE (Written report provided by Dr. Tara Haley)

REPORT OF THE CAREER EMPLOYEES COUNCIL (Written report provided by Rebecca Nelson)

REPORT OF THE FACULTY SENATE (Written report provided by Dr. John Woodward)

REPORT OF THE STUDENT GOVERNMENT ASSOCIATION (Report provided by Vlad Sadouski)

Subject: FSCJ DBOT Regular Meeting
June 11, 2024, Board Agenda
(Continued)

NEXT MEETING

The Board will meet on Tuesday, July 9, 2024, at the College's Nassau Center for a Deep Dive Workshop. The workshop will convene at noon in Room T-126. The next regular meeting of the Board is scheduled for Tuesday, August 13, 2024, at the College's Administrative Offices.

ADJOURNMENT

**Florida State College at Jacksonville
District Board of Trustees
Finance & Audit Committee
Minutes of April 9, 2024, Quarterly Meeting
Kent Campus, Room D-111, 10:45 a.m.**

PRESENT:

Thomas R. McGehee, Jr., Committee Chair
Roderick D. Odom
O. Wayne Young
John Avendano (via remote attendance)
Wanda Ford
Stephen Stanford
Taylor Mejia
Lisa Moore

ABSENT:

Michael M. Bell

CALL TO ORDER:

Committee Chair Trustee Thomas McGehee, Jr. called the Finance and Audit Committee meeting to order at 10:45 a.m. and welcomed those in attendance acknowledged the presence of College President John Avendano, Ph.D. via remote attendance.

INFORMATION/
DISCUSSION:

I. Discussion regarding
20 W. Adams:

Vice President of Finance and Administration Dr. Wanda Ford and Chief Officer of Organization Culture and Engagement Lisa Moore provided an overview of the current status of the residential and retail agreements for the 20 West Adams facility. The College has a lease agreement with Phoenix Adams Rising, LLC to lease residential and retail/restaurant space. The College also entered into an agreement with the Downtown Investment Authority (DIA) that included the option of accepting a \$60k loan annually for 5 years with an option of an additional three years. The \$180k in loans received by the College has been paid and Chief Moore is currently working with counsel to determine actions needed to terminate the pending years remaining for the agreement. Settlement has been reached with Jumpin' Jax to pay three (3) months' rent and vacate the space. The rent has been received and the tenant has vacated.

The retail lease requires the space to be used as a restaurant. There has been interest in the current space. The lease for the restaurant ends December 2026. Recommendations are to negotiate with outside counsel and Phoenix regarding both leases. The lease regarding student housing is committed to 2027. The College can sublease the housing (upon negotiations with Phoenix).

II. Discussion regarding
Land/Property Sale:

President Avendano and Chief Moore provided updates on the pending sale of the Main Street Complex and the pending decision regarding FSCJ as a potential site for the University of Florida (UF) Graduate Campus – Jacksonville. Sale is pending on the Main Street Complex upon acceptance of the last negotiations sent to JWB. Safeguards were put in place to protect the College. The parcel will be used as a mixed-use property with retail on ground level and 3-stories above. A closing date has been scheduled for May 2024.

The Board of Governor's has made a formal statement that the UF Graduate Campus will have a presence in Jacksonville, but no formal decision has been made of the anticipated location. A few locations are being vetted.

CSX has chosen FSCJ Fire Academy as a potential site for HAZMAT training. Chief Moore is currently working with outside council to prepare a Negotiation MOU for further discussions and term agreements.

III. Discussion of
Interim Financial
Statement:

Vice President Ford and Associate Vice President of Administration Steve Stanford provided an overview of the Interim Financial Statement/Summary of Net Position, Revenue and Expenditures as of February 29, 2024. The only significant change is the increase in tuition and fee revenue projections resulting from an increase in enrollment. All other line items within the revenue and expense categories are trending as anticipated. The projected ending fund balance is 11%. A budget amendment is being presented to the Board of Trustees to increase the expenses which will offset the increases in revenue. A spending plan will be submitted to the Board in August 2024 if the fund balance is above 5%. The College anticipates the FTE will be above the 15K threshold next year.

IV. Discussion of
Planned 2024-25
Budget:

Vice President Ford and Associate Vice President Stanford provided the 2024-25 Preliminary Budget Outlook. The scenarios that were presented included budget projections with 2%, 4%, and 5% budget increases as well as the same percentages for modeling budget decreases. The staff proposed consideration of the 2% increase, which coincides with the FTE projections for the next fiscal year. Implementation of this budget projection option includes anticipated revenues of \$146m, expenses of \$145m, leaving approximately \$1m available for other operating requests and Strategic Initiatives.

V. 2024 Legislative
Recap:

Director of Government Relations Taylor Mejia provided an overview of the results of the 2024 Legislative Session. The College's 2024-25 proposed State Appropriated Program Funds remained the same, while the College experienced a slight decrease in Incentive Funds, which was mostly offset by an increase in the

Nursing Pipeline funding. The State is preparing for an economic turn. Pending the Governor's approval, the College is also slated to receive \$2.8m in PECO funding for the Nursing Program. Other highlights included the proposed inclusion of the Colleges in the State Health Insurance Plan. The Plan only includes health insurance and prescription drug insurance at this time. FSCJ would still need to provide dental, vision and life insurance plans to the employees.

VI. Review of April
DBOT Finance
Agenda Items:

Vice President Ford and Associate Vice President Stanford discussed the following Agenda Items being presented to the Trustees today:

- Fees and Charges
- FY 2023-24 Operating Budget Amendment No. 4
- FSCJ ACCESS Program

There were no objections to these Agenda items.

NEXT MEETING:

The next meeting of the Finance & Audit Committee is scheduled for Tuesday, May 21, 2024, at the College's Deerwood Center as part of the DBOT Budget Workshop. The Committee will meet at noon.

ADJOURNMENT:

There being no further business, Committee Chair McGehee declared the meeting adjourned at 11:45 a.m.

APPROVAL OF
MINUTES:

Committee Chair, Finance and Audit Committee

Vice President of Finance and Administration

Submitted by: Shannon Oliver, Administration Support Manager

**Florida State College at Jacksonville
District Board of Trustees
Minutes of the April 9, 2024, Workshop
Kent Campus, Room D-120, Noon**

PRESENT:

O. Wayne Young, Chair
Jennifer D. Brown, Vice Chair, Duval County
Roderick D. Odom, Vice Chair, Nassau County
Thomas R. McGehee, Jr.
Andrew B. Shaw

ABSENT:

Michael M. Bell

CALL TO ORDER:

Chair Wayne Young called the meeting to order at 12:03 p.m. and welcomed those in attendance. He acknowledged the presence of College President John Avendano, Ph.D. via remote attendance.

WELCOME/
INTRODUCTIONS:

President Avendano welcomed all those in attendance, noting that today's agenda was centered on two topics. He introduced Chief Human Resource Officer Mark Lacey and Executive Director of Organizational Development Dr. Marc Boese, who will present the Board with an overview of the College's Professional Development, followed by Provost/Vice President of Academic Affairs Dr. John Wall and Associate Provost of Curriculum and Instruction Dr. Kathleen Ciez-Volz providing Trustees with information pertaining to FSCJ's General Education Review.

INFORMATION/
DISCUSSION:

A. Professional Development:

Chief Human Resource Officer Mark Lacey and Executive Director of Organizational Development Dr. Marc Boese provided the Board with an overview of FSCJ's Professional Development (PD). The overview included information pertaining to the following:

- Background/History of PD at FSCJ.
- PD Timeline:
 - August 2016 through May 2024.
- PD Data Metrics for Fiscal Year (FY) 2022-23:
 - Professional Learning Participation:
 - Total Unique participants – 1,285.
 - Total Courses Offered – 373.
 - Completions – 8,037.
 - Number of PD Hours Completed – 11,355.
 - Certificate Program Graduates:
 - Certificates Earned – 93.

- Micro-Credentialing:
 - Micro-Credentials Earned – 139.
- Event Participation:
 - Participants – 760.
- 1% Salary Awarded:
 - Awardees – 65.
 - Annually Per Employee – \$556.
 - Annual Total – \$36,154.
- Faculty Travel Through the Academy:
 - Faculty Requests for Travel Were Approved – 80.
 - Total Monies Granted – \$74,855.15.
- PD Completion Year-to-Year for FY 2017-18 through 2022-23.
- Unique PD Participants for FY 2017-18 through 2022-23.
- Percentages of Faculty Completing PD for FY 2017-18 through 2022-23.
- 1% Salary Incentives Earned for FY 2017-18 through 2022-23.
- New Faculty Institute Completions for FY 2017-18 through 2022-23.
- Faculty Travel Spending for FY 2017-18 through 2022-23.
- Employee Engagement Survey for PD and Training Opportunities:
 - Years 2017, 2018 and 2022.
 - FSCJ vs. Comparable Colleges.
- Annual PD Report for FY 2022-23 FSCJ vs. Valencia:
 - Total # of PD Course Sessions.
 - Total # of Unique Participants.
 - Staff (Full and Part-Time).
 - Full-Time Faculty.
 - Part-Time Faculty.

There was discussion by the Board relating to the number of FSCJ employees attending PD, attendance during years 2020-21, CRRSSA course funds and comparing FSCJ PD to sister colleges. Trustees were impressed with the data and information provided and looked forward to future updates.

President Avendano thanked Executive Director Boese for the presentation as well as the remarkable work going on with PD at FSCJ.

B. General Education
Review:

Provost/Vice President of Academic Affairs Dr. John Wall and Associate Provost of Curriculum and Instruction Dr. Kathleen Ciez-Volz provided the Board with an overview of FSCJ's General Education Program and review process. The overview included information pertaining to the following:

- Scope of Impact to the Entire FSCJ Curriculum:
 - Major Program Areas/Credential Types at FSCJ.
- State-Directed General Education Review:
 - Objectives.
 - Acknowledgement.
 - Common Abbreviations.
 - Background Information.
- Review of the Statutory Language for General Education Courses:
 - Section 1007.25(3)(c), F.S.
 - Section 1007.25(3)(d), F.S.:
 - Five Subject Areas:
 - Communication Courses.
 - Humanities Courses.
 - Social Science Courses.
 - Natural Science Courses.
 - Mathematics Courses.
 - Section 1007.55(1), F.S.
 - Section 1007.55(2), F.S.
 - Additional Guidelines for Institutional Review of General Education.
- Facilitating the State-Directed General Education Review at FSCJ with Technical Guidance and Resources:
 - Curriculum Services SharePoint Site.
 - Submission Process:
 - General Education Core Course Outlines.
 - Additional Resources.
 - Submission.
 - Steps for Faculty to Review General Education Core Courses.
 - Sample Annotated Outline.
 - Submission of Updated General Education Core Courses Outlines.

- Highlights of the Review Timeline with Special Attention given to June 11 and June 20.
 - On June 11 – The DBOT reviews and approves the list of general education core and non-core courses.
 - On June 20 – The Curriculum Services team submits the State-Directed General Education Report and the certification form to the FLDOE Office of Articulation.
- Additional Timeline of Information:
 - Tasks at Hand, Responsible Persons, Due Dates.

Chair Young asked if there were any questions or comments by the Board, and there were none.

Chair Young and President Avendano both thanked Associate Provost Ciez-Volz for her outstanding presentation and thorough delivery of the valuable information.

President Avendano thanked everyone for their involvement in today's workshop. He shared with Trustees if there are any follow-up questions/concerns to today's presentations to please feel free to reach out to him directly and/or contact him through the Board Liaison Kimberli Sodek.

ADJOURNMENT:

There being no further business, Chair Young declared the workshop adjourned at 12:59 p.m.

APPROVAL OF MINUTES:

Chair, District Board of Trustees

Executive Secretary, District Board of Trustees

Submitted by: Kimberli Sodek, Administration Support Manager – Office of the College President

**Florida State College at Jacksonville
District Board of Trustees
Minutes of the April 9, 2024, Regular Meeting
Kent Campus, Room D-120, 1 p.m.**

PRESENT:

O. Wayne Young, Chair
Jennifer D. Brown, Vice Chair, Duval County
Roderick D. Odom, Vice Chair, Nassau County
Thomas R. McGehee, Jr.
Andrew B. Shaw

ABSENT:

Michael M. Bell

CALL TO ORDER:

Chair Wayne Young called the meeting to order at 1:06 p.m. and welcomed those in attendance. He acknowledged the presence of College President John Avendano, Ph.D. via remote attendance.

PLEDGE:

Chair Young led the Pledge of Allegiance.

COMMENTS BY THE PUBLIC:

Chair Young opened the public comments segment of the meeting wherein members of the public were invited to make comments on matters before the Board's consideration, noting that consideration of today's Action Items would also constitute a public hearing under the Administrative Procedures Act. Therefore, any comments regarding the revised Board Rules should also be made at this time.

Chair Young advised the Board that no member of the public had requested to speak. He asked if there were any comments by the Trustees, and there were none.

MINUTES:

(Ref. Board Agenda for April 9, 2024; Pages 202400274 – 313)

Chair Young noted in efficiency of time, he would like to entertain a motion to approve the Florida State College at Jacksonville (FSCJ) District Board of Trustees (DBOT) minutes as presented on pages 274 – 313: The January 22, 2024, Business Dinner, on pages 274 – 275; January 26, 2024, Deep Dive Workshop/Planning Meeting, on agenda pages 276 – 283; February 13, 2024, Finance & Audit Committee Quarterly Meeting, on agenda pages 284 – 287; February 13, 2024, Workshop, on agenda pages 288 – 290; and February 13, 2024, Regular Meeting, on agenda pages 291 – 313.

MOTION: (McGehee – Shaw) The motion was made to approve the FSCJ DBOT minutes as presented on pages 274 – 313, from the January 22, 2024, Business Dinner; January 26, 2024, Deep Dive Workshop/Planning Meeting; February 13, 2024, Finance & Audit Committee Quarterly Meeting; February 13, 2024, Workshop; and February 13, 2024, Regular Meeting, as recommended.

Chair Young asked if there were any questions or comments by the Board, and there were none.

Motion carried unanimously.

REPORT OF THE COLLEGE
PRESIDENT:

Foundation Board Member
 Recognition:

President Avendano shared with the Board information relating to FSCJ Foundation Board Member Recognitions:

- He shared recognitions being received by FSCJ Foundation Board Members:
 - Dr. Wade Barnes is being honored at the upcoming Leadership Jacksonville's Annual Celebration event benefiting Youth Leadership Jacksonville on Tuesday, April 23.
 - Additionally, on Thursday, May 9, the OneJax organization will host its annual Humanitarian Awards event honoring outstanding individuals who have demonstrated an unwavering commitment to our community. Mr. Jeff Edwards will be among the honorees.
- Both members have contributed a lifetime of exemplary service to the community, FSCJ and the Foundation. The College congratulates them for these well-deserved recognitions.

Commencement Update:

President Avendano shared with the Board information relating to FSCJ's 2024 Commencement Update:

- The College is looking forward to the Commencement Ceremony on Thursday, May 9 at VyStar Veterans Memorial Arena. Planning is well underway to make this event memorable for FSCJ students and their loved ones. Trustees will soon receive communications with specific details on timing, parking and more. He encouraged Trustees to join him at the arena.
- As a reminder, the College will also be unveiling FSCJ's mascot during the ceremony.
- Beginning later this month, Grad Fest events will be held across the different campus/center locations, where FSCJ's soon-to-be graduates will be celebrated and have an opportunity to decorate their caps, speak with the alumni office and pick up honors and/or military cords. The largest is always the South Campus event, which will be held on Saturday, May 4, 10 a.m.-3p.m. He encouraged Trustees to attend any of the events, if their schedules permit.

- He shared with Trustees that FSCJ Assistant Director of Integrated Communications & Special Events Kelly Thurlow is leaving the College for another role. However, she will stay to see the College through the Commencement ceremony. He thanked Assistant Director Thurlow and wished her the best in her new endeavors.

Basketball:

President Avendano shared with the Board information relating to FSCJ's Basketball Team:

- He congratulated FSCJ's Men's Basketball Team, led by first-year Head Coach John Putyrski and Assistant Coach Toriano Andrews, for their great success this year.
- In the inaugural season of the move to NJCAA DII, the program captured the FCSAA Sun-Lakes Conference Championship, FCSAA/NJCAA Region 8 Championship for the first time ever, their very first NJCAA DII Gulf South District Championship, and even earned a trip to the National Championship game in Danville, Illinois.
- The team picked up an 89-75 win over Howard Community College in the first round, but fell just short in the second round, with an 86-79 loss to the #2 seed South Suburban College.
- The team closed the season with an impressive 26-10 record, and FSCJ is extremely proud of all that the team accomplished this season.
- Aside from the team's on-the-court success, it's also important to note they have an average 3.18 GPA, which makes them an All-Academic Team as well.

Golf Tournament:

President Avendano shared with the Board information relating to FSCJ's 2024 Golf Tournament:

- The College is excited for the FSCJ Golf Classic, once again presented by First Florida Credit Union, on Monday, April 22 at Queen's Harbour Yacht and Country Club.
- This event will benefit FSCJ's BlueWave Athletics program.
- There are a variety of ways Trustees may participate – even if, you are unable to join us.
- He shared if Trustees would like to learn more, please reach out to him directly or FSCJ's Vice President for Advancement and Executive Director of the Foundation Chris Lambert, J.D., CFRE.

Legislative Update:

President Avendano and FSCJ's Director of Government and Community Relations Taylor Mejia shared with the Board information relating to the Legislative Update:

- The Legislative Session ended on March 8. Legislature passed 325 of the 1,902 bills that were filled.
- Legislature this year was focused on reserving funds for a future economic downturn.
- Legislature was also focused on Workforce Education:
 - GATE (Graduation Alternative to Traditional Education) Program is a new initiative that came out of this year's session.
 - GATE allows young adults between ages 16-21, who did not complete high school, the opportunity to attend a technical or state college free of charge. The student will be able to enroll in a program to earn their diploma, as well as, a workforce program.
- HB 1285 also impacted Higher Education. The bill included the following for Florida College System (FCS) institutions:
 - A pilot program for Miami Dade College, Polk State College and Tallahassee State College. The bill authorizes these institutions to charge an amount not to exceed \$290 per credit hour for nonresident tuition and fees for distance learning.
 - Clarifying language that members of an FCS institution or state university board of trustees are subject to Florida ethics laws for public officers with respect to business dealings with any institution under their purview while they are a member of the board of trustees.
- Funding is in the budget to add the FCS institutions into the State Health Insurance Plan, which will be a tremendous cost savings for many of the College's faculty and staff. The Plan would include coverage for health insurance and prescription drugs but not dental, vision, or life.
- Florida College System Program Fund - \$1,600,000
 - 19 of the 28 state colleges received funding for PECO projects.
- Funding for FSCJ was steady to 2023 levels:
 - General Program Fund, \$87,966,155.
 - Nursing Education – PIPELINE, \$2,284,275.
 - Student Success Incentive 2+2, \$450,185.
 - Work Florida, \$1,072,369.
 - FSCJ received \$2,800,000 for renovation/expansion of the Nursing Program at North Campus.

Director Mejia shared with Trustees that earlier today she provided members of the DBOT Finance & Audit (F&A) Committee with a detailed document of the 2024 Legislative Update. F&A Committee Chair Thomas McGehee, Jr. suggested she forward a copy of the handout to the full Board, which she will do following this meeting.

Data Dashboard:

President Avendano shared with the Board information relating to the April 2024 Data Dashboard/high-level view of the institutional data sets:

- Spring Term College Credit Enrollment:
 - Positive variance of 7.8% credit hours for spring 2024 over spring 2023.
- Summer Term College Credit Enrollment:
 - Positive variance of 13% credit hours for summer 2024 over summer 2023.
- Spotlight on Programs:
 - High School Market Share.
 - Emergency Administration and Management Associate in Science (A.S.).
 - Paralegal Studies A.S.
 - Florida Law Enforcement Academy Career Certificate (C.C.).

**STRATEGIC
 PROGRAMMATIC
 DISCUSSION:**

Chair Young asked if there were any questions or comments by the Board related to President Avendano's Report, Data Dashboards and/or any other College Strategic matters. There was discussion by the Trustees relating to the State Health Insurance Plan.

Chair Young asked if there were any additional questions or comments by the Board, and there were none.

CONSENT AGENDA:
 (Ref. Board Agenda for
 April 9, 2024; Items 1 through
 12, Pages 202400314 – 342)

Chair Young noted the Trustees had fully reviewed the Consent Agenda items prior to today's meeting and had the opportunity to discuss any questions and/or concerns with the College President. As a result, questions and concerns regarding agenda items were addressed and resolved in advance of the Board meeting. He then asked if there were any items the Trustees wished to remove from the Consent Agenda for individual consideration/discussion under Action Items, and there were none.

ACTION ITEMS:
(Ref. Board Agenda for
April 9, 2024; Items 1 through
8, Pages 202400343 – 358)

MOTION: (Brown – McGehee) The motion was made to approve the Consent Agenda, as recommended.

Chair Young asked if there were any questions or comments by the Board, and there were none.

Motion carried unanimously.

President Avendano presented the administration's recommendation on Action Item 2, Administrative Procedure Act – Board Rules, Section 2 – Administration, on agenda pages 344 – 347.

MOTION: (Shaw – McGehee) The motion was made to approve revised Board Rules 6Hx7-2.2 – Internal Organization; 6Hx7-2.4 – Code of Ethics; and 6Hx7-2.12– Trespass under Section 2, as recommended.

Chair Young asked if there were any questions or comments by the Board, and there were none.

Motion carried unanimously.

President Avendano presented the administration's recommendation on Action Item 3, Administrative Procedure Act – Board Rules, Section 4 – Finance, on agenda pages 348 – 351.

MOTION: (Shaw – Brown) The motion was made to approve revised Board Rules 6Hx7-4.6 – Petty Cash and Change Funds; 6Hx7-4.8 – Funds Derived from Auxiliary Services and Enterprises; and 6Hx7-4.15 – Safeguarding and Disposition of Property under Section 4, as recommended.

Chair Young asked if there were any questions or comments by the Board, and there were none.

Motion carried unanimously.

President Avendano presented the administration's recommendation on Action Item 4, Human Resources: Award of Continuing Contracts, on agenda page 352.

MOTION: (McGehee – Shaw) The motion was made to approve the Award of Continuing Contracts, as recommended.

Chair Young asked if there were any questions or comments by the Board, and there were none.

Motion carried unanimously.

President Avendano noted he was pleased to recognize the full-time faculty members receiving continuing contract status at today's meeting. He asked Provost and Vice President of Academic Affairs Dr. John Wall to introduce the members.

Provost/Vice President Wall thanked President Avendano for recognizing the faculty who successfully completed the application process for this year. He shared that each member had demonstrated a standard of excellence and commitment to the College and its philosophy and mission, consistent with established criteria for the award of continuing contract. He thanked the members for their dedication to FSCJ.

Provost/Vice President Wall introduced the member present at today's meeting, Professor Zhijing Teng. He asked Professor Teng to share with the Board the length of time she had been with the College and the most rewarding aspect of her teaching position at FSCJ. The faculty member did so, accordingly.

The names of the two full-time faculty members receiving continuing contract status, effective with the 2024-25 faculty contract year are as follows:

- Thomas Shapard, Professor of Humanities
- Zhijing Teng, Professor of Social and Behavioral Sciences

President Avendano thanked the members, noting their commitment to the institution, students and community.

President Avendano presented the administration's recommendation on Action Item 5, Human Resources: Faculty Sabbatical, on agenda page 353.

MOTION: (Brown – Shaw) The motion was made to approve a faculty sabbatical for full-time faculty member – Rebecca Levy, Professor of Dance, effective with the 2024-25 faculty contract year, as recommended.

Chair Young asked if there were any questions or comments by the Board, and there were none.

Motion carried unanimously.

President Avendano presented the administration's recommendation on Action Item 6, Finance: Fees and Charges, on agenda pages 354 – 355.

MOTION: (Shaw – Brown) The motion was made to approve the Fees and Charges, as recommended.

Chair Young asked if there were any questions or comments by the Board.

Trustee McGehee stated that the F&A Committee discussed various Action Items from today's agenda, noting there was consensus among committee members to provide the full Board with a brief overview of the item as the items were brought forward for action.

Therefore, as Committee Chair, he shared the following information relating to Action Item A-6:

The item was discussed during the F&A Committee meeting and the committee recommends the approval of the fee changes for the specific courses listed within the item to be effective Summer Term 2024. These fees do not exceed the cost of the goods or services provided and shall only be charged to students or agencies receiving those goods or services. The fee changes are adjustments needed due to curriculum materials that are now available online, implementation of new software, reduction in cost due to purchasing materials in bulk, and fees that are no longer applicable due to course discontinuation or program closure.

The F&A Committee supports approval of this item.

Chair Young asked if there were any additional questions or comments by the Board, and there were none.

Motion carried unanimously.

President Avendano presented the administration's recommendation on Action Item 7, Finance: Fiscal Year 2023-24 Operating Budget Amendment No. 4, on agenda pages 356 – 357.

MOTION: (McGehee – Brown) The motion was made to approve the Fiscal Year 2023-24 Operating Budget Amendment No. 4, as recommended.

Chair Young asked if there were any questions or comments by the Board.

F&A Committee Chair McGehee shared the following information relating to Action Item A-7:

The amendment decreases the Personnel Expense budget by \$420,000 due to the anticipated increase in health insurance premiums for 2024 being lower than budgeted. The budget included an 8% increase, and the actual increase is 5.75%. The amendment also increases the current expense budget by \$250,000 for new contract training classes at the Fire Academy and by \$170,000 for the purchase of flight simulators for the flight training program at the College's Cecil Center.

The F&A Committee supports the approval of this amendment.

Chair Young asked if there were any additional questions or comments by the Board, and there were none.

Motion carried unanimously.

President Avendano presented the administration's recommendation on Action Item 8, Finance: FSCJ ACCESS Program, on agenda page 358.

MOTION: (McGehee – Brown) The motion was made to approve the FSCJ ACCESS Program for Summer Term 2024, as recommended.

Chair Young asked if there were any questions or comments by the Board.

F&A Committee Chair McGehee shared the following information relating to Action Item A-8:

Through the FSCJ ACCESS Program, the bookstore provides course materials at lower costs due to volume and arrangements with publishers for the lowest cost for course materials. The program utilizes an opt-out approach where students are charged for their books along with tuition unless the students opt out of the program. Students enrolled in FSCJ ACCESS classes for Fall Term 2023 generated a total savings of \$937,815.

The F&A Committee supports the approval of this item.

Chair Young asked if there were any additional questions or comments by the Board, and there were none.

Motion carried unanimously.

INFORMATION ITEMS:
 (Ref. Board Agenda for
 April 9, 2024; Items
 A – I, Pages 202400359
 – 376)

Chair Young asked the Board if there were any questions or comments related to Information Items A – I, on agenda pages 359 – 376, and there were none.

REPORT OF THE BOARD
 CHAIR:

Chair Young provided the Board with brief comments about his attendance at the April 2024 FSCJ Finance & Audit Quarterly Committee Meeting, noting it was an actively engaged meeting and the format of the committee meetings is to not only look at this year's budget but to also look ahead/analyze the data and roll the information into the strategic goals of the College's future.

Chair Young thanked the Committee for their outstanding work and the Committee Chair for the thorough reports during the DBOT Regular Meetings.

Chair Young shared the information provided at today's DBOT workshop concerning the State-Directed General Education Review Process is very important, noting it lays the foundation going forward with curriculum not only for FSCJ but statewide. This is an opportunity to take a close look not just at the scope of FSCJ's entire curriculum and how it applies/adheres to state statutes, rules and regulations, policies, etc. but also what it does to contribute to our local community and statewide. He looks forward to the process and for the outcome.

REPORT OF TRUSTEES:

There were no reports provided by Trustees.

REPORT OF THE BOARD
 FINANCE & AUDIT
 COMMITTEE CHAIR:

FSCJ F&A Committee Chair McGehee provided the Board with an overview of the written report relating to the April 2024 quarterly meeting. (Appendix A)

The next meeting of the FSCJ F&A Committee is scheduled for Tuesday, May 21, 2024, at the College's Deerwood Center as part of the DBOT Budget Workshop. The Committee will meet at noon.

REPORT OF THE BOARD
 LIAISON, FSCJ
 FOUNDATION BOARD OF
 DIRECTORS:

FSCJ Foundation Board Liaison Dr. Andrew Shaw provided the Board with an overview of the written report relating to the FSCJ Foundation Board of Directors (FBOD) quarter-to-quarter Board meetings along with other committee meetings and activities. (Appendix B)

The next Foundation Board meeting is scheduled for Wednesday, June 5, 2024, at the College's Advanced Technology Center. The FBOD will meet at 11:30 a.m.

REPORT OF THE
 ADMINISTRATIVE AND
 PROFESSIONAL
 COLLABORATIVE (APC):

Administrative and Professional Collaborative Chair Dr. Tara Haley provided the Board with a written report relating to current APC initiatives and activities. (Appendix C)

REPORT OF THE CAREER
 EMPLOYEES' COUNCIL
 (CEC):

Career Employees' Council Interim Chair Vanessa Gordan provided the Board with a written report relating to current CEC initiatives and activities. (Appendix D)

REPORT OF THE FACULTY
 SENATE (Senate):

Faculty Senate President Dr. John Woodward addressed the Board and presented an overview of the written report relating to current Senate initiatives and activities. (Appendix E)

REPORT OF THE STUDENT
 GOVERNMENT
 ASSOCIATION (SGA):

Collegewide Student Government Association President Jazmyn Arce provided the Board with a written report relating to current SGA initiatives and activities. (Appendix F)

NEXT MEETING:

Chair Young announced the Board will meet on Tuesday, May 21, 2024, at the College's Deerwood Center for a Budget Workshop. The workshop will convene at noon. The next regular meeting of the Board is scheduled for Tuesday, June 11, 2024, at the College's Administrative Offices.

TOUR OF FSCJ KENT
 CAMPUS:

Chair Young announced following today's meeting Trustees would be provided with a guided tour of the College's Kent Campus, to include the Art Gallery and The Center for Cultures, Languages and Societies. He asked Trustees to remain if they were available to attend the tour.

ADJOURNMENT:

There being no further business, Chair Young declared the meeting adjourned at 2:07 p.m.

TOUR OF FSCJ KENT
 CAMPUS:

Unfortunately, none of the Trustees were available to remain to attend the tour. Therefore, at this time, the tour was cancelled and will be rescheduled for a future date.

APPROVAL OF MINUTES:

Chair, District Board of Trustees

Executive Secretary, District Board of Trustees

REPORT OF THE FINANCE & AUDIT COMMITTEE
COMMITTEE CHAIR, TRUSTEE THOMAS MCGEHEE
APRIL 9, 2024

Vice President of Finance and Administration Dr. Wanda Ford, Chief Officer for Organizational Culture and Engagement Lisa Moore, J.D., and Associate Vice President of Administrative Services Steve Stanford provided an overview of the current status of the residential and retail agreements for the 20 West facility. The College has a lease agreement with Phoenix Adams Rising, LLC to lease residential and retail/restaurant space. The College also entered into an agreement with the Downtown Investment Authority (DIA) that included the option of accepting a \$60k loan annually for 5 years with an option of an additional three years. The \$180k in loans received by the College has been paid, and Chief Officer Moore is currently working with counsel to determine actions needed to terminate the pending years remaining for the agreement.

For the current fiscal year, it is anticipated that the approximate loss for both operations will be over \$400k. This level of required subsidy is not financially sustainable for the College. Therefore, staff is determining the budgetary aspects as well as pros and cons associated with the following options for proceeding with the restaurant and/or residential facility lease:

- Terminate the lease for the residential and retail agreements.
- End the lease for the retail agreement only.
- Sublease the residential facility (full or partial) to other interested parties.
- Sublease the retail space to other interested parties, including retailers outside of the restaurant industry.
- Request a transfer of the lease to other interested parties for the retail and residential space.
- Terminate lease and negotiate a lump sum lease payout for both retail and residential space.

President John Avendano, Ph.D. provided updates on the pending sale of the Main Street Complex and the pending decision regarding FSCJ as a potential site for the Jacksonville UF Graduate Campus. In addition, CSX has chosen the FSCJ Fire Academy as a potential site for HAZMAT training. Chief Officer Moore is currently working with counsel to prepare a Negotiation MOU for further discussions and term agreements. President Avendano and Chief Officer Moore also provided an update on the closing of the Jumpin' Jax Cafe.

Vice President Ford and Associate Vice President Stanford provided an overview of the Interim Financial Statement/Summary of Net Position, Revenues, and Expenditures as of February 29, 2024. The only significant change is the increase in student revenue projections resulting from an increase in enrollment. All other line items within the revenue and expense categories are trending as anticipated. The projected ending fund balance is 11%.

Vice President Ford and Associate Vice President Stanford provided the 2024-25 Preliminary Budget Outlook. The scenarios that were presented included budget projections with 2%, 4%, and 5% budget increases as well as the same percentages for modeling budget decreases. The staff proposed consideration of the 2% increase which coincides with the FTE Projections for the next fiscal year. Implementation of this budget projection option includes anticipated revenues of \$146m, expenses of \$145m, leaving approximately \$1m available for other operating requests and Strategic Initiatives.

Director of Government and Community Relations Taylor Mejia provided an overview of the results of the 2024 legislative session. The College's 2024-25 proposed State Appropriated Program Funds remained the same, while the College experienced a slight decrease in Incentive Funds which was mostly offset by an increase in the Nursing Pipeline funding. Pending the Governor's approval, the College is also slated to receive \$2.8 in PECO funding for the Nursing Program. Other highlights included the proposed inclusion of the Colleges in the State Health Insurance Plan.

This concludes my report.



REPORT OF THE BOARD LIAISON, TRUSTEE DR. ANDREW SHAW
APRIL 9, 2024

1. FBOD 2nd Quarter Board Meeting – March 6, 2024:

- The Foundation Board held its 2nd Quarter Board Meeting on Wednesday, March 6, in the College's Administrative Offices, Board Room 405.
- The brief agenda included respective reports by President Dr. John Avendano and the Foundation's Vice President for Advancement and Executive Director, Mr. Chris Lambert.
- In addition, special recognition was made by Foundation Chair, Mr. Brent Lister, to immediate Past Chair, Mr. Brian Parks, thanking him for his service to the Foundation.
- The Foundation's new web page was shared with the Board and although it is still being updated, the Foundation was given an advanced look into its new functionality and look.
- A recruitment update was shared which outlined the active recruitment of the following positions:
 - (2) Accountants
 - (2) Fundraisers
 - A Director of Prospect Research
 - An Assistant Director of Annual Giving and Alumni Relations
 - A Special Events Coordinator

2. Comprehensive Campaign:

- In preparation for increased fundraising activity, it was shared that the following documents have been drafted:
 - FSCJ Gift Acceptance Policy
 - FSCJ Prospect Management Plan
 - FSCJ Donor Relations Plan
 - FSCJ Documentation of a Planned Gift
 - FSCJ Documentation of a Gift-in-Kind
 - FSCJ Naming Policy – in conjunction with the DBOT

- Carl Cannon addressed the Foundation to provide an update on the initial meetings of the Campaign Cabinet.

3. Upcoming Board Meeting:

- The next Foundation Board meeting is Wednesday, June 5, at 11:30 a.m.

This concludes my report.



Date: April 9, 2024

To: Florida State College at Jacksonville District Board of Trustees

From: Dr. Tara Haley, Chair of the Administrative and Professional Collaborative, 2023-2024

Re: April 2024 Administrative and Professional Collaborative Report

Chair Young and Trustees:

The Administrative and Professional Collaborative (APC) is proud to highlight recent events and updates since our last report. In continuing to advance the APC goals of improved connection, engagement and communication through monthly meetings and events, the APC held a networking luncheon in February that was well-attended by members. The event also included a service component as APC members in attendance donated almost 20 children's books for the North Campus Literacy Fair.

The APC continues to hold meetings at various campuses and centers to encourage increased attendance and participation from all administrative and professional employees. Recent meetings have been held at both the North and Kent Campus. The APC has also hosted monthly Brown Bag lunch presentations highlighting the impact FSCJ has on our community and to encourage administrative colleagues to not only support current initiatives but to also identify possible new opportunities to serve our students and local community. The February Brown Bag presentation featured Groundwork Jacksonville's work on the Emerald Trail project designed to connect communities throughout Downtown Jacksonville. In March, we shared information on FSCJ's Career Campus collaboration with the ARC Jacksonville. This month we will welcome Sherri Mitchell from the Nassau County Economic Development Board to provide an update on the economic growth and recent initiatives in Nassau County.

The APC holds annual elections for committee officers and campus representatives. The election cycle for the 2024-2025 APC officers and representatives will open on April 5th and run through April 26th for nominations. Elections will be held from May 1st through 17th with the announcement and installation of newly elected officers and representatives to follow. With the closure of every election cycle, the Chair-Elect moves into the Chair position and the current Chair into the Past-Chair role. Terence Wright is the Chair-Elect for the APC.

Respectfully,

A handwritten signature in black ink that reads "Tara Haley". The signature is written in a cursive, flowing style.

Dr. Tara Haley
Dean of Education and Human Services/Downtown Campus Dean
Administrative and Professional Collaborative Chair, 2023-2024



Date: April 9, 2024

To: Florida State College at Jacksonville District Board of Trustees

From: Vanessa Gordon, Interim Chair of the Career Employees' Council / Publicity Coordinator

Re: April 2024 Career Employees' Council Report

Chair Young and Trustees:

This is my first report as interim chair of the Career Employees' Council (CEC). The CEC met for the first time in 2024 on Tuesday, February 20. We discussed plans to conduct our elections to aid in the transition of a new executive board. This is the first election that the CEC has held in 4 years. The Council looks forward to the new leadership team and anticipates the continued collaboration with the Administrative / Professional Council and Executive Leadership in promoting the Mission, Vision, and Values of the College.

Enhancements

The Council has displayed meticulous commitment to FSCJ and promise in its ongoing efforts to advise on enhancing the employment experience of Career Staff:

This work continued to the Tuesday, March 26, 2024 meeting with the announcement of new representatives and the beginning of the campaign period for candidates.

The timeline for the new elections are as follows:

Date	Activity
March 26, 2024	New Representatives announced. Open campaign period for candidates.
April 30 – May 3, 2024 (by noon)	Electronic voting.
May 6, 2024	Election committee meet to tally votes.
May 6, 2024 (by 5 p.m.)	Winners announced to Executive Committee. The Executive Board has 5 working days to review the results.
May 7 – 13, 2024	Executive board review winners.
May 21, 2024	Special CEC Meeting to announce winner. The new Executive Board members would assume their roles effective immediately.

Operational Effectiveness

The Council's Board understands the value of supporting successful Talent and Acquisition as we know that successful new hires result in future College operational effectiveness and student success. With great respect to that value, Council Members delivered on the following:

1. On February 6, 2024, the CEC received the information from Darci Lanaghan, Director of Benefits and Human Resource Information Systems, that dozens of valued Council Representatives volunteered to serve on the Sick Leave Pool Committee. Ronny Elmore, Kent Campus Council Representative, was selected and committed to serve on the committee. The other CEC members serving on the committee are Rebecca Nelson and Cynthia Motzny, Council Secretary.
2. On February 8, 2024, at the request by Dr. Eddy Stringer III, Dean of Mathematics, Dorian Bush, Administrative Assistant, committed to serve as the Career representative on the Hiring Committee for the acquisition of Department Chair for the Mathematics Department.
3. On February 29, 2024, at the request by Jerry Thor, Director of Athletics, Christie Wilson, Student Success Advisor II, committed to serve as the Career representative on the Hiring Committee for the acquisition of Head Coach position of the women's basketball program for the Athletics Department.

Fundraising and Professional Development

The Council its efforts and results this year on its fundraising and were able to assist more career employees in pursuing professional development compared to the previous year.

Employee Recognition

The Council enhanced its current capacity to promote Career Employee recognition:

1. On November 7, 2023, Vanessa Gordon, CEC Publicity Coordinator, volunteered and was approved as interim chair of the CEC.
2. On February 6, 2024, Dr. Marc Boese, Executive Director of Organizational Development requested 4 to 5 CEC members to service on the committee for the human resources sponsored/headed CEC annual awards. The CEC members serving on the committee are Rebecca Nelson, Rashida Everett, Shannon Oliver and Stephanie Castro.
3. Interim CEC Chair, Vanessa Gordon has continued the partnership with Amanda Burgess, Assistant Director of Communication Information Services, to deliver this year's signature Employee Recognition project with the goal to express how valued and respected Career Employees of FSCJ are through recognition in the Collegewide monthly newsletter, the "BlueWave." 15.24 percent of Career Employees were classified as part-time or adjunct, and 20.37 percent of full-time responders on the Stay Survey of 2022 noted that changing recognition would make their jobs at FSCJ more satisfying.

This recognition, and community-building, highlights CEC members nominated or selected by their peers to showcase their contributions to FSCJ. The hope is to include the achievements of Career Employees who are doing good things at the college and in their community and pursuing their goals to show employees that people are watching and that they enjoy and value their contributions to FSCJ.

Community Engagement

The Council continues to contribute to the growth of College resources available to Career Employees as they pertain to “belonging” and “health/wellness”:

In summation, the Council is dedicated to the Mission, Vision, and Values of FSCJ. It is abundantly dedicated to ensuring that students have a positive and successful student experience. We look forward to continued collaboration in 2024 and beyond as we continue to make FSCJ an education destination for our students to achieve their educational goals and for our current and future employees to achieve their professional goals.

On behalf of the Career Employees, we express our gratitude to the District Board of Trustees for your time, determination, and care that you bring to the FSCJ community.

Respectfully,

Vanessa Gordon, MFA
Career Employees' Council Interim Chair / Publicity Coordinator
Florida State College at Jacksonville
904-997-2639 / vanessa.gordon@fscj.edu



Date: April 9, 2024

To: Florida State College at Jacksonville District Board of Trustees.

From: John A. Woodward, PhD

Re: April 2024 Faculty Senate Report

Chair Young and Fellow Trustees:

Senate continues its work on Academic Dishonesty and our violation reporting structure. With the growth of online education, the routes to cheating available to students has also grown. A recent article in *Inside Higher Ed* demonstrates quite soundly that cheating is much easier to do (although in some cases more expensive) than at any point in our history. Therefore, we are dedicating our final two meetings to approaching this question and hope to make specific recommendations to the college and to the faculty very soon.

At our February meeting, Senate focused on developing and disseminating the **Faculty Senate Statement on Academic Integrity and Academic Dishonesty – 2024**. In this statement we focused on Academic Integrity broadly. Our January statement focused on Academic Integrity and the use of Artificial Intelligence as per my previous report. We were reminded by the faculty, however, that we have deeper issues regarding integrity than just the use of AI. What our faculty recognized is that the success of our students depends in part on how well we prevent easy access to dishonest courses of action, whether that be using class notes inappropriately or contracting with outside agents who will complete the course for them. Obviously, this is not an issue limited to our own college, and so we have avenues of collaboration to explore. What Senate began with was a statement that included the following principles:

- It is a responsibility of all FSCJ faculty and adjunct faculty to reasonably ensure that the work their students produce conforms with general expectations of academic integrity according to, a) their discipline nationally, and b) their departmental policies.
- It is a responsibility of all FSCJ faculty and adjunct faculty to work on preventing academic dishonesty, to be aware of various common methods of cheating, and to develop methods to prevent academic dishonesty, including regularly reevaluating assignments in order to discourage avenues to cheating.
- It is a responsibility of all FSCJ faculty and adjunct faculty to communicate the value of academic honesty to all students. All faculty should set out clear expectations for honest behavior in their syllabus.
- It is a responsibility of all FSCJ faculty and adjunct faculty to accurately identify academic dishonesty to the best of their ability using their professional acumen and have consistent policies of punishment for dishonest behavior or activities. This must be balanced with the fact that it is impossible to prevent or catch all dishonesty and no faculty member should feel it incumbent on them to achieve such an impossible goal.

One concern I heard from faculty as we worked on the statement was that faculty cannot be put in the position of 'policing' students. The perception is that policing students for dishonest behavior can devolve into a type of zero-sum game where one party wins at the expense of the other party. It can also negatively impact the classroom and even possibly worsen outcomes for students if the faculty member is more interested in policing than teaching. Thankfully what we realize is there are many possible actions that can lead to the same outcome, so long as the outcome is the betterment of the students' knowledge of the subject matter. Cheating as a means of replacing learning is the risk. Thankfully, we can test for knowledge in ways

April 2024 Faculty Senate Report
April 9, 2024
Page 2

to insure that students know the material, processes, algorithms, or whatever the course outcome may be. It may mean, however, going back to older methods of testing in some cases, and looking more intently at online education and online proctoring as risk vectors. Our task is not to police nor to make the subject matter more difficult. It is to reward honest behavior and prevent to the best of our ability dishonest behavior with the awareness that dishonest behavior will in the end prove to be the worse course of action for students to take. That is to say that, so long as we pay rigorous attention to cutting off avenues to cheating, then at some point in the student's career their cheating will be discovered and remediation can take place.

On a different note, Senate held elections for the President, Vice-President, and Secretary positions, i.e., the executive officers, and I was reelected as president for another two years. Steve Milczanowski was elected Vice-President and I will need to appoint someone to serve as Secretary. **Cheryl Schmidt**, my VP for the past 10 years will be retiring in December. I cannot possibly express how valuable she has been to the College and to me personally. She even loaned me her car back in 2015 when I had to rush to Tallahassee to see my mother before she passed away. Her knowledge of our college processes and their weaknesses helped steer us through the disastrous switch to PeopleSoft. Her knowledge of state frameworks and program development helped to create the IT department and kept it afloat for decades. Her dedication to her students is legendary as is her reputation in the industry and in the community of Jacksonville. She is a shining example of what it means to be a faculty member at FSCJ. To say she will be missed is an incredible understatement. I wonder how her department and much of that entire area will cope without her brilliant mind, devout and caring heart, and determined positive outlook. I hope she understands how dear a colleague she is and how essential to our mission she has been. I also hope that her retirement gives her the enjoyment she has so rightfully earned. I think many of us will be especially happy if that retirement also involves returning to teach for us as an adjunct. I am sure the IT department will benefit from that relationship and I know the faculty will.

As always, we appreciate your support for FSCJ and thank you for your service on the Board.

That concludes my report to the board.

Respectfully,



John Arrington Woodward, PhD
Professor of Humanities and Film Studies
Faculty Senate President
C2326B, DWC
Florida State College at Jacksonville
john.a.woodward@fscj.edu
904-997-2703



Date: April 9, 2024

To: Florida State College at Jacksonville District Board of Trustees

From: Florida State College at Jacksonville Student Government Association Executive Board

Re: April 2024 Student Government Association Report

Chair Young and Trustees:

The Student Government Association (SGA) is the voice of the student body at Florida State College at Jacksonville (FSCJ). Please see the following updates and accomplishments for the period between March 2024 and April 2024.

Since the last report, here are some of the highlights that students of FSCJ have accomplished:

- Throughout March and April, the Kent Campus and Deerwood Center continued to host their Caffeine Kickoff and Coffee Talk stations.
- During the first week of March, FSCJ student clubs, organizations, performing groups, and areas of the College that utilize Activity and Service Fees made 2024-2025 funding proposals. Members of the SGA, Honors Program, danceWORKS, and Phi Theta Kappa served on the committee that heard the proposals and deliberated on the amounts to award.
- On March 13th, the officers of the SGA selected Vlad Sadouski to serve as the 2024-2025 Collegewide SGA President.
- Throughout March, the Nassau Center (5th), Kent Campus (6th), South Campus (12th), Cecil Center (26th), and Deerwood Center (27th) hosted their respective Spring Fling celebrations.
- On March 13th, the Kent Campus held a Women's History Month Celebration with refreshments, trivia, and prizes.
- On March 27th, the Kent and North Campuses hosted Real Talk discussion events that tied into Women's History Month.
- On March 28th, the students on the History & Heritage Committee organized a Women's History Month called "The Skin I Am In" event where facilitators helped to moderate group and room discussions.
- In April, students from danceWORKS, the Forensic Team, and the Student Nursing Association will travel out of district for personal and professional development opportunities.
- On April 2nd, Kent Campus held a festival as part of our Asian American Pacific Islander celebrations.
- On April 3rd, and April 4th North Campus and Downtown Campus respectively held their Spring Fling celebrations.
- On April 18th, there will be a Symphonic Band Concert at the South Campus under the direction of Dr. Paul Weikle.
- On April 19th-20th, SGA officers will attend the Florida College System Student Government Association End of the Year Conference at Seminole State College where they will attend personal and professional development workshops as well as vote for Statewide and Regional student leadership for the next year.

On behalf of the student body, we extend our deepest gratitude to the District Board of Trustees and College President Dr. John Avendano for continuing to provide the SGA the opportunity to share updates and accomplishments of our students. Thank you for your time and all that you do for the students of FSCJ.

Sincerely,
 Jazmyn L Arce R.T.(R)
 FSCJ Collegewide Student Government Association President

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM NO. CA – 1.

Subject:	Administration: Board Rules – Non-Substantive Changes and Review
Meeting Date:	June 11, 2024

RECOMMENDATION: It is recommended that the District Board of Trustees approve the non-substantive revisions to the Rules of the Board of Trustees as attached and listed below.

6Hx7-2.22 – Drug-Free College Environment

6Hx7-3.21 – Work Period

6Hx7-3.27 – Leave

BACKGROUND: Florida Statute 120.74 states that each agency shall review and revise its rules as often as necessary to ensure that its rules are correct and comply with statutory requirements. The College administration is committed to reviewing and updating the Rules of the Board of Trustees to properly reflect the organizational structure as well as to reflect applicable Florida Statutes and State Board of Education rules. As part of this review, non-substantive changes are being brought to the Board’s attention as consent items. Non-substantive changes primarily pertain to technical revisions such as changes to position titles, words, definitions, grammar corrections, obsolete language and changes to supporting state or federal statutes and/or rules.

RATIONALE: The changes required to Florida State College at Jacksonville Rules of the Board of Trustees referenced above are ministerial in nature and non-substantive, and are supported by current College procedures.

FISCAL NOTES: There is no economic impact as a result of this action.



RULES OF THE BOARD OF TRUSTEES

NUMBER	TITLE	PAGE
6Hx7-2.22	Drug-Free College Environment	2 - 35

- (1) The College shall strive to provide and maintain a drug-free environment for employees and students. The College President shall develop procedures and guidelines to implement the provisions of this rule and to inform all employees and students that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance or alcohol while on College property or as part of any of its activities is prohibited.
- (2) The procedures associated with this rule shall be made pursuant to applicable statute, rule and case law to that effect and may be amended as appropriate to conform to changes in applicable statutes, rules and case law without amending this rule.
- (3) The College President shall include in the procedures referenced above the following:
 - A. Provision for drug and alcohol testing of:
 1. recommended appointees for full-time employment positions in a safety-sensitive area (positions that have responsibility for ensuring the safety and security of students, employees and the public as well as systems and equipment necessary to the continuing business operations of the College) or selective admissions programs,
 2. current College employees upon reasonable suspicion,
 3. current College employees in safety-sensitive assignments or selective admissions programs, and
 4. employees who are required by the College to hold a Florida Commercial Drivers License.
 - B. Provision for informing employee(s) and student(s) on a regular basis about the applicable legal sanctions for drug and alcohol abuse, the risks associated with such use, and a description of drug or alcohol counseling treatment, training and education programs, rehabilitation or re-entry programs available.
 - C. Provision for prohibiting the consumption of alcohol on College property except as required for curriculum-related activities or as approved by the College President.
 - D. Provision for the prudent and appropriate use of alcohol when approved pursuant to (3)C. above.
 - E. Provision for drug and alcohol testing for students enrolled in fields of study where impairment may cause a serious threat to the safety of students or others.



RULES OF THE BOARD OF TRUSTEES


NUMBER	TITLE	PAGE
6Hx7-2.22	Drug-Free College Environment	2 - 36

- (4) The provisions of this rule shall be enacted in full compliance with the College's due process procedures and other applicable rules. Any person determined to be in violation of this rule or its associated procedures shall be subject to suspension, termination, criminal prosecution, participation in a drug rehabilitation program and/or such other action the College deems appropriate.

(General Authority: F.S. 112.0455, 1001.64, 1001.65, Drug-Free Workplace Act of 1988)

(Adopted: 05/31/89, Revised 6/20/90, 08/20/91, 06/30/92, 04/02/96, 10/03/00, 12/07/04, 08/11/15)

(Reviewed: 05/13/14, 06/14/16, 06/11/24)

	RULES OF THE BOARD OF TRUSTEES	
	NUMBER	TITLE
	6Hx7-3.21	Work Period
		PAGE
		3 - 26

- (1) Workday shall be defined as the employee's scheduled work hours during a twenty-four (24) hour calendar day. An eight (8) hour workday shall be the standard used when calculating compensation for a full-time employee's paid holiday, unless otherwise modified by action of the District Board of Trustees (DBOT).
- (2) An employee's workweek shall be based on a fixed and regularly recurring calendar workweek during which hours are scheduled for performing assigned duties. Meal periods shall be excluded from scheduled hours. A workweek is defined as Sunday through Saturday. The College President is authorized to develop an adjusted schedule of work hours.
 - A. Forty (40) hours shall constitute the standard workweek for all regular full-time employees. The DBOT may authorize a change in the standard workweek based on a recommendation from the College President.
 - B. For administrative, professional and career employees a minimum of thirty (30) minutes per workday shall be provided for meals in addition to and during the scheduled work period. The thirty (30) minute meal time should be during the normal work hours and not scheduled at the end of the work period.
 - C. The work schedules shall provide for the orderly and efficient operation of the College and maximum service to students and the community served by the College.
- (3) The standard annual work year period for full-time administrative, career and professional personnel shall typically be 250 days. Individual employees may be assigned or request and be offered a reduced work year when the assignment or the request meets the needs and best interests of the College.

(General Authority: F.S. 1001.64, 1001.65, Fair Labor Standards Act (FLSA))

(Adopted: 07/01/74, Revised: 07/13/78, 08/22/79, 06/23/80, 06/30/82, 05/18/83, 08/24/83, 06/20/84, 09/18/85, 03/19/86, 04/21/87, 04/15/93, 04/15/93, 09/02/03, 03/11/14, 09/13/16 Formerly 5.36)

(Reviewed: 06/11/24)



RULES OF THE BOARD OF TRUSTEES

NUMBER	TITLE	PAGE
6Hx7-3.27	Leave	3 - 34

- (1) The College President shall establish procedures for the administration of the granting and use of all types of leave, to include the development of a college sick leave pool, in furtherance of this rule as appropriate.

(General Authority: F.S. 1001.64, 1001.65, 1012.865)

(Adopted: 07/01/72, Revised: 06/23/80, 04/15/93, 08/12/14 Formerly 5.3)

(Reviewed: 12/13/16, 06/11/24)

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM NO. CA – 2.

Subject:	Administration: Comprehensive Safety Review for 2023-24
Meeting Date:	June 11, 2024

RECOMMENDATION: It is recommended that the District Board of Trustees approve the College's Comprehensive Safety Review for fiscal year 2024. The full report will be available at the District Board of Trustees Meeting.

BACKGROUND: Pursuant to Florida Statute 1013.12 and the State Requirements for Educational Facilities, Chapter 5(1)(a)1 (SREF), each year the College is required to complete and submit to the Board for approval a Collegewide comprehensive safety inspection report listing safety code deficiencies. The review was conducted within the current fiscal year with a time span beginning in September 2023 and finished in March 2024. The review encompasses all buildings, rooms and grounds of the College Campuses and Centers. During the inspection, 698 safety deficiencies were identified. The report reflects that 690 of 698 reported deficiencies have been corrected. The College's Comprehensive Safety Review for 2023-24 includes the correction or anticipated correction date and actual or estimated cost for each item.

RATIONALE: Conducting an annual comprehensive safety review of all College facilities for fire safety, casualty and sanitation is required by Florida Statute and State Requirements for Educational Facilities. The review assures the Board is informed in a timely manner of all College safety deficiencies noted. None of the safety deficiencies noted are life-threatening deficiencies which, by statute, would require the Board to withdraw the facility from use until corrected.

FISCAL NOTES: The College has utilized its operational funds to correct all deficiencies identified during the annual comprehensive fire safety, casualty and sanitation review.

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM NO. CA – 3.

Subject:	Purchasing: Annual Contract Extensions
Meeting Date:	June 11, 2024

RECOMMENDATION: It is recommended that the District Board of Trustees authorize College administration to extend the following annual contracts.

	Bid #/ File #	Title	Supplier	Extension Period		Year # of #	Estimated or Not-to- Exceed Value	Annual Change in Price
				From:	To:			
1.	2019C-17C	Grounds Care & Maintenance Services	Chad Brock Enterprises, Inc.	08/01/2024	07/31/2025	5 of 5	\$600,000	3.5%
2.	2019C-17R	Grounds Care & Maintenance Services	Core Outdoors, Inc. DBA/R & R Maintenance of Jax (Formerly Known as: R&R Maintenance, Inc.)	08/01/2024	07/31/2025	5 of 5	\$600,000	0%
3.	2019C-18E	Under \$700K Construction Delivery Order/Job Order Contracting Services	E. Vaughan Rivers, Inc.	07/01/2024	06/30/2025	5 of 5	\$2,500,000	0%
4.	2019C-18S	Under \$700K Construction Delivery Order/Job Order Contracting Services	Scherer Construction of North FL, LLC	07/01/2024	06/30/2025	5 of 5	\$2,500,000	0%
5.	2019C-18W	Under \$700K Construction Delivery Order/Job Order Contracting Services	Warden Construction Corporation	07/01/2024	06/30/2025	5 of 5	\$2,500,000	0%

BACKGROUND: The College solicits annual indefinite quantity contracts for various services and products used Collegewide. These contract renewals are negotiated annually for optional extension terms. Each contract requires review to confirm satisfactory performance, terms, conditions, and competitive renewal rates.

RATIONALE: Pursuant to State Board of Education Rule 6A-14.0734 annual indefinite quantity contracts minimize purchase costs through collective volume buying.

FISCAL NOTES: The total amount of services provided using these contracts is comprehended in the College's operating or capital budgets.

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM NO. CA – 4.

Subject:	Purchasing: Elevator Modernization – Downtown Campus Administration Building
Meeting Date:	June 11, 2024

RECOMMENDATION: It is recommended that the District Board of Trustees authorize College administration to enter into a satisfactory construction contract in the amount not to exceed \$341,912 with Oracle Elevator Holdco, Inc. as the responsive low bidder meeting the construction documents for the Elevator Modernization – Downtown Campus Administration Building.

BACKGROUND: The Downtown Campus, Building O, Administration Building elevators, were identified as needing modernization for critical life safety on the Deferred Maintenance Program 2020 submission for the Capital Improvement Plan (CIP) FY 2021/2022. On October 26, 2022, a total amount of \$27,329,608 was awarded to FSCJ by the Florida Department of Education from the Federal American Rescue Plan (ARP) Act of 2021, Coronavirus State Fiscal Recovery Fund – Deferred Maintenance Program. This included \$786,665 designated for Critical Life Safety, under the Project Title “Elevator Replacement and Elevator Modernization” for multiple buildings. The funding is to be fully obligated by December 31, 2024, and fully expended with all construction completed by December 31, 2026.

Faced with the challenges described above, the College selected Pond and Company to perform an Evaluation Assessment Report and the duties of Architect of Record for this project based on their extensive experience in similar projects.

A formal Invitation to Bid solicitation was issued to 31 licensed elevator and general contracting firms. As required by the State Requirements for Educational Facilities Section 4.1, the solicitation was also posted on the Florida’s My Florida Marketplace Bidding System and published in the Florida Times Union. Three firms submitted cost bids; one bidder was deemed nonresponsive on May 16, 2024. Oracle Elevator Holdco, Inc. is recommended as the successful low bidder meeting the qualifications and contracting experience.

RATIONALE: Authorization to award this contract to the responsive low bidder meeting specifications is pursuant to State Board Rule 6A-14.0734 and will allow the project to proceed as scheduled.

FISCAL NOTES: The required funding will come from The State of Florida Department of Education Federal American Rescue Plan (ARP) Act of 2021, Coronavirus State Fiscal Recovery Fund – Deferred Maintenance Program.

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM NO. CA – 5.

Subject:	Purchasing: Elevator Modernization – South Campus Buildings I & J and North Campus Building A, Tower 1
Meeting Date:	June 11, 2024

RECOMMENDATION: It is recommended that the District Board of Trustees authorize College administration to enter into a satisfactory construction contract in the amount not to exceed \$498,995 with Oracle Elevator Holdco, Inc. as the responsive low bidder meeting the construction documents for the Elevator Modernization – South Campus Buildings I & J and North Campus Building A, Tower 1.

BACKGROUND: The South Campus Buildings I & J and North Campus Building A, Tower 1 elevators were identified as needing modernization for critical life safety in the Deferred Maintenance Program 2020 submission for the Capital Improvement Plan (CIP) FY 2021/2022. On October 26, 2022, a total amount of \$27,329,608 was awarded to FSCJ by the Florida Department of Education from the Federal American Rescue Plan (ARP) Act of 2021, Coronavirus State Fiscal Recovery Fund – Deferred Maintenance Program. This included \$786,665 designated for Critical Life Safety, under the Project Title “Elevator Replacement and Elevator Modernization” for multiple buildings. The funding is to be fully obligated by December 31, 2024, and fully expended with all construction completed by December 31, 2026.

Faced with the challenges described above, the College selected Harvard Jolly, Inc as the Architect of Record for this project based on their extensive experience in similar projects.

A formal Invitation to Bid solicitation was issued to 31 licensed elevator and general contracting firms. As required by the State Requirements for Educational Facilities Section 4.1, the solicitation was also posted on the Florida’s My Florida Marketplace Bidding System and published in the Florida Times Union. Three firms submitted cost bids on May 23, 2024. Oracle Elevator Holdco, Inc. is recommended as the successful low bidder meeting the qualifications and contracting experience.

RATIONALE: Authorization to award this contract to the responsive low bidder meeting specifications is pursuant to State Board Rule 6A-14.0734 and will allow the project to proceed as scheduled.

FISCAL NOTES: The required funding will come from The State of Florida Department of Education, Federal American Rescue Plan (ARP) Act of 2021, Coronavirus State Fiscal Recovery Fund – Deferred Maintenance Program.

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM NO. CA – 6.

Subject:	Finance: Delinquent Accounts
Meeting Date:	June 11, 2024

RECOMMENDATION: It is recommended that the District Board of Trustees approve the write-offs of delinquent student accounts in the amount of \$717,256.

BACKGROUND: The amount requested for write-off represents delinquent receivables incurred during FY 2021-22. A breakdown of the type of accounts is below.

	<u>FY 2021-22</u>	<u>FY 2020-21</u>
Financial Aid & VA	\$621,202	\$87,049
Book Loans	71,727	14,334
Miscellaneous	24,327	21,149
Total	\$717,256	\$122,532

RATIONALE: The write-off of delinquent accounts by the College of \$25 or more, and uncollectible for two (2) or more years, is in accordance with Florida State Statute 1010.03, and Board Rule 6Hx7-4.22.

FISCAL NOTES: The College annually records bad debt expense; however, write-offs are charged to the Balance Sheet against the Allowance for Doubtful Accounts. There is no budget impact from this write-off since the allowance balance is sufficient to cover the requests.

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM NO. CA-7.

Subject:	Facilities: Certificate of Final Inspection for the South Campus – ARP Act – Phase 3b/Revised Scope – AHU Replacement – Science Lab Pressurization, Buildings C&D
Meeting Date:	June 11, 2024

RECOMMENDATION: It is recommended that the District Board of Trustees accept the Certificate of Final Inspection and authorize final payment of the modified scope for the South Campus – ARP Act – Phase 3b/Revised Scope – AHU Replacement – Science Lab Pressurization, Buildings C&D Project to Warden Construction.

BACKGROUND: The Board of Trustees awarded Contracting Services to Warden Construction for the South Campus – ARP Act – Phase 3b/Revised Scope – AHU Replacement – Science Lab Pressurization, Buildings C&D Project in accordance with plans and specifications developed by OCI Associates, Inc. The College issued the contract to Warden Construction on February 27, 2023.

A Certificate of Final Inspection (CFI) for the project was executed on May 6, 2024, by the College’s Facilities Management & Construction Building Code Official and the Engineer of Record, OCI Associates, Inc. It certifies that the South Campus – ARP Act – Phase 3b/Revised Scope – AHU Replacement – Science Lab Pressurization, Buildings C&D Project has been completed in accordance with the contract documents and best construction practices.

RATIONALE: State Requirements for Educational Facilities Chapter 4.2(3), and District Board of Trustees Rule 6Hx7-8.5, Construction Contract Administration require the following prior to final payment for construction contracts:

“Final Payment shall not be made until Certificate of Final Inspection has been issued, the project has been completed, and the Board has accepted the project.”

FISCAL NOTES: Final payment to the contractor is subject to this acceptance and resolution of all outstanding construction items.

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM NO. CA – 8.

Subject:	Facilities: Certificate of Final Inspection for the South Campus – Veteran’s Center Build Back Project
Meeting Date:	June 11, 2024

RECOMMENDATION: It is recommended that the District Board of Trustees accept the Certificate of Final Inspection and authorize final payment of the South Campus – Veteran’s Center Build Back Project to E. Vaughan Rivers, Inc.

BACKGROUND: The Board of Trustees awarded Contracting Services to E. Vaughan Rivers, Inc. for the South Campus – Veteran’s Center Build Back Project in accordance with plans and specifications developed by PQH Group, Inc. The College issued the contract to E. Vaughan Rivers, Inc. on July 25, 2023.

A Certificate of Final Inspection (CFI) for the project was executed on April 23, 2024, by the College’s Facilities Management & Construction Building Code Official and the Architect of Record, PQH Group, Inc. It certifies that the South Campus – Veteran’s Center Build Back Project has been completed in accordance with the contract documents and best construction practices.

RATIONALE: State Requirements for Educational Facilities Chapter 4.2(3), and District Board of Trustees Rule 6Hx7-8.5, Construction Contract Administration require the following prior to final payment for construction contracts:

“Final Payment shall not be made until Certificate of Final Inspection has been issued, the project has been completed, and the Board has accepted the project.”

FISCAL NOTES: Final payment to the contractor is subject to this acceptance and resolution of all outstanding construction items.

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM NO. A – 1.

RECOMMENDATION: It is recommended that the District Board of Trustees approve the Consent Agenda as presented, with the exception of:

Item ____, Title _____, page(s) _____

Item ____, Title _____, page(s) _____

Item ____, Title _____, page(s) _____

Item ____, Title _____, page(s) _____

Item ____, Title _____, page(s) _____

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Item ____, Title _____, page(s) _____

Item ____, Title _____, page(s) _____

Item ____, Title _____, page(s) _____

The item(s) above has been removed from the Consent Agenda for individual consideration.

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM NO. A – 2.

Subject:	Administrative Procedure Act – Board Rules, Section 1 – General Provisions, Definitions and Governance
Meeting Date:	June 11, 2024

RECOMMENDATION: It is recommended that the District Board of Trustees approve the attached revisions to the following Board Rule under Section 1 – General Provisions, Definitions and Governance, effective with this action.

6Hx7-1.5 – District Board of Trustees – Organization and Operations

BACKGROUND: The College periodically reviews Board Rules and administrative procedures for currency, accuracy, and to ensure compliance with state and federal law, as applicable. Proposed revisions to a Board Rule or an administrative procedure (APM) are reviewed through the shared governance process after Executive Leadership Team has reviewed and approved unless the proposed changes are non-substantive.

- Edits to Board Rule 6Hx7-1.5 – Recommends modifications to the Rule to reflect appropriate clarifications and updates to College practices.

RATIONALE: Approval of this item brings the Rule up to date with Florida Statutes and State Board of Education Rules as depicted within and provides for efficient College business practices.

FISCAL NOTES: There is no economic impact as a result of these revisions.



RULES OF THE BOARD OF TRUSTEES

NUMBER	TITLE	PAGE
6Hx7-1.5	District Board of Trustees – Organization and Operations	1 - 13

- (1) The corporate name of this organization is the District Board of Trustees, Florida State College at Jacksonville, hereinafter known as the Board. The Board shall exercise all powers and duties set forth in Chapter 1001 of Florida Statutes and all applicable State Board of Education Rules defining the operation of Florida colleges. The District Board of Trustees is responsible for implementing broad cost-effective policies consistent with the Mission of the College. The Board considers recommendations for rules, procedures and policies, submitted by the College President and is responsible to pass those which contribute to the more orderly and efficient operation of the College. The College President is responsible to implement rules which are adopted by the Board and to carry out the day to day operation of the College.
- (2) The principal office of the Board shall be the offices for the College Administration, Jacksonville, Florida. All regular and special meetings of the Board shall be held at the College Administration headquarters unless the Board designates another location. If another location is designated, public notice shall be given at least 7 days prior to the regular or two (2) days prior to a special meeting unless an emergency situation arises which requires immediate action.
- (3) At the annual organizational meeting held at its first meeting of each fiscal year, the Board shall:
 - A. Organize by electing a Chair, a Vice-Chair from Duval County and a Vice-Chair from Nassau County. The tenure of a Board member as Chair shall be limited to four annual terms.
 - B. Establish the meeting date and time for all regular meetings of the Board during the next fiscal year.
- (4) The President of the College shall serve as Corporate Secretary. If a vacancy should occur in the Chair, the Board shall elect a Chair at the next ensuing meeting.
- (5) Duties of the Chair shall be as follows:
 - A. Conduct all meetings of the Board. In the absence of the Chair, a Vice-Chair shall assume this duty.
 - B. Serve as official spokesman for the Board. Any statement released by a Board member shall be as an individual and not for the Board or any other individual member.
 - C. Keep the Board members informed as to statements or speeches made on behalf of the College.
 - D. Appoint committees to review and advise the Board on recommendations submitted by the College President and other matters of interest to the Board. Standing Committees may be appointed to review the Board agenda and other recommendations within their designated areas of responsibility.



RULES OF THE BOARD OF TRUSTEES

NUMBER	TITLE	PAGE
6Hx7-1.5	District Board of Trustees – Organization and Operations	1 - 14

- E. The Chair shall annually appoint a Board member to serve as a liaison to the Florida State College Foundation.
- F. Appoint Ad Hoc Committees as necessary.
- (6) ~~Five (5) members~~ A majority of the District Board of Trustees duly appointed to membership shall constitute a quorum for all meetings of the Board wherein action is to be taken.
- A. A bona fide emergency of a board member may permit that member's remote attendance at a board meeting via electronic (communications media technology) equipment.
1. As used herein, bona fide emergency means medical treatment or other necessary circumstance(s) beyond the control of the board member which precludes timely physical attendance at a board meeting.
 2. The decision as to what constitutes a bona fide emergency is the responsibility of the Chair. Other members of the District Board of Trustees shall be advised of the remote attendance prior to the time of the meeting.
 3. Any electronic technology utilized pursuant to this section shall provide for open two-way communication.
 4. Under no circumstances shall remote electronic attendance be utilized to constitute a quorum for voting or other purposes.
- (7) Special meetings of the Board may be called on the request of the Chair of the Board, the College President or a majority of the Board. This meeting, when called by the Chair or College President, shall be announced by giving at least two (2) days written notice of the time and purpose to all Board members and the College President. Public notice of the meeting shall be given at least two (2) days prior to the meeting specifying the time, location and purpose of the special meeting. Actions taken at special meetings have the same force and effect as if taken at a regular meeting and the minutes of these meetings must be signed by the Chair or by a majority of the members of the Board.
- (8) All meetings of the Board are open to the public. Prior to any Board action, individuals may address the Board during the designated public comment period or at such other times as may be deemed appropriate by the Board. Any such address shall be limited to three (3) minutes per person and any extension thereto shall be at the discretion of the Board. The provisions of this section are general in scope and are not intended to preempt any other rights and entitlements prescribed by State Law.
- (9) *Robert's Rules of Order Newly Revised* shall be utilized as applicable and appropriate to assist the Board procedurally in the conduct of its business in all regular and special meetings of the Board.



RULES OF THE BOARD OF TRUSTEES

NUMBER	TITLE	PAGE
6Hx7-1.5	District Board of Trustees – Organization and Operations	1 - 15

(General Authority: F.S. 1001.61, 1001.63, 1001.64, SBE Rule 6A-14-024, 6A-14.060)

(Adopted 04/27/76, Revised 06/23/80, 04/15/81, 03/20/85, 08/21/85, 8/20/86, 06/23/86, 06/23/87, 09/16/87, 12/19/91, 12/16/92, 5/27/93, 05/07/96, 10/07/97, 12/01/98, 04/04/06, 04/07/11, 12/04/12, 06/10/14, 02/09/16, 06/11/24, Formerly 6Hx7-1.14)

(Reviewed: 02/11/14)

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM NO. A – 3.

Subject:	Administrative Procedure Act – Board Rules, Section 2 – Administration
Meeting Date:	June 11, 2024

RECOMMENDATION: It is recommended that the District Board of Trustees approve the attached revisions to the following Board Rule under Section 2 – Administration, effective with this action.


6Hx7-2.15 – College Calendars and Official College Holidays and Closings

BACKGROUND: The College periodically reviews Board Rules and administrative procedures for currency, accuracy, and to ensure compliance with state and federal law, as applicable. Proposed revisions to a Board Rule or an administrative procedure (APM) are reviewed through the shared governance process after Executive Leadership Team has reviewed and approved unless the proposed changes are non-substantive.

- Edits to Board Rule 6Hx7-2.15 – Recommends modifications to the Rule to reflect updates to College practices.

RATIONALE: Approval of this item brings the Rule up to date with Florida Statutes and State Board of Education Rules as depicted within and current College business practices.

FISCAL NOTES: There is no economic impact as a result of these revisions.

	RULES OF THE BOARD OF TRUSTEES	
	NUMBER	TITLE
	6Hx7-2.15	College Calendars and Official College Holidays and Closings
		PAGE
		2 - 27

- (1) Florida State College at Jacksonville shall operate on a year-round calendar.
- (2) The Administration shall develop and submit at least annually a recommended Academic Calendar to the District Board of Trustees (DBOT) for its review and approval. The approved Academic Calendar for each year shall be a part of the College Catalog and submitted to the State as required.
- (3) The Administration shall develop at least annually an Operating Calendar that is in agreement with the approved Academic Calendar. The College President shall designate one (1) paid holiday in the annual operating calendar to total ten (10) official paid holidays annually and may identify up to five (5) operating days as a part of the designated winter break.
- (4) College approved federal and state recognized holidays, as well as the designated holiday, shall be included in the approved College calendars unless a closing is due to an emergency.
- (5) Official College holidays shall be:
 - New Year's Day
 - Martin Luther King, Jr. Day
 - President's Day
 - Memorial Day
 - Independence Day
 - Labor Day
 - Veterans Day
 - Thanksgiving Day
 - Christmas Day
- (6) The College President, or designee, is authorized to close the College during an emergency to protect the students, staff and property of the College.
- (7) The College President, or designee, is authorized to approve, within the guidelines established by the DBOT, pay for employees who are required to work during holidays and College closings.

(General Authority: F.S. 1001.64, 1001.65, SBE 6A-10.019)

(Adopted 02/13/80, Revised 06/23/80, 06/23/87, 03/11/14, 08/09/16, 02/13/24, 06/11/24, Formerly 6.15)

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM NO. A – 4.

Subject:	Administrative Procedure Act – Board Rules, Section 4 – Finance
Meeting Date:	June 11, 2024

RECOMMENDATION: It is recommended that the District Board of Trustees approve the attached revisions to the following Board Rule under Section 4 – Finance, effective with this action.


6Hx7-4.23 – Travel and Per Diem

BACKGROUND: The College periodically reviews Board Rules and administrative procedures for currency, accuracy, and to ensure compliance with state and federal law, as applicable. Proposed revisions to a Board Rule or an administrative procedure (APM) are reviewed through the shared governance process after Executive Leadership Team has reviewed and approved unless the proposed changes are non-substantive.

- Edits to Board Rule 6Hx7-4.23 – Recommends modifications to the Rule to reflect appropriate updates to College practices.

RATIONALE: Approval of this item brings the Rule up to date with Florida Statutes and State Board of Education Rules as depicted within and current College business practices.

FISCAL NOTES: There is no economic impact as a result of these revisions.

 RULES OF THE BOARD OF TRUSTEES		
NUMBER	TITLE	PAGE
6Hx7-4.23	Travel and Per Diem	4-29

- (1) The College President is authorized to establish procedures for employee and student travel and per diem in accordance with Florida Statutes and State Board of Education Rules. ~~A report of travel where air transportation and lodging total more than \$2,000 per meeting will be summarized and presented to the District Board of Trustees (DBOT) on a quarterly basis.~~
- (2) College President's International Travel - When traveling internationally, the College President will notify the Florida State College at Jacksonville District Board of Trustees (DBOT) in writing outlining the period of international travel, purpose, itinerary, source of funding (if other than the College) and how ~~he/she~~ they can be contacted during the travel.

(General Authority: F.S. 112.061, 112.062, 112.29, 1001.64, 1001.65, 1005.08

(Adopted: 07/01/72, Revised 07/01/73, 06/23/80, 07/01/81, 07/22/81, 10/24/84, 09/16/93, 09/04/01, 10/06/09, 06/09/15, 06/11/24, Formerly 6Hx7-5.1)

(Reviewed: 06/13/17)

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM NO. A – 5.

Subject:	Administration: Annual Salary Index
Meeting Date:	June 11, 2024

RECOMMENDATION: It is recommended that the District Board of Trustees approve the 2024–25 Salary Index as part of the Pay Plan.

BACKGROUND: Pursuant to 6Hx7-3.3 of the Rules of the Board of Trustees, the administration is to develop for Board approval an annual salary index as part of the College Pay Plan.

RATIONALE: The Salary Index establishes the minimum and maximum salary for each job description.

FISCAL NOTES: The item has no economic impact.

2024-25 SALARY INDEXES**Career Positions**

PG	MIN	HRLY	MAX
1	\$30,000.00	\$15.00	\$33,958.86
2	\$30,000.00	\$15.00	\$35,931.54
3	\$30,000.00	\$15.00	\$38,153.10
4	\$30,000.00	\$15.00	\$40,375.68
5	\$30,000.00	\$15.00	\$42,448.32
6	\$30,500.00	\$15.25	\$44,545.44
7	\$31,000.00	\$15.50	\$46,818.00
8	\$31,500.00	\$15.75	\$49,614.84
9	\$32,000.00	\$16.00	\$53,134.86
9C	\$32,500.00	\$16.25	\$54,814.80
10	\$33,000.00	\$16.50	\$56,406.00
11	\$33,500.00	\$16.75	\$59,202.84
12	\$35,051.93	\$17.53	\$62,124.12
13	\$37,200.51	\$18.60	\$65,969.52
14	\$39,094.68	\$19.55	\$69,266.16
15	\$41,370.98	\$20.69	\$73,485.90
16	\$43,879.03	\$21.94	\$77,980.02
17	\$46,539.52	\$23.27	\$81,101.22
18	\$49,379.23	\$24.69	\$86,045.16
19	\$52,372.41	\$26.19	\$91,288.98
20	\$55,008.18	\$27.50	\$95,883.06

A&P Positions

PG	MIN	HRLY	MAX
16	\$43,187.90	\$21.59	\$77,331.30
17	\$45,848.39	\$22.92	\$80,452.50
18	\$48,689.13	\$24.34	\$85,396.44
19	\$51,682.31	\$25.84	\$90,664.74
20	\$54,317.05	\$27.16	\$95,308.80
21	\$57,080.54	\$28.54	\$100,078.32
22	\$59,971.75	\$29.99	\$104,148.12
23	\$62,990.68	\$31.50	\$109,416.42
24	\$66,290.80	\$33.15	\$115,084.56
25	\$70,333.55	\$35.17	\$120,902.64
26	\$73,915.89	\$36.96	\$128,343.54
27	\$78,443.77	\$39.22	\$136,258.74
28	\$82,435.02	\$41.22	\$143,175.36
29	\$86,631.24	\$43.32	None

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM A – 6.

Subject:	Human Resources: Salary Increase
Meeting Date:	June 11, 2024

RECOMMENDATION: It is recommended that the District Board of Trustees approve a three percent (3.0%) salary increase, with a minimum of \$1,000.00, for all eligible full-time non-instructional employees. Either the three percent (3%) increase to the employee's current salary, the minimum \$1,000.00, or the new minimum salary on the 2024–25 Salary Index, whichever results in the highest increase, will be applied. Employees serving in a full-time position as of June 30, 2024 and continuing in a full-time position are eligible for the increase to be effective July 1, 2024.

It is also recommended that the District Board of Trustees approve a three percent (3.0%) increase for part-time non-instructional employees on the Administrative, Professional and Career Salary Indexes. Either the three percent (3%) increase to the employee's current part-time hourly rate or new minimum part-time hourly rate on the 2024–25 Salary Index, whichever results in the highest increase, will be applied. Employees serving in a part-time position as of June 30, 2024 and continuing in a part-time position are eligible for the increase to be effective July 1, 2024.

It is also recommended that the District Board of Trustees approve a three percent (3.0%) increase to the current hourly rate of pay for part-time employees in the following positions:

Librarian	Program Facilitator II	Test Examiner
Program Facilitator I	Program Facilitator III	Test Proctor

Employees serving in any of these part-time positions as of June 30, 2024 and continuing in any of these part-time positions are eligible for the increase to be effective July 1, 2024.

BACKGROUND: The proposed salary increase will provide our employees with funds to offset increases in the cost of living and recognize continued contributions to the College and its students.

RATIONALE: Funds were set aside during budget development to provide for salary increases for full-time and above-specified part-time non-instructional employees.

FISCAL NOTES: The total financial impact for this increase will be \$1.7 million.

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM NO. A – 7.

Subject:	Human Resources: Termination – Alicia Byrd, Professor – North Campus
Meeting Date:	June 11, 2024

RECOMMENDATION: It is recommended that the District Board of Trustees approve the termination of Alicia Byrd, Professor of Math for willful neglect of duty effective with this action.

BACKGROUND: On or about April 2, 2024, Professor Byrd failed to report to her assigned teaching duties and has continued to not respond to any attempts by the College to ascertain her whereabouts or status. Professor Byrd's classes had to be covered by a substitute teacher to complete the semester.

On May 6, 2024, pursuant to the Collective Bargaining Agreement – Article 9: Discipline and Rule 6A-14.0411 Florida Administrative Code, Professor Byrd was provided notice of this recommendation for termination and has not requested to exercise any of the identified opportunities to be heard before the District Board of Trustees.

RATIONALE: Based on the foregoing, the Administration does not believe it is in the best interest of the College for Professor Byrd to continue employment.

FISCAL NOTES: The economic impact cannot be determined at this time.

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM NO. A – 8.

Subject:	Finance: Fees and Charges
Meeting Date:	June 11, 2024

RECOMMENDATION: It is recommended that the District Board of Trustees approve the fee changes for the following courses to be effective Fall Term 2024, pursuant to Board Rule 6Hx7-4.19.

BACKGROUND: Florida Statutes 1009.22(9) Workforce education postsecondary student fees and 1009.23(12) Florida College System institution student fees allow the assessment of user fees. State Board Rule 6A-14.054(6), Student Fees, provides that each board of trustees may establish user fees in addition to tuition fees for services that incur unusual costs (specialized software and equipment, equipment and software maintenance, tests, kits, materials, insurance, and others). These fees shall not exceed the cost of the goods or services provided and shall only be charged to students or agencies receiving those goods or services.

Fall Term 2024 – ASN Program Kit Fees

Course Number	Course	Current Fee	Recommended Fee
NUR1008C	Transition to Professional Nursing (115297)	\$428.00	\$563.00
NUR1020C	Nursing Concepts: Health and Wellness Across the Lifespan I (115298) <i>kit 1</i>	\$428.00	\$563.00
NUR1020C	Nursing Concepts: Health and Wellness Across the Lifespan I (115298) <i>kit 2</i>	\$39.00	\$0.00
NUR1025C	Health-Illness Concepts Across the Lifespan II (115302)	\$428.00	\$564.00
NUR1411C	Nursing Care of the Family Across the Lifespan (115316)	\$428.00	\$564.00
NUR1460C	Health-Illness Concepts Across the Lifespan I (115317)	\$428.00	\$564.00
NUR2242C	Nursing Concepts: Families in Crisis-Complex Health Problems II (115332)	\$39.00	\$0.00
NUR2243C	Nursing Concepts: Families in Crisis-Complex Health Problems I (115333)	\$428.00	\$564.00

The ASN program kits fee aims to recover the costs incurred by the College for the Nursing kits. A new vendor, Wolters Kluwer Health, Inc., has been selected for incoming cohorts. The fee change is necessary to align with the per-student rate quoted by Wolters Kluwer Health, Inc.

Fall Term 2024 – ASN Program Test Fees

Course Number	Course	Current Fee	Recommended Fee
NUR1008C	Transition to Professional Nursing (115297)	\$0.00	\$77.00
NUR1020C	Nursing Concepts: Health and Wellness Across the Lifespan I (115298)	\$0.00	\$39.00
NUR1021C	Nursing Concepts: Health and Wellness Across the Lifespan II (115299)	\$88.00	\$0.00
NUR1022C	Nursing Technique (115300)	\$88.00	\$0.00
NUR1023C	Nursing Concepts: Health and Wellness Across the Lifespan II (115301)	\$0.00	\$39.00
NUR1025C	Health-Illness Concepts Across the Lifespan II (115302)	\$156.00	\$38.00
NUR1212C	Health Alterations Across the Lifespan I (115314)	\$157.00	\$77.00
NUR1411C	Nursing Care of the Family Across the Lifespan (115316)	\$156.00	\$77.00
NUR1460C	Health-Illness Concepts Across the Lifespan I (115317)	\$0.00	\$77.00
NUR1521C	Psychiatric/Mental Health Nursing (115320)	\$88.00	\$77.00
NUR2214C	Health Alterations Across the Lifespan II (115329)	\$88.00	\$38.00
NUR2242C	Nursing Concepts: Families in Crisis-Complex Health Problems II (115332)	\$156.00	\$77.00
NUR2243C	Nursing Concepts: Families in Crisis-Complex Health Problems I (115333)	\$157.00	\$77.00
NUR2310C	Nurse Care/Children (115336)	\$88.00	\$0.00
NUR2811C	Role Transformation (115350)	\$88.00	\$0.00
NUR2960C	Nclex Review (115352)	\$156.00	\$77.00

The ASN program test fee aims to recover the costs incurred by the College for third-party testing services provided. A new vendor, ExamSoft, has been selected for incoming cohorts. The fee change is necessary to align with the per-student rate quoted by ExamSoft.

Fall Term 2024 – ASN Program Insurance Fees

Course Number	Course	Current Fee	Recommended Fee
NUR1021C	Nursing Concepts: Health and Wellness Across the Lifespan II (115299)	\$5.00	\$0.00
NUR1022C	Nursing Technique (115300)	\$5.00	\$0.00
NUR1023C	Nursing Concepts: Health and Wellness Across the Lifespan II (115301)	\$0.00	\$5.00
NUR1060C	Health Assessment/Lifespan (115306)	\$5.00	\$0.00
NUR1210C	Adult Health Nursing (115313)	\$5.00	\$0.00
NUR1521C	Psychiatric/Mental Health Nursing (115320)	\$5.00	\$0.00
NUR2421C	Nursing Women/Infants (115342)	\$5.00	\$0.00
NUR2710C	Adult Health Nurse II (115346)	\$5.00	\$0.00
NUR2811C	Role Transformation (115350)	\$5.00	\$0.00

Insurance fees for liability are collected on all lab, clinical, and practicum courses to cover the cost of the policy plus claims from the previous year. The above fees need to be modified to align the ASN program’s lab insurance fees with other labs, clinicals, and practicums Collegewide, as well as remove insurance fees from courses that are inactive.

Fall Term 2024 – Biomedical Science Program Lab Fees

Course Number	Course	Current Fee	Recommended Fee
CHM3120C	Elementary Analytical Chemistry (105727)	\$254.00	\$38.00
CHM3130C	Chemistry Instrumentation (105728)	\$194.00	\$38.00
MCB3020C	Basic Biology of Microorganisms (113677)	\$122.00	\$38.00
PCB3103C	Cell Biology (115629)	\$33.00	\$38.00
PCB3513C	Genetics & Molecular Biology (115630)	\$16.00	\$38.00
PCB3713C	General Physiology (115631)	\$77.00	\$38.00
ZOO3713C	Comparative Vertebrate Anatomy (120120)	\$68.00	\$38.00

The Biomedical Science program has historically charged a special fee to recover the costs of essential supplies. This fee has been recalculated to align with current expenses and enrollment numbers. The College’s bulk purchasing of these supplies provides cost efficiency, benefiting students financially while maintaining the quality of their learning experience.

Fall Term 2024 – Natural Sciences Program Lab Fees

Course Number	Course	Current Fee	Recommended Fee
AST1002L	Astronomy Lab (102918)	\$18.00	\$13.00
BOT1010C	Botany (104620)	\$9.00	\$13.00
BSC1005L	Biology Lab (104658)	\$18.00	\$13.00
BSC2010C	Principles Of Biology I (104667)	\$18.00	\$13.00
BSC2011C	Principles Of Biology II (104668)	\$18.00	\$13.00
BSC2020C	Human Biology (104669)	\$0.00	\$13.00
BSC2085C	Human Anatomy & Physiology I (104673)	\$18.00	\$13.00
BSC2086C	Human Anatomy & Physiology II (104674)	\$18.00	\$13.00
CHM1025C	Introduction to General Chemistry (105708)	\$18.00	\$13.00
CHM1032C	Principles of General Chemistry (105711)	\$18.00	\$13.00
CHM2045C	General Chemistry and Qualitative Analysis I (105718)	\$18.00	\$13.00
CHM2046C	General Chemistry and Qualitative Analysis II (105719)	\$18.00	\$13.00
CHM2205C	Integrated Organic Chemistry and Biochemistry (105722)	\$9.00	\$0.00
CHM2210C	Organic Chemistry I (105723)	\$18.00	\$13.00
CHM2211C	Organic Chemistry II (105724)	\$18.00	\$13.00
ESC1000L	Earth and Space Science Lab (109389)	\$18.00	\$13.00
MCB2010C	Microbiology (113675)	\$59.00	\$132.00
OCB2000C	Fundamentals of Marine Biology (115378)	\$18.00	\$13.00
OCE2001	Survey of Oceanography (115386)	\$9.00	\$0.00
OCE2001L	Oceanography Lab (115387)	\$18.00	\$13.00
PHY1020C	Physics for Liberal Arts with Lab (115883)	\$9.00	\$13.00
PHY2048C	Physics I with Calculus (115884)	\$18.00	\$13.00
PHY2049C	Physics II With Calculus (115885)	\$18.00	\$13.00
PHY2053C	General Physics I (115886)	\$18.00	\$13.00
PHY2054C	General Physics II (115887)	\$18.00	\$13.00
ZOO1010C	General Zoology (120117)	\$9.00	\$13.00
GLY1010C	Physical Geology and Lab (110922)	\$0.00	\$13.00

The Natural Sciences program has historically charged a special fee to recover the costs of essential supplies. This fee has been recalculated to align with current expenses and enrollment numbers. The College’s bulk purchasing of these supplies provides cost efficiency, benefiting students financially while maintaining the quality of their learning experience.

RATIONALE: The District Board of Trustees is authorized under Florida Statutes 1009.22 and 1009.23 to establish fees to recover costs of services provided.

FISCAL NOTES: This will have no net fiscal impact on the College.

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM NO. A – 9.

Subject:	Finance: FSCJ ACCESS Program
Meeting Date:	June 11, 2024

RECOMMENDATION: It is recommended that the District Board of Trustees approve the FSCJ ACCESS Program for Fall Term 2024, pursuant to Board Rule 6Hx7-4.19.

BACKGROUND: Florida Statutes 1009.22(9) Workforce education postsecondary student fees and 1009.23(12) Florida College System institution student fees allow the assessment of user fees. State Board Rule 6A-14.054(6), Student Fees, provides that each board of trustees may establish user fees in addition to tuition fees for services that incur unusual costs (specialized software and equipment, equipment and software maintenance, tests, kits, materials, insurance and others). These fees shall not exceed the cost of the goods or services provided and shall only be charged to students or agencies receiving those goods or services.

Florida Statutes allow inclusive access programs when there is documented evidence that the options reduce the cost of textbooks and course materials for students. Students enrolling in courses under this program benefit from significantly reduced textbook costs, as publishers are willing to sell for less when more students purchase the course materials. In most cases, the FSCJ ACCESS program utilizes electronic textbooks and online software. In accordance with Florida Statute 1004.085, Textbook and Instructional Materials Affordability, the FSCJ ACCESS program will utilize an opt-out approach, where students are charged for their books along with their tuition in the participating courses unless the student opts-out of the program. The additional course fees would be exactly what the bookstore provider charges for the course materials. Students enrolled in FSCJ ACCESS classes for Spring Term 2024 had total savings of over \$750,000.

RATIONALE: The bookstore is able to provide course materials at lower costs due to volume and contractual arrangements with publishers that allow for the lowest cost for course materials when an inclusive access program is employed. This will ensure access to required resource material on the first day of classes to everyone in the FSCJ ACCESS class and will provide course materials at lower costs. This will guarantee the lowest cost to students because the College is able to secure a below competitive market rate for the material by purchasing in bulk.

FISCAL NOTES: This will have no net fiscal impact on the College.

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM NO. A – 10.

Subject:	Finance: Fiscal Year 2023-24 Operating Budget Amendment No. 5
Meeting Date:	June 11, 2024

RECOMMENDATION: It is recommended that the District Board of Trustees approve Amendment No. 5 to the Fiscal Year 2023-24 Operating Budget.

BACKGROUND: The District Board of Trustees approved the College's Operating Budget on June 13, 2023, approved Amendment No. 1 on September 12, 2023, Amendment No. 2 on November 14, 2023, Amendment No. 3 on February 13, 2024, and Amendment No. 4 on April 9, 2024.

<u>Budget Amendment #5, FY 2023-24</u>	Current Budget	Changes	Revised Budget
<u>Opening Reserves July 1, 2023</u>			
Designated Reserve for Insurance	\$ 3,830,000	\$	\$ 3,830,000
Unrestricted Board Reserve	19,097,413		19,097,413
Total Reserves	\$ 22,927,413	\$	\$ 22,927,413
Tuition and Fees	\$ 49,841,434	\$ 1,405,658	\$ 51,247,092
State Appropriations	91,948,961		91,948,961
Other Revenue	3,447,663		3,447,663
Total Revenue	\$ 145,238,058	\$ 1,405,658	\$ 146,643,716
Total Available Funds	\$ 168,165,471	\$ 1,405,658	\$ 169,571,129
Personnel	\$ 109,540,580		\$ 109,540,580
Current Expense	31,388,140	\$ 94,500	31,482,640
Transfers	1,630,000		1,630,000
Equipment	2,679,339	5,902,597	8,581,936
Total Expenses	\$ 145,238,059	\$ 5,997,097	\$ 151,235,156
<u>Year-end Reserves, June 30, 2024</u>			
Designated Reserve for Insurance	\$ 3,830,000		\$ 3,830,000
Unrestricted Board Reserve	17,166,369	\$ -4,591,439	12,574,930
Total Reserves	\$ 20,996,369	\$ -4,591,439	\$ 16,404,930
Total Expenses and Reserves	\$ 166,234,427	\$ 1,405,658	\$ 167,640,085

Subject: Finance: Fiscal Year 2023-24 Operating Budget Amendment No. 5
(continued)

This amendment increases the Revenue Budget by \$1,405,658 due to enrollment increases for spring and summer terms.

This budget amendment increases the Capital Expenditure Budget by \$5,902,597. This amendment allows the purchase of EV charging stations, replacement of cameras, upgrade and renovate the Career Ready Clothing Closet, and to transfer some Capital Expenses to the Operating Expenditure Budget. This amendment also increases the Current Expense budget by \$94,500 to pay down vehicle leases.

RATIONALE: State Board of Education Rule 6A-14.071 authorizes college boards to amend budgets in compliance with laws, rules, and accepted educational and fiscal principles.

FISCAL NOTES: The amendment increases the Fiscal Year 2023-24 Operating Expenditure Budget by \$5,997,097 and increases the Fiscal Year 2023-24 Revenue Budget by \$1,405,658.

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM NO. A – 11.

Subject:	Finance: Fiscal Year 2024-25 College Budget
Meeting Date:	June 11, 2024

RECOMMENDATION: It is recommended that the District Board of Trustees approve the College's 2024-25 Operating Budget at \$148,051,995 as summarized below. The budget document will be available at the June 11, 2024 Board meeting for review.

<u>Revenue Budget</u>	
Tuition and Fees	\$52,272,086
State Appropriations	91,772,984
Other	<u>4,006,925</u>
Total Revenue	\$148,051,995
<u>Expense Budget</u>	
Personnel	\$113,378,620
Current Expense	32,540,981
Equipment	<u>2,132,393</u>
Total Expense	\$148,051,995
<u>Closing Balances</u>	
Designated Reserves for Insurance Programs	\$3,830,000
June 30, 2025 Unrestricted Board Reserves	<u>12,955,030</u>
Total Reserves	\$16,785,030

BACKGROUND: The Fiscal Year 2024-25 Operating Budget has been prepared in accordance with State Board of Education Rule 6A-14.0716, Florida Statutes 1001.64 and 1011.30, and Section 15.2 of the State Accounting Manual for Florida's Public Community Colleges.

RATIONALE: The College is required by State Board of Education Rule and Florida Statute to annually prepare its budget for approval by the District Board of Trustees and submission to the Chancellor of Florida Colleges no later than June 30, 2024. The budget was prepared using fee rates in conformity with fees authorized by the Florida Legislature.

FISCAL NOTES: The Fiscal Year 2024-25 Operating Budget is established at \$148,051,995.

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM NO. A – 12.

Subject:	Finance: Fiscal Year 2024-25 Capital Outlay Budget
Meeting Date:	June 11, 2024

RECOMMENDATION: It is recommended that the District Board of Trustees approve the Fiscal Year 2024-25 Capital Outlay Budget.

BACKGROUND: The Fiscal Year 2024-25 Capital Outlay Budget has been prepared in accordance with State Board of Education Rule 6A-14.0716, Florida Statutes 1001.64 and 1011.30, and Section 15.2 of the State Accounting Manual for Florida's Public Community Colleges.

RATIONALE: Florida Statute 235.18 and State Board of Education Rule 6A-14.0716(6) state that as part of the official budget, community college trustees shall adopt a capital outlay budget for the capital outlay needs of the College. The proposed budget encompasses projects to remodel and expand the Nursing facilities at North Campus, to maintain facilities, and to renovate priority academic classrooms and labs. This budget shall designate the proposed capital outlay expenditures by project for the year from all fund sources.

FISCAL NOTES: The Fiscal Year 2024-25 Capital Outlay Budget is established at \$59,781,694.

2024-25 Capital Outlay Budget

<u>Total Funds by Source</u>	2024-25 Budget	2023-24 Budget
Capital Improvement Fee Budget	\$ 17,557,793	\$ 12,416,960
Capital Outlay & Debt Service (CO&DS) Budget	\$ 2,364,100	\$ 1,973,080
Transfer Fund Budget	\$ 13,848,664	\$ 14,737,482
Local Funds	\$ 9,733,199	\$ 13,761,970
Deferred Maintenance	\$ 13,376,574	\$ 27,329,608
Public Education Capital Outlay (PECO) Budget	\$ 2,901,364	\$ 668,508
Total Capital Outlay Budget	\$ 59,781,694	\$ 70,887,608
 <u>Project Budgets</u>		
Capital Improvement Fee Projects		
North Campus Nursing Remodel Design Services	\$ 1,100,000	\$ -
Collegewide Life Safety Upgrades	\$ 2,238,075	\$ -
Collegewide Classroom Tech Upgrades	\$ 1,983,898	\$ -
Collegewide Site Upgrades	\$ 549,614	\$ 45,466
Collegewide Signage	\$ 962,830	\$ 911,450
IT Infrastructure	\$ 1,500,000	\$ 1,500,000
Computer Lab Refresh	\$ 2,045,873	\$ 2,336,694
Upgrade Science Labs Collegewide	\$ 1,633,167	\$ 1,680,000
Energy Performance Upgrades	\$ 355,684	\$ 355,684
Building Envelope Repairs	\$ 930,760	\$ 7,304
HVAC Upgrades	\$ 390,940	\$ 98,625
Dental Classrooms Renovation	\$ 137,800	\$ 103,942
Recurring Maintenance	\$ 2,161,937	\$ 2,614,887
Collegewide Interior Upgrades	\$ 588,961	\$ 980,000
Collegewide Interior Renovations	\$ 978,254	\$ 1,782,908
Total Capital Improvement Fee Budget	\$ 17,557,793	\$ 12,416,960
 Capital Outlay & Debt Service (CO&DS) Projects		
Replace Fire Alarm Panels at Downtown, South & North	\$ 1,829,100	\$ 1,740,000
Repair Parking Lots Fire College at South Campus	\$ 285,000	\$ -
ADA Upgrades	\$ 250,000	\$ 233,080
Total CO&DS Budget	\$ 2,364,100	\$ 1,973,080
 Transfer Funded Projects		
Collegewide Signage	\$ 12,223	\$ 12,223
Classroom Technology Upgrades	\$ 127,742	\$ 1,553,979
Collewide Renovations	\$ 1,708,699	\$ 1,171,280
Emergency Hurricane Recovery	\$ 12,000,000	\$ 12,000,000
Total Transfer Funded	\$ 13,848,664	\$ 14,737,482

Project Budgets

	2024-25	2023-24
	Budget	Budget
Local Funds Projects		
South Campus Veterans' Center	\$ 693,095	\$ 1,017,616
Nassau Center Commercial Vehicle Driving	\$ -	\$ 1,600,000
ERP Maintenance	\$ 1,294,448	\$ 1,556,887
HVAC Upgrades & Improvements	\$ 996,706	\$ 590,000
Collegewide Site Upgrades	\$ -	\$ 254,008
Collegewide Digital Emergency Communication	\$ 6,900	\$ 121,910
Cardiovascular Technology Relocation	\$ -	\$ 13,170
Develop Five-Year Master Plan	\$ 17,907	\$ 157,783
Collegewide Renovations and Repairs	\$ 150,157	\$ 556,176
Emergency Classrooms Repairs	\$ -	\$ 1,320,434
Emergency HVAC Replacement	\$ 1,500,000	\$ 1,500,000
Emergency Structural Repair	\$ 1,073,986	\$ 1,073,986
Emergency Hurricane Recovery	\$ 4,000,000	\$ 4,000,000
Total Local Fund Budget	<u>\$ 9,733,199</u>	<u>\$ 13,761,970</u>
Deferred Maintenance Projects		
Deferred Maintenance Projects	<u>\$ 13,376,574</u>	<u>\$ 15,357,751</u>
Total Energy Performance	<u>\$ 13,376,574</u>	<u>\$ 15,357,751</u>
Public Education Capital Outlay (PECO) Projects		
North Campus Nursing Remodel	\$ 2,800,000	\$ -
South Campus Veterans' Center	<u>\$ 101,364</u>	<u>\$ 668,508</u>
Total Public Education Capital Outlay (PECO)	<u>\$ 2,901,364</u>	<u>\$ 668,508</u>
Total Capital Outlay Budget	<u><u>\$ 59,781,694</u></u>	<u><u>\$ 58,915,751</u></u>

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM NO. A – 13.

Subject:	Facilities: Capital Improvement Plan, Fiscal Years 2025-26 through 2027-28
Meeting Date:	June 11, 2024

RECOMMENDATION: It is recommended that the District Board of Trustees approve the College's annual Capital Improvement Plan (CIP) as summarized on the attached forms for submission to the Division of Colleges. A copy of the final CIP document will be available for review at the June 11, 2024 DBOT meeting.

BACKGROUND: The CIP is an annual submission to the Division of Colleges, indicating the College's priorities for renovation, remodeling and new construction projects. These projects are based on recommendations included in the College's 2023 Five-Year Educational Plant Survey.

The Survey consists of a complete facilities inventory of all spaces in the College and matches the available space against a five-year forecast of student full-time equivalent (FTE) growth at each campus. A set of standard space requirements for classrooms, labs, student services, administration and other support space categories is applied to the forecast growth and compared to the existing inventory. Deficiencies in each category are calculated by comparing the existing available space against the state space requirements. The CIP identifies the space needs and addresses the needs in the College priority projects. The CIP is submitted to the Division of Colleges for prioritization along with the other 27 college plans, and a consolidated list is presented to the next Legislature for Public Education Capital Outlay (PECO) funding.

The College's highest priorities in the CIP include remodeling, renovation, and maintenance as follows:

1. NURSING PROGRAMS FACILITIES (HF 1518) (SF 1093)
2. REN/MAINTENANCE PUBLIC SERVICE PROGRAMS: FIRE TRAINING ACADEMY OF THE SOUTH (SC), CRIMINAL JUSTICE CENTER (NC), AND PUBLIC SAFETY (SC)

The requirement set forth by the Florida College System is to only present two priority projects annually for consideration. A complete list can be found on the attached CIP-2 Summary document.

CIP Funding Request		
	2024-25 Request	3-Year Request 2025-28
Remodeling	\$2,800,000	\$16,617,640
Maintenance	\$285,000	\$18,786,248
Total	\$3,085,000	\$35,403,888

Subject: Facilities: Capital Improvement Plan, Fiscal Years 2025-26 through 2027-28 202400446
(Continued)

RATIONALE: The CIP outlines the College's renovation and remodeling projects in order of priority based on forecasted growth in the Survey. The plan forms the basis for inclusion of these projects on the Commissioner of Education Legislative Funding Request.

FISCAL NOTES: If approved, these projects will be funded by PECO funds from the State. In addition, the College Capital Outlay Plan for FY 25/26 identifies select projects to be completed in 2025/26 with be partial funding from Capital Improvement Funds (local funds).

**FLORIDA COLLEGE SYSTEM
CIP 2 SUMMARY
CAPITAL IMPROVEMENT PLAN AND LEGISLATIVE BUDGET REQUEST
2025-26 through 2027-28**

CIP 2

COLLEGE: Florida State College at Jacksonville

MAINTENANCE, REPAIR & RENOVATION PROJECTS

PRIORITY #	INITIAL REQUEST YEAR	PROJECT TYPE	PROJECT TITLE (include Site)	SITE No.	2025-26	2026-27	2027-28	THREE YEAR TOTAL	TOTAL PRIOR APPROP	LOCAL FUNDS	TOTAL PROJECT COST*	ON APPROVED SURVEY?
2	2020	MAINT/REPAIR	REN/MAINTENANCE PUBLIC SERVICE PROGRAMS: FIRE TRAINING ACADEMY OF THE SOUTH (SC), CRIMINAL JUSTICE CENTER (NC), AND PUBLIC SAFETY (SC)	2, 4	\$9,339,980	\$4,723,134	\$4,723,134	\$18,786,248	\$2,409,357	\$1,089,733	\$22,285,338	YES
								\$0			\$0	
								\$0			\$0	
								\$0			\$0	
								\$0			\$0	
								\$0			\$0	
								\$0			\$0	

*Total Project Cost includes funding from all sources
TOTAL MAINTENANCE, REPAIR & RENOVATION PROJECTS \$ 9,339,980 \$4,723,134 \$ 4,723,134 \$ 18,786,248

REMODELING, NEW CONSTRUCTION, REPLACEMENT & ACQUISITION PROJECTS

PRIORITY #	INITIAL REQUEST YEAR	PROJECT TYPE	PROJECT TITLE (include Site)	SITE No.	2025-26	2026-27	2027-28	THREE YEAR TOTAL	TOTAL PRIOR APPROP	LOCAL FUNDS	TOTAL PROJECT COST*	ON APPROVED SURVEY?
1	2024	REMODEL	NURSING PROGRAM FACILITIES (HF 1518) (SF 1093)	2	\$10,000,129	\$6,617,511	\$0	\$16,617,640	\$2,800,000	\$4,854,246	\$24,271,886	YES
								\$0			\$0	
								\$0			\$0	
								\$0			\$0	

*Total Project Cost includes funding from all sources
TOTAL REMODELING, NEW CONSTRUCTION, REPLACEMENT & ACQUISITION PROJECTS \$10,000,129 \$6,617,511 \$0 \$ 16,617,640

GRAND TOTAL OF ALL PROJECTS \$ 19,340,109 \$ 11,340,645 \$ 4,723,134 \$ 35,403,888

202400447

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM NO. A – 14.

Subject:	Academic Affairs: Activation of Artificial Intelligence Systems Technology (Applied Artificial Intelligence) Associate in Science
Meeting Date:	June 11, 2024

RECOMMENDATION: It is recommended that the District Board of Trustees approve a new Artificial Intelligence Systems Technology (Applied Artificial Intelligence) (60 credit hours) Associate in Science degree program effective Fall Term 2024.

BACKGROUND: The Artificial Intelligence Systems Technology (Applied Artificial Intelligence) Associate in Science degree program has been recommended for activation by the College's Curriculum Committee and approved by the Provost/Vice President of Academic Affairs. The activated program will have new student enrollments beginning with the Fall Term 2024.

The new Artificial Intelligence Systems Technology (Applied Artificial Intelligence) Associate in Science degree program offers a sequence of courses that provide coherent and rigorous content along with challenging academic standards as outlined by the Florida Department of Education's curriculum framework. Program graduates acquire high-demand skills that they can use to pursue employment in the Information Technology career cluster field, and employers are able to hire successful individuals who have hands-on training for system diagnosis, installation, and maintenance. The competencies derived from the program enable students to diagnose Artificial Intelligence (AI) operational failures (hard and intermittent) associated with system components and perform data collection and transfer in and out of the AI box. The program curriculum includes coursework in the fundamentals of industry and business applications, system operational trouble-shooting, and database formation and access.

RATIONALE: The College currently offers a wide range of Associate in Science degree programs which are included as part of the Florida Department of Education Information Technology career cluster. It is anticipated that the implementation of this Associate in Science degree program will provide graduates with a broad range of technical skill proficiencies and contribute to their academic knowledge, higher-order reasoning, problem-solving abilities, and employability.

FISCAL NOTES: The financial impact of this program is comprehended in the College's budget.

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM NO. A – 15.

Subject:	Academic Affairs: Activation of American Sign Language Technical Certificate Program
Meeting Date:	June 11, 2024

RECOMMENDATION: It is recommended that the District Board of Trustees approve the activation of the American Sign Language (22 credit hours) Technical Certificate program embedded within the Associate in Science degree program in ASL/English Interpreting, effective in the Fall Term 2024.

BACKGROUND: The American Sign Language Technical Certificate program has been recommended for activation by the College's Curriculum Committee and approved by the Provost/Vice President of Academic Affairs. The activated program will have new student enrollments beginning with the Fall Term 2024.

The program was developed in response to requests from the Business and Industry Leadership Team (BILT) members as well as graduates who expressed a desire to continue to develop American Sign Language (ASL) skills and Deaf cultural awareness for personal enrichment. The program focuses on the development of ASL skills for practical application, an introduction to Deaf culture, and a fundamental awareness of the profession of sign language interpreting. The program offers a sequence of courses that provide coherent and rigorous content in addition to relevant technical knowledge and skills to prepare students for continued employment and/or further education within the Education and Training career cluster.

Upon graduation, students will be prepared for continued employment in a variety of fields including business, education, health care, information technology, and law. The program may also be used to provide supplemental or required training for individuals previously or currently employed within the career cluster.

Embedding certificates has proven to be an effective retention and progression methodology. Implementation of a Technical Certificate also provides transferability of credits and makes the program more accessible.

RATIONALE: The College currently offers the corresponding Associate in Science in ASL/English Interpreting program, which is included as part of the FLDOE's Education and Training career cluster. It is anticipated that the implementation of this Technical Certificate program will provide graduates with occupation-specific skills that contribute to their academic knowledge, higher-order reasoning, problem-solving abilities, and employability.

FISCAL NOTES: The financial impact of this program is comprehended in the College's budget.

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM NO. A – 16.

Subject:	Academic Affairs: Inactivation of Educator Preparation Institute Certificate of Professional Preparation Program
Meeting Date:	June 11, 2024

RECOMMENDATION: It is recommended that the District Board of Trustees approve the inactivation of the Educator Preparation Institute (24 credit hours) Certificate of Professional Preparation program, effective at the end of Summer Term 2024.

BACKGROUND: The Educator Preparation Institute Certificate of Professional Preparation program has been recommended for inactivation by the College's Curriculum Committee and approved by the Provost/Vice President of Academic Affairs. The inactivated program will have no new student enrollments beginning with Fall Term 2024 per SACSCOC guidelines.

The program was originally designed to provide students who currently hold a baccalaureate degree in a field other than education with the required coursework and training to earn their Florida Professional Certification to teach in a K-12 classroom. However, total program enrollment has experienced a significant decline over the past several academic terms.

Following a comprehensive program review, it was determined that there has been a total of seventy (70) student enrollments within the past three academic years, with 2018-2019 through 2021-2022 being aggregated (60); 2022-2023 (8); and 2023-2024 (2). Although full-time faculty members are currently assigned to this program, they will continue to teach in the College's other education programs. The Educator Preparation Institute program is not eligible for financial aid.

Because of the decline in enrollment and lack of financial aid eligibility, it was determined to be in the best interest of the students and the College to inactivate the Educator Preparation Institute (Certificate of Professional Preparation) program.

RATIONALE: There are two (2) students currently enrolled in the program being inactivated; however, both current and past term students have been notified by letter and email correspondence. As part of the College's curricular inventory, all courses within the existing program will be available through Summer Term 2026. Students who are unable to complete their coursework by this time will be provided with the opportunity to enroll in one of the College's other education programs. Additionally, no other programs will be adversely affected.

FISCAL NOTES: No fiscal impact is anticipated.

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM NO. A – 17.

Subject:	Academic Affairs: Inactivation of Courses Not Taught Within Five Years
Meeting Date:	June 11, 2024

RECOMMENDATION: It is recommended that the District Board of Trustees approve the curriculum review and purge process conducted in the Spring 2024 term for the Fall 2018 through the Summer 2023 timeframe. This review process resulted in 72 courses being identified for review to determine possible inactivation effective Fall 2024 term from the following academic groups:

- 01: Lower-Level Arts & Profession
- 02: Postsecondary Vocational
- 03: College Credit Developmental Education
- 05: Adult Vocational
- 14: Upper-Level Arts & Profession

Thirty-six (36) of the 72 reviewed courses will be inactivated. Please see the addendum for a complete list of the 36 courses.

BACKGROUND: Rule 6A.10.0331, Florida Administrative Code, requires that institutions inactivate courses that have not been taught for five years. The rule also requires that the identified courses be removed from the college catalog and the Statewide Course Numbering System (SCNS) as part of the ongoing curriculum review process. Institutions must also receive approval for the course inactivations from their respective Boards of Trustees.

When courses are identified for inactivation, faculty and academic administrators are provided the opportunity to complete a waiver form for the course purge, thereby maintaining the selected courses in the current, active curriculum inventory.

RATIONALE: Inactivation of courses not scheduled for five or more years will ensure compliance with Rule 6A.10.0331, Florida Administrative Code, resulting in an update (when applicable) to the college catalog and the SCNS for the 2024-2025 academic year.

FISCAL NOTES: No fiscal impact is anticipated.

Courses not scheduled for five years - Academic Groups 01, 02, 03, 05, 14 from 08/01/2018 - 08/01/2023

Subject	Catalog	Course Description	Course Long Title	Last Term with Enrollment	Last Term Total Enrollment
AST	2037	Life in the Universe	Life in the Universe	2172	5
ATF	1600C	Private Pilot Simulator	Private Pilot Simulator	2165	8
AVM	2941	Aviation Operations Internship	Aviation Operations Internship	2185	2
BSC	2250C	Flora and Fauna of Florida	Flora and Fauna of Florida	2142	1
BSC	2931	Selected Topics in Bio Sciences	Selected Topics in Biological Sciences	2178	4
CAP	1120C	VR/AR Programming	VR/AR Programming	No enrollment data in PeopleSoft	0
CET	2588	NETWORK+ CERT REVIEW	Network+ Certification Review	2185	11
CET	2629	CCNP TROUBLESHOOTING	Internet Troubleshooting Support (CCNP TSHOOT)	2082	15
CET	2752	NETWORK ADMINISTRATION	Network Administration	2098	22
CJE	2603	INVESTIGATIVE CYCLE	The Investigative Cycle	2182	16
CNT	2943	Cooperative Education (Intern)	Cooperative Education (Internship)	2182	1
CNT	2210	WAN Fundamentals (Cisco 4)	WAN Fundamentals (Cisco 4)	2205	1
CTS	1101	INTRO TO WINDOW	Introduction to Windows	2172	4
CTS	2149	CAPM EXAM PRP COURSE	CAPM (Certified Associate in Project Management) Exam Prep Course	2162	5
CTS	2155	CUSTOMER SUPPORT OPR	Customer Support Operations	2172	33
CTS	2440	ORACLE SQL & PL/SQL	Oracle SQL and PL/SQL	2182	9
CTS	2441	ORACLE DATABASE ADMN	Oracle Database Administration	2178	3
CTS	2445	ADV ORACLE PL/SQL	Advanced Oracle PL/SQL Programming	2178	14
CTS	2657	BLD NTWK CCNP ROUTE	Building Scalable Networks (CCNP Route)	2142	10
CTS	2659	CCNP SWITCH	Building Multilayer Switched Networks (CCNP Switch)	2138	11
DIG	3355C	Artificial Effects and Environments	Artificial Effects and Environments	2218	1
DIG	4373C	3D Textures	3D Textures	2192	14
EDE	2221	INTGRT ART/MUS/HLTH	Integrating Art, Music and Health Education Across the Curriculum	2112	2

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Courses not scheduled for five years - Academic Groups 01, 02, 03, 05, 14 from 08/01/2018 - 08/01/2023

Subject	Catalog	Course Description	Course Long Title	Last Term with Enrollment	Last Term Total Enrollment
EEL	2001	CIRCUIT ANALYSIS I	CIRCUIT ANALYSIS I	No enrollment data in PeopleSoft	0
EEX	4201	Young Children w/Special Needs	Young Children with Special Needs	2162	5
ETS	1936	TECH CAREER EXPLORE	TECH CAREER EXPLORE	No enrollment data in PeopleSoft	0
EUH	1000	WSTN CIVIL THRU 1589	Western Civilization Through 1589	2185	10
HUN	1931	Special Topics in Culinary Nut	Special Topics in Culinary Nutrition	2205	2
MAR	4814	TECH MARKETING MNGT	Technology Marketing Management	2178	28
MUN	1391	GOSPEL CONCRT CHORUS	Gospel and Concert Chorus	2152	11
OST	1464	Computers in the Medical Office	Computers in the Medical Office	2208	8
PMT	2254C	CNC Programming II	CNC Programming II	2115	12
REL	2210	REL THOUGHT OLD TSTM	Religious Thought in the Old Testament	2142	7
REL	2240	REL THOUGHT NEW TSTM	Religious Thought in the New Testament	2135	12
RTV	2512	Advanced Video Production	Advanced Video Production	2195	11
RTV	2540	Introduction to Television Studio Production	Introduction to Television Studio Production	2195	20

**Florida State College at Jacksonville
District Board of Trustees**

AGENDA ITEM NO. A – 18.

Subject:	Academic Affairs: The Annual Institutional Review of General Education Courses
Meeting Date:	June 11, 2024

RECOMMENDATION: It is recommended that the District Board of Trustees approve the College’s list of general education courses. During the Spring 2024 term, a review of the College’s 96 general education courses, including both the state core and non-core (institutional) courses, was facilitated by the Office of Curriculum Services for compliance with the principles, standards, and content in sections 1007.25 and 1007.55, Florida Statutes. Additionally, a review of the general education core courses was conducted by faculty subject matter experts in the School of Liberal Arts and Sciences.

Per sections 1007.25 and 1007.55, Florida Statutes, and rule 6A-14.0303, Florida Administrative Code, the statewide course descriptions and course learning outcomes were incorporated into the College’s general education core courses. Changes to the general education core courses will become effective in the Fall 2024 term and those to the non-core courses in the Fall 2025 term.

Enclosed is Florida State College at Jacksonville’s General Education Course List, prepared on an FLDOE-provided template.

For additional information, please see the following enclosures:

- State-Directed General Education Review: PowerPoint Presentation
- State-Directed Review of General Education Core Courses: Curriculum Proposal

BACKGROUND: Senate Bill 266 (lines 63-95) establishes the principles and standards for general education courses. The bill modified section 1007.25(3)(c), Florida Statutes, stating that general education core courses “may not distort significant historical events or include a curriculum that teaches identity politics, violates section 1000.05, or is based on theories that systemic racism, sexism, oppression, and privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities.”

Senate Bill 266 also created section 1007.55(2), Florida Statutes, specifying that the presidents and boards of trustees of Florida’s public colleges and universities must annually review and approve the general education course requirements at their respective institutions.

Accordingly, the College’s general education state core and non-core courses were reviewed by the Office of Curriculum Services for statutory compliance. General education core courses were then reviewed by faculty subject matter experts in the School of Liberal Arts and Sciences for alignment with the statewide course descriptions and course learning outcomes. As a result of the review, changes to the general education core courses will be applied to the course master outlines, PeopleSoft Course Catalog, College Catalog, and Statewide Course Numbering System (SCNS), effective in the Fall 2024 term.

Subject: Academic Affairs: The Annual Institutional Review of General Education Courses ²⁰²⁴⁰⁰⁴⁵⁵
(Continued)

RATIONALE: Emphasizing foundational knowledge in the liberal arts and sciences, general education is intended to foster critical thinking and lifelong learning among students. The annual review of the College's general education course inventory seeks to ensure statutory compliance while facilitating the seamless transfer and articulation of students' credits throughout the Florida College System and State University System.

FISCAL NOTES: No fiscal impact is anticipated.

Statewide Course Numbering System
General Education Course Report

Institution	Prefix	Level	Course Number	Lab	Course Title	Date of Last Update	Credit	General Ed Core	General Ed Requirements	Course Review Status	General Education Updates	Additional Updates	Total # Institutions Offering Course
FLORIDA STATE COLLEGE AT JAX.	ENC	1	101		ENGLISH COMPOSITION I	08/02/2023	3.0	Communications	Communications	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	39
FLORIDA STATE COLLEGE AT JAX.	ENC	1	101	C	ENGLISH COMPOSITION I ENHANCED	08/02/2023	4.0	Communications	Communications	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	39
FLORIDA STATE COLLEGE AT JAX.	ARH	1	000		ART APPRECIATION	08/01/2015	3.0	Inactive Non-General Ed Core	General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	ARH	2	000		ART IN THE HUMANITIES	08/01/2023	3.0	Humanities	Humanities	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	38
FLORIDA STATE COLLEGE AT JAX.	HUM	2	020		TOPICS IN THE HUMANITIES	08/01/2023	3.0	Humanities	Humanities	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	36
FLORIDA STATE COLLEGE AT JAX.	LIT	2	000		LITERATURE IN THE HUMANITIES	08/01/2023	3.0	Humanities	Humanities	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	35
FLORIDA STATE COLLEGE AT JAX.	MUL	1	010		MUSIC APPRECIATION	08/01/2015	3.0	Inactive Non-General Ed Core	General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	MUL	2	010		MUSIC IN THE HUMANITIES	08/01/2023	3.0	Humanities	Humanities	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	37
FLORIDA STATE COLLEGE AT JAX.	PHI	2	010		PHILOSOPHY IN THE HUMANITIES	08/01/2023	3.0	Humanities	Humanities	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	38
FLORIDA STATE COLLEGE AT JAX.	THE	2	000		THEATRE IN THE HUMANITIES	08/01/2023	3.0	Humanities	Humanities	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	36
FLORIDA STATE COLLEGE AT JAX.	MAC	1	105		COLLEGE ALGEBRA	08/02/2023	3.0	Math	Math	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	38
FLORIDA STATE COLLEGE AT JAX.	MAC	2	311		CALCULUS WITH ANALYTIC GEOMETRY I	08/02/2023	4.0	Math	Math	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	39
FLORIDA STATE COLLEGE AT JAX.	MAC	1	105	C	COLLEGE ALGEBRA ENHANCED	08/02/2023	5.0	Math	Math	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	38
FLORIDA STATE COLLEGE AT JAX.	MGF	1	106		TOPICS IN COLLEGE MATHEMATICS	08/02/2023	3.0	Math	Math	Reviewed: Updated	General Education (Institution)	Other Changes	38
FLORIDA STATE COLLEGE AT JAX.	MGF	1	107		EXPLORATIONS IN MATHEMATICS	08/02/2023	3.0	Math	Math	Reviewed: Updated	General Education (Institution)	Other Changes	37
FLORIDA STATE COLLEGE AT JAX.	STA	2	023		ELEMENTARY STATISTICS	08/02/2023	3.0	Math	Math	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	39
FLORIDA STATE COLLEGE AT JAX.	AST	1	002		INTRODUCTION TO ASTRONOMY	08/01/2023	3.0	Natural Science	Natural Science	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	38
FLORIDA STATE COLLEGE AT JAX.	BSC	2	085	C	HUMAN ANATOMY AND PHYSIOLOGY I	08/01/2023	4.0	Natural Science	Natural Science	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	35
FLORIDA STATE COLLEGE AT JAX.	BSC	1	005		LIFE IN ITS BIOLOGICAL ENVIRONMENT	08/01/2023	3.0	Natural Science	Natural Science	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	37
FLORIDA STATE COLLEGE AT JAX.	BSC	2	010	C	PRINCIPLES OF BIOLOGY I	08/01/2023	4.0	Natural Science	Natural Science	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	39
FLORIDA STATE COLLEGE AT JAX.	CHM	2	045	C	GENERAL CHEMISTRY AND QUALITATIVE ANALYSIS I	08/01/2023	4.0	Natural Science	Natural Science	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	39
FLORIDA STATE COLLEGE AT JAX.	CHM	1	020		CHEMISTRY FOR LIBERAL ARTS	08/01/2023	3.0	Natural Science	Natural Science	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	31
FLORIDA STATE COLLEGE AT JAX.	ESC	1	000		EARTH AND SPACE SCIENCE	08/01/2023	3.0	Natural Science	Natural Science	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	30
FLORIDA STATE COLLEGE AT JAX.	EVR	1	001		INTRODUCTION TO ENVIRONMENTAL SCIENCE	08/01/2023	3.0	Natural Science	Natural Science	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	35
FLORIDA STATE COLLEGE AT JAX.	PHY	1	020	C	PHYSICS FOR LIBERAL ARTS WITH LABORATORY	08/01/2023	3.0	Natural Science	Natural Science	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	32
FLORIDA STATE COLLEGE AT JAX.	PHY	2	053	C	GENERAL PHYSICS I	08/01/2023	4.0	Natural Science	Natural Science	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	38
FLORIDA STATE COLLEGE AT JAX.	PHY	2	048	C	PHYSICS I WITH CALCULUS	08/01/2023	4.0	Natural Science	Natural Science	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	39
FLORIDA STATE COLLEGE AT JAX.	AMH	2	020		UNITED STATES HISTORY FROM 1877 TO PRESENT	08/01/2023	3.0	Social Sciences	Social Sciences	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	40
FLORIDA STATE COLLEGE AT JAX.	ANT	2	000		GENERAL ANTHROPOLOGY	08/01/2023	3.0	Social Sciences	Social Sciences	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	31
FLORIDA STATE COLLEGE AT JAX.	ECO	2	013		ECONOMICS I - PRINCIPLES OF MACROECONOMICS	08/01/2023	3.0	Social Sciences	Social Sciences	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	39
FLORIDA STATE COLLEGE AT JAX.	POS	2	041		AMERICAN FEDERAL GOVERNMENT	08/01/2023	3.0	Social Sciences	Social Sciences	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	40
FLORIDA STATE COLLEGE AT JAX.	PSY	1	012		GENERAL PSYCHOLOGY	08/01/2023	3.0	Social Sciences	Social Sciences	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	39
FLORIDA STATE COLLEGE AT JAX.	SYG	2	000		INTRODUCTORY SOCIOLOGY	08/01/2023	3.0	Social Sciences	Social Sciences	Reviewed: Updated	General Education (Institution)	Course Description	38
FLORIDA STATE COLLEGE AT JAX.	AMH	2	092		AFRICAN-AMERICAN HISTORY AND CULTURE (FROM AFRICAN ORIGINS TO 1877)	08/01/2023	3.0	Social Sciences	Social Sciences	Reviewed: No Updates	General Education (Institution)	Not Applicable	1
FLORIDA STATE COLLEGE AT JAX.	AMH	2	070		HISTORY OF FLORIDA	08/01/2023	3.0	Social Sciences	Social Sciences	Reviewed: No Updates	General Education (Institution)	Not Applicable	6
FLORIDA STATE COLLEGE AT JAX.	AMH	2	010		UNITED STATES HISTORY TO 1877	08/01/2023	3.0	Social Sciences	Social Sciences	Reviewed: Updated	Both General Education (Core/Inst)	Course Description	34
FLORIDA STATE COLLEGE AT JAX.	AMH	2	093		AFRICAN-AMERICAN HISTORY AND CULTURE (FROM 1877 TO THE PRESENT)	08/01/2023	3.0	Social Sciences	Social Sciences	Reviewed: No Updates	General Education (Institution)	Not Applicable	1
FLORIDA STATE COLLEGE AT JAX.	AML	2	022		AMERICAN LITERATURE: 1900 TO THE PRESENT	08/01/1995	3.0	Inactive Non-General Ed Core	General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	AML	2	010		AMERICAN LITERATURE: COLONIAL TIMES TO 1900	08/01/2023	3.0	Humanities	Humanities	Reviewed: No Updates	General Education (Institution)	Not Applicable	24
FLORIDA STATE COLLEGE AT JAX.	AML	2	020		AMERICAN LITERATURE: 1865 TO PRESENT	08/01/2023	3.0	Humanities	Humanities	Reviewed: No Updates	General Education (Institution)	Not Applicable	23
FLORIDA STATE COLLEGE AT JAX.	ANT	2	511		INTRODUCTION TO PHYSICAL-BIOLOGICAL ANTHROPOLOGY	08/01/2023	3.0	Social Sciences	Social Sciences	Reviewed: No Updates	General Education (Institution)	Not Applicable	11
FLORIDA STATE COLLEGE AT JAX.	ANT	2	410		CULTURAL ANTHROPOLOGY	08/01/2023	3.0	Social Sciences	Social Sciences	Reviewed: No Updates	General Education (Institution)	Not Applicable	18
FLORIDA STATE COLLEGE AT JAX.	ARH	2	051		ART HISTORY FROM 15TH TO 21ST CENTURY	08/01/2023	3.0	Humanities	Humanities	Reviewed: No Updates	General Education (Institution)	Not Applicable	32
FLORIDA STATE COLLEGE AT JAX.	ARH	2	050		ART HISTORY PREHISTORY TO 15TH CENTURY	08/01/2023	3.0	Humanities	Humanities	Reviewed: No Updates	General Education (Institution)	Not Applicable	32
FLORIDA STATE COLLEGE AT JAX.	ART	1	001	C	STUDIO ART FOR BEGINNERS AND NON-MAJORS	01/01/1995	3.0	Inactive Non-General Ed Core	General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	AST	1	002	L	ASTRONOMY LABORATORY	08/01/2023	1.0	Natural Science	Natural Science	Reviewed: No Updates	General Education (Institution)	Not Applicable	38
FLORIDA STATE COLLEGE AT JAX.	BOT	1	010	C	INTRODUCTION TO BOTANY	08/01/2023	4.0	Natural Science	Natural Science	Reviewed: No Updates	General Education (Institution)	Not Applicable	25
FLORIDA STATE COLLEGE AT JAX.	BSC	2	020	C	HUMAN BIOLOGY	08/01/2023	4.0	Natural Science	Natural Science	Reviewed: No Updates	General Education (Institution)	Not Applicable	16
FLORIDA STATE COLLEGE AT JAX.	BSC	2	050		BIOLOGY OF ENVIRONMENTAL SYSTEMS	08/01/2023	3.0	Natural Science	Natural Science	Reviewed: No Updates	General Education (Institution)	Not Applicable	15
FLORIDA STATE COLLEGE AT JAX.	BSC	1	005	L	BIOLOGY LABORATORY	08/01/2023	1.0	Natural Science	Natural Science	Reviewed: No Updates	General Education (Institution)	Not Applicable	37
FLORIDA STATE COLLEGE AT JAX.	BSC	2	086	C	HUMAN ANATOMY AND PHYSIOLOGY II	08/01/2023	4.0	Natural Science	Natural Science	Reviewed: No Updates	General Education (Institution)	Not Applicable	27
FLORIDA STATE COLLEGE AT JAX.	BSC	2	011	C	PRINCIPLES OF BIOLOGY II	08/01/2023	4.0	Natural Science	Natural Science	Reviewed: No Updates	General Education (Institution)	Not Applicable	31
FLORIDA STATE COLLEGE AT JAX.	BSC	1	943		BIOTECHNOLOGY INTERNSHIP	10/02/2023	3.0	Active Non-General Ed Core	Active Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Other Changes	NA
FLORIDA STATE COLLEGE AT JAX.	BSC	2	420	C	BIOTECHNOLOGY METHODS I	08/01/2021	4.0	Active Non-General Ed Core	Active Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Other Changes	NA
FLORIDA STATE COLLEGE AT JAX.	BSC	2	934	C	BIOTECHNOLOGY TESTING METHODS II	08/26/2013	4.0	Inactive Non-General Ed Core	General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	BSC	1	942		BIOTECHNOLOGY EXTERNSHIP	10/02/2023	3.0	Active Non-General Ed Core	Active Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Other Changes	NA

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Statewide Course Numbering System
General Education Course Report

Institution	Prefix	Level	Course Number	Lab	Course Title	Date of Last Update	Credit	General Ed Core	General Ed Requirements	Course Review Status	General Education Updates	Additional Updates	Total # Institutions Offering Course
FLORIDA STATE COLLEGE AT JAX.	BSC	1	421	C	INTRODUCTION TO BIOTECHNOLOGY METHODS	08/26/2013	4.0	Active Non-General Ed Core	Active Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Other Changes	NA
FLORIDA STATE COLLEGE AT JAX.	CGS	1	003		INTRODUCTION TO MICROCOMPUTERS	08/01/1996	2.0		Math	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	CHM	2	046	C	GENERAL CHEMISTRY AND QUALITATIVE ANALYSIS II	08/01/2023	4.0		Natural Science	Reviewed: No Updates	General Education (Institution)	Not Applicable	31
FLORIDA STATE COLLEGE AT JAX.	CHM	1	025	C	INTRODUCTION TO GENERAL CHEMISTRY	08/01/2023	4.0		Natural Science	Reviewed: No Updates	General Education (Institution)	Not Applicable	22
FLORIDA STATE COLLEGE AT JAX.	CHM	1	032	C	PRINCIPLES OF GENERAL CHEMISTRY	08/01/2023	4.0		Natural Science	Reviewed: No Updates	General Education (Institution)	Not Applicable	19
FLORIDA STATE COLLEGE AT JAX.	DAN	2	100		DANCE IN THE HUMANITIES	08/01/2023	3.0		Humanities	Reviewed: No Updates	General Education (Institution)	Not Applicable	12
FLORIDA STATE COLLEGE AT JAX.	DEP	2	004		HUMAN GROWTH & DEVELOPMENT	08/01/2023	3.0		Social Sciences	Reviewed: No Updates	General Education (Institution)	Not Applicable	19
FLORIDA STATE COLLEGE AT JAX.	DSC	1	006		INTRODUCTION TO EMERGENCY ADMINISTRATION AND MANAGEMENT	08/25/2014	3.0	Active Non-General Ed Core	Active Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Other Changes	NA
FLORIDA STATE COLLEGE AT JAX.	ENC	1	102		WRITING ABOUT TEXTS	08/02/2023	3.0		Communications	Reviewed: No Updates	General Education (Institution)	Not Applicable	37
FLORIDA STATE COLLEGE AT JAX.	ENG	1	100		INTRODUCTION TO FILM	01/01/2007	3.0	Inactive Non-General Ed Core	Inactive Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	ENG	2	100		FILM STUDIES	08/01/2023	3.0		Humanities	Reviewed: No Updates	General Education (Institution)	Not Applicable	5
FLORIDA STATE COLLEGE AT JAX.	ENL	2	012		ENGLISH LITERATURE TO 1750	08/01/2023	3.0		Humanities	Reviewed: No Updates	General Education (Institution)	Not Applicable	22
FLORIDA STATE COLLEGE AT JAX.	ENL	2	022		ENGLISH LITERATURE SINCE 1750	08/01/2022	3.0		Humanities	Reviewed: No Updates	General Education (Institution)	Not Applicable	25
FLORIDA STATE COLLEGE AT JAX.	ESC	1	000	L	EARTH AND SPACE SCIENCE LABORATORY	08/01/2023	1.0		Natural Science	Reviewed: No Updates	General Education (Institution)	Not Applicable	30
FLORIDA STATE COLLEGE AT JAX.	EUH	1	000		WESTERN CIVILIZATION THROUGH 1589	08/01/2021	3.0	Inactive Non-General Ed Core	Inactive Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Other Changes	NA
FLORIDA STATE COLLEGE AT JAX.	FAD	1	230		FAMILY DYNAMICS	08/01/1995	3.0	Inactive Non-General Ed Core	Inactive Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	FIL	1	000		FILM AS LITERATURE	08/01/2003	3.0	Inactive Non-General Ed Core	Inactive Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	GLY	1	001		EARTH AND SPACE SCIENCE	08/01/1988	3.0	Inactive Non-General Ed Core	Inactive Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	GLY	1	010	L	PHYSICAL GEOLOGY LABORATORY	05/01/1989	1.0	Inactive Non-General Ed Core	Inactive Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	GLY	1	001	L	EARTH AND SPACE SCIENCE LABORATORY	05/01/1989	1.0	Inactive Non-General Ed Core	Inactive Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	GLY	1	010		PHYSICAL GEOLOGY	08/01/1996	3.0	Inactive Non-General Ed Core	Inactive Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	GLY	1	010	C	PHYSICAL GEOLOGY AND LABORATORY	09/01/2023	4.0		Natural Science	Reviewed: No Updates	General Education (Institution)	Not Applicable	28
FLORIDA STATE COLLEGE AT JAX.	HUM	2	250		HUMANITIES: 20TH AND 21ST CENTURY CULTURAL PERSPECTIVES	08/01/2023	3.0		Humanities	Reviewed: No Updates	General Education (Institution)	Not Applicable	13
FLORIDA STATE COLLEGE AT JAX.	HUM	2	410		HUMANITIES OF ASIA	08/01/2023	3.0		Humanities	Reviewed: No Updates	General Education (Institution)	Not Applicable	6
FLORIDA STATE COLLEGE AT JAX.	HUM	2	450		HUMANITIES IN THE AMERICAS	08/01/2023	3.0		Humanities	Reviewed: No Updates	General Education (Institution)	Not Applicable	3
FLORIDA STATE COLLEGE AT JAX.	HUM	2	211		HUMANITIES: THE FOUNDATIONS	12/11/1990	3.0	Inactive Non-General Ed Core	Inactive Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	HUM	2	210		HUMANITIES: PREHISTORY TO THE 15TH CENTURY	08/01/2023	3.0		Humanities	Reviewed: No Updates	General Education (Institution)	Not Applicable	21
FLORIDA STATE COLLEGE AT JAX.	HUM	2	230		HUMANITIES: MAINSTREAMS OF CULTURES, 14TH TO 19TH CENTURY	08/01/2023	3.0		Humanities	Reviewed: No Updates	General Education (Institution)	Not Applicable	18
FLORIDA STATE COLLEGE AT JAX.	INP	1	390		HUMAN RELATIONS IN BUSINESS AND INDUSTRY	08/01/2023	3.0		Social Sciences	Reviewed: No Updates	General Education (Institution)	Not Applicable	1
FLORIDA STATE COLLEGE AT JAX.	INP	1	390		HUMAN RELATIONS IN BUSINESS AND INDUSTRY	08/27/2012	3.0	Inactive Non-General Ed Core	Inactive Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	INR	2	002		INTERNATIONAL RELATIONS	08/01/2023	3.0		Social Sciences	Reviewed: No Updates	General Education (Institution)	Not Applicable	20
FLORIDA STATE COLLEGE AT JAX.	ISC	1	001		FUNDAMENTALS OF NATURAL SCIENCE	08/01/1992	3.0	Inactive Non-General Ed Core	Inactive Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	ISC	1	075		PRINCIPLES OF SCIENCE AND INVESTIGATION	08/01/2023	3.0		Natural Science	Reviewed: No Updates	General Education (Institution)	Not Applicable	1
FLORIDA STATE COLLEGE AT JAX.	ISS	1	120		OR OF AM SOC. (EC.POL. & INTERNAT INSTIT)	08/01/1989	3.0	Inactive Non-General Ed Core	Inactive Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	LAH	2	000		HISTORY OF LATIN AMERICA	08/01/2023	3.0		Social Sciences	Reviewed: No Updates	General Education (Institution)	Not Applicable	1
FLORIDA STATE COLLEGE AT JAX.	LIT	2	100		GREAT IDEAS IN WORLD LITERATURE	08/02/2023	3.0		Humanities	Reviewed: No Updates	General Education (Institution)	Not Applicable	6
FLORIDA STATE COLLEGE AT JAX.	MAC	1	140		PRECALCULUS ALGEBRA	08/02/2023	4.0		Math	Reviewed: No Updates	General Education (Institution)	Not Applicable	33
FLORIDA STATE COLLEGE AT JAX.	MAC	1	114		COLLEGE TRIGONOMETRY	08/02/2023	3.0		Math	Reviewed: No Updates	General Education (Institution)	Not Applicable	33
FLORIDA STATE COLLEGE AT JAX.	MAC	1	147		PRECALCULUS ALGEBRA AND TRIGONOMETRY	08/02/2023	5.0		Math	Reviewed: No Updates	General Education (Institution)	Not Applicable	30
FLORIDA STATE COLLEGE AT JAX.	MAC	2	313		CALCULUS WITH ANALYTIC GEOMETRY III	06/20/2022	4.0		Math	Reviewed: No Updates	General Education (Institution)	Not Applicable	31
FLORIDA STATE COLLEGE AT JAX.	MAC	2	312		CALCULUS WITH ANALYTIC GEOMETRY II	01/01/2024	4.0		Math	Reviewed: No Updates	General Education (Institution)	Not Applicable	35
FLORIDA STATE COLLEGE AT JAX.	MAC	2	233		CALCULUS FOR BUSINESS AND SOCIAL SCIENCES	08/02/2023	3.0		Math	Reviewed: No Updates	General Education (Institution)	Not Applicable	35
FLORIDA STATE COLLEGE AT JAX.	MAP	2	302		DIFFERENTIAL EQUATIONS	08/02/2023	3.0		Math	Reviewed: No Updates	General Education (Institution)	Not Applicable	27

202400457

Statewide Course Numbering System
General Education Course Report

Institution	Prefix	Level	Course Number	Lab	Course Title	Date of Last Update	Credit	General Ed Core	General Ed Requirements	Course Review Status	General Education Updates	Additional Updates	Total # Institutions Offering Course
FLORIDA STATE COLLEGE AT JAX.	MAS	2	103		ELEMENTARY LINEAR ALGEBRA	08/01/1999	3.0	Inactive Non-General Ed Core	Inactive Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	MCB	2	010	C	MICROBIOLOGY	08/02/2023	4.0		Natural Science	Reviewed: No Updates	General Education (Institution)	Not Applicable	17
FLORIDA STATE COLLEGE AT JAX.	MET	1	010		METEOROLOGY	08/01/1988	3.0	Inactive Non-General Ed Core	Inactive Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	MET	1	010	L	METEOROLOGY LABORATORY	08/01/1998	1.0	Inactive Non-General Ed Core	Inactive Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	MUH	2	110		SURVEY OF MUSIC HISTORY	08/01/1986	3.0	Inactive Non-General Ed Core	Inactive Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	OCB	2	000	C	FUNDAMENTALS OF MARINE BIOLOGY	08/01/2023	4.0		Natural Science	Reviewed: No Updates	General Education (Institution)	Not Applicable	14
FLORIDA STATE COLLEGE AT JAX.	OCE	2	001		SURVEY OF OCEANOGRAPHY	08/01/2023	3.0	Natural Science	Natural Science	Reviewed: Updated	Both General Education (Core/In	Course Description	26
FLORIDA STATE COLLEGE AT JAX.	OCE	2	001	L	OCEANOGRAPHY LABORATORY	08/01/2023	1.0		Natural Science	Reviewed: No Updates	General Education (Institution)	Not Applicable	26
FLORIDA STATE COLLEGE AT JAX.	PHI	1	603		INTRODUCTION TO APPLIED ETHICS	08/25/2014	3.0	Inactive Non-General Ed Core	Inactive Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	PHI	2	600		MORAL AND POLITICAL PHILOSOPHY	08/01/2023	3.0		Humanities	Reviewed: Updated	General Education (Institution)	Course Description	20
FLORIDA STATE COLLEGE AT JAX.	PHI	2	603		INTRODUCTION TO APPLIED ETHICS	08/01/2023	3.0		Humanities	Reviewed: No Updates	General Education (Institution)	Not Applicable	2
FLORIDA STATE COLLEGE AT JAX.	PHY	2	054	C	GENERAL PHYSICS II	08/01/2023	4.0		Natural Science	Reviewed: No Updates	General Education (Institution)	Not Applicable	31
FLORIDA STATE COLLEGE AT JAX.	PHY	2	049	C	PHYSICS II WITH CALCULUS	08/01/2023	4.0		Natural Science	Reviewed: No Updates	General Education (Institution)	Not Applicable	32
FLORIDA STATE COLLEGE AT JAX.	POS	2	112		STATE AND LOCAL GOVERNMENT	08/01/2023	3.0		Social Sciences	Reviewed: No Updates	General Education (Institution)	Not Applicable	21
FLORIDA STATE COLLEGE AT JAX.	PSC	1	341		PHYSICAL SCIENCE	08/01/2023	3.0		Natural Science	Reviewed: No Updates	General Education (Institution)	Not Applicable	11
FLORIDA STATE COLLEGE AT JAX.	REL	2	000		RELIGION IN HUMANITIES	08/01/2023	3.0		Humanities	Reviewed: No Updates	General Education (Institution)	Not Applicable	15
FLORIDA STATE COLLEGE AT JAX.	REL	2	300		WORLD RELIGIONS	08/01/2023	3.0		Humanities	Reviewed: No Updates	General Education (Institution)	Not Applicable	29
FLORIDA STATE COLLEGE AT JAX.	RUS	2	200		INTERMEDIATE RUSSIAN I	08/01/1996	3.0	Inactive Non-General Ed Core	Inactive Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	SOP	1	002		HUMAN RELATIONS	08/01/1996	3.0	Inactive Non-General Ed Core	Inactive Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	SOP	1	002		HUMAN RELATIONS	08/02/2003	3.0	Inactive Non-General Ed Core	Inactive Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	SPC	2	016		SPEECH COMMUNICATION FOR BUSINESS & PROFESSIONALS	08/01/1999	3.0	Inactive Non-General Ed Core	Inactive Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	SPC	2	600		FUNDAMENTALS OF PUBLIC SPEAKING	08/01/2006	3.0	Inactive Non-General Ed Core	Inactive Non-General Ed Requirements	Reviewed: Removed from General Education	Not Applicable	Not Applicable	NA
FLORIDA STATE COLLEGE AT JAX.	SPC	2	608		FUNDAMENTALS OF PUBLIC SPEAKING	08/02/2023	3.0		Communications	Reviewed: No Updates	General Education (Institution)	Not Applicable	24
FLORIDA STATE COLLEGE AT JAX.	SPC	2	065		SPEECH COMMUNICATION FOR BUSINESS & PROFESSIONALS	08/02/2023	3.0		Communications	Reviewed: No Updates	General Education (Institution)	Not Applicable	4
FLORIDA STATE COLLEGE AT JAX.	SPC	2	017		INTRODUCTION TO SPEECH COMMUNICATION	08/02/2023	3.0		Communications	Reviewed: No Updates	General Education (Institution)	Not Applicable	10
FLORIDA STATE COLLEGE AT JAX.	SYG	2	430		MARRIAGE AND FAMILY	08/01/2023	3.0		Social Sciences	Reviewed: No Updates	General Education (Institution)	Not Applicable	11
FLORIDA STATE COLLEGE AT JAX.	SYG	2	010		SOCIAL PROBLEMS	08/03/2023	3.0		Social Sciences	Reviewed: No Updates	General Education (Institution)	Not Applicable	22
FLORIDA STATE COLLEGE AT JAX.	WOH	1	022		WORLD HISTORY SINCE 1500	08/03/2023	3.0		Social Sciences	Reviewed: No Updates	General Education (Institution)	Not Applicable	20
FLORIDA STATE COLLEGE AT JAX.	WOH	1	012		WORLD HISTORY TO 1500	08/03/2023	3.0		Social Sciences	Reviewed: No Updates	General Education (Institution)	Not Applicable	20
FLORIDA STATE COLLEGE AT JAX.	WST	2	010		INTRODUCTION TO WOMEN'S STUDIES	08/03/2023	3.0		Social Sciences	Reviewed: No Updates	General Education (Institution)	Not Applicable	2
FLORIDA STATE COLLEGE AT JAX.	ZOO	1	010	C	GENERAL ZOOLOGY	08/01/2023	4.0		Natural Science	Reviewed: No Updates	General Education (Institution)	Not Applicable	19

202400458

The State-Directed General Education Review

District Board of Trustees Workshop

April 9, 2024

Objectives

- To provide background information about the state-directed review of general education courses
- To share an overview of the technical guidance and resources for faculty to review general education core courses
- To outline the process for the College President and District Board of Trustees to review the list of general education courses
- To facilitate a question-and-answer session

Acknowledgement

- Slides 5-13 contain verbatim information from the Florida Department of Education's February 13, 2024, webinar on Rule 6A-14.0303 and Regulation 8.005: General Education Course Options.

Common Abbreviations

- ACC: Articulation Coordinating Committee
- BOG: Board of Governors
- F.A.C. Florida Administrative Code
- F.S. Florida Statute
- S. Section
- SS. Sections
- SBOE: State Board of Education
- SCNS: Statewide Course Numbering System

Background Information

- On January 17, 2024, the SBOE approved revisions to Rule 6A-14.0303, F.A.C., General Education Course Options, and on January 24, 2024, the BOG approved revisions to Regulation 8.005.
- The amended rule and regulation codify the list of general education core course options for students beginning in the fall of 2024. They also set forth requirements for all general education courses and institutional requirements for reporting general education course offerings.
- Changes to general education core courses go into effect in Fall 2024.
- Changes to general education (non-core) courses go into effect in Fall 2025.

Background Information-- continued

- The Statewide Course Numbering System (SCNS) has been updated with revised course descriptions for each general education core course, which institutions must follow for each general education core course that they offer.
- Faculty committees appointed by the SBOE and BOG will meet every four years to review and recommend to the ACC, the SBOE and BOG changes to the core course options.

A Review of the Statutory Language

For General Education Courses

Section 1007.25(3)(c), F.S.

- The statute establishes principles and standards for the content and identification of courses as general education core, which specify the following:
 - “General education core courses may not distort significant historical events or include a curriculum that teaches identity politics, violates s. 1000.05, or is based on theories that systemic racism, sexism, oppression, and privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities.”

Section 1007.25(3)(d), F.S.

- General education core courses must meet the following standards:
 - **Communication courses** must afford students the ability to communicate effectively, including the ability to write clearly and engage in public speaking.
 - **Humanities courses** must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon.
 - **Social science courses** must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues.
 - **Natural science courses** must afford students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena.
 - **Mathematics courses** must afford students a mastery of foundational mathematical and computation models and methods by applying such models and methods in problem-solving.

Section 1007.55(1), F.S.

- “The Legislature finds it necessary to ensure that every undergraduate student of a Florida public postsecondary educational institution graduates as an informed citizen through participation in rigorous general education courses that promote and preserve the constitutional republic through traditional, historically accurate, and high-quality coursework. General education courses should provide broad foundational knowledge to help students develop intellectual skills and habits that enable them to become more effective and lifelong learners. Courses with a curriculum based on unproven, speculative, or exploratory content are best suited as elective or specific program prerequisite credit, not general education credit.”

Section 1007.55(1), F.S.

- “General education courses must:
 - Meet the course standards as provided in s.1007.25; and
 - Whenever applicable, provide instruction on the historical background and philosophical foundation of Western civilization and this nation’s historical documents, such as the Declaration of Independence, the United States Constitution, the Bill of Rights and subsequent amendments, and the Federalist Papers.”

Section 1007.55(2), F.S.

- “Public postsecondary educational institution boards of trustees and presidents are responsible for annually reviewing and approving, at a public meeting, general education course requirements, as authorized and approved in accordance with ss.1007.24 and 1007.25 and this section, at their respective institutions.”

Institutional Review of General Education

- Each institution shall annually review all of their general education course offerings to ensure compliance with the general education requirements from ss. 1007.25 and 1007.55, F.S., and Rule 6A-14.0303 and Board of Governors Regulation 8.005.
- Each institution should make arrangements for its board of trustees to approve general education course offerings annually in order to meet the September 1 submission deadline to the ACC.
- To assist each institution, the Office of K-20 Articulation will provide a spreadsheet of each institution's current general education course offerings, which will be used by the institution to officially submit its new general education course list to the ACC.

Facilitating the State-Directed General Education Review at FSCJ

Technical Guidance and Resources

Curriculum Services SharePoint Site

<https://fscj.sharepoint.com/sites/CurriculumServices>



Submission Process

State-Directed General Education Review

Review Deadline Countdown

25 10 47 11
days hours minutes seconds

until March 29, 2024

General Education Core Course Outlines



ORIGINAL COURSE
OUTLINES

Additional Resources



RESOURCES

Submission



UPDATED OUTLINE
SUBMISSION

General Education Core Course Outlines

State Directed Review of General Education Core Courses > **General Education Core Course Outlines**

General Education Core Course Outlines












- 📄 Name ▾
- 📄 AMH2010_CS_CD.docx
 - 📄 AMH2020_CS_CD.docx
 - 📄 ANT2000_CS_CD.docx
 - 📄 ARI:2000_CS_CD.docx
 - 📄 AST1002_CS_CD.docx
 - 📄 BSC1005_CS_CD.docx
 - 📄 BSC2010C_CS_CD.docx
 - 📄 BSC2085C_CS_CD.docx
 - 📄 CHM1020_CS_CD.docx
 - 📄 CHM2045C_CS_CD.docx

Resources

State Directed Review of General Education Core Courses > Resources

Additional Resources



-  Name ▾
-  AMH2010_Sample_Annotated_Outline_202402.docx
-  Faculty_Review_of_General_Education_Core_Courses_202402.docx
-  GE_Core_Faculty_Deans_Assignments_202402.xlsx
-  General_Education_State_Core_Path_Forward_202402.docx
-  Rule_Webinar_6A-14.0303.pdf
-  State_Directed_General_Education_Review_Report_FSCJ_202402.xlsx
-  State_Directed_Review_of_General_Education_Core_Courses_202402.docx
-  Steps_for_Reviewing_General_Education_Core_Courses_202402.docx

Steps for Faculty to Review General Education Core Courses

Florida State College at Jacksonville *Steps for Faculty to Review the General Education Core Courses*

Purpose:

The purpose of this document is to outline the steps for faculty to review general education core courses, per the requirements of [s. 1007.25, F.S.](#), [s. 1007.55, F.S.](#), and [rule 6A-14.0303, F.A.C.](#)

Steps for Completing the Review:

A. The Catalog Course Description

1. Please visit the folder labeled "[General Education Core Course Outlines](#)" on the Curriculum Services SharePoint site.
2. Select the course outline(s) that you will review.
3. Read the catalog course description section. Compare the **statewide course description**, which appears in **red font**, to the current **College-developed course description**, which appears in **black font**.
4. Collaborating with your discipline colleagues, determine whether you will replace the current College-developed course description with the statewide course description, or whether you will combine elements of the two descriptions into an updated catalog course description.

5. Type the **updated course description** in **purple font** in the section labeled "Updated Course Description."

B. The Course Learning Outcomes

1. After updating the catalog course description, please compare the College-developed course learning outcomes with the statewide course learning outcomes.

*The statewide course learning outcomes are included in the statewide profile description for each general education core course within the Statewide Course Numbering System (SCNS). To assist faculty with the review, the **statewide course learning outcomes** currently appear in **red font** in the catalog course description section of each general education core course outline.*


Curriculum Services staff members have attempted to align the College-developed course learning outcomes with the statewide course learning outcomes, as featured below and illustrated in the [sample annotated outline for AMH 2010](#):

Statewide Course Learning Outcomes for AMH 2010:

- Students will describe the factual details of the substantive historical episodes under study. (CLO 1,3)
- Students will identify and analyze foundational **developments** that shaped American history from before European contact to 1877 using critical thinking skills. (CLO 2,3)
- Students will demonstrate an understanding of the primary ideas, values, and perceptions that have shaped United States history. (CLO 1,2,3)
- Students will demonstrate competency in civic literacy. (CLO 1,2,3)

The proposed alignment of course learning outcomes requires the review of faculty subject matter experts.

Sample Annotated Outline



2023-2024 COURSE OUTLINE

SAMPLE ANNOTATED COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	101636	Group ID	009902		
Proposal Number	2023-13	Effective Term	2238	End Term	Open
Course Prefix/Number	AMH 2010	Credit Hours	3.00	Contact Hours	45.00
Course Title	United States History to 1877				
Catalog Course Description	<p>Statewide Course Description: In this course students will examine United States history from before European contact to 1877. Topics will include but are not limited to Indigenous peoples, the European background, the Colonial Period, the American Revolution, the Articles of Confederation, the Constitution, issues within the new republic, sectionalism, manifest destiny, slavery, the American Civil War, and Reconstruction.]</p>				
	<p>Current College Course Description: This course examines the development of the United States from its colonial origins to the end of Reconstruction</p>				
	<p>Updated Course Description: :</p>				
	<p>Statewide Course Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will describe the factual details of the substantive historical episodes under study. (CLO 1,3) 2. Students will identify and analyze foundational developments that shaped American history from before European contact to 1877 using critical thinking skills. (CLO 2,3) 3. Students will demonstrate an understanding of the primary ideas, values, and perceptions that have shaped United States history. (CLO 1,2,3) 4. Students will demonstrate competency in civic literacy. (CLO 1,2,3) 				

Type			
<input checked="" type="checkbox"/> Associate in Arts Elective	<input type="checkbox"/> Developmental Education	<input type="checkbox"/> General Education: Core	
<input checked="" type="checkbox"/> General Education: Standard	<input type="checkbox"/> Institutional Credit	<input type="checkbox"/> Other Identify type if not listed.	
If this course is identified as a General Education Core or Standard, then identify the discipline area.			
<input type="checkbox"/> Communications	<input type="checkbox"/> Humanities	<input type="checkbox"/> Mathematics	
<input type="checkbox"/> Natural Sciences: Biological	<input type="checkbox"/> Natural Sciences: Physical	<input checked="" type="checkbox"/> Social and Behavioral Sciences	

Ciez-Volz, Kathleen ...

The statewide course description appears here in a verbatim format.

Ciez-Volz, Kathleen ...

Please review the current catalog course description for alignment with the statewide course description. Please also consider whether the current catalog course description reflects the

Ciez-Volz, Kathleen ...

Please add the updated course description to this section in purple font. Please note that the updated course description must adhere to the statewide course description. However you may

Ciez-Volz, Kathleen ...

These statewide course learning outcomes are embedded in the SCNS profile description.

Submission of Updated General Education Core Courses Outlines

Submission ↻

A screenshot of a presentation slide with a dark teal background. The slide features the title "State-Directed Review of General Education Core Courses" in white, bold text. Below the title is the date "Mar 4, 2024". A paragraph of text in white reads: "Thank you for completing this survey for the state-directed review of general education core courses. For questions, please contact the Curriculum Services team at curriculum@fscj.edu." In the bottom right corner, there is a dark teal button with the text "Start now" in white. In the top right corner of the slide, there is a small dark teal box containing a white icon of a screen and three white dots.

State-Directed Review of
General Education Core Courses

Mar 4, 2024

Thank you for completing this survey for the state-directed review of general education core courses. For questions, please contact the Curriculum Services team at curriculum@fscj.edu.


Start now


Submission of Updated General Education Core Course Outlines (Continued)


State-Directed Review of General Education Core Courses

Hi, Jennifer. When you submit this form, the owner will see your name and email address.

* Required


1. Please select the appropriate course. * 

Select your answer 

2. Please select the appropriate response regarding the course description. * 


The faculty recommend that the statewide course description replace the current college-developed course description.


The faculty recommend that the college-developed course description be added to the statewide course description (please add the language to the statewide course description on the course outline).

3. Additional course-specific comments: 

*not required

Enter your answer

4. Please upload the file that reviewed contains the course outline. (Non-anonymous question) * 

 Upload file

File number limit: 1 Single file size limit: 1GB Allowed file types: Word, Excel, PPT, PDF, Image, Video, Audio

Submit

202400480

Highlights of the Review Timeline

Due Date	Task
By April 8	Faculty complete the review of general education core courses.
On April 18	The General Education Review Sub-Committee and Curriculum Committee review the general education core courses.
By April 25	The Provost reviews and approves the list of general education core and non-core courses.
On June 11	The DBOT reviews and approves the list of general education core and non-core courses.
By June 18	The College President and DBOT Chair sign the FLDOE certification form for the approval of general education core and non-core courses.
By June 20	The Curriculum Services team submits the State-Directed General Education Report and the certification form to the FLDOE Office of Articulation.

Additional Information

- For additional information, please see the Word document titled “Florida State College at Jacksonville: State-Directed General Education Review.”

Questions and Answers



The Office of Curriculum Services

CURRICULUM PROPOSAL

Curriculum Proposal Title:

State-Directed Review of General Education Core Courses

Curriculum Proposal Originator(s):

Various Faculty (see signed course outlines)

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

April 11, 2024

Tracking Number Assigned by the Office of Curriculum Services

2024-05

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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

Title and Actions								
<i>Insert the title of the curriculum proposal and place an "X" in the box next to the action(s) identified within the proposal.</i>								
Title	State-Directed Review of General Education Core Courses							
Action(s)	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>	Modify Course	<input type="checkbox"/>	Inactivate Course	<input type="checkbox"/>	Reactivate Course
	<input type="checkbox"/>	Other	Use this space to describe requested action(s) if not indicated above.					

Implementation Term										
<i>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.</i>										
Academic Year	2024	Academic Term	2248	Academic Season	<input checked="" type="checkbox"/>	Fall	<input type="checkbox"/>	Spring	<input type="checkbox"/>	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
<i>Provide a brief summary narrative and rationale of the actions identified within the proposal.</i>
<p>This proposal seeks to submit course modifications in response to the State-Directed General Education Core Course Review per the requirements of s. 1007.25, F.S., s. 1007.55, F.S., and rule 6A-14.0303, F.A.C.</p> <p>Senate Bill 266 (lines 63-95) establishes the principles and standards for general education courses. The bill modified s. 1007.25(3)(c), F.S., which specifies the following:</p> <p>“General education core courses may not distort significant historical events or include a curriculum that teaches identity politics that violates s.1000.05, F.S., or that are based on theories that systemic racism, sexism, oppression and privilege are inherent in the institutions of the United States and were created to maintain social, political and economic inequities.”</p> <p>Section 1007.25(3)(c), F.S., requires that all Florida public postsecondary institutions review their general education courses for compliance with the statutory intent and content of general education coursework. Senate Bill 266 also created s. 1007.55(1), F.S., which contains the following provisions regarding general education:</p> <p>“The Legislature finds it necessary to ensure that every undergraduate student of a Florida public postsecondary educational institution graduates as an informed citizen through participation in rigorous general education courses that promote and preserve the constitutional republic through traditional, historically accurate, and high-quality coursework. General education courses should provide broad foundational knowledge to help students develop intellectual skills and habits that enable them to become more effective and lifelong learners. Courses with a curriculum based on unproven, speculative, or exploratory content are best suited as elective or specific program prerequisite credit, not general education credit.”</p> <p>The statute further specifies that the presidents and boards of trustees of Florida’s public colleges and universities must annually review and approve the general education course requirements at their respective institutions.</p> <p>Please refer to Exhibit A at the end of the proposal for further details.</p>

II. 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

Assignment

The Florida Department of Education (FLDOE) compiles a curriculum framework for each program which includes curriculum benchmark standards required for the course(s) identified within a program. **Not all course(s) are included within a program as some may be identified as electives.** The 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.

Prefix/Number	Effective Term (e.g., Fall 2018 (2188))	Enrollment Group ID	New	Modify	Inactivate	Reactivate
Communications						
ENC 1101 - English Composition I	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ENC 1101C - English Composition I Enhanced	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Humanities						
ARH 2000 - Art in the Humanities	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HUM 2020 - Topics in the Humanities	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LIT 2000 - Literature in the Humanities	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MUL 2010 - Music in the Humanities	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PHI 2010 - Philosophy in the Humanities	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
THE 2000 - Theatre in the Humanities	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics						
MAC 1105 - College Algebra	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MAC 1105C - College Algebra Enhanced	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MAC 2311 - Calculus With Analytic Geometry I	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MGF 1130 -Mathematical Thinking	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STA 2023 - Elementary Statistics	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Natural Sciences (Biological)						
BSC 1005 - Life in Its Biological Environment	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BSC 2010C - Principles of Biology I	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BSC 2085C - Human Anatomy and Physiology I	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Identifier (Continued)						
<i>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.</i>						
Prefix/Number	Effective Term (e.g., Fall 2018 (2188))	Enrollment Group ID	New	Modify	Inactivate	Reactivate
Natural Sciences (Physical)						
AST 1002 - Introduction to Astronomy	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CHM 1020 - Chemistry for Liberal Arts	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CHM 2045C - General Chemistry and Qualitative Analysis I	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESC 1000 - Earth and Space Science	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EVR 1001 - Introduction to Environmental Science	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OCE 2001 - Survey of Oceanography***	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PHY 1020C - Physics for Liberal Arts with Laboratory	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PHY 2048C - Physics I with Calculus	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PHY 2053C - General Physics I	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social & Behavioral Sciences						
AMH 2010 - United States History to 1877****	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AMH 2020 - United States History from 1877 to the Present	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ANT 2000 - General Anthropology	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ECO 2013 - Economics I - Principles of Macroeconomics	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
POS 2041 - American Federal Government	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PSY 1012 - General Psychology	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SYG 2000 - Introductory Sociology*****	Fall Term 2024 (2248)	See Outline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Enrollment Group ID is to be added by Curriculum Services to update pre- and/or co-requisite course(s) and/or conditional requirements.						

Special Notes:

***This course has been moved from a General Education standard course to a General Education core course. The College offers this course in its inventory.

**** This course has been moved from a General Education standard course to a General Education core course. The College offers this course in its inventory.

***** This course has been moved from a General Education core course to a General Education standard course. The College offers this course in its inventory.

Eligibility						
<i>Identify any eligibility requirement(s) that may be associated with a course action identified within the proposal:</i>						
Gordon Rule of Writing Requirement?			<input checked="" type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
<i>If YES, identify the specific course prefix/number and course title, and address any concerns.</i>	<ul style="list-style-type: none"> ENC 1101 - English Composition I ENC 1101C - English Composition I Enhanced ARH 2000 - Art in the Humanities HUM 2020 - Topics in the Humanities LIT 2000 - Literature in the Humanities MUL 2010 - Music in the Humanities PHI 2010 - Philosophy in the Humanities THE 2000 - Theatre in the Humanities 					
<p>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).</p>					ENC	
<p>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.</p>						
Gordon Rule of Computation Requirement?			<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
<i>If YES, identify the specific course prefix/number and course title, and address any concerns.</i>	<ul style="list-style-type: none"> MAC 1105 - College Algebra MAC 1105C - College Algebra Enhanced MAC 2311 - Calculus With Analytic Geometry I MGF 1130 -Mathematical Thinking STA 2023 - Elementary Statistics 					
<p>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).</p>						
<p>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 which 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.</p>						

1108 - Associate in Arts (Baccalaureate Transfer) (A.A.) – Effective Fall Term 2024

Mission/Purpose

The Associate in Arts (A.A.) degree is for students who seek a general degree program which allows the freedom to explore a broad array of intellectual fields and interests while selecting from a wide variety of general education and elective course options. The program provides a broad range of educational opportunities and directly challenges students to assume responsibility for their own education goals.

The Program

The program is specifically intended to meet the requirements of students interested in transferring to one of Florida's many public colleges or universities or continuing to pursue a four-year bachelor's degree at Florida State College at Jacksonville. Students are encouraged to determine which upper-division major they plan to pursue and advised to follow the state standard for their specific degree major. Students should also plan to meet with an Advisor to assist them in selecting general education courses and the best recommended electives for their advising track in order to best compliment their selected upper-division major.

Students should be aware of the specific requirements of the Associate in Arts degree imposed by state of Florida regulations and laws and the requirements established by the Southern Associate of Colleges and Schools as well as Florida's Gordon Rule.

Per [Florida State Statute 1007.23\(3\)](#):

"To improve articulation and reduce excess credit hours, beginning with students initially entering a Florida College System institution in 2013-2014 and thereafter, the articulation agreement must require each student who is seeking an associate in arts degree to indicate a baccalaureate degree program offered by an institution of interest by the time the student earns 30 semester hours. The institution in which the student is enrolled shall inform the student of the prerequisites for the baccalaureate degree program offered by an institution of interest."

General Education Paradigm/Philosophy

General Education course selections at Florida State College at Jacksonville prepare students to become thoughtful, generative learners. Through exploring broad areas of knowledge - the human condition, the global and historical, the cultural and aesthetic, and the communicative, mathematical, scientific, and technological - students will develop the knowledge bases, and intellectual competencies, and be exposed to the values requisite for participating responsibly in, and adapting to, a complex and diverse world.

Knowledge Bases

A generally educated person possesses knowledge in the following areas:

Human Awareness and Understanding

- Comprehends the dynamics of human behavior, development, and relationships
- Comprehends the dynamic relationship between culture and human awareness
- Comprehends the factors that promote physical, mental, and social well-being

Global and Historical Knowledge and Understanding

- Comprehends a general knowledge of the nature, origins, and contributions of civilizations
- Comprehends the workings and interrelations of personal, business, and government economies
- Comprehends political, social, and economic systems and their effects upon society

Cultural and Aesthetic Knowledge and Understanding

- Comprehends the contributions of the arts, humanities, and sciences of the human experience upon the individual and their world
- Comprehends the development of the arts and sciences and their impact upon the individual and their world
- Comprehends cultural systems and their effects

Communications

1. Comprehends the importance of human communications and understands a variety of effective communications methods
2. Comprehends the importance of effective communication
3. Comprehends methods for gathering, synthesizing, and integrating information in written and oral communication
4. Comprehends the connection between critical thinking and effective communication

Mathematics, Science and Technology

- Comprehends the basic concepts and investigative processes of the natural sciences
- Understands various mathematical skills and techniques, and is able to apply them appropriately to solve real world problems
- Comprehends the way science and technology shape our world

Intellectual Competencies

A generally educated person:

- Reads, writes, speaks, and listens effectively
- Acquires, evaluates, analyzes, presents, and communicates information
- Employs quantitative and qualitative analyses to solve problems
- Uses information technology in communication, research, and problem solving
- Organizes concepts into orderly systems
- Works collaboratively within complex systems and diverse groups
- Applies ethical judgment to everyday life
- Applies the scientific method of inquiry

Values

A generally educated person values:

- Intellectual honesty
- Curiosity and openness to new ideas
- Recognition of one's own creative and intellectual potential
- Acceptance of differences among people and cultural diversity
- Civic engagement
- Lifelong learning
- Social justice and equality

Contact Information

(904) 646-2300 or info@fscj.edu.

Total Credit Hours

60

General Education Coursework

Credit Hours: 36

Students select general education courses from the five broad liberal arts discipline areas: communication, humanities, mathematics, natural sciences, and social/behavioral sciences. At least one course in each of the five discipline areas shall be identified as a state core course option per Florida State Statute 1007.25(3). Courses designated as state core courses are accepted as general education at all state colleges and universities.

Fulfill ALL of the following requirements:

I. Communication

Students must complete 9 credit hours in communication. Students must complete 3 credit hours from category A, 3 credit hours from category B, and 3 credit hours from category C. At least one course must come from the State Core. Any student who successfully completes a communication course for which one of the General Education core course options in communication (marked with an) is an immediate prerequisite, shall be considered to have completed the Communications Core.

State Core courses in the Communications Core include: ENC1101 and ENC1101C.

Fulfill ALL of the following requirements:

Category A

Note: ENC 1101C fulfills the General Education Category A Communications requirement. In addition, this course includes one credit hour of supplemental lab instruction that will count toward the 24 hours of associate in arts electives.

Complete ANY of the following Courses:

- ENC 1101 - English Composition I (Credit Hours: 3)

- ENC 1101C - English Composition I Enhanced (Credit Hours: 4)

Category B

Complete ALL of the following Courses:

- ENC 1102 - Writing About Texts (Credit Hours: 3)

Category C

Complete ANY of the following Courses:

- SPC 2017 - Introduction to Speech Communications (Credit Hours: 3)
- SPC 2065 - Speech Communication for Business and the Professions (Credit Hours: 3)
- SPC 2608 - Fundamentals of Public Speaking (Credit Hours: 3)

II. Humanities

Students must complete 6 credit hours in humanities. Students must complete 3 credit hours from category A and 3 credit hours from category A or B. Students are required to take one HUM-prefix course. At least one course must come from the State Core.

State Core courses in the Humanities Core include: ARH2000, PHI2010, MUL2010, LIT2000, HUM2020 AND THE2000.

Fulfill ALL of the following requirements:

Category A

Complete ANY of the following Courses:

- ARH 2000 - Art in the Humanities (Credit Hours: 3)
- PHI 2010 - Philosophy in the Humanities (Credit Hours: 3)
- MUL 2010 - Music in the Humanities (Credit Hours: 3)
- LIT 2000 - Literature in the Humanities (Credit Hours: 3)
- HUM 2020 - Topics in the Humanities (Credit Hours: 3)
- THE 2000 - Theatre in the Humanities (Credit Hours: 3)

Category B

Complete ANY of the following Courses:

- HUM 2210 - Humanities: Prehistory to the 15th Century (Credit Hours: 3)
- HUM 2230 - Humanities: Mainstreams of Cultures, 14th to 19th Century (Credit Hours: 3)
- HUM 2250 - Humanities: 20th & 21st Century Cultural Perspectives (Credit Hours: 3)
- HUM 2410 - Humanities of Asia (Credit Hours: 3)
- HUM 2450 - Humanities in the Americas (Credit Hours: 3)
- DAN 2100 - Dance in the Humanities (Credit Hours: 3)
- AML 2010 - American Literature: Colonial Times to 1900 (Credit Hours: 3)
- AML 2020 - American Literature: 1865 to Present (Credit Hours: 3)
- ARH 2050 - Art History from Prehistory to 15th Century (Credit Hours: 3)
- ARH 2051 - Art History from 15th to 21st Century (Credit Hours: 3)
- ENG 2100 - Film Studies (Credit Hours: 3)
- ENL 2012 - English Literature to 1750 (Credit Hours: 3)
- ENL 2022 - English Literature Since 1750 (Credit Hours: 3)
- LIT 2100 - Great Ideas in World Literature (Credit Hours: 3)
- PHI 2603 - Introduction to Applied Ethics (Credit Hours: 3)
- PHI 2600 - Moral and Political Philosophy (Credit Hours: 3)
- REL 2000 - Religion in the Humanities (Credit Hours: 3)
- REL 2300 - World Religions (Credit Hours: 3)

III. Mathematics

Students must complete 6 credit hours in mathematics. At least one course must come from the State Core. Any student who successfully completes a mathematics course for which one of the General Education core course options in mathematics is an immediate prerequisite, shall be considered to have completed the Mathematics Core.

State Core courses in the Mathematics Core include: MAC1105, MAC1105C, MAC2311, ~~MGF1106, MGF1107~~ MGF 1130 and STA2023.

Complete ANY of the following Courses:

- MAC 1105 - College Algebra (Credit Hours: 3)
OR MAC 1105C - College Algebra Enhanced (Credit Hours: 5)
- MAC 1114 - College Trigonometry (Credit Hours: 3)
- MAC 1140 - Precalculus Algebra (Credit Hours: 4)
- MAC 1147 - Precalculus Algebra and Trigonometry (Credit Hours: 5)
- MAC 2233 - Calculus for Business and Social Sciences (Credit Hours: 3)
- MAC 2311 - Calculus With Analytic Geometry I (Credit Hours: 4)
- MAC 2312 - Calculus With Analytic Geometry II (Credit Hours: 4)
- MAC 2313 - Calculus With Analytic Geometry III (Credit Hours: 4)
- MAP 2302 - Differential Equations (Credit Hours: 3)
- ~~MGF 1106 - Topics in College Mathematics (Credit Hours: 3)~~
- ~~MGF 1107 - Explorations in Mathematics (Credit Hours: 3)~~
- MGF 1130 - Mathematical Thinking (Credit Hours: 3)
- MGF 1131 - Mathematics in Context (Credit Hours: 3)
- STA 2023 - Elementary Statistics (Credit Hours: 3)

IV. Natural Sciences

Students must complete 6-8 credit hours in natural sciences from category A or category B. At least one course must come from the State Core. Any student who successfully completes a natural sciences course for which one of the general education core course options in natural sciences is an immediate prerequisite, shall be considered to have completed the Natural Sciences Core.

State Core courses in the Natural Sciences Core include: BSC1005, BSC2010C, BSC2085C, AST1002, CHM1020, CHM2045C, ESC1000, EVR1001, OCE2001, PHY1020C, PHY2048C, PHY2053C.

Fulfill ANY of the following requirements:

Category A

Choose one 3 or 4 credit hour course from the biological sciences and one 3 or 4 credit hour course from the physical sciences and complete at least 1 credit hour of laboratory in either biological sciences or physical sciences. The laboratory credit hour can be either part of a 3 or 4 credit hour course designated with a "C" suffix, or a stand-alone, 1 credit hour course designed with an "L" suffix. At least one course must come from the State Core.

Note: *ISC1075 may fulfill the requirement for biological sciences or physical sciences but not both.*

Fulfill ALL of the following requirements:

Biological Sciences

Complete ANY of the following Courses:

- BOT 1010C - Introduction to Botany (Credit Hours: 4)
- BSC 1005 - Life in Its Biological Environment (Credit Hours: 3)
- BSC 1005L - Biology Laboratory (Credit Hours: 1)
- BSC 2010C - Principles of Biology I (Credit Hours: 4)
- BSC 2011C - Principles of Biology II (Credit Hours: 4)
- BSC 2020C - Human Biology (Credit Hours: 4)
- BSC 2050 - Biology of Environmental Systems (Credit Hours: 3)
- BSC 2085C - Human Anatomy and Physiology I (Credit Hours: 4)
- BSC 2086C - Human Anatomy and Physiology II (Credit Hours: 4)
- ISC 1075 - Principles of Science and Investigation (Credit Hours: 3)
- MCB 2010C - Microbiology (Credit Hours: 4)
- OCB 2000C - Fundamentals of Marine Biology (Credit Hours: 4)
- ZOO 1010C - General Zoology (Credit Hours: 4)

Physical Sciences

Complete ANY of the following Courses:

- AST 1002 - Introduction to Astronomy (Credit Hours: 3)
- AST 1002L - Astronomy Lab (Credit Hours: 1)
- CHM 1020 - Chemistry for Liberal Arts (Credit Hours: 3)
- CHM 1025C - Introduction to General Chemistry (Credit Hours: 4)
- CHM 1032C - Principles of General Chemistry (Credit Hours: 4)
- CHM 2045C - General Chemistry and Qualitative Analysis I (Credit Hours: 4)
- CHM 2046C - General Chemistry and Qualitative Analysis II (Credit Hours: 4)
- ESC 1000 - Earth and Space Science (Credit Hours: 3)
- ESC 1000L - Earth and Space Science Laboratory (Credit Hours: 1)
- EVR 1001 - Introduction to Environmental Science (Credit Hours: 3)
- GLY 1010C - Physical Geology and Laboratory (Credit Hours: 4)
- ISC 1075 - Principles of Science and Investigation (Credit Hours: 3)
- OCE 2001 - Survey of Oceanography (Credit Hours: 3)
- OCE 2001L - Oceanography Laboratory (Credit Hours: 1)
- PHY 1020C - Physics for Liberal Arts with Laboratory (Credit Hours: 3)
- PHY 2048C - Physics I with Calculus (Credit Hours: 4)
- PHY 2049C - Physics II With Calculus (Credit Hours: 4)
- PHY 2053C - General Physics I (Credit Hours: 4)
- PHY 2054C - General Physics II (Credit Hours: 4)
- PSC 1341 - Physical Science (Credit Hours: 3)

Category B

Choose one of the following pairs.

Complete ANY of the following Courses:

- BSC 2085C - Human Anatomy and Physiology I (Credit Hours: 4)
AND BSC 2086C - Human Anatomy and Physiology II (Credit Hours: 4)
- BSC 2010C - Principles of Biology I (Credit Hours: 4)
AND BSC 2011C - Principles of Biology II (Credit Hours: 4)
- BSC 2010C - Principles of Biology I (Credit Hours: 4)
AND BSC 2020C - Human Biology (Credit Hours: 4)
- CHM 2045C - General Chemistry and Qualitative Analysis I (Credit Hours: 4)
AND CHM 2046C - General Chemistry and Qualitative Analysis II (Credit Hours: 4)
- PHY 2048C - Physics I with Calculus (Credit Hours: 4)
AND PHY 2049C - Physics II With Calculus (Credit Hours: 4)
- PHY 2053C - General Physics I (Credit Hours: 4)
AND PHY 2054C - General Physics II (Credit Hours: 4)

V. Social and Behavioral Sciences

Students must complete 9 credit hours in social and behavioral sciences. Students should complete 3 credit hours from category A and 6 credit hours from the other categories. At least one course must come from the State Core.

Students are required to demonstrate competency in civic literacy in accordance with s. 1007.25, Florida Statutes (F.S.) and State Board of Education Rule 6A-10.02413, Florida Administrative Code (F.A.C.). Pursuant to guidelines established by Senate Bill 1108, competency is demonstrated by completion of one of two civic literacy courses, either AMH2020 or POS2041, with a grade of C or higher AND by achievement of the standard score on a state-approved assessment.

State Core courses in the Social and Behavioral Sciences Core include: AMH2010, AMH2020, ANT2000, ECO2013, POS2041, and PSY1012 and SYG2000.

Fulfill ALL of the following requirements:

Category A

Complete ANY of the following Courses:

- AMH 2010- United States History to 1877 (Credit Hours: 3)
- AMH 2020 - United States History from 1877 to the Present (Credit Hours: 3)
- ANT 2000 - General Anthropology (Credit Hours: 3)
- ECO 2013 - Economics I - Principles of Macroeconomics (Credit Hours: 3)
- POS 2041 - American Federal Government (Credit Hours: 3)
- PSY 1012 - General Psychology (Credit Hours: 3)
- ~~SYG 2000 - Introductory Sociology (Credit Hours: 3)~~

Category B

Complete ANY of the following Courses:

- AMH 2010 - United States History to 1877 (Credit Hours: 3)
- AMH 2020 - United States History from 1877 to the Present (Credit Hours: 3)
- POS 2041 - American Federal Government (Credit Hours: 3)
- WOH 1012 - World History to 1500 (Credit Hours: 3)
- WOH 1022 - World History Since 1500 (Credit Hours: 3)

Category C

Complete ANY of the following Courses:

- AMH 2070 - History of Florida (Credit Hours: 3)
- AMH 2092 - African-American History and Culture (From African Origins to 1877) (Credit Hours: 3)
- AMH 2093 - African-American History and Culture From (1877 to the Present) (Credit Hours: 3)
- ANT 2000 - General Anthropology (Credit Hours: 3)
- ANT 2410 - Cultural Anthropology (Credit Hours: 3)
- ANT 2511 - Introduction to Physical-Biological Anthropology (Credit Hours: 3)
- ECO 2013 - Economics I - Principles of Macroeconomics (Credit Hours: 3)
- INR 2002 - International Relations (Credit Hours: 3)
- LAH 2000 - History of Latin America (Credit Hours: 3)
- POS 2112 - State and Local Government (Credit Hours: 3)
- WST 2010 - Introduction to Women's Studies (Credit Hours: 3)

Category D

Complete ANY of the following Courses:

- DEP 2004 - Human Growth and Development (Credit Hours: 3)
- INP 1390 - Human Relations in Business and Industry (Credit Hours: 3)
- PSY 1012 - General Psychology (Credit Hours: 3)
- SYG 2000 - Introductory Sociology (Credit Hours: 3)
- SYG 2010 - Social Problems (Credit Hours: 3)
- SYG 2430 - Marriage & Family (Credit Hours: 3)

Transfer Program Electives and Major Prerequisites

Credit Hours: 24

The elective course options within the Associate in Arts degree consist of any combination of college-level courses or recommended/required courses for a specific upper-division major and/or courses selected from the five core general education academic areas of general education: communication, humanities, mathematics, natural sciences, and social/behavioral sciences. Students are encouraged to pay careful attention to their major field of study and to the specific requirements of the institution to which they plan to transfer.

The additional credit hours (maximum of 24) required (beyond the General Education Requirements for the associate in arts degree) may be selected from courses listed in the College catalog identified in the course descriptions with program designation for transfer (applicable programs within the course details must include A.A.). These courses should be part of a program designed for transfer to a major at an upper-level college/university. Refer to your intended transfer institution's prerequisites for your intended transfer major. Certain prerequisite courses may be required before you can

transfer into a major at the junior level. Some major prerequisites may be used to meet the Florida State College at Jacksonville A.A. Electives and General Education Requirements. Students are advised to see an advisor or counselor for guidance in the selection of these courses.

In addition to addressing the field of study of an intended major at the upper-level university, students are encouraged to include in these courses from the general areas.

Fulfill ALL of the following requirements:

Foreign Language Requirement

In accordance with [Florida Statute 1007.25](#), students initially entering a Florida College System institution in 2014-2015 and thereafter who wish to obtain an Associate of Arts degree must demonstrate competency in a foreign language pursuant to guidelines set in [Florida Statute 1007.262](#). Competency is demonstrated by foreign language proficiency (at the intermediate level) equivalent to 2-years in high school or a sequence of two college credit courses in a single foreign language.

Students may select from the below list of world language course combinations to be used toward the transfer program elective credit in foreign language. Note: Per Florida Statute 1007.2615(2)(b), students may use the ASL prefix coursework combination to satisfy the foreign language requirements of the College; however, the ASL prefix coursework may not count toward satisfying the foreign language requirements of the intended transfer major at state universities and postsecondary institutions outside of Florida.

A minimum grade of C or higher is required to satisfy the College's foreign language coursework graduation requirement. Students may choose to take additional foreign language coursework beyond what is required to satisfy the College's foreign language coursework graduation requirement and such coursework will be counted toward the required 24-credits of electives within the Associate in Arts degree.

Complete ANY of the following Courses:

- ASL 1140 - American Sign Language I (Credit Hours: 4)
AND ASL 1150 - American Sign Language II (Credit Hours: 4)
- CHI 1120 - Chinese I (Credit Hours: 4)
AND CHI 1121 - Chinese II (Credit Hours: 4)
- FRE 1120 - French I (Credit Hours: 4)
AND FRE 1121 - French II (Credit Hours: 4)
- FRE 1120 - French I (Credit Hours: 4)
AND FRE 2210 - French Conversation I (Credit Hours: 4)
- FRE 2210 - French Conversation I (Credit Hours: 4)
AND FRE 2211 - French Conversation II (Credit Hours: 3)
- GER 1120 - German I (Credit Hours: 4)
AND GER 1121 - Beginning German II (Credit Hours: 4)
- GER 2200 - Intermediate German I (Credit Hours: 3)
AND GER 2201 - Intermediate German II (Credit Hours: 3)
- SPN 1120 - Spanish I (Credit Hours: 4)
AND SPN 1121 - Spanish II (Credit Hours: 4)
- SPN 1120 - Spanish I (Credit Hours: 4)
AND SPN 2210 - Spanish Conversation I (Credit Hours: 4)
- SPN 2200 - Intermediate Spanish I (Credit Hours: 3)
AND SPN 2201 - Intermediate Spanish II (Credit Hours: 3)
- SPN 2210 - Spanish Conversation I (Credit Hours: 4)
AND SPN 2211 - Spanish Conversation II (Credit Hours: 3)

III. 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

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	101636	Group ID		009902	
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	AMH 2010	Credit Hours	3.00	Contact Hours	45.00
Course Title	United States History to 1877				
Catalog Course Description	In this course students will examine United States history from before European contact to 1877. Topics will include but are not limited to Indigenous peoples, the European background, the Colonial Period, the American Revolution, the Articles of Confederation, the Constitution, issues within the new republic, sectionalism, manifest destiny, slavery, the American Civil War, and Reconstruction.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input type="checkbox"/>	Natural Sciences: Physical	<input checked="" type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	Qualify for enrollment in ENC 1101.
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input type="checkbox"/>	Other				
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Brinkley, A.	American History: A Survey	Columbus, Ohio: McGraw Hill	Latest Edition	N/A
Conlin, J.R.	The American Past	Florence, Ky.: Wadsworth	Latest Edition	N/A
Garraty, J., & Carnes	The American Nation	Upper East Saddle, N.J.: Pearson	Latest Edition	N/A
Goldfield, D., et al.	The American Journey	Upper Saddle River, NJ: Pearson	Latest Edition	N/A
Jones, J., et al.	Created Equal	New York: AB Longman	Latest Edition	N/A
Kennedy, D.M., Cohen, L., & Bailey, T.A.	The American Pageant	Florence, Ky: Wadsworth	Latest Edition	N/A
Nash, G.B., et al.	The American People	Upper Saddle River, NJ: Pearson	Latest Edition	N/A

Suggested Resource(s) (Continued)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Oakes, J., et al.	Of the People: A History of the United States	New York: Oxford UP	Latest Edition	N/A
OpenStax College	U.S. History	Houston, TX: OpenStax CNX https://openstax.org/details/books/us-history	Latest Edition	N/A
Roark, J., et al	The American Promise	Boston: Bedford St. Martins	Latest Edition	N/A

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment	
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>	
Statewide Course Learning Outcome <i>Upon completion of the course students will:</i>	College Course Learning Outcome
1. Describe the factual details of the substantive historical episodes under study.	CLO 1, CLO 3
2. identify and analyze foundational developments that shaped American history from before European contact to 1877 using critical thinking skills.	CLO 2, CLO 3
3. Demonstrate an understanding of the primary ideas, values, and perceptions that have shaped United States history	CLO 1, CLO 2, CLO 3
4. Demonstrate competency in civic literacy	CLO 1, CLO 2, CLO 3

College Learning Outcomes, Competencies and Assessments			
<i>Identify the College Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>			
College Course Learning Outcome <i>Upon completion of the course students will:</i>	Assessment Method	Discipline Learning Outcome	General Education Competency
1. Understand the social, political, and economic development of the United States.	EM, Q, DI, E, U	SBS 1, SBS 2, SBS 3, SBS 4	GCT, GIL
2. Develop a greater understanding of American cultures through categories such as race, class, gender and ethnicity.	EM, Q, DI, E, U	SBS 1, SBS 2, SBS 4	GCT
3. Develop a historical context for understanding current issues and events.	EM, Q, DI, E, U	SBS 1, SBS 2, SBS 4	GCT, GIL

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning
1. The Colonial Period a. Contact in the New World b. Establishing the Colonies c. Colonial Development d. Prelude to Independence	8-12	1, 2, 3
2. American Independence and the Emergence of a New Nation (1776-1800) a. The War for American Independence b. The Articles of Confederation c. Origins and Ratification of the Constitution d. The Early Republic (1789-1800)	8-12	1, 2, 3
3. The Early National Period (1800-1840) a. Jeffersonian Republicanism b. Nationalism c. Jacksonian Democracy d. Early Nineteenth Century Economic and Social Change e. American Reform during the Early Nineteenth Century	9	1, 2, 3
4. The Sectional Crisis, the Civil War, and Reconstruction a. The Old South and the Institution of Slavery	8-12	1, 2, 3

b. Territorial Expansion and the Movement West c. The Politics of Sectionalism (1846-1860) d. Secession and the Civil War e. Reconstruction		
5. Instructor-Determined Relevant Topics	0-5	1, 2, 3

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30.00	3.00	45.00	3.00	3.00
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				3.00	45.00	3.00	3.00

Grading					
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned	<input type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other	Identify grading if not listed.	

Special Designation					
<input type="checkbox"/>	Career Readiness Credential	<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Credit by Exam (CBE)
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation	<input type="checkbox"/>	Gordon Rule of Writing
<input type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other	Identify special designation if not listed.	

COURSE SIGNATURE

Faculty Member(s)	
Name(s)	Wesley Moody
Date	11/4/2022

State-Mandated General Education Modification(s)	
Name(s)	Wesley Moody
Date	4/1/2024

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A

Additional Course Detail

Time allocation and sequences of topics will be arranged to reflect each professor's particular strategies and method of organization. The course may be organized according to themes or areas of focus that an instructor may be using; it may be organized chronologically or it may be a combination of approaches. Topical approaches can also be utilized and may reflect the special topics covered by various sections of this course. An example of topics that may be covered using the chronological approach is provided.

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	101637	Group ID	009902		
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	AMH 2020	Credit Hours	3.00	Contact Hours	45.00
Course Title	United States History from 1877 to the Present				
Catalog Course Description	In this course, students will trace the history of the United States from the end of the Reconstruction Era to the contemporary era. Topics will include but are not limited to the rise of industrialization, the United States' emergence as an actor on the world stage, constitutional amendments and their impact, the Progressive Era, World War I, the Great Depression and New Deal, World War II, issues of civil and minority rights, the Cold War, and the United States since 1989.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input type="checkbox"/>	Natural Sciences: Physical	<input checked="" type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	Qualify for enrollment in ENC 1101
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	Successful completion of this course satisfies the following Civic Literacy Competency Requirement: Prior to the award of an associate in arts or baccalaureate degree, first-time-in-college students entering a Florida College System institution in the 2018-2019 school year, and thereafter, must demonstrate competency in civic literacy (Florida Statute 1007.25, Section 4; State Board of Education Rule 6A-10.02413).			
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Brinkley, A.	American History: A Survey	Columbus, Ohio: McGraw Hill	Latest Edition	N/A
Conlin, J.R.	The American Past	Florence, Ky.: Wadsworth	Latest Edition	N/A
Garraty, J., & Carnes	The American Nation	Upper East Saddle, N.J.: Pearson	Latest Edition	N/A
Goldfield, D., et al.	The American Journey: A History of the United States Vol. 2	Upper Saddle River, NJ: Pearson	Latest Edition	N/A
Jones, J., et al.	Created Equal: A History of the United States (Vol. 2)	New York: AB Longman	Latest Edition	N/A

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Kennedy, D.M., Cohen, L., & Bailey, T.A.	The American Pageant (Vol. 2)	Florence, Ky: Wadsworth	Latest Edition	N/A
Nash, G.B., et al.	The American People: Creating a Nation and a Society (Vol. 2)	Upper Saddle River, NJ: Pearson	Latest Edition	N/A
Oakes, J., et al.	Of the People: A History of the United States (Vol. 2)	New York: Oxford UP	Latest Edition	N/A
OpenStax College	U.S. History	Houston, TX: OpenStax CNX https://openstax.org/details/books/us-history	Latest Edition	N/A
Roark, J., et al	The American Promise (Vol. 2)	Boston: Bedford St. Martins	Latest Edition	N/A

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment		
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>		
Statewide Course Learning Outcome	College Course Learning Outcome	
<i>Upon completion of the course students will:</i>		
1. Describe the factual details of the substantive historical episodes under study.	CLO 1, CLO 2, CLO 3	
2. Identify and analyze foundational developments that shaped American history since 1877 using critical thinking skills.	CLO 2	
3. Demonstrate an understanding of the primary ideas, values, and perceptions that have shaped American history.	CLO 2, CLO 4	
4. Demonstrate competency in civic literacy.	CLO 1, CLO 2, CLO 3, CLO 4	

Learning Outcomes, Competencies and Assessments			
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>			
Course Learning Outcome	Assessment Method	Discipline Learning Outcome	General Education Competency
<i>Upon completion of the course students will:</i>			
The assessment methods listed may include any of the options listed.			
1. Understand the social, political, and economic development of the United States, including the following: <ul style="list-style-type: none"> The basic principles and practices of American democracy and how they are applied in our republican form of government; The United States Constitution and its application; Knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-governance; Landmark Supreme Court cases, landmark legislation, and landmark executive actions and their impact on law and society (Florida Statute 1007.25, section 4). 	EM, Q, DI, E, U	SBS 1, SBS 2, SBS 3, SBS 4	GCT, GIL
2. Develop a historical context for understanding current issues and events	EM, Q, DI, E, U	SBS1, SBS 4	GCT
3. Integrate U.S. history into global history	EM, Q, DI, E, U	SBS 4	GCT, GIL
4. Develop a greater understanding of American cultures through categories such as race, class, gender and ethnicity.	EM, Q, DI, E, U	SBS 1, SBS 2, SBS 3, SBS 4	GCT, GIL

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning
<i>This 3-credit-hour course consists of 45-instructional contact hours. Each course topic contains a suggested range of contact hours. When deciding how many contact hours to dedicate to each topic, please ensure that the total contact hours add up to 45-instructional contact hours.</i>		
1. Late 19th Century (From Reconstruction to Progressive Era) a. Post Reconstruction South b. Conflict in the West c. Industrialization and Mass Immigration d. The Gilded Age e. American Expansion	10-15	1, 2, 3, 4,
2. Early 20th Century (From Progressive Era To Pre-World War II) a. Progressivism b. The United States and the Great War c. The Twenties d. The Depression e. The New Deal	10-15	1, 2, 3, 4
3. Late 20th Century (World War II to Post-Vietnam) a. World War II b. Post-War America c. Origins of the Cold War d. Vietnam and the Turbulent Sixties e. Post-Vietnam America f. Victory in the Cold War	10-15	1, 2, 3, 4
4. Post-Cold War America a. The World Since the Cold War b. The War on Terror c. The World We Live In	10-15	1, 2, 3, 4
5. Instructor Determined Relevant Topics	0-5	1, 2, 3, 4

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
<i>Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.</i>							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30.00	3.00	45.00	3.00	3.00
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				3.00	45.00	3.00	3.00

Grading					
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned	<input type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other	Identify grading if not listed.	

Special Designation					
<input type="checkbox"/>	Career Readiness Credential	<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Credit by Exam (CBE)
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation	<input type="checkbox"/>	Gordon Rule of Writing
<input type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other	Identify special designation if not listed.	

COURSE SIGNATURE

Faculty Member(s)				
Name(s)	Wesley Moody		Date	11/4/2022

State-Mandated General Education Modification(s)				
Name(s)	Wesley Moody		Date	4/1/2024



COURSE OUTLINE

LIBERAL ARTS & SCIENCES

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A

Additional Course Detail

Time allocation and sequences of topics will be arranged to reflect each professor's particular strategies and method of organization. The course may be organized according to themes or areas of focus that an instructor may be using; it may be organized chronologically or it may be a combination of approaches. Topical approaches can also be utilized and may reflect the special topics covered by various sections of this course. An example of topics that may be covered using the chronological approach is provided.

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	101724	Group ID		009902	
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	ANT 2000	Credit Hours	3.00	Contact Hours	45.00
Course Title	General Anthropology				
Catalog Course Description	In this course, students will learn the foundations of anthropology as the study of human variation in its biological, social, and cultural dimensions. Students will learn about anthropological concepts, principles, and methodologies to understand and explore past and present human behavior. They will apply the anthropological approach to analyze issues pertaining to past and contemporary cultures, and develop intellectual skills and habits to understand behavioral, social and cultural issues from multiple disciplinary perspectives. In addition, students will learn the four major subfields of anthropology (Cultural, Physical-Biological, Linguistic, and Archaeology) as an integrated and evolutionary approach to the nature of humanity in paleoanthropological, prehistoric, and contemporary contexts.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input type="checkbox"/>	Natural Sciences: Physical	<input checked="" type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	Qualify for enrollment in ENC 1101
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input type="checkbox"/>	Other				
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Hasty, J. et al.	Introduction to Anthropology	OpenStax	Latest Edition	N/A
Kottak, C	Anthropology	McGraw-Hill	Latest Edition	N/A
Kottak, C.	Window on Humanity	McGraw-Hill	Latest Edition	N/A
Lavenda, R.	Anthropology: What Does It Mean to Be Human	Oxford UP	Latest Edition	N/A
Park, M.	Introducing Anthropology: An Integrated Approach	McGraw-Hill	Latest Edition	N/A

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment		
Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.		
Statewide Course Learning Outcome <i>Upon completion of the course students will:</i>	College Course Learning Outcome	
1. Explain scientific approaches to the study of human variation and human origins, including primatology, extinct and extant human cultures, language, and ethnicity.	CLO 2	
2. Explain the origins of anthropology as a foundation discipline in the social sciences that examines the nature and definition of culture.	CLO 1, CLO 3, CLO 5	
3. Apply anthropological concepts, principles, and methods to the scientific study of past and present human behavior.	CLO 1, CLO 3, CLO 5	
4. Explain how anthropology incorporates multidisciplinary knowledge and perspectives.	CLO 1, CLO 3, CLO 4, CLO 5	
5. Describe anthropological contributions to contemporary issues.	CLO 2, CLO 3, CLO 4	

Learning Outcomes, Competencies and Assessments			
Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.			
Course Learning Outcome <i>Upon completion of the course students will:</i>	Assessment Method	Discipline Learning Outcome	General Education Competency
1. Understand the fundamental basics of archaeology	EM, WA, Q, DB, CD	SBS 1, SBS 2, SBS 3, SBS 4	GCT, GSR
2. Understand human evolution and its connection to the natural world in prehistoric and contemporary contexts	EM, WA, Q, DB, CD	SBS 1, SBS 2, SBS 3, SBS 4	GCT, GIL
3. Demonstrate an understanding of human civilizations, their development and structures	EM, WA, Q, DB, CD	SBS 1, SBS 2, SBS 3, SBS 4	GCT, GIL
4. Demonstrate an understanding of humankind's cultural diversity	EM, WA, Q, DB, CD	SBS 1, SBS 2, SBS 3, SBS 4	GCT, GSR, GIL
5. Demonstrate an understanding of Linguistics and Identity	EM, WA, Q, DB, CD	SBS 1, SBS 2, SBS 3, SBS 4	GSR, GIL

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
1. What is Anthropology a. The Four Fields of Anthropology i. Cultural Anthropology ii. Linguistic Anthropology iii. Archaeology iv. Physical-Biological Anthropology	6	1, 2, 3, 4, 5
2. Physical-Biological Anthropology a. The Origins of Humanity b. The Nature of Primates c. Human Evolution d. Biological Variation and Race e. Forensic Anthropology	9	2
3. Archaeology a. The Nature of Archaeology b. World Pre-History i. Growth of Societies and Cultural Complexity ii. Material Origins of Culture c. Old World Civilizations d. New World Civilizations e. Bioarchaeology f. Archaeology and the Law	9	1,3
4. Linguistic Anthropology a. What Makes a Language	9	4, 5

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

b. Ethnolinguistics c. Descriptive Linguistics d. Language and Gender e. Language and Power		
5. Cultural Anthropology a. Understanding Culture and Cultural Diversity b. Subsistence Systems and Culture c. Economic Systems of Culture d. Kinship and Culture e. Political Systems and Culture f. Culture Change and Globalization g. Belief Systems and Culture	12	3, 4

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30.00	3.00	45.00	3.00	3.00
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				3.00	45.00	3.00	3.00

Grading			
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other Identify grading if not listed.

Special Designation			
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation
<input type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other Identify special designation if not listed.

COURSE SIGNATURE

Faculty Member(s)			
Name(s)	Brad M Biglow, Ph.D.	Date	10/31/2022

State-Mandated General Education Modification(s)			
Name(s)	Brad M Biglow, Ph.D.	Date	4/1/2024

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A

Additional Course Detail

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COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	101819	Group ID	009902		
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	ARH 2000	Credit Hours	3.00	Contact Hours	3.00
Course Title	Art in the Humanities				
Catalog Course Description	In this course, students will develop the ability to think critically about human culture and be provided with the tools to understand, analyze, and discuss works of visual art and material culture. This course is a survey of cultural forms, practices, and expressions as represented in and by the visual arts. The course emphasizes analyzing major works of art for their historical, social, and cultural value. The student will also recognize the various movements in Western Art and gain knowledge about non-Western artistic media, styles, movements, and contexts. As a humanities course, Art in the Humanities explores the creation of art in different societies, through analysis and investigation of artistic expressions to understand causal influences and relationships between works and contexts.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input checked="" type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	Qualify for enrollment in ENC 1101.
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	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.			
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
<i>Main text does not exist. The instructor is responsible for the selection of readings and audiovisual resources that approach all elements and Learning Objectives of ARH 2000 - Art in the Humanities, including main concepts of art history and appreciation. The use of Open Educational Resources (OER's) is highly encouraged. Thematic approaches may include selections from the following sources:</i>				
Janson, H.W.	A Basic History of Art	Pearson/Prentice Hall	Latest Edition	N/A
Getlein, M.	Living with Art	McGraw-Hill	Latest Edition	N/A
Gombrich, E.H.	The Story of Art	Various	Latest Edition	N/A
Supplementary Sources:				
<ul style="list-style-type: none"> Lewis and Lewis. <i>The Power of Art</i>. Harcourt/Brace, Latest Edition. Adams. <i>The Making and Meaning of Art</i>. Pearson/Prentice Hall, Latest Edition. Sayre. <i>A World of Art</i>. Pearson/Prentice Hall, Latest Edition. 				

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment		
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>		
Statewide Course Learning Outcome <i>Upon completion of the course students will:</i>	College Course Learning Outcome	
1. Identify and describe terms, concepts, and methods used in the discipline of art history.	CLO 1, CLO 3, CLO 5	
2. Apply terms, concepts, and methods used in the discipline of art history to works of visual art and material culture.	CLO 1, CLO 3, CLO 4, CLO 5	
3. Identify and describe works of visual art and material culture in the works' cultural context, including works from or inspired by the Western canon and other cultural traditions.	CLO 2, CLO 3, CLO 4, CLO 5	
4. Analyze works of visual art and material culture in the works' cultural context, including works from or inspired by the Western Canon and other cultural traditions.	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5	
5. Generate an analytical response to works of visual art and material culture in the works' cultural context.	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5	

Learning Outcomes, Competencies and Assessments			
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>			
Course Learning Outcome <i>Upon completion of the course students will:</i>	Assessment Method	Discipline Learning Outcome	General Education Competency
1. Demonstrate proficiency in critical thinking	CBE, Q, WA, O	HUM 2	GCT
2. Demonstrate understanding of Global Sociocultural Responsibility	CBE, Q, WA, O	HUM 3	GSR
3. Recognize the relationships between cultural expressions and their contexts	CBE, Q, WA, O	HUM 2	GCT
4. Understand cultural expressions	CBE, Q, WA, O	HUM 4	GIL
5. Analyze in writing cultural artifacts and/or their contexts.	CBE, Q, WA, O	HUM 2	GCT

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
<i>This 3-credit-hour course consists of 45-instructional contact hours. Each course topic contains a suggested range of contact hours. When deciding how many contact hours to dedicate to each topic, please ensure that the total contact hours add up to 45-instructional contact hours.</i>		
1. Foundations of art including basic media, elements, function of design, color, subject matter, style, techniques, materials, and basic terminology. a. Test b. test	3-9	1,3,4
2. Early development of art including prehistoric, ancient near east, Egyptian, and related cultural periods.	3-6	1-5
3. Greek and Roman art including Aegean, Etruscan and related cultural periods, especially non-western art	3-6	1-5
4. Early Christian and Byzantine art including medieval art and related cultural periods, especially Islamic art.	3-6	1-5
5. Renaissance and Baroque art covering period from 1400 to 1700.	4-8	1-5
6. Period from 1700 to 1900 including American art and related cultural areas.	4-8	1-5
7. Modern and contemporary art covering 1900 to present. This includes selected world cultures' representative art forms and contemporary practices.	4-8	1-5

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

8. Special topics such as art and the world's religions, sacred and secular art, architecture, specific art genre, such as painting or sculpture, and modern crafts as art may be selected according to individual preference.	4-8	1-5
9. Reviews, summaries, exams.	4-8	1-5

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	25.00	3.00	45.00	3.00	3.00
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				3.00	45.00	3.00	3.00

Grading			
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other Identify grading if not listed.

Special Designation			
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation
<input type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other Identify special designation if not listed.

COURSE SIGNATURE

Faculty Member(s)			
Name(s)	Kalia Toro-Sepúlveda, Mark Creegan		Date
			11/02/2022

State-Mandated General Education Modification(s)			
Name(s)	Kalia Toro-Sepúlveda, Mark Creegan		Date
			4/1/2024

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A

Additional Course Detail

I. Course Rationale, Approach, and Intent:

ARH2000, as well as all Humanities General Education courses, approaches the concept of culture as a system of meanings allowing groups and individuals to give significance to the world and mediate their relationships with each other and their known universe. Humanities courses are distinguished from traditional Liberal Arts disciplines through an emphasis on interdisciplinary and comparative cultural contexts. Through these approaches to cultural texts and artifacts, the humanities attempt to investigate, contest, deconstruct, analyze, and synthesize the phenomena of human agency and subjectivity both within and between cultures. By pursuing these forms of inquiry, we may better understand our world and our places within it.

Rationale: The purpose of ARH2000 is to help individuals make informed aesthetic and ethical judgments with regard to diverse world cultures and to develop the student's skill in communicating those judgments through effective writing competencies. The course should be interdisciplinary and cultural studies focused, interrogate Western perspectives in conversation with other traditions, and approach cultural artifacts and expression both diachronically and synchronically. The course is broad in scope, enabling students to survey connections and relationships between humanities experiences, and involves rigorous writing and analysis of these connections and relationships.

The course outline shall be organized according to themes or areas of focus that an instructor may be using; it may be organized chronologically; or it may be a combination of approaches. *However*, Culture, Culture Studies, and Historical Context of the material **MUST** be addressed specifically. Topical approaches can also be utilized and may reflect the special topics being covered by various sections of this course.

1. Acknowledged Approaches to the Humanities may include:
 - Understanding and appreciating outstanding cultural expressions of the humanistic tradition;
 - Interpreting and evaluating works of art, works of music, philosophical arguments, religious beliefs, and/or social theories;
 - Comparing expressions of art, music, literature, philosophy and/or religion;
 - Identifying causal influences in the chronological development of arts and/or ideas;
 - Recognizing the relationships between cultural expressions and their contexts;
 - Analyzing in writing cultural artifacts, cultural expressions, and/or their contexts;
 - Recognize major trends in the history of ideas and critical approaches relevant to the course topic.

Note: As a Humanities General Education course, it is expected that the students will engage in significant writing to meet the area and course level objectives.

2. Intent: Each professor who teaches this course will bring individual training and expertise, but the essential components of this course include:
 - An understanding of the principles of art including elements of design, subject matter, techniques, materials, and terminology.
 - A basic historical understanding of the various art forms
 - An experience of each of the major art media through class demonstration, visits to art museums or shows, audio-visual material, and/or limited studio experience.
 - Ability to understand and appreciate outstanding cultural expressions, interpret and evaluate works of art, compare and contrast expressions of art, identify causal influences in the chronological development of arts, recognize the relationship between cultural expression and their contexts.

II. Types of Assignments and Rubric

Students will be required to complete multiple assignments to demonstrate mastery of college level writing skills through successful completion of substantial writing assignments integrated within the curriculum of the designated Gordon courses.

1. Types of assignments:

Essays	Journals	Attendance at cultural events (virtual and live)
Process papers	Case studies	Photo essays
Reports	Think pieces	Digital presentations
Written exams	Reviews	
Research papers	Interviews	
Quizzes	Discussion question responses	

COURSE OUTLINE
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2. **General Humanities Rubrics:** Evaluation of competency in college-level writing skills shall be based on students' ability to complete a writing assignment that demonstrates a proficiency in:
 - Clearly defining a central idea or thesis
 - Providing adequate support for the central idea or thesis
 - Organizing clearly and logically
 - Writing using the conventions of standard written English
 - Submitting an assignment using the appropriate format as required by the Professor

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	102917	Group ID	N/A		
Proposal Number	2248	Effective Term	2248	End Term	Open
Course Prefix/Number	AST 1002	Credit Hours	3	Contact Hours	45
Course Title	Introduction to Astronomy				
Catalog Course Description	This course provides a comprehensive look at modern astronomy, emphasizing the use of the scientific method and the application of physical laws to understand the Universe including Earth and its environment. Throughout this course, students will develop the ability to discern scientific knowledge from non-scientific claims by using critical thinking.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input checked="" type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	None
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	Suggested course: AST 1002L (course may be taken following or concurrent with AST 1002L). This course may require proctored testing at an approved location. Students may be charged testing fees at off-campus and virtual testing locations. For additional information and resources, please see the College's Online Learning website			
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Bennett / Donahue / Schneider/Voit	The Essential Cosmic Perspective	Pearson	Latest Edition	N/A
Chaisson / McMillan	Astronomy: A Beginner's Guide to the Universe	Pearson	Latest Edition	N/A
Schneider, Army	Horizons – Exploring the Universe	McGraw-Hill	Latest Edition	N/A
Schneider, Army	Pathways to Astronomy	McGraw-Hill	Latest Edition	N/A

Seeds / Backman	Universe: Solar System, Stars, and Galaxies	Cengage	Latest Edition	N/A
Fraknoi, Morrison, Wolff	Astronomy	OpenStax	Latest Edition	N/A

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment	
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>	
Statewide Course Learning Outcome <i>Upon completion of the course students will:</i>	College Course Learning Outcome
1. Define terms used to measure and describe the universe.	CLO 1, CLO 2, CLO 7
2. Explain the processes involved in the formation and evolution of celestial bodies over astronomical time according to different models and theories	CLO 4, CLO 5, CLO 6, CLO 8
3. Describe how scientific theories evolve in response to new observations and critically evaluate their impact on society.	CLO 1, CLO 4, CLO 5, CLO 6, CLO 7, CLO 8
4. Formulate empirically testable hypotheses derived from the study of physical processes and phenomena	CLO 5, CLO 6, CLO 7, CLO 8
5. Apply logical reasoning skills through scientific criticism and argument to separate science from non-science.	CLO 2, CLO 5, CLO 7
6. Gather and analyze astronomical data and communicate results in graphic and written forms.	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6, CLO 7, CLO 8

Learning Outcomes, Competencies and Assessments			
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>			
Course Learning Outcome <i>Upon completion of the course students will:</i>	Assessment Method	Discipline Learning Outcome	General Education Competency
1. Recognize and describe from a conceptual perspective how physical laws describe observed phenomena	CBE, HM, RP, WA, WP, CAL, CFE, FP, Q, or DI	NSC 4	GSQ
2. Identify, classify, and compare characteristics of solar system objects	CBE, HM, RP, WA, WP, CAL, CFE, FP, Q, or DI	NSC 3	GSQ
3. Recognize and describe the movements and appearances of the Sun, Moon, and Planets as viewed from Earth over the course of time.	CBE, HM, RP, WA, WP, CAL, CFE, FP, Q, or DI	NSC 4	GSQ
4. Describe the production, transmission, refraction, and reflection of electromagnetic radiation and the detection of this radiation by both Earth-based and space-based instruments.	CBE, HM, RP, WA, WP, CAL, CFE, FP, Q, or DI	NSC 4	GSQ
5. Identify, classify, and compare stars on the Hertzsprung-Russell diagram and understand the evolution of stars by their movement on the H-R diagram.	CBE, HM, RP, WA, WP, CAL, CFE, FP, Q, or DI	NSC 2, NSC 4	GCT, GSQ
6. Describe the evolution of stars by their movement on the H-R diagram	CBE, HM, RP, WA, WP, CAL, CFE, FP, Q, or DI	NSC 2, NSC 4	GCT, GSQ
7. Identify, classify, and compare the objects in the Universe, including but not limited to: atoms, nebulae, stars, star clusters, galaxies, cluster of galaxies, and quasars	CBE, HM, RP, WA, WP, CAL, CFE, FP, Q, or DI	NSC 1, NSC 2	GCT
8. Describe the evolution of stars as well as of the large-scale structure of the Universe.	CBE, HM, RP, WA, WP,	NSC 1	GCT

	CAL, CFE, EP, Q, or DI	
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COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
1. Introduction	1	1,2
2. History of Astronomy	3	1,2
3. Light and Telescopes	4	4
4. The Sky	2	3,5,6,7
5. The Solar System a. Structure and Origin (1) b. Extrasolar planets (1) c. The Moon (2) d. Planets (5) e. Minor Objects (2) f. The Sun (2)	13	2,3,7,8
6. Stars a. General Stellar Properties (3) b. Star Clusters (1) c. Binary Stars (1) d. Variable Stars (2) e. Stellar Evolution (5)	12	5,6,7,8
7. The Milky Way Galaxy a. Structure b. Interstellar Medium	3	7
8. Galaxies a. Classification b. Quasars, WIMPS, Dark Matter/Dark Energy	4	7,8
9. Cosmology	2	7,8
10. Life in the Universe	1	8

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30	3.00	45.00	3.00	3.00
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				3.00	45.00	3.00	3.00

COURSE OUTLINE
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Grading					
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned	<input type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other	Identify grading if not listed.	

Special Designation					
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Credit by Exam (CBE)
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation	<input type="checkbox"/>	Gordon Rule of Writing
<input checked="" type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other	Identify special designation if not listed.	

COURSE SIGNATURE

Faculty Member(s)			
Name(s)	Hamid Aidinejad	Date	7/20/2022

State-Mandated General Education Modification(s)			
Name(s)	Hamid Aidinejad	Date	4/1/2024

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A
Additional Course Detail

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	104657	Group ID		N/A	
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	BSC 1005	Credit Hours	3.00	Contact Hours	45.00
Course Title	Life in Its Biological Environment				
Catalog Course Description	This course applies the scientific method to critically examine and explain the natural world including but not limited to cells, organisms, evolution, ecology, and behavior.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input checked="" type="checkbox"/>	Natural Sciences: Biological	<input type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	None
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	This course may require proctored testing at an approved location. Students may be charged testing fees at off-campus and virtual testing locations. For additional information and resources, please see the College's Online Learning website.			
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Belk	Biology: Science for Life	Pearson	Latest Edition	N/A
Krogh	Biology: A Guide to the Natural World	Pearson	Latest Edition	N/A
Mader	Essentials of Biology	McGraw-Hill	Latest Edition	N/A
OER Resource	Concepts of Biology	Openstax	Latest Edition	N/A
Simon, Reece, & Dickey	Campbell Essential Biology	Pearson Cengage	Latest Edition	N/A
Starr	Biology: Concepts and Applications	Cengage	Latest Edition	N/A
Starr, et al	Biology: Today and Tomorrow.	Cengage	Latest Edition	N/A

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment		
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>		
Statewide Course Learning Outcome <i>Upon completion of the course students will:</i>	College Course Learning Outcome	
1. Evaluate data regarding validity.	CLO 1, CLO 2, CLO 3, CLO 5	
2. Read and interpret a variety of scientific data.	CLO 2, CLO 3, CLO 5	
3. Describe the natural world.	CLO 4, CLO 6	
4. Articulate and practice the scientific method.	CLO 1, CLO 2, CLO 3, CLO 5, CLO 6	

Learning Outcomes, Competencies and Assessments				
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>				
Course Learning Outcome <i>Upon completion of the course students will:</i>	Assessment Method	Discipline Learning Outcome	General Education Competency	
1. Describe and apply the scientific method.	WEX, WA, CBE, EX, HM, CAL, CFE, EV, DI, GP, RP, Q, or WP	NSC 4	GSQ	
2. Assess the validity of and draw reasonable conclusions from collected data.	WEX, WA, CBE, EX, HM, CAL, CFE, EV, DI, GP, RP, Q, or WP	NSC 2	GCT	
3. Distinguish variables (control, independent and dependent) in an experiment and how they relate to the system.	WEX, WA, CBE, EX, HM, CAL, CFE, EV, DI, GP, RP, Q, or WP	NSC 2	GCT	
4. Apply taxonomic principles to characterize structures, cells, or organisms.	WEX, WA, CBE, EX, HM, CAL, CFE, EV, DI, GP, RP, Q, or WP	NSC 4	GSQ	
5. Interpret graphs.	WEX, WA, CBE, EX, HM, CAL, CFE, EV, DI, GP, RP, Q, or WP	NSC 3	GSQ	
6. Describe and apply major concepts in biology.	WEX, WA, CBE, EX, HM, CAL, CFE, EV, DI, GP, RP, Q, or WP	NSC 4	GSQ	

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
1. Introduction to Life Processes	1	1, 3, 6
2. The Chemistry of Living Things <ul style="list-style-type: none"> a. Basic Principles of Chemistry (2) <ul style="list-style-type: none"> i. Atomic Structure ii. Water and pH b. Organic Molecules (2) <ul style="list-style-type: none"> i. Carbohydrates ii. Lipids iii. Proteins iv. Nucleic Acids 	4	6
3. The Cellular Basis of Life <ul style="list-style-type: none"> a. Cell Structure and Function (4) <ul style="list-style-type: none"> i. Cell theory ii. Prokaryotes vs. Eukaryotes iii. Cell Membrane iv. Cell Organelles b. Energy Transformation (2) <ul style="list-style-type: none"> i. Photosynthesis ii. Respiration 	6	6
4. Genetics <ul style="list-style-type: none"> a. Cell Division (2) <ul style="list-style-type: none"> i. Cell cycle ii. Mitosis iii. Meiosis b. Mendelian Genetics (4) <ul style="list-style-type: none"> i. Basic Principles ii. Human Inheritance c. Molecular Genetics (4) <ul style="list-style-type: none"> i. DNA Structure and Replication ii. Protein Synthesis iii. Mutations iv. Genetic Engineering / Biotechnology 	10	2, 5, 6
5. Evolution <ul style="list-style-type: none"> a. Processes in Populations, Microevolution (2) b. Macroevolution (2) 	4	2, 3, 5, 6
6. Organismal Biology <ul style="list-style-type: none"> a. Taxonomy and Classification (1) b. Viruses and Prokaryotes (1) c. Protists, Fungi, Plants and Animals (4) 	6	4, 6
7. Ecology <ul style="list-style-type: none"> a. Interaction Among Organisms and Populations (2) b. Ecosystems (2) c. Biosphere (2) 	6	3, 4, 6
8. Current Events or Emphasis at the Discretion of the Professor	8	6

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30.00	3.00	45.00	3.00	3.00
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				3.00	45.00	3.00	3.00

Grading					
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned	<input type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other	Identify grading if not listed.	

Special Designation					
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Credit by Exam (CBE)
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation	<input type="checkbox"/>	Gordon Rule of Writing
<input checked="" type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other	Identify special designation if not listed.	

COURSE SIGNATURE

Faculty Member(s)					
Name(s)	Joseph D. Husband, Jeff Mans,-Catherine Hurlbut,-Maria Oehler			Date	11/9/2022

State-Mandated General Education Modification(s)					
Name(s)	Joseph D. Husband, Jeff Mans, Maria Oehler			Date	4/1/2024

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A
Additional Course Detail

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	104667	Group ID	008318		
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	BSC 2010C	Credit Hours	4.00	Contact Hours	75.00
Course Title	Principles of Biology I				
Catalog Course Description	In this course students will apply the scientific method to critically examine and explain the natural world. This course will cover molecular biology, cellular biology, genetics, metabolism, and replication.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input checked="" type="checkbox"/>	Natural Sciences: Biological	<input type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	None
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	This course fulfills the General Education Requirements and the laboratory requirement needed by many students who plan to transfer to a four-year institution.			
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Byres, Lloyd, & Miller	Biology Laboratory Manual	Pearson Prentice Hall	Latest Edition	9780808775843
Campbell	Biology	Benjamin/Cummings	Latest Edition	9780135988046
OpenStax College	Biology	OpenStax College	Latest Edition	9781947172531
Spohn, Sessions, Husband	Biological Laboratory Manual	Fountainhead Press	Latest Edition	9781598719888
Walker	The Biology Lab Primer: from atoms to cells (lab edition)	Orion Scientific	Latest Edition	9781888167157
Walker	The Biology Lab Primer: from atoms to cells (online edition)	Orion Scientific	Latest Edition	9781888167203

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment		
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>		
Statewide Course Learning Outcome <i>Upon completion of the course students will:</i>	College Course Learning Outcome	
1. Demonstrate scientific literacy by articulating and practicing the scientific method	CLO 1, CLO 6, CLO 13, CLO 14	
2. Evaluate data regarding validity.	CLO 1, CLO 6, CLO 13, CLO 14	
3. Read and interpret a variety of scientific data.	CLO 1, CLO 6, CLO 13, CLO 14	
4. Identify major macromolecules and state their importance to living organisms.	CLO 2, CLO 10	
5. Explain metabolism.	CLO 4, CLO 7	
6. Compare and contrast prokaryotic and eukaryotic structures and processes of cell division and replication.	CLO 3	
7. Explain gene expression.	CLO 9, CLO 10	
8. Solve problems in transmission genetics.	CLO 9, CLO 10	

Learning Outcomes, Competencies and Assessments				
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>				
Course Learning Outcome <i>Upon completion of the course students will:</i>	Assessment Method	Discipline Learning Outcome	General Education Competency	
1. Demonstrate knowledge of the scientific method.	EM, Q, LR	NSC 1	GCT	
2. Demonstrate knowledge of the basic principles of chemistry and biochemistry as they relate to biology.	EM, Q, LR	NSC 4	GSQ	
3. Demonstrate knowledge of eukaryotic and prokaryotic cell types.	EM, Q, LR	NSC 4	GSQ	
4. Demonstrate knowledge of intracellular structures and their functions.	EM, Q, LR	NSC 4	GSQ	
5. Demonstrate knowledge of plasma membrane structure, function, intercellular communication and transport.	EM, Q, LR	NSC 4	GSQ	
6. Demonstrate the ability to use scientific and quantitative reasoning.	EM, Q, LR	NSC 4	GSQ	
7. Demonstrate knowledge of pathways including fermentation, cellular respiration, and photosynthesis.	EM, Q, LR	NSC 4	GSQ	
8. Demonstrate knowledge of the cell cycle, mitosis, meiosis.	EM, Q, LR	NSC 4	GSQ	
9. Demonstrate knowledge of gene expression and regulation.	EM, Q, LR	NSC 4	GSQ	
10. Demonstrate knowledge of DNA, RNA, proteins, and their functions.	EM, Q, LR	NSC 4	GSQ	
11. Demonstrate knowledge of the history, principles, and empirical support for evolutionary theory and the origin of life.	LP, Q, LR	NSC 4	GSQ	
12. Demonstrate proficiency in the basics of care and use of the compound microscope.	UE, LR	NSC 4	GSQ	
13. Conduct an experiment, collect and analyze data, and interpret results in a laboratory setting.	LR	NSC 2	GCT	
14. Analyze, evaluate, and test a scientific hypothesis.	SAA, EM, Q, LR	NSC 2	GCT	

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
1. The Scientific Method <ul style="list-style-type: none"> a. Deductive vs. Inductive Reasoning b. Scientific question c. Hypothesis generation d. Hypothesis testing e. Experimental variables f. Natural vs. controlled experiments g. Control vs. Experimental groups 	6	1, 6, 13, 14
2. Introduction to Chemistry <ul style="list-style-type: none"> a. The atom b. Subatomic particles c. Atomic Structure d. Molecules e. Chemical Reactions f. Ionic, covalent and hydrogen bonding g. pH, proton, and hydroxide ion h. Functional Groups 	6	3, 6,
3. Introduction to Nucleic Acids and Proteins <ul style="list-style-type: none"> a. The Central Dogma of Molecular Biology b. Monomers, Polymers, and Dehydration Reactions c. Nucleic acids and nucleotides d. Phosphodiester bonding e. Primary, Secondary, Tertiary, and Quaternary structures of proteins f. Proteins g. Amino acids h. Peptide bonding i. Levels of Protein Structure 	6	2, 7, 10
4. Gene Regulation <ul style="list-style-type: none"> a. Properties of the Genetic Code b. Predicting proteins from DNA c. Mutations and their effect on proteins d. Transcription: initiation, elongation and termination e. Translation: initiation, elongation and termination f. Contrast transcription and translation in prokaryotes and eukaryotes g. Post-transcriptional modification 	6	2, 7, 9, 10
5. DNA Replication <ul style="list-style-type: none"> a. DNA's secondary structure b. Semiconservative Replication c. DNA Polymerase d. Replication steps: initiation, elongation, and termination e. Leading vs. lagging strand f. Telomeres, telomerase, <i>aging</i>, and <i>cancer</i> g. Contrast DNA Replication in prokaryotes and eukaryotes 	6	2, 10
6. Lipids, the Cell Membrane, and Cellular Transport <ul style="list-style-type: none"> a. Contrast lipids: fats, phospholipids and steroids b. Saturated vs. unsaturated fats c. Cis- vs. trans-unsaturated fats d. Phospholipid self-organization: micelles, liposomes, and phospholipid bilayers e. Cell membrane structure f. Passive transport: simple diffusion, osmosis, facilitated diffusion g. Active transport (i.e. sodium potassium pump) h. The origin of the first cell 	6	2, 5, 11

Topics, Contact Hours and Related Course Learning Outcomes (Continued)		
Topics	Contact Hours	Related Course Learning Outcome
7. The Cell <ul style="list-style-type: none"> a. Cell Theory b. Cellular diversity in the three domains of life c. Prokaryotes vs. eukaryotes d. Intracellular structure and function e. Organelle structure and function f. Plant cells vs. animal cells 	6	3, 4, 12
8. The Cell Cycle <ul style="list-style-type: none"> a. Purposes of cell cycle b. Binary fission c. Stages of the cell cycle: interphase, mitosis, cytokinesis d. Phases of mitosis: prophase, prometaphase, metaphase, anaphase, telophase e. Contrast cytokinesis in plant and animal cells f. Mitosis and cancer 	6	3, 4, 8
9. Meiosis and Sexual Reproduction <ul style="list-style-type: none"> a. Meiosis's role in sexual reproduction b. Diploid vs. haploid c. Contrast meiosis I and II d. Steps of meiosis e. Contrast mitosis and meiosis 	5	4, 8
10. Cellular Respiration and Fermentation <ul style="list-style-type: none"> a. Carbohydrates b. ATP phosphorylation and dephosphorylation c. Catabolic vs. anabolic reactions d. Redox reactions e. Mitochondrion structure and function f. Endosymbiotic origin of mitochondrion g. General equation for cellular respiration and fermentation h. Steps of cellular respiration: glycolysis, Krebs's cycle, electron transport chain i. Steps of fermentation j. Contrast cellular respiration and fermentation 	5	2, 4, 7
11. Photosynthesis <ul style="list-style-type: none"> a. Autotrophic vs. heterotrophic organisms b. Secondary endosymbiotic origin of chloroplast c. General equation for photosynthesis d. Steps of photosynthesis: light reactions, Calvin cycle e. Leaf anatomy in relation to photosynthesis f. Contrast cellular respiration and photosynthesis g. Contrast C₃, C₄, and CAM plants 	5	2, 4, 7
12. Genetics <ul style="list-style-type: none"> a. Of Inheritance: Blending, Acquired traits, and Particulate inheritance b. Mendel's experiments c. Mendel's principle of dominance d. Mendel's principle of segregation and independent assortment e. Mendel's principle of independent assortment f. Monohybrid and Dihybrid crosses using Punnett squares g. Pedigree analysis h. Chromosomal theory of inheritance i. Meiosis explains Mendel's discovery j. Sex-linked traits k. Exceptions to complete dominance: codominance and incomplete dominance l. Polygenic inheritance 	6	1, 6, 11

Topics, Contact Hours and Related Course Learning Outcomes (Continued)		
Topics	Contact Hours	Related Course Learning Outcome
13. Evolution a. Inheritance of Acquired Characteristics b. Natural Selection c. Typological vs. population thinking d. Evidence of evolution: homology and transitional forms e. Evidence and examples of natural selection	6	1, 6, 11

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
<i>Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.</i>							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	24.00	5.00	75.00	5.00	5.00
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				5.00	75.00	5.00	5.00

Grading					
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned	<input type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other	Identify grading if not listed.	

Special Designation					
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Credit by Exam (CBE)
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation	<input type="checkbox"/>	Gordon Rule of Writing
<input type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other	Identify special designation if not listed.	

COURSE SIGNATURE

Faculty Member(s)				
Name(s)	Jason Walker, Ryan Sessions, Britta Hoffman		Date	9/8/2022

State-Mandated General Education Modification(s)				
Name(s)	Jason Walker, Ryan Sessions, Britta Hoffman		Date	4/1/2024

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A
Additional Course Detail

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	104673	Group ID		N/A	
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	BSC 2085C	Credit Hours	4.00	Contact Hours	75.00
Course Title	Human Anatomy and Physiology I				
Catalog Course Description	This course is the first part of a two-semester sequence in which students examine human anatomy and physiology through a systems approach based on the interaction between form and function, from the microscopic components of cells and tissues to the organismal level. Emphasis is placed on histology and the integumentary, skeletal, muscular, and nervous system and the endocrine system. This course includes hands-on dissection of animal specimens and/or organs. Dissection and experimentation are essential tools for studying the anatomy and physiology of biological specimens and are required practices in appropriate laboratory courses in the biological sciences department.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input checked="" type="checkbox"/>	Natural Sciences: Biological	<input type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	None
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	High School Chemistry taken within the past five years. High School Biology taken within the past five years. This course may require proctored testing at an approved location. Students may be charged testing fees at off-campus and virtual testing locations. For additional information and resources, please see the College's Online Learning website.			
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Marieb, & Hoehn	Human Anatomy and Physiology <i>Note: Special Package includes: A brief Atlas of the Human Body Modified Mastering Access</i>	Pearson	Latest Edition	N/A
Rosenstiel, Sharon	Spring In To Human Anatomy and Physiology	N/A	Latest Edition	N/A

	I Laboratory Course Guidebook			
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LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment	
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>	
Statewide Course Learning Outcome <i>Upon completion of the course students will:</i>	College Course Learning Outcome
1. Identify cell structures and describe their functions.	CLO 1, CLO 7, CLO 8
2. Distinguish tissues by structure, location in the body, and contrast their normal physiology.	CLO 1, CLO 4, CLO 7, CLO 8
3. Demonstrate an understanding of anatomical structure, organization of the body, cavities, planes, and directional terms.	CLO 1, CLO 4, CLO 7, CLO 8
4. Identify and describe structures of integumentary, skeletal, muscular, and nervous systems.	CLO 1, CLO 2, CLO 3, CLO 6
5. Interpret the functions of the integumentary, skeletal, muscular, and nervous systems	CLO 1, CLO 2, CLO 4, CLO 5, CLO 6
6. Explain how the components of the human body maintain homeostasis.	CLO 1, CLO 3, CLO 4, CLO 5, CLO 6, CLO 7
7. Analyze and interpret physiological data.	CLO 1, CLO 2, CLO 4, CLO 6, CLO 7

Learning Outcomes, Competencies and Assessments			
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>			
Course Learning Outcome* <i>Upon completion of the course students will:</i>	Assessment Method	Discipline Learning Outcome	General Education Competency
1. Use appropriate terminology to discuss anatomy and physiology	CS, CBE, HM, RP, WA, WP, CAL, CFE, FP, OP, Q, DI, GP, or RE	NSC 4	GSQ
2. Use appropriate laboratory tools and techniques to examine anatomical structures or physiological functions	CS, CBE, HM, RP, WA, WP, CAL, CFE, FP, OP, Q, DI, GP, or RE	NSC 3	GSQ
3. Identify anatomical structures and describe the complex interrelationships between structure and function	CS, CBE, HM, RP, WA, WP, CAL, CFE, FP, OP, Q, DI, GP, or RE	NSC 2, NSC 3, NSC 4	GCT, GSQ
4. Describe how body systems work together to maintain homeostasis	CS, CBE, HM, RP, WA, WP, CAL, CFE, FP, OP, Q, DI, GP, or RE	NSC 1	GCT
5. Describe how variability in the human population produces ranges of values considered "normal" for body parameters	CS, CBE, HM, RP, WA, WP, CAL, CFE, FP, OP, Q, DI, GP, or RE	NSC 1	GCT
6. Propose evidence-based hypotheses to explain physiological responses or the functions of anatomical structures	CS, CBE, HM, RP, WA, WP, 14.CAL, CFE, FP, 15 OP, Q, DI, GP, or RE	NSC 4	GSQ
7. Apply knowledge of anatomy and physiology to real-world situations	CS, CBE, HM, RP, WA, WP, CAL, CFE,	NSC 1	GCT

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

		FP, OP, Q, DI, GP, or RE		
8.	Recognize and apply patterns that unify, organize, and simplify the abundant detail of anatomy and physiology	CS, CBE, HM, RP, WA, WP, CAL, CFE, FP, OP, Q, DI, GP, or RE	NSC 1	GCT

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
1. Introduction to Human Anatomy and Physiology <ul style="list-style-type: none"> a. Structural Levels of Organization b. Characteristics of Life c. Overview of Principal Systems and Functions d. Homeostasis and Disease <ul style="list-style-type: none"> i. Positive feedback mechanisms ii. Negative feedback mechanisms e. Descriptive Terminology <ul style="list-style-type: none"> i. Directional terms ii. Planes and sections iii. Body Cavities f. Medical Imaging 	4	1,3,8
2. Chemistry and Cell Biology <ul style="list-style-type: none"> a. Atoms, Molecules and Compounds <ul style="list-style-type: none"> i. Ionic Bonds ii. Covalent bonds iii. Hydrogen Bonds b. Chemical Reactions c. Hydrogen acids, Hydroxide Bases, and Neutral Salts d. Buffers and pH concept e. Macromolecules <ul style="list-style-type: none"> i. Carbohydrates ii. Lipids iii. Proteins iv. Nucleic Acids f. Cell Organelles g. Membrane Structure h. Mechanisms of Movement of Materials Across Membrane <ul style="list-style-type: none"> i. Diffusion ii. Osmosis iii. Filtration iv. Facilitated Diffusion v. Active Transport vi. Bulk Transport i. Somatic Cell Division <ul style="list-style-type: none"> i. Mitosis ii. Cytokinesis j. Gene Action and Polypeptide Synthesis 	8	1,2,3,6,7
3. Histology <ul style="list-style-type: none"> a. Microscopic Anatomy of Major Tissue Types <ul style="list-style-type: none"> i. Epithelium ii. Connective iii. Muscle iv. Nervous b. Location, and Functional Roles of Tissues c. Membranes <ul style="list-style-type: none"> i. Mucous ii. Serous iii. Synovial 	6	1,2,3,8
4. Dermatology <ul style="list-style-type: none"> a. Gross Anatomy and Microanatomy 	5	1,2,3,4,5,7

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

<ul style="list-style-type: none"> b. General Functions c. Accessory Structures d. Homeostasis <ul style="list-style-type: none"> i. Wound Healing ii. Thermoregulation iii. Selected Disorders of the Skin 		
<ul style="list-style-type: none"> 5. Osteology and Arthrology <ul style="list-style-type: none"> a. General Functions of Bone and the Skeletal System b. Long Bone <ul style="list-style-type: none"> i. Gross Anatomy ii. Microscopic Anatomy c. Bone Development and Growth <ul style="list-style-type: none"> i. Intramembranous Ossification ii. Endochondral Ossification d. Bone Homeostasis <ul style="list-style-type: none"> i. Remodeling ii. Repair e. Names and External Features of Bones <ul style="list-style-type: none"> i. Processes that Form Joints ii. Processes that Serve as Attachment Sites iii. Cavities and Depressions f. Organization of the Skeleton <ul style="list-style-type: none"> i. Axial Skeleton <ul style="list-style-type: none"> 1. Bones and Important External and Internal Features ii. Appendicular Skeleton <ul style="list-style-type: none"> 1. Bones and Important External Features g. Structure and Functions of Joints <ul style="list-style-type: none"> i. Gross Anatomy ii. Anatomical Classification of Joints iii. Functional Classification of Joints 	12	1,2,3,4,5,6,7,8
<ul style="list-style-type: none"> 6. Myology and Kinesiology <ul style="list-style-type: none"> a. General Functions of Muscles b. Comparison of Muscle Types <ul style="list-style-type: none"> i. Skeletal, Smooth, Cardiac c. Anatomy of a Skeletal Muscle <ul style="list-style-type: none"> i. Structural organization of Whole Muscle <ul style="list-style-type: none"> 1. Deep Fascia, Epimysium, Perimysium, Endomysium 2. Fascicle 3. Muscle fibers ii. Microscopic Anatomy of Muscle Fiber <ul style="list-style-type: none"> 1. Sarcolemma, Sarcoplasm 2. Mitochondria, Nuclei, Sarcoplasmic Reticulum 3. Myofibrils, Thin Filaments, Thick Filaments, Titin Filaments 4. Sarcomere, A-band, I-band, Z-line, M line, H zone d. Physiology of Skeletal Muscle Contraction <ul style="list-style-type: none"> i. Energy Sources for Muscle Contraction ii. Principles of Whole Muscle Contraction <ul style="list-style-type: none"> 1. Motor unit iii. Types of Whole Muscle Contraction <ul style="list-style-type: none"> 1. Isometric Contraction 2. Isotonic Contraction iv. Nomenclature of Skeletal Muscles v. Group Actions of Skeletal Muscles (Prime Movers, Antagonists, Synergists) vii. Muscles of Facial Expression viii. Muscles that Move the Head and Neck ix. Muscles that Move the Backbone x. Muscles that Move the Shoulder Blade xi. Muscles that Move the Rib Cage xii. Muscles that Move the Abdomen xiii. Muscles that Move the Shoulder Joint xiv. Muscles that Move the Elbow xv. Muscles that Move the Wrist and hand xvi. Muscles that Move the Hip Joint 	12	1,2,3,4,5,6,7,8

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

<ul style="list-style-type: none"> xvii. Muscles that Move the Knee Joint xviii. Muscles that Move the Ankle and Foot 		
<ul style="list-style-type: none"> 7. Nervous System <ul style="list-style-type: none"> a. Structural Organization of the Nervous System b. Histology of Nervous Tissue <ul style="list-style-type: none"> i. Neurons ii. Glial Cells c. Nerves, Tracts, Ganglia, and Nuclei d. Microanatomy of a Nerve e. Neuron Physiology <ul style="list-style-type: none"> i. Resting Membrane Potential ii. Action Potential iii. Graded Potential iv. Continuous vs Saltatory Conduction f. Synapse <ul style="list-style-type: none"> i. Microanatomy ii. Neurotransmitters & Enzymes iii. Excitatory Postsynaptic Potential (EPSP) iv. Inhibitory Postsynaptic Potential (IPSP) h. Neuronal Circuits i. Central Nervous System <ul style="list-style-type: none"> i. Meninges ii. Cerebrospinal Fluid iii. Spinal Cord <ul style="list-style-type: none"> 1. Gross and Microscopic Anatomy 2. Sensory and Motor Tracts 3. Spinal nerves 4. Reflex Arcs and Reflexes iv. Brain Gross and Microscopic Anatomy <ul style="list-style-type: none"> 1. Functional areas of the Cerebrum 2. Brain Lateralization 3. Brainstem Structure and Function 4. Electroencephalography 5. Cranial Nerves Structure and Functions 6. Selected Disorders of the Central Nervous System v. Peripheral Nervous System <ul style="list-style-type: none"> 1. Cranial Nerves <ul style="list-style-type: none"> a. Distribution b. Function 2. Spinal Nerves <ul style="list-style-type: none"> a. Distribution b. Function 3. Dermatomes j. Autonomic Nervous System <ul style="list-style-type: none"> i. Autonomic Motor Neurons <ul style="list-style-type: none"> 1. Preganglionic Neurons 2. Postganglionic Neurons 3. Autonomic Ganglia 4. Autonomic Fibers <ul style="list-style-type: none"> a. Cholinergic b. Adrenergic 5. Autonomic Receptors <ul style="list-style-type: none"> a. Cholinergic b. Adrenergic 6. Sympathetic Division <ul style="list-style-type: none"> a. Anatomy b. Sympathetic Responses 7. Parasympathetic Division <ul style="list-style-type: none"> a. Anatomy b. Parasympathetic Responses 8. Autonomic Reflexes 9. Drugs that affect the ANS <ul style="list-style-type: none"> a. Agonist (Mimetic) Drugs b. Antagonist (Blocking) Drugs 	<p>13</p>	<p>1,2,3,4,5,6,7,8</p>
<ul style="list-style-type: none"> 8. Somatic Sensations and Special Senses <ul style="list-style-type: none"> a. The Process of Sensation b. Types of Sensory Receptors c. Somatic Sensations 	<p>7</p>	<p>1,2,3,4,5,6,7</p>

COURSE OUTLINE
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<ul style="list-style-type: none"> i. Tactile Sensations ii. Thermal Sensations iii. Pain Sensations iv. Proprioceptive Sensations d. Somatic Sensory Pathways <ul style="list-style-type: none"> i. Posterior Column-Medial Lemniscus ii. Spinothalamic Pathways & Somatosensory Area iii. Spinocerebellar Pathways e. Somatic Motor Pathways <ul style="list-style-type: none"> i. Pyramidal (Direct) Pathways and Somatomotor Area ii. Extrapyramidal (Indirect) Pathways f. Learning and Memory g. Wakefulness and Sleep <ul style="list-style-type: none"> i. Reticular Activating System h. Integrative Functions of the Cerebellum i. Olfaction <ul style="list-style-type: none"> i. Anatomy of Olfactory Receptors ii. Physiology of Olfaction iii. Olfactory Pathway j. Gustation <ul style="list-style-type: none"> i. Anatomy of Gustatory Receptors ii. Physiology of Taste iii. Gustatory Pathway k. Vision <ul style="list-style-type: none"> i. Accessory Structures of the Eye ii. Anatomy of the Eyeball iii. Image Formation iv. Physiology of Vision v. Visual Pathway vi. Selected Disorders of the Eye l. Hearing and Equilibrium <ul style="list-style-type: none"> i. Anatomy of the Ear ii. Physiology of Hearing iii. Auditory Pathway iv. Physiology of Equilibrium v. Equilibrium Pathways vi. Selected Disorders of the Ear 		
<ul style="list-style-type: none"> 9. Endocrine System <ul style="list-style-type: none"> a. Major Functions of the Endocrine System b. Hormones <ul style="list-style-type: none"> i. Circulating vs Local Hormones ii. Classification based on Chemical Characteristics iii. Classification based on Solubility c. Hormone Action <ul style="list-style-type: none"> i. Lipid-soluble hormones ii. Water-soluble Hormones d. Role of Hormone Receptors <ul style="list-style-type: none"> i. Up-regulation ii. Down-regulation e. Stimuli for Hormonal Secretion <ul style="list-style-type: none"> i. Environmental Factors ii. Nerve Impulses iii. Hormones iv. Nonhormonal Chemicals f. Hormonal Interactions <ul style="list-style-type: none"> i. Synergistic Effects ii. Antagonistic Effects g. Feedback Mechanisms Controlling Endocrine Glands h. Hypothalamus-Pituitary Gland Association <ul style="list-style-type: none"> i. Gross Anatomy and Microanatomy ii. Hormones <ul style="list-style-type: none"> 1. Hypothalamic Releasing and Inhibiting Hormones 2. Anterior Pituitary Hormones 3. Hormones Released by Posterior Pituitary 4. Selected Disorders i. Thyroid Gland 	<p>8</p>	<p>1,2,3,4,5,7,8</p>

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

<ul style="list-style-type: none"> i. Gross Anatomy and Microanatomy ii. Hormones iii. Selected Disorders 		
<ul style="list-style-type: none"> k. Parathyroid Glands <ul style="list-style-type: none"> i. Gross Anatomy and Microanatomy ii. Hormones iii. Selected Disorders 		
<ul style="list-style-type: none"> l. Adrenal <ul style="list-style-type: none"> i. Gross Anatomy and Microanatomy ii. Hormones iii. Selected Disorders 		
<ul style="list-style-type: none"> m. Pancreas <ul style="list-style-type: none"> i. Gross Anatomy and Microanatomy ii. Hormones iii. Selected Disorders 		
<ul style="list-style-type: none"> n. Gonads <ul style="list-style-type: none"> i. Overview of their Anatomy and Physiology ii. Hormones iii. Selected disorders 		
<ul style="list-style-type: none"> o. Pineal Gland <ul style="list-style-type: none"> i. Gross Anatomy and Microanatomy ii. Hormones iii. Selected Disorders 		
<ul style="list-style-type: none"> p. Thymus <ul style="list-style-type: none"> i. Gross Anatomy and Microanatomy ii. Hormones iii. Selected Disorders 		
<ul style="list-style-type: none"> q. Describe how the endocrine system interacts with other body organ systems to maintain homeostasis 		
<ul style="list-style-type: none"> r. Growth Factors 		
<ul style="list-style-type: none"> s. Stress <ul style="list-style-type: none"> i. Stressors ii. General Adaptation Syndrome 		

Of the 75 total combined hours for this course, at least 30 hours are to be drawn from the below list of activities. Topics indicated with ** must be covered with a hands-on activity

1. Descriptive Terminology	2	1,2,3
2. Biological Chemistry	2	1,2,3
3. Cell Structure	2	1,2,3
4. Histology - Microscopic Anatomy of Major Tissue Types**	4	1,2,3
5. Dermatology	2	1,2,3
6. Osteology and Arthrology** <ul style="list-style-type: none"> a. Structure of long bone b. Skeletal System c. Joints 	6	1,2,3
7. Myology and Kinesiology**	4	1,2,3
8. Nervous System** <ul style="list-style-type: none"> a. Brain dissection 	4	1,2,3
9. Somatic Sensations and Special Sense** <ul style="list-style-type: none"> a. Eye dissection 	4	1,2,3
10. Endocrine System	2	1,2,3
11. Exercises at the discretion of the instruction – lab testing	2-8	1,2,3

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
<i>Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.</i>							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	24.00	5.00	75.00	5.00	5.00
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				5.00	75.00	5.00	5.00

Grading					
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned	<input type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other	Identify grading if not listed.	

Special Designation					
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Credit by Exam (CBE)
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation	<input type="checkbox"/>	Gordon Rule of Writing
<input type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other	Identify special designation if not listed.	

COURSE SIGNATURE

Faculty Member(s)				
Name(s)	Paul Weinman, Mina Hanna		Date	10/20/2022

State-Mandated General Education Modification(s)				
Name(s)	Marie Oehler		Date	4/1/2024

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A

Additional Course Detail

Faculty may choose any lab book or lab exercises appropriate for this course level.

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	105707	Group ID	None		
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	CHM 1020	Credit Hours	3.00	Contact Hours	45.00
Course Title	Chemistry for Liberal Arts				
Catalog Course Description	This course provides students with an introduction to chemical principles and applications for the non-science major. Students will engage in problem solving and critical thinking while applying chemical concepts. Topics will include the scientific method of problem solving, classification of matter, atomic theory, the periodic table, gases, chemical reactions, energy, and chemical bonds. Students will benefit by taking high school algebra or Elementary Algebra prior to enrolling in this course.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input checked="" type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	None
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	This course may require proctored testing at an approved location. Students may be charged testing fees at off-campus and virtual testing locations. For additional information and resources, please see the College's Online Learning website.			
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Tro	Introductory Chemistry	Pearson	Latest edition	N/A
Zumdahl and DeCoste	Introductory Chemistry	Cengage Learning	Latest edition	N/A
Suchocki, J.A.	Conceptual chemistry	New York: Pearson, American Chemical Society	Latest Edition	N/A
Janice Smith	General, Organic and Biological Chemistry	McGraw-Hill	Latest Edition	N/A

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment		
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>		
Statewide Course Learning Outcome <i>Upon completion of the course students will:</i>	College Course Learning Outcome	
1. Be able to distinguish between physical and chemical properties and changes.	CLO 3, CLO 4, CLO 5	
2. Recognize components of gaseous chemistry.	CLO 5	
3. Recognize components of aqueous chemistry including properties of water, solutions, and acids and bases.	CLO 3, CLO 5	
4. Correlate the design of the periodic table to periodic trends and physical and chemical properties elements.	CLO 2	
5. Write and interpret chemical formula and write balance chemical equations.	CLO 1, CLO 4	

Learning Outcomes, Competencies and Assessments			
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>			
Course Learning Outcome <i>Upon completion of the course students will:</i>	Assessment Method	Discipline Learning Outcome	General Education Competency
1. Solve quantitative problems and interpret results, including proper significant figures and units.	EM, Q, CFE, HM	NSC 2 NSC 4	GCT, GSQ
2. Model, describe and interpret common atomic models, and use atomic theory to predict periodic trends.	EM, Q, CFE, HM, CD, DB	NSC 4	GCT, GSQ
3. Describe and identify the properties, structures, names, and composition of different types of matter including atoms, ions, compounds, and solutions.	EM, Q, CFE, HM, CD, DB	NSC 1, NSC 3	GCT, GSQ
4. Balance Chemical Equations, identify basic types of chemical reactions, predict outcomes of these reactions, and perform stoichiometric calculations.	EM, Q, CFE, HM	NSC 1, NSC 2, NSC 4	GCT, GSQ
5. Describe, identify, and predict the properties of the different phases of matter	EM, Q, CFE, HM, CD, DB	NSC 4	GCT, GSQ
6. Demonstrate knowledge of different types of radioactivity and solve problems related to radioactivity and decay.	EM, Q, CFE, HM, CD, DB	NSC 4	GCT, GSQ

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
1. Introduction to chemistry a. Scientific Method b. Analyzing and interpreting data 2. Measurement and Problem Solving a. Metric system b. Significant figures i. Significant figure calculations c. Basic Units of measurement i. Problem solving and unit conversion ii. Density and density calculations	3	1
3. Matter and energy a. Classifications of matter b. Physical and chemical properties c. Physical and chemical changes	2	3
4. Atoms and elements a. Atomic theory b. Properties of protons, neutrons and electrons	3	2

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

<ul style="list-style-type: none"> c. Elements and the periodic table <ul style="list-style-type: none"> i. Periodic table structure/organization ii. Atomic number iii. Mass number iv. Atomic mass v. Isotopes vi. Ions 		
<ul style="list-style-type: none"> 5. Molecules and compounds <ul style="list-style-type: none"> a. Types of chemical compounds b. Understanding chemical formulas c. Chemical formulas and names <ul style="list-style-type: none"> i. Writing chemical formulas and naming ionic compounds ii. Writing chemical formulas and naming molecular compounds 	3	3
<ul style="list-style-type: none"> 6. Chemical composition <ul style="list-style-type: none"> a. Avogadro's number and the mole <ul style="list-style-type: none"> i. Calculations with the mole b. Molar mass <ul style="list-style-type: none"> i. Calculating molar mass ii. Perform calculations with molar mass c. Mass percent composition of compounds 	3	1,3
<ul style="list-style-type: none"> 7. Chemical reactions <ul style="list-style-type: none"> a. Chemical equations <ul style="list-style-type: none"> i. Parts of chemical equations ii. Balancing chemical equations b. Types of chemical reactions <ul style="list-style-type: none"> i. Identify types of reactions ii. Precipitation reaction <ul style="list-style-type: none"> 1. Solubility of ionic compounds iii. Acid-base reactions iv. Oxidation-reduction reactions 	3	4
<ul style="list-style-type: none"> 8. Quantities in chemical reactions <ul style="list-style-type: none"> a. Reaction stoichiometry <ul style="list-style-type: none"> i. Theoretical yield ii. Percent yield 	3	1,4
<ul style="list-style-type: none"> 9. Electrons in atoms and the periodic table <ul style="list-style-type: none"> a. Light and electromagnetic radiation b. The Bohr Model of the Atom c. Electron configuration 	4	2
<ul style="list-style-type: none"> 10. Chemical Bonding <ul style="list-style-type: none"> a. Basic Features of Ionic and Covalent Bonds b. Draw Lewis Structures of simple ionic compounds c. Draw Lewis Structures of covalent compounds d. VSEPR Theory <ul style="list-style-type: none"> i. Determine the molecular geometry ii. Determine the bond angle around a central atom e. Polar and Nonpolar Bonds f. Electronegativity g. Determine polar molecules 	4	2,3
<ul style="list-style-type: none"> 11. Gases <ul style="list-style-type: none"> a. Kinetic molecular theory b. Properties of gases c. Gas pressure d. Boyle's Law e. Charles's Law f. Avogadro's Law g. Combined Gas Law h. Ideal Gas Law 	3	1,5
<ul style="list-style-type: none"> 12. Liquids, solids, and intermolecular forces <ul style="list-style-type: none"> a. Properties of liquids and solids b. Intermolecular forces <ul style="list-style-type: none"> i. Types of intermolecular forces <ul style="list-style-type: none"> 1. Hydrogen bonds 2. Dipole-dipole interactions 3. London dispersion forces 	4	5

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

ii. Effects of intermolecular forces on 1. Surface Tension 2. Viscosity 3. Boiling Point 4. Vapor Pressure		
13. Solutions a. Properties of solutions b. Solution concentration i. concentration calculations c. Diluting solutions	3	1,3
14. Acids and bases a. Properties of acids i. Strong acids ii. Weak acids b. Properties of bases c. Acid-base reactions d. pH and pOH e. Buffers	3	1,3,4
15. Radioactivity and nuclear chemistry a. Types of radioactivity i. Alpha, beta, and gamma decay ii. Radioactivity and medicine	2	1,6
16. Special Topics	2	

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30.00	3.00	45.00	3.00	3.00
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				3.00	45.00	3.00	3.00

Grading					
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned	<input type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other	Identify grading if not listed.	

Special Designation					
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Credit by Exam (CBE)
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation	<input type="checkbox"/>	Gordon Rule of Writing
<input checked="" type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other	Identify special designation if not listed.	

COURSE SIGNATURE

Faculty Member(s)				
Name(s)	Jason Aaron Matthews, Harpreet Malhotra, Steven Milczanowski, John Taylor, Stephen Lukacs		Date	12/01/2022

State-Mandated General Education Modification(s)			
Name(s)	Jason Aaron Matthews, Harpreet Malhotra, Steven Milczanowski, John Taylor, Stephen Lukacs	Date	4/1/2024

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A
Additional Course Detail
There shall be at least one exam given in a proctored environment.

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	105718	Group ID	008388		
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	CHM 2045C	Credit Hours	4.00	Contact Hours	90.00
Course Title	General Chemistry and Qualitative Analysis I				
Catalog Course Description	This course is designed for students pursuing careers in the sciences or who need a more rigorous presentation of chemical concepts than is offered in an introductory course. Students will engage in problem solving and critical thinking while applying chemical concepts. Topics will include the principles of chemistry including atomic theory, electronic and molecular structure, measurement, stoichiometry, bonding, periodicity, thermochemistry, nomenclature, solutions, and the properties of gases. The laboratory work will be quantitative in nature, stressing accurate laboratory techniques.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input checked="" type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	MAC 1105 or MAC 1105C or higher-level MAC course or MAP 2302, and CHM 1025C with a grade of C or higher
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	Passing score on the Toledo Chemistry test may substitute for CHM 1025C prerequisite requirement. This course may require proctored testing at an approved location. Students may be charged testing fees at off-campus and virtual testing locations. For additional information and resources, please see the College's Online Learning website.			
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Tro	Chemistry, A Molecular Approach	Pearson	Latest edition	
McMurray and Fay	General Chemistry	Pearson	Latest edition	
Brown and LeMay	Chemistry: The Central Science	Pearson	Latest edition	
Silberberg and Amateis	Chemistry, The Molecular Nature of Matter and Change	McGraw Hill	Latest edition	
Burdge and Overby	Chemistry: Atoms First	McGraw Hill	Latest edition	

Flowers, Neth, Robinson, Theopold, Langley	Chemistry: Atoms First	Open Stax	Latest edition	
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LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment	
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>	
Statewide Course Learning Outcome <i>Upon completion of the course students will:</i>	College Course Learning Outcome
1. Apply the law of conservation of matter and energy.	CLO 1, CLO 6
2. Implement rules of significant numbers to all measurements.	CLO 2, CLO 3, CLO 5, CLO 6
3. Explain the fundamental properties of matter including but not limited to atomic and electronic structure, and periodicity.	CLO 1, CLO 2
4. Apply IUPAC rules of nomenclature.	CLO 1, CLO 2, CLO 3
5. Predict molecular geometry and properties from bonding theories.	CLO 1, CLO 2, CLO 3
6. Predict and explain the products of chemical reactions (e.g., acid-base, oxidation-reduction, precipitation, dissociation).	CLO 1, CLO 2, CLO 3, CLO 5, CLO 6

Learning Outcomes, Competencies and Assessments			
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>			
Course Learning Outcome <i>Upon completion of the course students will:</i>	Assessment Method	Discipline Learning Outcome	General Education Competency
1. Explain and apply major concepts in modern chemistry including modern atomic structure and periodicity, chemical bonding, states of matter, gas laws and solutions.	LRE, PLA, RQ, Q, EM, EX, ICA, LQ, CFE	NCS 1 NCS 4	GCT, GSQ
2. Communicate scientific ideas through oral or written assignments.	LRE, PLA, RQ, Q, EM, EX, ICA, LQ, CFE	NCS 4	GSQ
3. Interpret scientific models such as formulas, graphs, tables, and schematics, draw inferences from them and recognize their limitations	LRE, PLA, RQ, Q, EM, EX, ICA, LQ, CFE	NCS 2 NCS 3	GCT, GSQ
4. Demonstrate proper laboratory technique including safety in the use and care of laboratory equipment and materials.	LRE, PLA, RQ, Q, EM, EX, ICA, LQ, CFE	NCS 4	GSQ
5. Demonstrate knowledge of scientific method.	LRE, PLA, RQ, Q, EM, EX, ICA, LQ, CFE	NCS 1 NCS 4	GCT, GSQ
6. Demonstrate problem-solving methods in situations that are encountered outside of the classroom.	LRE, PLA, RQ, Q, EM, EX, ICA, LQ, CFE	NCS 4	GSQ

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
1. Fundamental Concepts a. Metric System b. Classification of Substances c. Density d. Temperature Conversion e. Significant Figures f. Accuracy and Precision g. Scientific Method	2	1, 2, 3, 5, 6
2. Atomic Structure	4	1, 2, 3

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

<ul style="list-style-type: none"> a. Dalton's Law b. Structure of Atom c. Subatomic particles protons, electrons, neutron <ul style="list-style-type: none"> i. Elements-number protons ii. Isotopes-differing number neutrons iii. Ions-differing number of electrons iv. Mass number v. Atomic d. Periodic Table organization <ul style="list-style-type: none"> i. Metals ii. Nonmetals iii. Metalloids iv. Ions and Periodic Table e. Atomic Mass f. Molar Mass g. Mole 		
<ul style="list-style-type: none"> 3. Electronic Structure and Chemical Bonding <ul style="list-style-type: none"> a. Nature of Light <ul style="list-style-type: none"> i. Wave nature of light ii. Electromagnetic spectrum iii. Interference and diffraction iv. Particle nature of light b. Atomic Spectroscopy and Bohr Model c. Wave Nature of Matter <ul style="list-style-type: none"> i. The de Broglie Wavelength ii. Uncertainty Principle iii. Indeterminacy and Probability Distribution Maps d. Quantum Mechanics and the Atom <ul style="list-style-type: none"> i. Schrodinger Equation ii. Quantum numbers iii. Atomic Spectroscopy explained e. Shape of Atomic Orbitals f. Periodic Properties of Elements <ul style="list-style-type: none"> i. Electron configuration <ul style="list-style-type: none"> 1. Atoms 2. Ions ii. Periodic trends <ul style="list-style-type: none"> 1. Atomic size 2. Ion size 3. Electron affinities 4. Ionization energy 5. Metallic character 	8	1, 2, 4, 5
<ul style="list-style-type: none"> 4. Reactions <ul style="list-style-type: none"> a. Balancing chemical reactions b. Recognizing types of reactions <ul style="list-style-type: none"> i. Combustion ii. Decomposition iii. Single Replacement <ul style="list-style-type: none"> 1. Predicting products with activity series iv. Double Replacement <ul style="list-style-type: none"> 1. Precipitation (solubility rules) 2. Neutralization 3. Gas formation 4. Oxidation Reduction 	6	1, 2, 3, 4, 5, 6
<ul style="list-style-type: none"> 5. Nomenclature <ul style="list-style-type: none"> a. Ionic Compounds <ul style="list-style-type: none"> i. Writing formulas for ionic compounds ii. Naming ionic compounds <ul style="list-style-type: none"> 1. Main group metals cations 2. Transition metal and post transition metal cations 3. Polyatomic cations 4. Nonmetal anions 5. Polyatomic anions iii. Hydrated ionic compounds 	2	1, 3, 5

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

<ul style="list-style-type: none"> b. Molecular Compounds <ul style="list-style-type: none"> i. Naming molecular compounds ii. Naming acids <ul style="list-style-type: none"> 1. Binary acids 2. Oxyacids acids 		
<ul style="list-style-type: none"> 6. Solids and Liquids, Intermolecular Forces <ul style="list-style-type: none"> a. Solids, liquids, gases <ul style="list-style-type: none"> i. Difference between states of matter ii. Changes between states b. Intermolecular forces <ul style="list-style-type: none"> i. Dispersion forces ii. Dipole-dipole forces iii. Hydrogen bonding forces iv. Ion-dipole forces c. Properties of liquids <ul style="list-style-type: none"> i. Surface tension ii. Viscosity iii. Capillary action iv. Evaporation v. Vapor pressure vi. Boiling point vii. Critical point d. Heating and cooling curve e. Sublimation and Fusion f. Phase diagram <ul style="list-style-type: none"> i. Triple point ii. Critical point iii. Boiling point iv. Freezing point v. Drawing phase diagram 	2	1, 3, 5, 6
<ul style="list-style-type: none"> 7. Gases <ul style="list-style-type: none"> a. Pressure <ul style="list-style-type: none"> i. Pressure units ii. Manometer b. Gas Laws <ul style="list-style-type: none"> i. Boyle's Law ii. Charles's Law iii. Avogadro's Law iv. Combined Gas Law c. Ideal Gas Law <ul style="list-style-type: none"> i. Application of Ideal Gas Law <ul style="list-style-type: none"> 1. Molar volume at standard Pressure and Temperature 2. Density 3. Molar Mass of Gas d. Mixtures of Gases and Partial Pressure <ul style="list-style-type: none"> i. Dalton's Law ii. Collecting gas over water e. Gases in Chemical Reactions <ul style="list-style-type: none"> i. Molar Volume and Stoichiometry f. Kinetic Molecular Theory <ul style="list-style-type: none"> i. Kinetic Molecular Theory and Gas Laws ii. Temperature and Molecular Velocities g. Mean Free Path, Diffusion, and Effusion h. Real Gases and Van der Waals equation 	4	1, 3, 5
<ul style="list-style-type: none"> 8. Solutions <ul style="list-style-type: none"> a. Solution Concentration <ul style="list-style-type: none"> i. Molarity ii. Solution dilution iii. Solution stoichiometry b. Aqueous Solutions and Solubility <ul style="list-style-type: none"> i. Electrolytes and nonelectrolytes ii. Solubility of ionic compounds iii. Titrations 	3	1, 3, 5, 6
<ul style="list-style-type: none"> 9. Thermochemistry 	6	1, 3, 5

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

<ul style="list-style-type: none"> a. Nature of Energy <ul style="list-style-type: none"> i. Types of energy ii. Energy conversions and energy transfer iii. Units of energy b. First Law of Thermodynamics <ul style="list-style-type: none"> i. Internal energy ii. Heat and Work c. Enthalpy <ul style="list-style-type: none"> i. Exothermic and Endothermic Process ii. Thermochemical equations iii. Calorimetry <ul style="list-style-type: none"> 1. Constant volume 2. Constant pressure iv. Enthalpy of formation v. Enthalpy of reaction vi. Bond enthalpy 		
10. Stoichiometry and Moles <ul style="list-style-type: none"> a. Compound Stoichiometry <ul style="list-style-type: none"> i. Empirical formula ii. Molecular formula b. Reaction Stoichiometry <ul style="list-style-type: none"> i. Limiting reagent ii. Theoretical yield iii. Percent yield iv. Solution stoichiometry 	6	1, 3, 5
11. Special Topics	2	1, 3, 5
Laboratory Activities		
1. Safety in the Laboratory, maintenance of laboratory notebook	3	3, 4, 5
2. Physical and Instrumental Measurements	6	3, 4, 5
3. Gravimetric Techniques and Stoichiometry	12	3, 4, 5
4. Gases	3	1, 3, 4, 5
5. Solutions	6	1, 3, 4, 5
6. Acid-base Chemistry	3	1, 3, 4, 5
7. States of Matter	3	1, 3, 4, 5
8. Additional Laboratory Activities Selected at the Discretion of the Instructor	9	3, 4, 5
A minimum of seven (7) of these activities must be done in a chemistry laboratory setting with the instructor present.		

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	24.00	6.00	90.00	6.00	6.00
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				6.00	90.00	6.00	6.00

Grading					
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned	<input type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other	Identify grading if not listed.	

Special Designation					
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Credit by Exam (CBE)
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation	<input type="checkbox"/>	Gordon Rule of Writing
<input checked="" type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other	Identify special designation if not listed.	

COURSE SIGNATURE

Faculty Member(s)			
Name(s)	Mary A. James	Date	11/30/2022

State-Mandated General Education Modification(s)			
Name(s)	Mary A. James	Date	4/1/2024

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A

Additional Course Detail

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COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	108789	Group ID	009902		
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	ECO 2013	Credit Hours	3.00	Contact Hours	45.00
Course Title	Economics I - Principles of Macroeconomics				
Catalog Course Description	In this course, students will learn the foundations of macroeconomics as the branch of economics concerned with how decision-making, in an environment of scarcity, maps onto the aggregate economy. Students will examine theories and evidence related to the following core set of topics: national income determination, money, monetary and fiscal policy, macroeconomic conditions, international trade and the balance of payments, and economic growth and development. Additional topics include the supply and demand model and applications, GDP, unemployment, CPI, inflation, and business cycles.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input type="checkbox"/>	Natural Sciences: Physical	<input checked="" type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	Qualify for enrollment in ENC 1101
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken In Final Term	<input type="checkbox"/>	Transient Student
<input type="checkbox"/>	Other				
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Bade, R. & M. Parkin	Foundations of Macroeconomics	Pearson	Latest Edition	N/A
Cowen, T. & A. Tabarrock	Modern Principles	Worth	Latest Edition	N/A
Greenlaw, S. et al.	Principles of Macroeconomics	Openstax	Latest Edition	N/A
Mankiw, G.	Economics	Thomson South-Western	Latest Edition	N/A
Mateer, D. & L. Coppock	Principles of Macroeconomics	Norton	Latest Edition	N/A

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment		
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>		
Statewide Course Learning Outcome <i>Upon completion of the course students will:</i>	College Course Learning Outcome	
1. Recognize that all decisions happen in an environment of scarcity.	CLOI 1, CLO 2, CLO 3, CLO 4	
2. Examine theories and evidence regarding how changes in aggregate measurements are related to economic performance.	CLO 1, CLO 2, CLO 3, CLO 4	
3. Recognize the relationships between the components of the national income accounts.	CLO 1, CLO 2, CLO 3	
4. Analyze theory and evidence regarding fiscal and monetary policies and how they affect the economy.	CLO 1, CLO 3, CLO 4	
5. Identify theories of long-term economic growth and examine evidence for those theories.	CLO 2, CLO 3	

Learning Outcomes, Competencies and Assessments			
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>			
Course Learning Outcome <i>Upon completion of the course students will:</i>	Assessment Method	Discipline Learning Outcome	General Education Competency
1. Identify sources of quality information on the economy.	EM, Q, CD, RA, E, EX	SBS 3	GIL
2. Use economic data (such as real/nominal GDP and its components, unemployment, and inflation) to discuss economic issues.	EM, Q, CD, RA, E, EX	SBS 1, SBS 2, SBS 3, SBS 4	GCT, GQR, GIL
3. Use economic models to analyze the past and current state of the economy.	EM, Q, CD, RA, E, EX	SBS 2, SBS 4	GCT, GQR
4. Analyze fiscal and monetary policy decisions to address economic problems.	EM, Q, CD, RA, E, EX	SBS 2, SBS 4	GCT, GQR

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
1. An Introduction to Economics a. Definitions, Concepts, and Methodology b. Economics as a Social Science i. The Scientific Method ii. Economic Models iii. Testing Model Predictions with Empirical Data iv. The Use of Graphs in Economics v. Economics as a Policy Tool c. The U.S. and Global Economies i. Market Failures and Other Economic Problems ii. The Role of the Government in the Economy iii. International Trade iv. Globalization	4	1, 2, 3
2. The Supply and Demand Model and Applications a. The Law of Demand b. The Law of Supply c. Market Equilibrium d. Surplus and Shortage e. Changes to Market Equilibrium f. Applications i. Making and Comparing Predictions ii. Government Interventions in Markets	7	3
3. GDP and Economic Growth a. GDP i. Total Production	7	1, 2, 3

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

<ul style="list-style-type: none"> ii. Expenditure Approach iii. Income Approach iv. Real vs. Nominal GDP v. The Business Cycle b. Economic Growth <ul style="list-style-type: none"> i. Determinants ii. Theories iii. Preconditions and Policies 		
<ul style="list-style-type: none"> 4. The Labor Market <ul style="list-style-type: none"> a. Indicators <ul style="list-style-type: none"> i. Employment ii. Unemployment iii. Labor Force Participation b. Trends and Fluctuations 	5	1, 2, 3
<ul style="list-style-type: none"> 5. Inflation and the Monetary System <ul style="list-style-type: none"> a. Indicators of the Price Level <ul style="list-style-type: none"> i. CPI ii. GDP Deflator iii. PCE b. Inflation c. Money and Banking <ul style="list-style-type: none"> i. Money ii. The Banking System iii. The Federal Reserve System 	7	1, 2, 3, 4
<ul style="list-style-type: none"> 6. The Aggregate Demand and Aggregate Supply Model <ul style="list-style-type: none"> a. Aggregate Supply <ul style="list-style-type: none"> i. Long Run ii. Short Run b. Aggregate Demand c. Macroeconomic Equilibrium d. The Aggregate Expenditure Multiplier e. Short-Run Policy Tradeoffs 	4	2, 3, 4
<ul style="list-style-type: none"> 7. Fiscal Policy and the Federal Budget <ul style="list-style-type: none"> a. Fiscal Policy <ul style="list-style-type: none"> i. Goals ii. Tools iii. The Multiplier Effect b. Trends and Fluctuations <ul style="list-style-type: none"> i. Budget Deficit ii. National Debt c. The Impact of Fiscal Policy on Inflation, Employment and Real GDP 	4	1, 2, 3, 4
<ul style="list-style-type: none"> 8. Monetary Policy <ul style="list-style-type: none"> a. Goals and Objectives b. Tools <ul style="list-style-type: none"> i. Open Market Operations ii. The Federal Funds Rate iii. The Discount Rate iv. The Required Reserve Ratio c. Instruments and Strategies d. The Impact of Monetary Policy on Inflation, Employment and Real GDP 	5	1, 2, 3, 4
<ul style="list-style-type: none"> 9. Special Topics in Macroeconomics <ul style="list-style-type: none"> a. International Trade Policy <ul style="list-style-type: none"> i. Global Markets ii. Tariffs, Import Quotas and Other Barriers to Trade b. International Finance <ul style="list-style-type: none"> i. Financing the International Trade ii. The Exchange Rate 	2	1, 2, 3, 4

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30.00	3.00	45.00	3.00	3.00
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				3.00	45.00	3.00	3.00

Grading					
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned	<input type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other Identify grading if not listed.		

Special Designation					
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Credit by Exam (CBE)
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation	<input type="checkbox"/>	Gordon Rule of Writing
<input type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other Identify special designation if not listed.		

COURSE SIGNATURE

Faculty Member(s)				
Name(s)	Tina Dajci, Roman Cech, Susan Reilly, Sofyan Azaizeh, and Zhijing Teng		Date	11/28/2022

State-Mandated General Education Modification(s)				
Name(s)	Tina Dajci		Date	4/1/2024

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A
Additional Course Detail

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	109288	Group ID	010229		
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	ENC 1101	Credit Hours	3.00	Contact Hours	45.00
Course Title	English Composition I				
Catalog Course Description	This course introduces students to rhetorical concepts and audience-centered approaches to writing including composing processes, language conventions and style, and critical analysis and engagement with written texts and other forms of communication. The course, moreover, introduces students to academic writing standards to prepare them to communicate clearly and effectively in college and beyond.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input checked="" type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	Satisfactory score on the placement test for non-exempt students only.
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	<p>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.</p> <p>Effective Spring 2014, students who entered the ninth grade in a Florida public high school in the 2003-2004 school year, or any year thereafter, and earned a standard Florida high school diploma, or students who are serving as active duty members in any branch of the United States Armed Services, will not be required to take the common placement test (P.E.R.T.) or to enroll in developmental education at any Florida College System institution, including Florida State College at Jacksonville (per Senate Bill 1720, State Board Rule 6A-10.0315). These students shall be considered exempt from common placement testing and developmental education instruction and may accordingly enroll directly in ENC 1101C or ENC 1101. For placement in any communications course beyond ENC 1101/ENC 1101C, exempt students will be required to take the common placement test.</p> <p>Effective Fall 2022, students who earn a grade of C or higher will be automatically awarded the digital badge in Fundamentals of Written Communication.</p>			
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Bullock, Richard, et al.	The Bluewave Guide to Writing OR The Little Seagull Handbook	New York: Norton	Latest Edition	N/A

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

Eastman, A.M., et al.	Norton Reader	New York: Norton	Latest Edition	N/A
Ford, M., & Ford, J.	Dreams and Inward journeys: A Rhetoric and Reader for Writers	New York: Pearson/Longman	Latest Edition	N/A
Graff, Gerald & Birkenstein, Cathy	They Say I Say: The Moves That Matter in Academic Writing	New York: Norton	Latest Edition	N/A
Hacker, D.	Rules for Writers	Boston: Bedford	Latest Edition	N/A
Horner, W., Webb, S., & Miller, R.	Hodges' Harbrace College Handbook	Fort Worth: Harbrace	Latest Edition	N/A
Kashyap, Athena & Dyquisto, Erika	Writing, Reading, and College Success: A First-Year Composition Course for All Learners	ASCCC Open Educational Resources Initiative	Latest Edition/ ZTC	N/A
Mills, Anna	How Arguments Work: A Guide to Writing and Analyzing Texts in College	ASCCC Open Educational Resources Initiative	Latest Edition/ ZTC	N/A
Rae, J. & Frega, C.	Rites of Passage: A Thematic Reader	Boston: Cengage	Latest Edition	N/A
Wyrick, Jean	Steps to Writing Well	Boston: Cengage	Latest Edition	N/A

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment	
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>	
Statewide Course Learning Outcome	College Course Learning Outcome
<i>Upon completion of the course students will:</i>	
1. Apply rhetorical knowledge to communicate for a range of audiences and purposes.	CLO 1, CLO 2
2. Employ critical thinking to analyze forms of communication.	CLO 1, CLO 3, CLO 4
3. Engage in writing processes that involve drafting, revising, and reflecting.	CLO 1, CLO 2, CLO 5

Learning Outcomes, Competencies and Assessments			
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>			
Course Learning Outcome	Assessment Method	Discipline Learning Outcome	General Education Competency
<i>Upon completion of the course students will:</i>			
1. Write well-organized compositions following various rhetorical models or modes.	TBE	COMM 3	GCT
2. Use a consistent tone appropriate to their essay's purpose and audience.	TBE, WA	COMM 3	GCT
3. Synthesize and incorporate evidence from credible, relevant primary and/or secondary sources in a formal composition.	TBE	COMM 5	GIL
4. Practice MLA format to cite and document sources in a formal composition.	At least one TBE requiring MLA documentation of several sources	COMM 1	GCM
5. Apply the conventions of standard American English, effective sentence structure, and accurate word usage in their compositions.	E, WA, EX, Q	COMM 2	GCM

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
1. Use Resource Materials to Write and Revise Essays <ul style="list-style-type: none"> a. Dictionary and Thesaurus b. Web Resources and Computer Writing Resources c. Library d. Selected Reading Materials e. Handbook or Writer's Guide for Appropriate Citation and Documentation 	2 – 4	1, 3, 4, 5
2. Organize and Write Essays <ul style="list-style-type: none"> a. Compose Essays <ul style="list-style-type: none"> i. Select and Limit Subjects ii. Determine Purpose and Audience iii. Compose a Thesis iv. Develop Ideas That Support the Thesis v. Develop Outlines vi. Write Introductory Paragraphs vii. Write Developmental Paragraphs viii. Write Concluding Paragraphs ix. Use Transitions Which Clearly Reflect the Coherence of Ideas and the Organizational Pattern x. Compose Titles xi. Proofread and Revise so All Supporting Material is Relevant to the Thesis Statement and All Ideas are stated in Unified Prose b. Compose Essays Using a Variety of the following Rhetorical Modes as Appropriate to the Purpose: <ul style="list-style-type: none"> i. Narration/Personal Narrative ii. Description iii. Examples iv. Process v. Comparison/Contrast vi. Classification/Division vii. Cause and Effect viii. Definition ix. Persuasion 	25 -- 30	1, 2, 3
3. Adhere to Conventions of Grammar and Usage <ul style="list-style-type: none"> a. Use all Parts of Speech Correctly <ul style="list-style-type: none"> i. Use Standard Verb Forms ii. Maintain Agreement Between Subject and Verb, Pronoun and Antecedent iii. Use Proper Case Forms iv. Use Inclusive Pronouns b. Maintain a Consistent Point of View c. Use Correct Punctuation, Spelling, and Capitalization d. Construct Effective Sentences <ul style="list-style-type: none"> i. Use Coordinate and Subordinate Sentence Elements According to Their Relative Importance ii. Place Modifiers Correctly iii. Use Parallel Expressions for Parallel Ideas iv. Give Emphasis to Important Ideas <ul style="list-style-type: none"> 1. Use Word Order to Signal Significance 2. Repeat Important Words 3. Avoid Unnecessary Use of Passive Voice v. Vary Sentence Structure and Length vi. Avoid Awkward Constructions vii. Avoid Fragments, Comma Splices, Fused Sentences e. Use Appropriate Diction <ul style="list-style-type: none"> i. Use Diction Appropriate to Audience and Purpose ii. Delete Unneeded Words iii. Use Exact Diction <ul style="list-style-type: none"> 1. Use Words that Convey the Denotative and Connotative Meanings Required by Context 	4 - 6	2, 5

COURSE OUTLINE
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<ul style="list-style-type: none"> 2. Use Concrete Language 3. Use Appropriate Figurative Language 4. Delete Slang, Jargon, Clichés, Pretentious Expressions 		
<ul style="list-style-type: none"> f. Revise, Edit, Proofread to Assure the Clarity, Consistency and Conformity to Conventions of Standard American English 		
<ul style="list-style-type: none"> 4. Analyze Texts and Demonstrate Critical Thinking <ul style="list-style-type: none"> a. Identify Purpose b. Paraphrase Main Idea c. Characterize Tone d. Describe Organization e. Identify Major and Minor Support f. Characterize Style and Language g. Identify any Intentional or Unintentional Bias 	5 – 7	1, 2, 3, 5
<ul style="list-style-type: none"> 5. Write an Essay with Sources and Use MLA Documentation <ul style="list-style-type: none"> a. Provide Appropriate Documentation for Sources b. Avoid Plagiarism 	5 – 7	4

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
<i>Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.</i>							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	22.00	3.00	45.00	3.00	3.00
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				3.00	45.00	3.00	3.00

Grading			
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other Identify grading if not listed.

Special Designation			
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation
<input type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other Identify special designation if not listed.

COURSE SIGNATURE

Faculty Member(s)			
Name(s)	Jo Carlisle, Marilyn Painter, Tammy Cherry, Rachel Davis, Syeda Hyder, Shep Shepard	Date	11/23/2022

State-Mandated General Education Modification(s)			
Name(s)	State-Mandated General Education Modifications	Date	4/8/2024

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A

Additional Course Detail

This course requires mastery and demonstration of college-level skills in writing, including at least one major essay writing assignment that will require proper use of MLA documentation.

The topic contact hour ranges provide flexibility within each topic, but the total number of contact hours for the course must meet 45 contact hours.

While the texts and discussion topics are not prescribed, ENC 1101 instructors should strive to choose material that reflects our diverse student population, selecting resources created by or responsibly representing people of diverse races, ethnicities, genders, sexual identities, religions, cultural traditions, socioeconomic status, and abilities.

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	109289	Group ID		010229	
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	ENC 1101C	Credit Hours	4.00	Contact Hours	60.00
Course Title	English Composition I Enhanced				
Catalog Course Description	This course introduces students to rhetorical concepts and audience-centered approaches to writing including composing processes, language conventions and style, and critical analysis and engagement with written texts and other forms of communication. The course, moreover, introduces students to academic writing standards to prepare them to communicate clearly and effectively in college and beyond. This course is intended for students who will benefit from enhanced learning support with their composition and grammar skills. In addition to providing the same course content as English Composition I, this enhanced version of the course provides one credit hour of additional learning support such as active learning, reflective practice, individualized and collaborative instruction, enhanced focus on study skills, and additional review of the conventions of written communications in a college and/or professional context.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input checked="" type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	Satisfactory score on the placement test for non-exempt students only.
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student

<input checked="" type="checkbox"/>	Other	<p>This course fulfills category A of students' General Education requirements in Communications. The additional one-credit hour of supplemental instruction and practice will appear as an Associate in Arts elective on students' college transcripts.</p> <p>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.</p> <p>Effective Spring 2014, students who entered the ninth grade in a Florida public high school in the 2003-2004 school year, or any year thereafter, and earned a standard Florida high school diploma, or students who are serving as active duty members in any branch of the United States Armed Services, will not be required to take the common placement test (P.E.R.T.) or to enroll in developmental education at any Florida College System institution, including Florida State College at Jacksonville (per Senate Bill 1720, State Board Rule 6A-10.0315). These students shall be considered exempt from common placement testing and developmental education instruction and may accordingly enroll directly in ENC 1101 or ENC 1101C. For enrollment in any communications course beyond ENC 1101/ENC 1101C, exempt students will be required to take the common placement test. This course is recommended for Associate in Arts degree seeking students. Associate in Science degree seeking students are advised to take ENC 1101 to avoid concerns regarding financial aid and excess hour surcharges.</p> <p>Effective Fall 2022, students who earn a grade of C or higher will be automatically awarded the digital badge in Fundamentals of Written Communication.</p>			
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<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Bullock, Richard, et al.	The Bluewave Guide to Writing OR The Little Seagull Handbook	New York: Norton	Latest Edition	N/A
Eastman, A.M.	The Norton Reader: An Anthology of Expository Prose	New York: W.W. Norton	Latest Edition	N/A
Ford, M. & Ford, J.	Dreams and Inward Journeys: A Rhetoric and Reader for Writers	New York: Pearson	Latest Edition	N/A
Graff, Gerald & Birkenstein, Cathy	They Say I Say: The Moves That Matter in Academic Writing	New York: Norton	Latest Edition	N/A
Hacker, D., & Sommers, N.	Rules for Writers	Boston: Bedford/St. Martin's	Latest Edition	N/A
Horner, W., Webb, S., & Miller, R.	Hodges' Harbrace College Handbook	Fort Worth: Harbrace	Latest Edition	N/A
Kashyap, Athena & Dyquisto, Erika	Writing, Reading, and College Success: A First-Year Composition Course for All Learners	ASCCC Open Educational Resources Initiative	Latest Edition/ZTC	N/A
Mills, Anna	How Arguments Work: A Guide to Writing and Analyzing Texts in College	ASCCC Open Educational Resources Initiative	Latest Edition/ZTC	N/A
Rae, J. & Frega, C.	Rites of Passage: A Thematic Reader	Boston: Cengage	Latest Edition	N/A
Wyrick, Jean	Steps to Writing Well	Boston: Cengage, latest edition.	Latest Edition	N/A

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment	
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>	
Statewide Course Learning Outcome <i>Upon completion of the course students will:</i>	College Course Learning Outcome
1. Apply rhetorical knowledge to communicate for a range of audiences and purposes.	CLO 1, CLO 2
2. Employ critical thinking to analyze forms of communication.	CLO 1, CLO 3, CLO 4
3. Engage in writing processes that involve drafting, revising, and reflecting.	CLO 1, CLO 2, CLO 5

Learning Outcomes, Competencies and Assessments			
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>			
Course Learning Outcome <i>Upon completion of the course students will:</i>	Assessment Method	Discipline Learning Outcome	General Education Competency
1. Write well-organized compositions following various rhetorical models or modes.	TBE	COMM 3	GCT
2. Use a consistent tone appropriate to their essay's purpose and audience.	TBE, WA	COMM 3	GCT
3. Synthesize and incorporate evidence from credible, relevant primary and/or secondary sources in a formal composition.	TBE	COMM 5	GIL
4. Practice MLA format to cite and document sources in a formal composition.	At least one TBE requiring MLA documentation	COMM 1	GCM

		of several sources		
5.	Apply the conventions of standard American English, effective sentence structure, and accurate word usage in their compositions.	E, WA, Q	COMM 2	GCM

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
1. Use Resource Materials to Write and Revise Essays <ul style="list-style-type: none"> a. Dictionary and Thesaurus b. Web Resources and Computer Writing Resources c. Library d. Selected Reading Materials e. Handbook or Writer's Guide for Appropriate Citation and Documentation 	2 – 4	1, 3, 4, 5
2. Organize and Write Essays <ul style="list-style-type: none"> a. Compose Essays <ul style="list-style-type: none"> i. Select and Limit Subjects ii. Determine Purpose and Audience iii. Compose a Thesis iv. Develop Ideas That Support the Thesis v. Develop Outlines vi. Write Introductory Paragraphs vii. Write Developmental Paragraphs viii. Write Concluding Paragraphs ix. Use Transitions Which Clearly Reflect the Coherence of Ideas and the Organizational Pattern x. Compose Titles xi. Proofread and Revise so All Supporting Material is Relevant to the Thesis Statement and All Ideas are stated in Unified Prose b. Compose Essays Using a Variety of the following Rhetorical Modes as Appropriate to the Purpose: <ul style="list-style-type: none"> i. Narration/Personal Narrative ii. Description iii. Examples iv. Process v. Comparison/Contrast vi. Classification/Division vii. Cause and Effect viii. Definition ix. Persuasion 	25 -- 30	1, 2, 3
3. Adhere to Conventions of Grammar and Usage <ul style="list-style-type: none"> a. Use all Parts of Speech Correctly <ul style="list-style-type: none"> i. Use Standard Verb Forms ii. Maintain Agreement Between Subject and Verb, Pronoun and Antecedent iii. Use Proper Case Forms iv. Use Inclusive Pronouns b. Maintain a Consistent Point of View c. Use Correct Punctuation, Spelling, and Capitalization d. Construct Effective Sentences <ul style="list-style-type: none"> i. Use Coordinate and Subordinate Sentence Elements According to Their Relative Importance ii. Place Modifiers Correctly iii. Use Parallel Expressions for Parallel Ideas iv. Give Emphasis to Important Ideas <ul style="list-style-type: none"> 1. Use Word Order to Signal Significance 2. Repeat Important Words 3. Avoid Unnecessary Use of Passive Voice v. Vary Sentence Structure and Length vi. Avoid Awkward Constructions vii. Avoid Fragments, Comma Splices, Fused Sentences e. Use Appropriate Diction 	4 - 6	2, 5

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<ul style="list-style-type: none"> i. Use Diction Appropriate to Audience and Purpose ii. Delete Unneeded Words iii. Use Exact Diction <ul style="list-style-type: none"> 1. Use Words that Convey the Denotative and Connotative Meanings Required by Context 2. Use Concrete Language 3. Use Appropriate Figurative Language 4. Delete Slang, Jargon, Clichés, Pretentious Expressions f. Revise, Edit, Proofread to Assure the Clarity, Consistency and Conformity to Conventions of Standard American English 		
<ul style="list-style-type: none"> 4. Analyze Texts and Demonstrate Critical Thinking <ul style="list-style-type: none"> a. Identify Purpose b. Paraphrase Main Idea c. Characterize Tone d. Describe Organization e. Identify Major and Minor Support f. Characterize Style and Language g. Identify any Intentional or Unintentional Bias 	5 – 7	1, 2, 3, 5
<ul style="list-style-type: none"> 5. Write an Essay with Sources and Use MLA Documentation <ul style="list-style-type: none"> a. Provide Appropriate Documentation for Sources b. Avoid Plagiarism 	5 – 7	4
<ul style="list-style-type: none"> 6. Demonstrate Mastery of Assigned Supplemental Activities <ul style="list-style-type: none"> a. Supplemental activities will vary depending on individual learners' needs. Activities may include, without being limited to, high impact practices such as active learning, reflective practice, individualized and collaborative instruction, enhanced focus on study skills, and additional review of and practice with the conventions of written communications in a college and/or professional context. 	15	1, 2, 3, 4, 5

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
<i>Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.</i>							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	22.00	4.00	60.00	4.00	4.00
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				4.00	60.00	4.00	4.00

Grading			
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other Identify grading if not listed.

Special Designation			
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation
<input type="checkbox"/>	Proctored Testing	<input checked="" type="checkbox"/>	Other Digital Badge: Communications

COURSE SIGNATURE

Faculty Member(s)			
Name(s)	Marilyn Painter, Jo Carlisle, Tammy Cherry, Rachel Davis, Syeda Hyder, Shep Shepard	Date	11/23/2022

State-Mandated General Education Modification(s)			
Name(s)	State-Mandated General Education Modifications	Date	4/8/2024

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A

Additional Course Detail

This course requires mastery and demonstration of college-level skills in writing, including at least one major essay writing assignment that will require proper use of MLA documentation.

The topic contact hour ranges in topics 1-5 provide flexibility within each topic, but the total number of contact hours for topics 1-5 must add up to 45 contact hours while topic 6 is set at a 15-hour requirement per course. It is highly recommended that instructors use this time to apply additional high-impact practices, active learning, and culturally responsive pedagogy to enhance student learning and success.

While the texts and discussion topics are not prescribed, ENC1101C instructors should strive to choose material that reflects our diverse student population, selecting resources created by or responsibly representing people of diverse races, ethnicities, genders, sexual identities, religions, cultural traditions, socioeconomic status, and abilities.

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	109388	Group ID	None		
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	ESC 1000	Credit Hours	3.00	Contact Hours	45.00
Course Title	Earth and Space Science				
Catalog Course Description	Using the scientific method, critical thinking skills and data analysis, this course will examine the fundamental processes of the Earth system, composed of an atmosphere, hydrosphere, lithosphere, biosphere, and exosphere, through time. The course will also explore interactions between these spheres, including critical analysis of scientific theories and emphasis on Earth's connections with humans.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input checked="" type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	None
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken In First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	This course may require proctored testing at an approved location. Students may be charged testing fees at off-campus and virtual testing locations. For additional information and resources, please see the College's Online Learning website.			
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Tarbuck & Lutgens	Earth Science	Pearson	Latest Edition	
Lutgens & Tarbuck	Foundations of Earth Science	Pearson	Latest Edition	

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment	
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>	
Statewide Course Learning Outcome <i>Upon completion of the course students will:</i>	College Course Learning Outcome
1. Use critical thinking to recognize the rigorous standards of scientific theories.	CLO 1, CLO 2, CLO 3, CLO 4

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2.	Analyze and synthesize Earth science data to draw scientifically valid conclusions.	CLO 2, CLO 3, CLO 4, CLO 5
3.	Recognize the different time scales associated with various Earth processes.	CLO 1
4.	Effectively communicate the importance of the interactions between humans and the Earth's spheres.	CLO 1, CLO 6
5.	Apply their understanding of these Earth science principles to complex global and local issues.	CLO 4, CLO 5, CLO 6

Learning Outcomes, Competencies and Assessments

Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.

Course Learning Outcome <i>Upon completion of the course students will:</i>		Assessment Method	Discipline Learning Outcome	General Education Competency
1.	Use theory, patterns, and other sources of information to explain and apply major concepts in earth science	CBE, Q, WA, EM, EX, HM, CAL	NSC1, NSC2, NSC4	GCM, GCT, GSQ
2.	Analyze scientific data and models, such as graphs, formulas, tables and schematics, draw inferences from them and predict outcomes	CBE, Q, WA, EM, EX, HM, CAL	NSC1, NSC2, NSC3, NSC4, MATH3	GCT, GSQ
3.	Create and interpret visual representations of data and/or information	CBE, Q, EM, EX, HM, CAL	NSC2, NSC3, NSC4, MATH4	GCT, GSQ
4.	Demonstrate knowledge of the scientific method and apply scientific concepts and principles	CBE, Q, EM, EX, HM, CAL	NSC1, NSC2, NSC4	GCT, GSQ
5.	Communicate scientific ideas through oral or written assignments	CD, DB, WA, HM, CAL	NSC2, COMM1, COMM3, COMM5	GCT, GCM, GIL, GSR
6.	Understand global connectivity enabled by earth sciences	DB, CAL, EX, CFE, HM	COMM4, HUM3, HUM4	GCM, GCT, GIL, GSR

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes

Topics	Contact Hours	Related Course Learning Outcome
1. Geology a. Introduction b. Rocks and Minerals c. Weathering, Soils and Mass Wasting d. Water i. Running ii. Ground e. Glaciers, Deserts and Wind f. Earthquakes and the Internal Structure of the Earth g. Plate Tectonics h. Igneous Activity i. Mountain Building j. Geologic Time and Earth History	15	1, 2, 3, 4, 5
2. Meteorology a. Composition, Structure and Temperature of the Atmosphere b. Seasonality and Heat Transfer c. Moisture in the Atmosphere d. Pressure and Wind e. Weather Patterns and Severe Storms f. Climate	12	1, 2, 3, 4, 5, 6
3. Astronomy a. The Earth as a Planet b. The Solar System c. Planets, Asteroids, Comets and Meteors d. Beyond the Solar System	10	1, 2, 4, 5
4. Oceanography a. Ocean floor and seawater b. Ocean dynamics	8	1, 2, 3, 4, 5

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30.00	3.00	45.00	3.00	3.00
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				3.00	45.00	3.00	3.00

Grading					
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned	<input type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other	Identify grading if not listed.	

Special Designation					
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Credit by Exam (CBE)
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation	<input type="checkbox"/>	Gordon Rule of Writing
<input checked="" type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other	Identify special designation if not listed.	

COURSE SIGNATURE

Faculty Member(s)			
Name(s)	Ivetta Abramyan	Date	11/30/2022

State-Mandated General Education Modification(s)			
Name(s)	Ivetta Abramyan	Date	4/1/2024

COURSE OUTLINE
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APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A
Additional Course Detail

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	109643	Group ID	None		
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	EVR 1001	Credit Hours	3.00	Contact Hours	45.00
Course Title	Introduction to Environmental Science				
Catalog Course Description	This course is a survey of basic chemical, biological, and physical principles of environmental science and their applications to environmental issues. This course is appropriate for students in a wide range of disciplines or programs.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input type="checkbox"/>	General Education: Core
<input checked="" type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input checked="" type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	None
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	This course fulfills the General Education Physical Science requirement.			
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Miller and Spoolman	Living in the Environment	Cengage	Latest Edition	
Cunningham and Cunningham	Principles of Environmental Science	McGraw-Hill	Latest Edition	

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment	
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>	
Statewide Course Learning Outcome <i>Upon completion of the course students will:</i>	College Course Learning Outcome
1. Apply critical thinking to analysis and interpretation of environmental information and model output.	CLO 1, CLO 2, CLO 3

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

2.	Apply the scientific method to explain natural experiences and phenomena.	CLO 2, CLO 3
3.	Explain the basic chemical, biological, and physical principles of environmental science.	CLO 1, CLO 4
4.	Use empirical evidence to describe the historical and modern context of environmental problems and their solutions.	CLO 1, CLO 3, CLO 4

Learning Outcomes, Competencies and Assessments

Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.

Course Learning Outcome <i>Upon completion of the course students will:</i>		Assessment Method	Discipline Learning Outcome	General Education Competency
1.	Explain and apply major concepts in environmental science.	WEX, WA	NSC 1	GSQ
2.	Demonstrate knowledge of scientific method.	WEX, WA	NSC 1	GSQ
3.	Interpret scientific models such as formulas, graphs, tables and schematics, draw inferences from them and recognize their limitations.	WEX, WA	NSC 2, 3	GCT
4.	Understand that environmental science is interdisciplinary, including geology, biology, environmental studies, chemistry, and geography, with unifying themes.	WEX, WA	NSC 4	GSQ

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes

Topics	Contact Hours	Related Course Learning Outcome
1. Introduction to Environmental Science	2	1, 2, 3, 4
2. Matter, Energy, and Life	2	1, 3
3. Populations, Communities, and Species Interactions	3	1, 3
4. Ecosystems and Biodiversity	4	1
5. Land, Resources, Forests, and Rangelands	4	1, 3
6. Water Resources and Water Use	4	1, 3
7. Soil Resources and Agriculture	3	1, 3
8. Earth and Its Crustal Resources	3	1, 3
9. Climate and Global Change	4	1, 3
10. Water, Air, Noise, and Radiation Pollution	4	1, 3
11. Solid and Hazardous Waste	4	1, 3
12. Energy Resources and Consumption	4	1, 3
13. Environmental Issues/Case Studies at Instructor's Discretion	4	1-4

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)

Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.

Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30.00	3.00	45.00	3.00	3.00
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

Lecture/Lab Combination	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL			3.00	45.00	3.00	3.00	3.00

Grading							
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned	<input type="checkbox"/>	Pass/Fail		
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other	Identify grading if not listed.			

Special Designation							
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Credit by Exam (CBE)		
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation	<input type="checkbox"/>	Gordon Rule of Writing		
<input type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other	Identify special designation if not listed.			

COURSE SIGNATURE

Faculty Member(s)				
Name(s)	Joseph Husband, Catherine Hurlbut, Ryan Sessions, Haakon Kalkvick		Date	12/06/2022

State-Mandated General Education Modification(s)				
Name(s)	Joseph Husband, Catherine Hurlbut, Ryan Sessions, Haakon Kalkvick		Date	4/1/2024

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A
Additional Course Detail

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	111980	Group ID		009902	
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	HUM 2020	Credit Hours	3.00	Contact Hours	45.00
Course Title	Topics in the Humanities				
Catalog Course Description	In this course, students will learn about the creative ideas and accomplishments of various cultures in various fields of humanities that may include art, architecture, drama, history, music, literature, philosophy, and religion. The course will include cultural expressions from the Western canon and may also include expressions from around the globe. Each HUM 2020 course focuses on a special topic determined by the instructor within the broad scope of the humanities and can be narrow in theme, historical period, or region.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input checked="" type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	Qualify for enrollment in ENC 1101.
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	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. This course cannot be repeated for General Education or Elective Credit, regardless of the course topic, except for grade forgiveness purposes.			
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
<i>Texts should include one of the following cultural studies 'keywords' texts or equivalent, and may include other Humanities and cultural studies texts as relevant to the course topic.</i>				
Raymond Williams	Keywords: A Vocabulary of Culture and Society	Oxford University Press	Latest Edition	N/A
Tony Bennett and Lawrence Grossberg	New Keywords: A Revised Vocabulary of Culture and Society	Wiley-Blackwell	Latest Edition	N/A
Bruce Burgett and Glenn Hender	Keywords for American Cultural Studies	New York University Press	Latest Edition	N/A

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment		
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>		
Statewide Course Learning Outcome <i>Upon completion of the course students will:</i>	College Course Learning Outcome	
1. Demonstrate knowledge of arts and ideas and synthesize information from various sources.	CLO 1, CLO 3, CLO 5, CLO 6 CLO 7	
2. Analyze and interpret selected expressions of arts and ideas.	CLO 3, CLO 4, CLO 5, CLO 6, CLO 7, CLO 8	
3. Compare and contrast selected expressions of arts and ideas.	CLO 1, CLO 4, CLO 5, CLO 9	
4. Identify contextual influences on the development of interdisciplinary arts and ideas.	CLO 1, CLO 4, CLO 5, CLO 6, CLO 8, CLO 8	

Learning Outcomes, Competencies and Assessments			
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>			
Course Learning Outcome <i>Upon completion of the course students will:</i>	Assessment Method	Discipline Learning Outcome	General Education Competency
1. Demonstrate proficiency in critical thinking.	CRA, E, WA EM, Q, FP	HUM 2	GCT
2. Demonstrate understanding of global sociocultural responsibility.	CRA, E, WA EM, Q, FP	HUM 3	GSR
3. Demonstrate knowledge of arts and ideas and synthesize information from various sources.	CRA, E, WA EM, Q, FP	HUM 2	GCT
4. Analyze and interpret selected expressions of arts and ideas	CRA, E, WA EM, Q, FP	HUM 2	GCT
5. Compare and contrast selected expressions of arts and ideas.	CRA, E, WA EM, Q, FP	HUM 2	GCT
6. Identify contextual influences on the development of interdisciplinary arts and ideas.	CRA, E, WA EM, Q, FP	HUM 2	GCT
7. Understand cultural expressions.	CRA, E, WA EM, Q, FP	HUM 4	GIL
8. Analyze in writing cultural artifacts, cultural expressions, and/or their contexts.	E, CRA, WA	HUM 1	GCM
9. Recognize major trends in the history of ideas and critical approaches relevant to the course topic.	CRA, E, WA EM, Q, FP	HUM 2	GCT

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
<i>The course outline shall be organized according to themes or areas of focus that an instructor may be using; it may be organized chronologically; or it may be a combination of approaches. Below is a topical approach sample. However, Culture, Culture Studies, and Historical Context of the material MUST be addressed specifically. Topical approaches can also be utilized and may reflect the special topics being covered by various sections of this course. Topic examples include the following, to be distributed over a 45-hour semester:</i>		
1. Introduction to Course Themes, Topics, and Historical Context	3-9	1-9
2. Art & Architecture	3-9	1-9
3. Literature & Drama	3-9	1-9
4. Philosophy & Religion	3-9	1-9
5. Music	3-9	1-9
6. Other Cultural Expressions & Practices	3-9	1-9
7. Humanities Writing Standards & Research Methods	3-9	1, 2, 7, 9

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	25.00	3.00	45.00	3.00	3.00
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				3.00	45.00	3.00	0.00

Grading					
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned	<input type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other	Identify grading if not listed.	

Special Designation					
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Credit by Exam (CBE)
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation	<input checked="" type="checkbox"/>	Gordon Rule of Writing
<input type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other	Identify special designation if not listed.	

COURSE SIGNATURE

Faculty Member(s)					
Name(s)	Holly Masturzo, Johann Pautz, Kalia Toro-Sepúlveda, John A. Woodward			Date	10/31/2022

State-Mandated General Education Modification(s)					
Name(s)	Humanities Council			Date	3/29/2024

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A

Additional Course Detail

Course Rationale and Approach:

HUM 2020, as well as all Humanities General Education courses, approaches the concept of culture as a system of meanings allowing groups and individuals to give significance to the world and mediate their relationships with each other and their known universe. Humanities courses are distinguished from traditional Liberal Arts disciplines through an emphasis on interdisciplinary and comparative cultural contexts. Through these approaches to cultural texts and artifacts, the humanities attempt to investigate, contest, deconstruct, analyze, and synthesize the phenomena of human agency and subjectivity both within and between cultures. By pursuing these forms of inquiry, we may better understand our world and our places within it.

Acknowledged Approaches to the Humanities may include:

- Understanding and appreciating outstanding cultural expressions of the humanistic tradition;
- Interpreting and evaluating works of art, works of music, philosophical arguments, religious beliefs, and/or social theories;
- Comparing and contrasting expressions of art, music, literature, philosophy and/or religion;
- Identifying causal influences in the chronological development of arts and/or ideas;
- Recognizing the relationships between cultural expressions and their contexts.

Note: As a Humanities General Education course, it is expected that the students will engage in significant writing to meet the area and course level objectives.

Rationale. The purpose of HUM2020 is to help individuals make informed aesthetic and ethical judgments with regard to diverse world cultures and to develop the student's skill in communicating those judgments through effective writing competencies. The course should be interdisciplinary and cultural studies focused, interrogate Western perspectives in conversation with other traditions, and approach cultural artifacts and expression both diachronically and synchronically. The course is broad in scope, enabling students to survey connections and relationships between humanities experiences, and involves rigorous writing and analysis of these connections and relationships.

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	113178	Group ID		008191	
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	LIT 2000	Credit Hours	3.00	Contact Hours	45.00
Course Title	Literature in the Humanities				
Catalog Course Description	In this course, students will be assigned readings representative of a broad range of literary genres and cultures. These readings will cover a variety of literary movements and historical eras. The readings will include, but are not limited to, selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation. In addition, this course is an introduction to the study of the characteristics, conventions, and socio-historical contexts of the major literary forms, including the analysis and interpretation of literary elements and devices, and the application of literary theory and criticism. This course is designed to encourage a deep appreciation of literature, hone critical thinking skills, and illustrate the importance of literature as an expression of the human cultural experience. This course is suitable for students without prior literature study experience.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input checked="" type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	ENC 1101 or ENC 1101C each with a grade of C or higher
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	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.			
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Abcarian, R., Klotz, M., & Cohen, S.	Literature: The Human Experience	Boston: Bedford/St. Martin's	Latest Edition	N/A
DiYanni, R.	Literature: Approaches to Fiction, Poetry, and Drama	New York: McGraw-Hill	Latest Edition	N/A
Gwynn, R.S.	Literature: A Pocket Anthology	New York: Pearson	Latest Edition	N/A
Meyer, M.	The Compact Bedford Introduction to Literature:	Boston: Bedford/St. Martin's	Latest Edition	N/A

	Reading, Thinking, and Writing			
Suggested Resource(s) (Continued)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
OER Resource	Writing and Critical Thinking Through Literature	https://human.libretexts.org/Bookshelves/Literature_and_Literacy/Writing_and_Critical_Thinking_Through_Literature_(Ringo_and_Kashyap)	Latest Edition	N/A
OER Resource	The Open Anthology of Literature in English	http://virginia-anthology.org/	Latest Edition	N/A
OER Resource	Introduction to Literature	https://courses.lumenlearning.com/suny-introliterature/	Latest Edition	N/A
Professor-selected paperbacks, college-level anthologies, and/or custom textbooks covering "Course Topics."			Latest Edition	N/A

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment		
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>		
Statewide Course Learning Outcome	College Course Learning Outcome	
<i>Upon completion of the course students will:</i>		
1.	Identify a variety of literary movements, historical eras, and/or cultural contexts.	CLO 1, CLO 3, CLO 5, CLO 6, CLO 7
2.	Demonstrate critical thinking and analytical skills.	CLO 1, CLO 2, CLO 3, CLO 4, CLO 6, CLO 7

Learning Outcomes, Competencies and Assessments			
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>			
Course Learning Outcome	Assessment Method	Discipline Learning Outcome	General Education Competency
<i>Upon completion of the course students will:</i>			
1.	Identify and articulate the basic elements of literary terminology, literary genres, and literary theory.	CD, CFE, DB, DE, DI, E, EM, EX, GP, HM, ICA, ICW, J, Q, WA, WE, WEX, and/or WP	HUM 1 GCM
2.	Analyze, evaluate, and interpret selected works of literature.	CD, CFE, DB, DE, DI, E, EX, GP, HM, ICA, ICW, J, WA, WE, WEX, and/or WP	HUM 2 GCT
3.	Recognize and analyze selected major critical approaches to works of literature.	CD, CFE, DB, DE, DI, E, EM, EX, GP, HM, ICA, ICW, J, Q, WA, WE, WEX, and/or WP	HUM 2 GCT
4.	Analyze selected works of literature from one or more critical perspectives.	CD, CFE, DB, DE, DI, E, EX, GP, HM, ICA,	HUM 2 GCT

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

		ICW, J, WA, WE, WEX, and/or WP		
5.	Discuss how literature is relevant to their personal, social, and historical awareness.	CD, CFE, DB, DE, DI, E, EM, EX, GP, HM, ICA, ICW, J, Q, WA, WE, WEX, and/or WP	HUM 3	GSR
6.	Interpret and evaluate works of literature and/or their contexts for significance and how literature serves as an agent for social justice and/or generational changes.	CD, CFE, DB, DE, DI, E, EX, GP, HM, ICA, ICW, J, WA, WE, WEX, and/or WP	HUM 4	GIL
7.	Describe the similarities and differences among various racial, ethnic, and/or immigrant experiences in works of literature.	CD, CFE, DB, DE, DI, E, EM, EX, GP, HM, ICA, ICW, J, Q, WA, WE, WEX, and/or WP	HUM 3	GSR

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
<i>This 3-credit-hour course consists of 45-instructional contact hours. Each approach to Course Topic 3 contains a suggested range of contact hours. When deciding how many contact hours to dedicate to each topic, please ensure that the total contact hours for your course add up to 45-instructional contact hours.</i>		
1. An Overview of Literature a. Appreciation b. Analysis c. Criticism d. Genres e. Interpretation f. Terms and Elements g. Theory h. Theme	4-6	1, 2, 3,4
2. Conventions of Literature-Based Writing	4-6	1, 2
3. Choose One of the Following Options in Approach to Topic Coverage a. Option 1: Genre Study (Including Major Writers, Styles, and Themes) i. Poetry ii. Short Stories iii. Novels/Novellas iv. Drama v. Creative Nonfiction vi. Film vii. Historical Selections viii. Other Topics Relevant to Current Study in Literature b. Option 2: Thematic Study (Including Major Writers, Styles, and Themes) i. Alienation and Isolation ii. Loss of Innocence iii. Identity and Representation iv. Power and Class v. Gender and Family vi. Race and Culture vii. Technology and Media	0-40	2, 3, 4, 5, 6, 7

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	25.00	3.00	45.00	3.00	3.00
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				3.00	45.00	3.00	3.00

Grading					
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned	<input type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other	Identify grading if not listed.	

Special Designation					
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Credit by Exam (CBE)
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation	<input checked="" type="checkbox"/>	Gordon Rule of Writing
<input type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other	Identify special designation if not listed.	

COURSE SIGNATURE

Faculty Member(s)			
Name(s)	Andrew C. Young	Date	11/21/2022

State-Mandated General Education Modification(s)			
Name(s)	State-Mandated General Education Modifications	Date	4/1/2024

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A

Additional Course Detail

This course serves as a General Education Humanities credit, following Florida Department of Education guidelines. The course outline encourages discussion of the changing interpretive lenses through which literary texts are read when a diverse range of scholars and human experiences are considered. Faculty are encouraged to develop assessments that allow students with diverse backgrounds to respond effectively to the literature without an expectation that they are highly familiar with the course content.

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	113452	Group ID	008974		
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	MAC 1105	Credit Hours	3.00	Contact Hours	45.00
Course Title	College Algebra				
Catalog Course Description	In this course, students will develop problem solving skills, critical thinking, computational proficiency, and contextual fluency through the study of equations, functions, and their graphs. Emphasis will be placed on quadratic, exponential, and logarithmic functions. Topics will include solving equations and inequalities, definition and properties of a function, domain and range, transformations of graphs, operations on functions, composite and inverse functions, basic polynomial and rational functions, exponential and logarithmic functions, and applications.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input checked="" type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	MAT 1033 with a grade of C or higher or a satisfactory score on the placement test.
Corequisite(s)	None

Conditional Requirements			
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>			
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term
<input type="checkbox"/>		<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>		<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	<p>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). Effective Spring 2014, students who entered the ninth grade in a Florida public high school in the 2003-2004 school year, or any year thereafter, and earned a standard Florida high school diploma, or students who are serving as active duty members in any branch of the United States Armed Services, will not be required to take the common placement test (P.E.R.T.) or to enroll in developmental education at any Florida College System institution, including Florida State College at Jacksonville (per Senate Bill 1720, State Board Rule 6A-10.0315). These students shall be considered exempt from common placement testing and developmental education instruction, and may accordingly enroll directly in MAT 1033 or MGF 1106 or MGF 1107. For placement in any college-credit math course beyond MAT 1033 or MGF 1106 or MGF 1107, exempt students will be required to take the common placement test.</p> <p>This course may require proctored testing at an approved location. Students may be charged testing fees at off-campus and virtual testing locations. For additional information and resources, please see the College's Online Learning website.</p>	
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>			
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed	

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Aufmann, R.N., & Nation. R.D.	College Algebra	Cengage	Latest Edition	N/A

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

Bittinger, M.L., & Beecher, J.A.	College algebra: Graphs and Models	Pearson	Latest Edition	N/A
Blitzer, R.	College Algebra: An Early Functions Approach	Pearson	Latest Edition	N/A
Lial, M.L., Hornsby, E.J., & Schneider, D.I.	Essentials of College Algebra	Pearson	Latest Edition	N/A
Lial, M.L., Hornsby, E.J., Schneider, D.I., & Daniels, C.	College Algebra	Pearson	Latest Edition	N/A
Miller, J.	College Algebra	McGraw Hill	Latest Edition	N/A
Lippman, D., & Rasmussen, M.	Precalculus: An Investigation of Functions	OER	Latest Edition	N/A
Sullivan, M. & Sullivan, M. III	College Algebra Enhanced with Graphing Utilities	Pearson	Latest Edition	N/A
Trigsted, K.	College Algebra	Pearson	Latest Edition	N/A
Young, C.	College Algebra	Wiley	Latest Edition	N/A

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment		
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>		
Statewide Course Learning Outcome <i>Upon completion of the course students will:</i>	College Course Learning Outcome	
1. Solve an equation or an inequality using an appropriate technique.	CLO 1, CLO 6	
2. Define and describe functions, their properties, and graphs.	CLO 2, CLO 3, CLO 4	
3. Manipulate functions to simplify expressions and find new functions.	CLO 2, CLO 3, CLO 4	
4. Use transformations to write an equation for a function and to graph a function.	CLO 2, CLO 3, CLO 4	
5. Model and solve real world problems using functions.	CLO 4, CLO 5	

Learning Outcomes, Competencies and Assessments			
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>			
Course Learning Outcome <i>Upon completion of the course:</i>	Assessment Method	Discipline Learning Outcome	General Education Competency
1. Solve equations and inequalities	CFE, DI, EM, EX, FP, G, HM, ICA, Q	MATH 1, MATH 4	GSQ
2. Interpret function notation and perform operations on functions	CFE, DI, EM, EX, FP, G, HM, ICA, Q	MATH 3	GSQ
3. Analyze algebraic functions and their graphs	CFE, DI, EM, EX, FP, G, HM, ICA, Q	MATH 3	GSQ
4. Analyze exponential and logarithmic functions	CFE, DI, EM, EX, FP, G, HM, ICA, Q	MATH 3	GSQ
5. Apply mathematical modeling to real-world situations	CFE, DI, EM, EX, FP, G, HM, ICA, Q	MATH 1, MATH 2	GCT
6. Solve systems of equations and inequalities	CFE, DI, EM, EX, FP, G, HM, ICA, Q	MATH 4	GSQ

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
<i>Course topics do not need to be covered in the indicated sequence.</i>		
1. Equations and Inequalities <ul style="list-style-type: none"> a. Review Linear Equations, One Variable b. Review Formulas and Literal Equations c. Review Linear and Compound Inequalities d. Review Applications of Linear Equations and Inequalities e. Absolute Value Equations and Inequalities f. Quadratic Equations (including complex solutions) <ul style="list-style-type: none"> i. Review Factoring ii. Review Principle of Square Roots iii. Review Completing the Square iv. Review Quadratic Formula v. Equations that are Reducible to Quadratic vi. Applications g. Review Rational Equations h. Radical Equations <ul style="list-style-type: none"> i. Review one radical ii. Two radicals 	7	1
2. Relations and Functions <ul style="list-style-type: none"> a. Relations <ul style="list-style-type: none"> i. Definition ii. Domain and Range iii. Circles in Center-Radius Form iv. Circles in General Form (optional) b. Function Notation c. Domain and Range d. Evaluate Functions e. Operations on Functions <ul style="list-style-type: none"> i. Addition, Subtraction, Multiplication, Division (including domain) ii. Composition (including domain) iii. Difference Quotient iv. Use Compositions to Verify Two Functions Are Inverses f. Inverse Functions <ul style="list-style-type: none"> i. Definition and Notation ii. One-to-One Functions iii. Find a Formula of an Inverse Function iv. Graphs (Including Domain and Range) g. Properties of Graphs <ul style="list-style-type: none"> i. Intercepts ii. Symmetry, Even, Odd, Neither iii. Increasing, Decreasing, and Constant iv. Relative Extrema 	10	2
3. Analysis of Functions and Their Graphs <ul style="list-style-type: none"> a. Linear <ul style="list-style-type: none"> i. Graphs of Linear Equations ii. Slope as Rate of Change iii. Slope Applications iv. Writing Equations of Lines v. Modeling and Curve Fitting b. Quadratic <ul style="list-style-type: none"> i. Graphs of Quadratic Functions <ul style="list-style-type: none"> 1. Vertex, Intercepts, Axis of Symmetry 2. Increasing, Decreasing ii. Applications Including Optimization iii. Modeling and Curve Fitting c. Polynomial <ul style="list-style-type: none"> i. Graphs of Polynomial Functions 	15	3

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

<ul style="list-style-type: none"> ii. Definition (degree, leading coefficient) iii. End Behavior iv. Roots and Multiplicity of Factorable Polynomial Functions d. Rational <ul style="list-style-type: none"> i. Graphs of Rational Functions ii. Domain iii. Horizontal & Vertical Asymptotes iv. Oblique Asymptotes (Optional) v. Intercepts e. Piece-wise Defined <ul style="list-style-type: none"> i. Evaluate Piece-wise Defined Functions ii. Graphs of Piece-wise Defined Functions f. Transformations of Basic Functions <ul style="list-style-type: none"> i. Absolute Value ii. Quadratic iii. Square Root iv. Cubic v. Cube Root vi. Reciprocal vii. Exponential viii. Logarithmic 		
<ul style="list-style-type: none"> 4. Exponential and Logarithmic Functions <ul style="list-style-type: none"> a. Review Properties of Exponents b. Definition of Logarithms <ul style="list-style-type: none"> i. Common Logarithms ii. Natural Logarithms iii. Other Bases iv. Change of Base Formula c. Convert Between Exponential and Logarithmic Forms of Equations d. Properties of Logarithms e. Exponential & Logarithmic Equations f. Graphs <ul style="list-style-type: none"> i. Domain and Range ii. Asymptotes g. Applications <ul style="list-style-type: none"> i. Selected From: Growth and Decay, Half-life, Doubling Time, Compound Interest, Newton's Law of Cooling, Orders of Magnitude, and others ii. Logistic Functions (Optional) iii. Modeling and Curve Fitting 	10	4
<ul style="list-style-type: none"> 5. Systems of Equations and Inequalities <ul style="list-style-type: none"> a. Systems of Two Equations in Two Unknowns <ul style="list-style-type: none"> i. Linear (including Applications) ii. Non-linear b. Systems of Three Equations in Three Unknowns (Optional) c. Systems of Inequalities <ul style="list-style-type: none"> i. Linear ii. Non-linear 	3	6

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	27.00	3.00	45.00	3.00	3.00
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				3.00	45.00	3.00	3.00

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

Grading					
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned	<input type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other	Identify grading if not listed.	

Special Designation					
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Credit by Exam (CBE)
<input type="checkbox"/>	Dual Enrollment	<input checked="" type="checkbox"/>	Gordon Rule of Computation	<input type="checkbox"/>	Gordon Rule of Writing
<input checked="" type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other	Identify special designation if not listed.	

COURSE SIGNATURE

Faculty Member(s)		
Name(s)	Charles Aybar, Jodie Broussard, Timothy Luke Brown, Alicia Byrd, Anna Byrd, George Coleman, Yonas Getahun, Andrew Kennon, Joyce McLeod, Joanne Mechmech, Matthew Mitchell, Lyn Noble, Derek Pender, Jhova Renteria-Aybar, Caroline Sampson, Amanda Sartor, Lee Seltzer, Seyed Vafabakhsh, Adina Monica Vintu, Haylan Washington	Date 12/01/2022

State-Mandated General Education Modification(s)		
Name(s)	Charles Aybar, Jodie Broussard, Timothy Luke Brown, Alicia Byrd, Anna Byrd, George Coleman, Yonas Getahun, Andrew Kennon, Joyce McLeod, Joanne Mechmech, Matthew Mitchell, Lyn Noble, Derek Pender, Jhova Renteria-Aybar, Caroline Sampson, Amanda Sartor, Lee Seltzer, Adina Monica Vintu, Haylan Washington	Date 3/29/2024

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A
Additional Course Detail

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	121740	Group ID	010326		
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	MAC 1105C	Credit Hours	5.00	Contact Hours	75.00
Course Title	College Algebra Enhanced				
Catalog Course Description	In this course, students will develop problem solving skills, critical thinking, computational proficiency, and contextual fluency through the study of equations, functions, and their graphs. Emphasis will be placed on quadratic, exponential, and logarithmic functions. Topics will include solving equations and inequalities, definition and properties of a function, domain and range, transformations of graphs, operations on functions, composite and inverse functions, basic polynomial and rational functions, exponential and logarithmic functions, and applications. This course is a corequisite course where fundamental concepts from Intermediate Algebra are integrated into College Algebra. Intermediate algebra topics include properties of exponents, polynomials, factoring, and radicals.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input checked="" type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	MAT 1033 with a grade of D or higher or MAC 1105 with a grade of D or lower or a satisfactory score on the placement test.
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	<p>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).</p> <p>Effective Spring 2014, students who entered the ninth grade in a Florida public high school in the 2003-2004 school year, or any year thereafter, and earned a standard Florida high school diploma, or students who are serving as active duty members in any branch of the United States Armed Services, will not be required to take the common placement test (P.E.R.T.) or to enroll in developmental education at any Florida College System institution, including Florida State College at Jacksonville (per Senate Bill 1720, State Board Rule 6A-10.0315). These students shall be considered exempt from common placement testing and developmental education instruction and may accordingly enroll directly in MAT 1033 or MGF 1106 or MGF 1107. For placement in any college-credit math course beyond MAT 1033 or MGF 1106 or MGF 1107, exempt students will be required to take the common placement test.</p> <p>This course may require proctored testing at an approved location. Students may be charged testing fees at off-campus and virtual testing locations. For additional information and resources, please see the College's Online Learning website.</p>			
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Beecher, J.A., & Penna, J.A., & Johnson, B.L., & Bittinger, M.L.	College Algebra with Intermediate Algebra: A Blended Course plus MyMathLab with Pearson eText – access card package	Pearson	Latest Edition	N/A
Blitzer, R.	College Algebra Essentials plus MyMathLab with Pearson eText- access card package	Pearson	Latest Edition	N/A
Lial, M.L., Hornsby, E.J., Schneider, D.I., & Daniels, C.	College Algebra	Pearson	Latest Edition	N/A
Miller, J. & Gerken, D.	College Algebra with Co-requisite Support	McGraw Hill	Latest Edition	N/A
Electronic Resource	MyMathLab	Pearson	Latest Edition	N/A
Electronic Resource	ALEKS	McGraw Hill	Latest Edition	N/A
Electronic Resource	Lumen OHM	Lumen Learning	Latest Edition	N/A

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment		
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>		
Statewide Course Learning Outcome	College Course Learning Outcome	
<i>Upon completion of the course students will:</i>		
1. Solve an equation or an inequality using an appropriate technique.	CLO 1, CLO 2, CLO 3, CLO 8	
2. Define and describe functions, their properties, and graphs.	CLO 4, CLO 5, CLO 6	
3. Manipulate functions to simplify expressions and find new functions.	CLO 4, CLO 5, CLO 6	
4. Use transformations to write an equation for a function and to graph a function.	CLO 4, CLO 5, CLO 6	
5. Model and solve real world problems using functions.	CLO 6, CLO 7	

Learning Outcomes, Competencies and Assessments			
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>			
Course Learning Outcome	Assessment Method	Discipline Learning Outcome	General Education Competency
<i>Upon completion of the course students will:</i>			
1. Perform operations on and factor polynomials.	CAL, CFE, DI, EM, EX, FP, GP, HM, ICA, Q	MATH 4	GSQ
2. Perform operations on radicals.	CAL, CFE, DI, EM, EX, FP, GP, HM, ICA, Q	MATH 4	GSQ
3. Solve equations and inequalities.	CAL, CFE, DI, EM, EX, FP, GP, HM, ICA, Q	MATH 1, MATH 4	GSQ
4. Interpret function notation and perform operations on functions.	CAL, CFE, DI, EM, EX,	MATH 3	GSQ

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		FP, GP, HM, ICA, Q		
5.	Analyze functions and their graphs.	CAL, CFE, DI, EM, EX, FP, GP, HM, ICA, Q	MATH 3	GSQ
6.	Analyze exponential and logarithmic functions.	CAL, CFE, DI, EM, EX, FP, GP, HM, ICA, Q	MATH 3	GSQ
7.	Apply mathematical modeling to real-world situations.	CAL, CFE, DI, EM, EX, FP, GP, HM, ICA, Q	MATH 1, MATH 2	GCT
8.	Solve systems of equations and inequalities.	CAL, CFE, DI, EM, EX, FP, GP, HM, ICA, Q	MATH 4	GSQ

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
<i>Course topics do not need to be covered in the indicated sequence.</i>		
1. Review of Algebraic Techniques a. Subsets of the Real Numbers b. Fundamental Operations on Polynomials c. Factoring	5	1
2. Roots and Radicals a. Rational Exponents b. Roots and Radicals i. Simplification ii. Operations on Radicals c. Complex Numbers i. Simplification ii. Operations on Complex Numbers	8	2
3. Equations and Inequalities a. Solve Linear Equations, One Variable b. Formulas and Literal Equations c. Solve linear and compound inequalities d. Applications of linear equations and inequalities e. Solve Equations and Inequalities Involving Absolute Value f. Solve Quadratic Equations (including complex solutions) i. Factoring ii. Principle of Square Roots iii. Completing the Square iv. Quadratic Formula v. Reducible to Quadratic vi. Applications g. Solve Rational Equations h. Solve Equations Involving Radicals i. One radical ii. Two radicals	20	3
4. Relations and Functions a. Relations i. Definition ii. Domain and Range b. Function Notation c. Domain and Range d. Evaluate Functions e. Operations on Functions i. Addition, Subtraction, Multiplication, Division (including Domain)	10	4

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

<ul style="list-style-type: none"> ii. Composition (including Domain) iii. Difference Quotient iv. Use Compositions to Verify Two Functions are Inverses f. Inverse Functions <ul style="list-style-type: none"> i. Definition and Notation ii. One-to-One Functions iii. Find a Formula of an Inverse Function iv. Graphs (Including Domain and Range) g. Properties of Graphs <ul style="list-style-type: none"> i. Intercepts ii. Symmetry, Even, Odd, Neither iii. Increasing, Decreasing and Constant iv. Relative Extrema h. Circles <ul style="list-style-type: none"> i. Center-Radius Form ii. General Form (optional) 		
<p>5. Analysis of Functions and Their Graphs</p> <ul style="list-style-type: none"> a. Linear <ul style="list-style-type: none"> i. Graphs of Linear Equations ii. Slope as rate of change iii. Slope applications iv. Writing Equations of Lines v. Modeling and curve fitting b. Quadratic <ul style="list-style-type: none"> i. Graphs of Quadratic Functions <ul style="list-style-type: none"> 1. Vertex, Intercepts, Axis of Symmetry 2. Increasing, Decreasing ii. Applications Including Optimization iii. Modeling and Curve Fitting c. Polynomial <ul style="list-style-type: none"> i. Graphs of Polynomial Functions ii. Definition (degree, leading coefficient) iii. End Behavior iv. Roots and Multiplicity of Factorable Polynomial Functions d. Rational <ul style="list-style-type: none"> i. Graphs of Rational Functions ii. Domain iii. Horizontal & Vertical Asymptotes iv. Oblique Asymptotes (Optional) v. Intercepts e. Piece-wise Defined <ul style="list-style-type: none"> i. Graphs of Piece-wise Defined Functions ii. Evaluate Piece-wise Defined Functions f. Transformations of Basic Functions <ul style="list-style-type: none"> i. Absolute Value ii. Quadratic iii. Square Root & Cube Root iv. Cubic v. Reciprocal vi. Exponential vii. Logarithmic 	18	5, 7
<p>6. Exponential and Logarithmic Functions</p> <ul style="list-style-type: none"> a. Review Properties of Exponents b. Definition of Logarithms <ul style="list-style-type: none"> i. Common Logarithms ii. Natural Logarithms iii. Other Bases iv. Change of Base Formula c. Convert Between Exponential and Logarithmic Forms of Equations d. Properties of Logarithms e. Exponential & Logarithmic Equations f. Graphs <ul style="list-style-type: none"> i. Domain and Range ii. Asymptotes 	10	6, 7

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

<ul style="list-style-type: none"> g. Applications <ul style="list-style-type: none"> i. Selected From: Growth and Decay, Half-life, Doubling Time, Compound Interest, Newton's Law of Cooling, Orders of Magnitude, and others ii. Logistic Functions (Optional) iii. Modeling and Curve Fitting 		
<ul style="list-style-type: none"> 7. Systems of Equations and Inequalities <ul style="list-style-type: none"> a. Systems of Two Equations in Two Unknowns <ul style="list-style-type: none"> i. Linear (including Applications) ii. Non-linear b. Systems of Three Equations in Three Unknowns (Optional) c. Systems of Inequalities <ul style="list-style-type: none"> i. Linear ii. Non-linear 	4	7, 8

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
<i>Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.</i>							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	27.00	5.00	75.00	5.00	5.00
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				5.00	75.00	5.00	5.00

Grading					
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned	<input type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other	Identify grading if not listed.	

Special Designation					
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Credit by Exam (CBE)
<input type="checkbox"/>	Dual Enrollment	<input checked="" type="checkbox"/>	Gordon Rule of Computation	<input type="checkbox"/>	Gordon Rule of Writing
<input checked="" type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other	Identify special designation if not listed.	

COURSE SIGNATURE

Faculty Member(s)				
Name(s)	Charles Aybar, Jodie Broussard, Alicia Byrd, Anna Byrd, George Coleman, Matthew Mitchell, Jamie Myers, Lyn Noble, Derek Pender, Jhova Renteria-Aybar, Caroline Sampson, Lee Seltzer, Jerry Shawver, Adina Vintu		Date	11/30/2022

State-Mandated General Education Modification(s)				
Name(s)	Charles Aybar, Jodie Broussard, Alicia Byrd, Anna Byrd, George Coleman, Matthew Mitchell, Jamie Myers, Lyn Noble, Derek Pender, Jhova Renteria-Aybar, Caroline Sampson, Lee Seltzer, Jerry Shawver, Adina Vintu		Date	3/29/2024

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A
Additional Course Detail

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	113461	Group ID	008576		
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	MAC 2311	Credit Hours	4.00	Contact Hours	60.00
Course Title	Calculus with Analytic Geometry I				
Catalog Course Description	In this course, students will develop problem solving skills, critical thinking, computational proficiency, and contextual fluency through the study of limits, derivatives, and definite and indefinite integrals of functions of one variable, including algebraic, exponential, logarithmic, and trigonometric functions, and applications. Topics will include limits, continuity, differentiation and its applications including rates of change, optimization, curve sketching, and introduction to integration and applications of the definite integral including area. This course is designed for students who plan to major in mathematics, science, engineering, computer sciences, or any other field that requires the study of calculus. It is the first course of a three-course calculus sequence.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input checked="" type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required</i>	
Prerequisite(s)	MAC 1140 and MAC 1114 each with a grade of C or higher or MAC 1147 with a grade of a C or higher.
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	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).			
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Thomas	Calculus: Early Transcendental	Pearson	15 th	9780137560059
Larson, R., & Edwards, B.H.	Calculus: Early Transcendental Functions	Cengage Learning	Latest Edition	N/A
Rogawski, R	Calculus	MacMillan Learning	Latest Edition	N/A
Sullivan, M. & Miranda, K	Calculus, Early Transcendental	MacMillan Learning	Latest Edition	N/A
Electronic Resource	Contemporary Calculus	www.contemporarycalculus.com		N/A

Electronic Resource	Elementary Calculus	http://www.mecmath.net/calculus/	N/A
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LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment		
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>		
Statewide Course Learning Outcome <i>Upon completion of the course students will:</i>	College Course Learning Outcome	
1. Calculate a limit, derivative, or integral using appropriate techniques.	CLO 1, CLO 3, CLO 5, CLO 7	
2. Determine the continuity and differentiability of a function.	CLO 2, CLO 3, CLO 4	
3. Use limits and derivatives to analyze relationships between the equation of a function and its graph.	CLO 2, CLO 3, CLO 4	
4. Apply differentiation techniques to model and solve real world problems.	CLO 8	
5. Use integrals and the Fundamental Theorem of Calculus to analyze the relationship between the integral of a function and the related area.	CLO 5, CLO 6, CLO 7, CLO 8	

Learning Outcomes, Competencies and Assessments			
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>			
Course Learning Outcome <i>Upon completion of the course students will:</i>	Assessment Method	Discipline Learning Outcome	General Education Competency
1. Find limits of functions (graphically, numerically, and algebraically).	EM, Q, CFE, EX, HM, ICA CA/P, CD, DI, CAL	MATH 1	GSQ
2. Analyze and apply the notions of continuity and differentiability to algebraic and transcendental functions.	EM, Q, CFE, EX, HM, ICA CA/P, CD, DI, CAL	MATH 3	GSQ
3. Determine derivatives by a variety of techniques including explicit differentiation, implicit differentiation, and logarithmic differentiation. Use these derivatives to study the characteristics of curves.	EM, Q, CFE, EX, HM, ICA CA/P, CD, DI, CAL	MATH 1	GCT
4. Construct detailed graphs of nontrivial functions using derivatives and limits.	EM, Q, CFE, EX, HM, ICA CA/P, CD, DI, CAL	MATH 4	GSQ
5. Use basic techniques of integration to find particular or general antiderivatives.	EM, Q, CFE, EX, HM, ICA CA/P, CD, DI, CAL	MATH 3	GSQ
6. Demonstrate the connection between area and the definite integral.	EM, Q, CFE, EX, HM, ICA CA/P, CD, DI, CAL	MATH 3	GSQ
7. Apply the Fundamental theorem of calculus to evaluate definite integrals.	EM, Q, CFE, EX, HM, ICA CA/P, CD, DI, CAL	MATH 3	GSQ
8. Use differentiation and integration to solve real world problems such as rate of change, optimization, and area problems.	EM, Q, CFE, EX, HM, ICA CA/P, CD, DI, CAL	MATH 2	GSQ, GCT

COURSE TOPICS

Topics, Contact Hours, and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcomes
<i>Course topics do not need to be covered in the indicated sequence.</i>		
1. Review of Precalculus Topics (optional)	1	1,2,3,4,5,6,7,8
2. Limits <ul style="list-style-type: none"> a. Evaluate One- and Two-Sided Limits Graphically and Numerically b. Evaluate One- and Two-Sided Limits Analytically c. Evaluate Functions Using the Properties of Limits d. Determine the Intervals Over Which a Function is Continuous and Points Where a Function is Discontinuous e. Find Limits and Continuity of Trigonometric, Exponential and Logarithmic Functions f. Evaluate Infinite Limits and Limits at Infinity g. Apply the Concept of an Infinite Limit 	10	1,2,3,4
3. Derivatives <ul style="list-style-type: none"> a. Find the Slope of a Tangent Line to a Graph. b. Find the Derivative of Algebraic Functions Using the Limit Definition of a Derivative c. Apply Derivative Shortcuts/Formulas <ul style="list-style-type: none"> i. Basic and General Power Rule ii. Exponential and Logarithmic Rules iii. Trigonometric and Inverse Trigonometric Functions iv. Product, Quotient and Chain Rules v. Hyperbolic Functions d. Find Higher Order Derivatives e. Use Implicit Differentiation f. Find Differentials and Linear Approximations 	18	3,4
4. Applications of Derivatives <ul style="list-style-type: none"> a. Recognize Indeterminate Forms and Apply L'Hospital's Rule b. Solve Application Problems Using Position, Velocity and Acceleration c. Solve Related Rates Applications Problems d. Use Rolle's Theorem and the Mean Value Theorem e. Use the Definitions and Interpretations of Critical Points and Points of Inflection f. Use the First Derivative Test and Second Derivative Test to Find Relative Extrema g. Use the First Derivative to Determine the Intervals Over Which a Function is Increasing or Decreasing h. Use the Second Derivative to Determine Intervals Over Which a Function is Concave Up or Concave Down i. Use information from the First Derivative, Second Derivative and Limit Behavior to Sketch the Graph of a Function j. Use Derivatives to Solve Optimization Applications 	15	3,4,8
5. Basic Integration <ul style="list-style-type: none"> a. Find the Anti-Derivatives of Basic Functions and Their Inverses b. Approximate the Area Using Rectangles, Lower Sums and Upper Sums c. Find the Area Using the Limit Definition of the Definite Integral d. Apply the Fundamental Theorem of Calculus to Evaluate Definite Integrals e. Find the Antiderivatives <ul style="list-style-type: none"> i. Involving Logarithmic Functions of Any Base ii. Exponential Functions of Any Base iii. Involving inverse Trigonometric Functions f. Find the Indefinite and Definite Integrals by Method of Substitution 	14	5,6,7
6. Applications of integration <ul style="list-style-type: none"> a. Find the Area Between Two Curves b. Find Position, Velocity and Acceleration c. Find Basic Differential Equations with Initial Conditions 	2	5,6,8

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
<i>Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.</i>							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per	Contact Hours	FWL Fulltime	FWL Partial
Lecture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	25.00	4.00	60.00	4.00	4.00
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				4.00	60.00	4.00	4.00

Grading					
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned	<input type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other	Identify grading if not listed.	

Special Designation					
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Credit by Exam (CBE)
<input type="checkbox"/>	Dual Enrollment	<input checked="" type="checkbox"/>	Gordon Rule of Computation	<input type="checkbox"/>	Gordon Rule of Writing
<input type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other	Identify special designation if not listed.	

COURSE SIGNATURE

Faculty Member(s)		
Name(s)	Abu-Sawwa, Marwan (leader), Casiple, Reggie, Kitto, Wei, Meisel, William, Mulzet, Ken, Sarter, Amanda	Date 12/01/2022

State-Mandated General Education Modification(s)		
Name(s)	Abu-Sawwa, Marwan (leader), Casiple, Reggie, Kitto, Wei, Meisel, William, Mulzet, Ken, Sarter, Amanda	Date 4/1/2024

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A
Additional Course Detail

COURSE IDENTIFICATION, REQUIREMENTS, AND RESOURCES

Identifier					
Course ID	122262	Group ID		010527	
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	MGF 1130	Credit Hours	3.00	Contact Hours	45.00
Course Title	Mathematical Thinking				
Catalog Course Description	In this course, students will utilize multiple means of problem solving through student-centered mathematical exploration. The course is designed to teach students to think more effectively and vastly increase their problem-solving ability through practical application and divergent thinking. This course is appropriate for students in a wide range of disciplines/programs.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input checked="" type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	Satisfactory score on the placement test for non-exempt students.
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	<p>This course fulfills the Gordon Rule of Computation requirement and must be completed with a grade of C or higher (pursuant to State Board of Education Rule 6A-10.030).</p> <p>Effective Spring 2014, students who entered the ninth grade in a Florida public high school in the 2003-2004 school year, or any year thereafter, and earned a standard Florida high school diploma, or students who are serving as active duty members in any branch of the United States Armed Services, will not be required to take the common placement test or to enroll in developmental education at any Florida College System institution, including Florida State College at Jacksonville (per State Board Rule 6A-10.0315). These students shall be considered exempt from common placement testing and developmental education instruction, and may accordingly enroll directly in MAT 1033 or MGF 1130/MGF 1131, depending on their program of study requirement. For placement in any math course beyond MAT 1033, exempt students will be required to take the common placement test.</p>			
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Sodecki, D. and Mercer, B.	<i>Math in Our World: A Quantitative Reasoning Approach</i>	McGraw Hill	Latest edition/ALEKS platform	N/A
Bennett, J. and Briggs, W.	<i>Using and Understanding Math: A</i>	Pearson	Latest edition/MyLab Math platform	N/A

	<i>Quantitative Reasoning Approach</i>			
Blitzer, R.	<i>Thinking Mathematically</i>	Pearson	Latest edition/MyLab Math platform	N/A
Miller, C., et al.	<i>Mathematical Ideas</i>	Pearson	Latest edition/MyLab Math platform	N/A
Lippman, D.	<i>Math in Society</i>	Lumen Learning	OHM platform	N/A

LEARNING OUTCOMES, COMPETENCIES, AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment	
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>	
Statewide Course Learning Outcome	College Course Learning Outcome
<i>Upon completion of the course students will:</i>	
1. Determine efficient means of solving a problem through investigation of multiple mathematical models.	CLO 1
2. Apply logic in contextual situations to formulate and determine the validity of logical statements using a variety of methods.	CLO 2
3. Apply mathematical concepts visually and contextually to represent, interpret and reason about geometric figures.	CLO 3
4. Recognize the characteristics of numbers and utilize numbers along with their operations appropriately in context.	CLO 4
5. Analyze and interpret representations of data to draw reasonable conclusions.	CLO 5

Learning Outcomes, Competencies and Assessments			
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>			
Course Learning Outcome	Assessment Method	Discipline Learning Outcome	General Education Competency
<i>Upon completion of the course students will:</i>			
1. Determine efficient means of solving a problem through the investigation of multiple mathematical models.	CAL, CA/P, CBE, CFE, DB, EM, EX, GP, HM, ICA, OP, RP, Q, SP, U, and/or O	MATH 2	GCT
2. Apply logic in contextual situations to formulate and determine the validity of logical statements using a variety of methods.	CAL, CA/P, CBE, CFE, DB, EM, EX, GP, HM, ICA, OP, RP, Q, SP, U, and/or O	MATH 3	GSQ
3. Apply mathematical concepts visually and contextually to represent, interpret, and reason about geometric figures.	CAL, CA/P, CBE, CFE, DB, EM, EX, GP, HM, ICA, OP, RP, Q, SP, U, and/or O	MATH 4	GSQ
4. Recognize the characteristics of numbers and utilize numbers along with their operations appropriately in context.	CAL, CA/P, CBE, CFE, DB, EM, EX, GP, HM, ICA, OP, RP, Q, SP, U, and/or O	MATH 2	GCT
5. Analyze and interpret representations of data to draw reasonable conclusions.	CAL, CA/P, CBE, CFE,	MATH 1	GCT

		DB, EM, EX, GP, HM, ICA, OP, RP, Q, SP, U, and/or O		
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COURSE TOPICS

Topics, Contact Hours, and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
1. Answering the Question "What's the (Math) Problem Here"? by Identifying the Types of Math Problems <ul style="list-style-type: none"> a. Strategies for Reading and Understanding Math Problems b. Classifying the Types of Problems (e.g., solve, simplify, calculate, graph, multi-step, etc.) c. Strategies for Determining the Data Needed to Solve Problems d. Strategies for Determining the Reliability and Validity of the Data e. Strategies for Utilizing Technology (e.g., calculator, Desmos, Excel, Google Sheets, etc.) with Step-by-Step Instructions 	6	1
2. Identifying How to Solve the Problem and Selecting the Appropriate Mathematical Methods <ul style="list-style-type: none"> a. Classifying Types of Problem-Solving Techniques (e.g., analysis, geometry, percentages, profit: revenue/cost, etc.) b. Selecting Appropriate Technology (e.g., calculator, Desmos, Excel, Google Sheets, etc.) to Aid in Solving Problems c. Graphing Data to Determine a Model d. Using Pictures, Tables, Charts, Formulas, etc. to Solve Math Problems e. Applying Systems of Equations (e.g., proportion, linear regression and correlation, etc.) f. Techniques for Converting the Metric System to the Imperial System and Vice Versa 	7	1
3. Using a Variety of Logic-Based Strategies to Analyze Statements for Reliability and Validity <ul style="list-style-type: none"> a. Recognizing and Avoiding Logical Fallacies b. Using Truth Tables to Solve Logic Problems c. Identifying Logical Equivalencies d. Identifying Logical Inconsistencies e. Using Euler Diagrams to assess logical validity <i>(Faculty Note: Select at least 2 of the topics below.)</i> <ul style="list-style-type: none"> f. Applying Syllogisms g. Classifying Converse, Inverse, and Contrapositive Logic h. Developing Symbolic Arguments i. Applying Boolean Logic in Computer-Based Exercises j. Applying Logic in Contextual Reasoning/Decision-Making Activities 	7	2
4. Applying Mathematical Concepts to the Visual and Contextual Study of Geometric Figures <ul style="list-style-type: none"> a. Applications of Geometric Measures for Commercial and Residential Use <ul style="list-style-type: none"> i. Linear ii. Area iii. Volume b. Similar Shapes: Models and Sense of Scale with Applications Such As: <ul style="list-style-type: none"> i. Architecture ii. Interior Design iii. Culinary iv. Graphic Design v. Other <i>(Faculty Note: Select at least 1 of the topics below.)</i> <ul style="list-style-type: none"> c. Golden Ratio and Golden Rectangles d. Fibonacci Sequence Applications e. Fractals and Tessellations 	7	3
5. Recognizing the Characteristics of Numbers and Using Numbers with Operations in Context <ul style="list-style-type: none"> a. Financial Literacy <ul style="list-style-type: none"> i. Budgeting ii. Determining Purchase Price and Tax Amount iii. Retirement Planning 	11	4

<ul style="list-style-type: none"> iv. Interest-Rate Analysis <ul style="list-style-type: none"> b. Percentages c. Proportions in Measurement (Faculty Note: Select at least 2 of the topics below.) <ul style="list-style-type: none"> d. Introduction to Number Theory: Modular Mathematics e. Rules of Divisibility f. Bases (2, 8, 16; historical numeration systems) g. Cryptology 		
<ul style="list-style-type: none"> 6. Drawing Reasonable Conclusions by Analyzing and Interpreting Representations of Data <ul style="list-style-type: none"> a. Determining the Source of Sample b. Measures of Central Tendency c. Population Demographics d. Statistical Manipulation: The Misuse and Incorrect Use of Data 	7	5

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING, AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	22.00	3.00	45.00	3.00	3.00
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				3.00	45.00	3.00	3.00

Grading					
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned	<input type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other	Identify grading if not listed.	

Special Designation					
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Credit by Exam (CBE)
<input type="checkbox"/>	Dual Enrollment	<input checked="" type="checkbox"/>	Gordon Rule of Computation	<input type="checkbox"/>	Gordon Rule of Writing
<input type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other	Identify special designation if not listed.	

COURSE SIGNATURE

Faculty Member(s)			
Name(s)	Professors Caroline Sampson, Alicia Byrd, Nancy Eschen, Bobbie Harman, Andrew Kennon, and Sharon Sweet with cross-disciplinary input from Dr. Scott Cason and Professor Faith Litvak		Date
			11/21//2022

State-Mandated General Education Modification(s)			
Name(s)	Mathematics Faculty Council		Date
			4/1/2024

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A

Additional Course Detail

Teaching methods should include active learning strategies and collaboration. Embed appropriate study skills for mathematics throughout the course.

It is essential to refer to the Course Guide (to be developed—please see the FSCJ Math Department) for assistance with examples and instructional ideas.

Statement of clarification regarding MGF 1130 vs MGF 1131:

Both MGF 1130 and MGF 1131 include the following learning outcome: "Analyze and interpret representations of data to draw reasonable conclusions." Although MGF 1130 is not a prerequisite for MGF 1131, concepts introduced in MGF 1130 might be reinforced in MGF 1131, thus providing students who take both courses additional opportunities to achieve the same learning outcome.

Whereas MGF 1130 emphasizes methods of mathematical thinking, MGF 1131 focuses on mathematics within the context of college, career, and life. Therefore, for MGF 1130, contextualized topics with a social, cultural, and/or economic focus are suggested, rather than integrated, within the course outline. For MGF 1131, however, contextualized topics are integrated directly within the curriculum.

Below is a key for the assessment methods, discipline learning outcomes, and general education competencies for MGF 1130 and MGF 1130:

Assessment Methods:

CAL: Computer-Assisted Lessons; CA/P: Class Attendance/Participation; CBE: Content-Based Exams; CFE: Comprehensive Final Exam; DB: Discussion Boards; EM: Examination; EX: Exercises; GP: Group Projects; HM: Graded Homework; ICA: In-Class Assignment; OP: Oral Presentations; RP: Research Papers; Q: Quizzes; SP: Student Portfolios; U: Unknown Report/Project; O: Other (Calculators/Technology)

Discipline Learning Outcomes:

MATH 1: Students will demonstrate the ability to estimate and check mathematical results for reasonableness: GCT
 MATH 2: Students will apply knowledge of mathematics to solving real-world problems: GCT
 MATH 3: Students will analyze and interpret mathematical models presented graphically, symbolically, or tabularly: GSQ
 MATH 4: Students will represent given mathematical information symbolically, graphically, or tabularly: GSQ

General Education Competencies:

GCT: Critical Thinking
 GSQ: Scientific and Quantitative Reasoning

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	114647	Group ID	009902		
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	MUL 2010	Credit Hours	3.00	Contact Hours	45.00
Course Title	Music in the Humanities				
Catalog Course Description	In this course, students will survey the history of classical music from Antiquity to the modern period, focusing on Western music. The curriculum may also integrate a variety of popular and global styles where appropriate. Pertaining to its focus on the cultural and expressive practices and musical forms associated with the Western art music tradition, the course will emphasize listening skills and appreciation and introduce basic concepts of music theory. As part of this humanities course, students will study music within a cultural context to examine the relationships between musical expressions and society.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input checked="" type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	Qualify for enrollment in ENC 1101.
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	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.			
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Kamien	Music: An Appreciation Digital and/or hard copy versions as required	McGraw-Hill	Latest Edition	N/A

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment		
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>		
Statewide Course Learning Outcome <i>Upon completion of the course students will:</i>	College Course Learning Outcome	
1. Discuss and analyze music using terminology appropriate for the course.	CLO 1, CLO 4, CLO 6, CLO 7	
2. Demonstrate fundamental knowledge of the works of significant composers.	CLO 5	
3. Identify connections between music and the other arts.	CLO 3	
4. Identify historical styles and periods based on instruments and performance practices utilized.	CLO 2, CLO 3, CLO 4	

Learning Outcomes, Competencies and Assessments				
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>				
Course Learning Outcome <i>Upon completion of the course students will:</i>	Assessment Method	Discipline Learning Outcome	General Education Competency	
1. Demonstrate proficiency in critical thinking.	CRA, E, WA, EM, Q, DI, OP, U	HUM 2	GCT	
2. Demonstrate understanding of global sociocultural responsibility.	CRA, E, WA, EM, Q, DI, OP, EV, U	HUM 3	GSR	
3. Identify the relationships between cultural expressions and their contexts, including connections between music and the other arts.	CRA, E, WA, EM, Q, DI, OP, U	HUM 2, HUM 4	GCT, GIL	
4. Identify historical styles and periods based on instruments and performance practices utilized.	CRA, E, WA, EM, Q, DI, OP, U	HUM 2, HUM 4	GCT, GIL	
5. Demonstrate fundamental knowledge of the works of significant composers.	CRA, E, WA, EM, Q, DI, OP, U	HUM 4	GIL	
6. Identify the various media of musical sound.	CRA, E, WA, EM, Q, DI, OP, U	HUM 2, HUM 4	GCT, GIL	
7. Discuss and analyze music in writing by correctly using terminology and describing expressions, practices, and/or their contexts appropriate for the course.	CRA, E, WA, WP, RE, RP, U	HUM 1, HUM 2, HUM 4	GCM, GCT, GIL	

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
<i>This 3-credit-hour course consists of 45-instructional contact hours. Each course topic contains a suggested range of contact hours. When deciding how many contact hours to dedicate to each topic, please ensure that the total contact hours for your course add up to 45-instructional contact hours.</i>		
1. The Elements of Music: Sound, Voice, Instruments, Rhythm, Form, Style	3-6	1,3,4,6,7
2. The Medieval and Renaissance Periods Including Various Forms, Styles, and Developments	3-6	1,2,3,4,5,6,7
3. The Baroque Period Including Form, Style, and Developments	3-9	1,2,3,4,5,6,7
4. The Classical (Or Viennese) Period Including Form, Style, and Developments	3-9	1,2,3,4,5,6,7
5. Romantic Period Including Form, Style, and Developments	3-9	1,2,3,4,5,6,7

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

6. The 20th Century Since World War I and the Future of Music Including Jazz, Rock and/or other Popular Music Genres, Electronic Music	3-6	1,2,3,4,5,6,7
7. Non-Western Music (Including, for example, Global Music, World Music, Ethno Music)	3-6	1,2,3,4,5,6,7
8. Writing Assignment (Such as Attending and Reviewing Live Music Performances and/or Research Essay or Report)	3-6	1,2,4,5,6,7
9. Related Topics as Determined by Instructor	0-6	1,3,4,5,6,7

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	25.00	3.00	45.00	3.00	3.00
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				3.00	45.00	3.00	3.00

Grading					
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned	<input type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other	Identify grading if not listed.	

Special Designation					
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Credit by Exam (CBE)
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation	<input checked="" type="checkbox"/>	Gordon Rule of Writing
<input type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other	Identify special designation if not listed.	

COURSE SIGNATURE

Faculty Member(s)				
Name(s)	Judith Bernanke, Paul Weikle, Tommy Shapard		Date	11/07/2022

State-Mandated General Education Modification(s)				
Name(s)	Judith Bernanke, Paul Weikle, Tommy Shapard		Date	3/29/2024

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A

Additional Course Detail

Course Rationale and Approach:

MUL2010, as well as all Humanities General Education courses, approaches the concept of culture as a system of meanings allowing groups and individuals to give significance to the world and mediate their relationships with each other and their known universe. Humanities courses are distinguished from traditional Liberal Arts disciplines through an emphasis on interdisciplinary and comparative cultural contexts. Through these approaches to cultural texts and artifacts, the humanities attempt to investigate, contest, deconstruct, analyze, and synthesize the phenomena of human agency and subjectivity both within and between cultures. By pursuing these forms of inquiry, we may better understand our world and our places within it.

Acknowledged Approaches to the Humanities may include:

- Understanding and appreciating outstanding cultural expressions of the humanistic tradition;
- Interpreting and evaluating works of art, works of music, philosophical arguments, religious beliefs, and/or social theories;
- Comparing and contrasting expressions of art, music, literature, philosophy and/or religion;
- Identifying causal influences in the chronological development of arts and/or ideas;
- Recognizing the relationships between cultural expressions and their contexts.

Note: As a Humanities General Education course, it is expected that the students will engage in significant writing to meet the area and course level objectives.

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	115386	Group ID		None	
Proposal Number	2023-19 2024-05	Effective Term	2238 2248	End Term	Open
Course Prefix/Number	OCE 2001	Credit Hours	3.00	Contact Hours	45.00
Course Title	Survey of Oceanography				
Catalog Course Description	<p>Statewide Course Description: Using the scientific method, critical thinking skills, data analysis, this course will examine the fundamental processes of the ocean system, composed of an atmosphere, hydrosphere, lithosphere, and biosphere, through time. The course will also explore interactions between these spheres, including critical analysis of scientific theories and emphasize oceanic connections with humanity.</p> <p>Current College Course Description: This course consists of an introductory, comprehensive treatment of the physical, chemical, geological, and biological aspects of the oceans.</p> <p>Updated Course Description: Using the scientific method, critical thinking skills, data analysis, this course will examine the fundamental processes of the ocean system, composed of an atmosphere, hydrosphere, lithosphere, and biosphere, through time. The course will also explore interactions between these spheres, including critical analysis of scientific theories and emphasize oceanic connections with humanity.</p> <p>Statewide Course Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will use critical thinking to recognize the rigorous standards of scientific theories. (CLO 2,3,4) 2. Students will analyze and synthesize oceanographic data to draw scientifically valid conclusions. (CLO 1,2,3,4) 3. Students will recognize the different time scales associated with different ocean processes. (CLO 5) 4. Students will effectively communicate the importance of the interactions between humans and the ocean realm. (CLO 1,5) 5. Students will apply their understanding of these oceanographic principles to various marine issues.(CLO 1,4,5) 				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input checked="" type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input checked="" type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	None
Corequisite(s)	None

Conditional Requirements			
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>			
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)
<input type="checkbox"/>		<input type="checkbox"/>	GPA: 3.0 (B or higher)

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	This course may require proctored testing at an approved location. Students may be charged testing fees at off-campus and virtual testing locations. For additional information and resources, please see the College's Online Learning website.			
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Duxbury, & Duxbury	The World's Oceans		Latest Edition	
Garrison	Invitation to Marine Science		Latest Edition	
Sverdrup	Fundamentals of Oceanography		Latest Edition	
Trujillo	Essentials of Oceanography	Pearson	Latest Edition	
Thurman	Introductory Oceanography		Latest Edition	

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Learning Outcomes, Competencies and Assessments				
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>				
Course Learning Outcome	Assessment Method	Discipline Learning Outcome	General Education Competency	
<i>Upon completion of the course students will:</i>				
1. Describe, explain and apply major concepts in oceanography including its physical, chemical, biological and geological aspects.	CB/DB, Q, WA, EM, EX, HM, CAL	COMM 2, MATH 3, HUM 2, NSC 1	GCM, GCT, GSQ	
2. Demonstrate knowledge of scientific method	CB/DB, Q, WA, EM, EX, HM, CAL	COMM 2, MATH 3, HUM 2, NSC 3	GIL, GCT	
3. Communicate scientific ideas through oral or written assignments.	CB/DB, WA, HM, CAL	COMM 2, MATH 3, HUM 2, NSC 2	GSQ, GCT	
4. Demonstrate problem-solving methods in situations that are encountered outside of the classroom.	CB/DB, Q, WA, EM, EX, HM, CAL	COMM 2, MATH 3, HUM 2, NSC 4	GSQ, GCT	
5. Understand current and historical global diversity and connectivity enabled by our oceans	CB/DB, CAL	COMM 2	GCT, GIL	

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
1. Intro to the Earth a. Intro to Oceanography b. History of Oceanography and Ocean Exploration and Travel c. Latitude/Longitude d. Origin of Oceans and Atmosphere	4.5	1, 2
2. Plate Tectonics a. History and Evidence b. Plate Boundaries and processes/features	4.5	1, 4

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

3. Marine Provinces and Sedimentation a. Bathymetry b. Continental Margins/Deep Oceans/Mid-ocean Ridges c. Sediment Types and Distribution	4.5	1
4. Water a. Chemistry b. Thermal Properties c. Salinity Variations d. Density Variations e. Optical Properties	4.5	1, 3
5. Ocean-Atmosphere Interaction a. Seasonality b. Atmospheric Circulation c. Coriolis Effect d. Climatic Variations	4.5	1, 2
6. Ocean Circulation a. Wind-driven Circulation b. Thermohaline Circulation c. Deep-water Currents	4.5	1
7. Wave Dynamics a. Wave formation and propagation b. Energy Transfer c. Deep vs. Shallow-water waves d. Coastal Effects	4.5	1
8. Tides a. Causes b. Variations c. Patterns d. Coastal Effects	4.5	1
9. Coastal Processes a. Beaches and Beach Dynamics b. Erosional/Depositional Processes and Features c. Human Effects d. Wetlands e. Marine Pollution and Environmental issues f. Climate Change and the Oceans	4.5	1, 3, 4, 5
10. Biological Productivity in the Oceanographic Environment a. Phytoplankton and Primary Productivity b. Nutrient and Energy Movement through biological systems c. Human influences and effects	4.5	1, 3

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
<i>Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.</i>							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30.00	3.00	45.00	3.00	3.00
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				3.00	45.00	3.00	3.00

Grading			
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other Identify grading if not listed.
<input type="checkbox"/>		<input type="checkbox"/>	Pass/Fail

Special Designation

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Credit by Exam (CBE)
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation	<input type="checkbox"/>	Gordon Rule of Writing
<input checked="" type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other	Identify special designation if not listed.	

COURSE SIGNATURE

Faculty Member(s)	
Name(s)	Christopher Perle, Craig Van Boskirk
Date	11/11/2022 4/1/2024

*State-Directed General Education Review

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A
Additional Course Detail

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	115386	Group ID	None		
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	OCE 2001	Credit Hours	3.00	Contact Hours	45.00
Course Title	Survey of Oceanography				
Catalog Course Description	Using the scientific method, critical thinking skills, data analysis, this course will examine the fundamental processes of the ocean system, composed of an atmosphere, hydrosphere, lithosphere, and biosphere, through time. The course will also explore interactions between these spheres, including critical analysis of scientific theories and emphasize oceanic connections with humanity.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input checked="" type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	None
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	This course may require proctored testing at an approved location. Students may be charged testing fees at off-campus and virtual testing locations. For additional information and resources, please see the College's Online Learning website.			
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Duxbury, & Duxbury	The World's Oceans		Latest Edition	
Garrison	Invitation to Marine Science		Latest Edition	
Sverdrup	Fundamentals of Oceanography		Latest Edition	
Trujillo	Essentials of Oceanography	Pearson	Latest Edition	
Thurman	Introductory Oceanography		Latest Edition	

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment		
Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.		
Statewide Course Learning Outcome <i>Upon completion of the course students will:</i>	College Course Learning Outcome	
1. Use critical thinking to recognize the rigorous standards of scientific theories.	CLO 2, CLO 3, CLO 4	
2. Analyze and synthesize oceanographic data to draw scientifically valid conclusions.	CLO 1, CLO 2, CLO 3, CLO 4	
3. Recognize the different time scales associated with different ocean processes.	CLO 5	
4. Effectively communicate the importance of the interactions between humans and the ocean realm.	CLO 1, CLO 5	
5. Apply their understanding of these oceanographic principles to various marine issues.	CLO 1, CLO 4, CLO 5	

Learning Outcomes, Competencies and Assessments				
Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.				
Course Learning Outcome <i>Upon completion of the course students will:</i>	Assessment Method	Discipline Learning Outcome	General Education Competency	
1. Describe, explain and apply major concepts in oceanography including its physical, chemical, biological and geological aspects.	CB/DB, Q, WA, EM, EX, HM, CAL	COMM 2, MATH 3, HUM 2, NSC 1	GCM, GCT, GSQ	
2. Demonstrate knowledge of scientific method	CB/DB, Q, WA, EM, EX, HM, CAL	COMM 2, MATH 3, HUM 2, NSC 3	GIL, GCT	
3. Communicate scientific ideas through oral or written assignments.	CB/DB, WA, HM, CAL	COMM 2, MATH 3, HUM 2, NSC 2	GSQ, GCT	
4. Demonstrate problem-solving methods in situations that are encountered outside of the classroom.	CB/DB, Q, WA, EM, EX, HM, CAL	COMM 2, MATH 3, HUM 2, NSC 4	GSQ, GCT	
5. Understand current and historical global diversity and connectivity enabled by our oceans	CB/DB, CAL	COMM 2	GCT, GIL	

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
1. Intro to the Earth a. Intro to Oceanography b. History of Oceanography and Ocean Exploration and Travel c. Latitude/Longitude d. Origin of Oceans and Atmosphere	4.5	1, 2
2. Plate Tectonics a. History and Evidence b. Plate Boundaries and processes/features	4.5	1, 4
3. Marine Provinces and Sedimentation a. Bathymetry b. Continental Margins/Deep Oceans/Mid-ocean Ridges c. Sediment Types and Distribution	4.5	1
4. Water a. Chemistry b. Thermal Properties c. Salinity Variations d. Density Variations e. Optical Properties	4.5	1, 3
5. Ocean-Atmosphere Interaction a. Seasonality b. Atmospheric Circulation	4.5	1, 2

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

c. Coriolis Effect d. Climatic Variations		
6. Ocean Circulation a. Wind-driven Circulation b. Thermohaline Circulation c. Deep-water Currents	4.5	1
7. Wave Dynamics a. Wave formation and propagation b. Energy Transfer c. Deep vs. Shallow-water waves d. Coastal Effects	4.5	1
8. Tides a. Causes b. Variations c. Patterns d. Coastal Effects	4.5	1
9. Coastal Processes a. Beaches and Beach Dynamics b. Erosional/Depositional Processes and Features c. Human Effects d. Wetlands e. Marine Pollution and Environmental issues f. Climate Change and the Oceans	4.5	1, 3, 4, 5
10. Biological Productivity in the Oceanographic Environment a. Phytoplankton and Primary Productivity b. Nutrient and Energy Movement through biological systems c. Human influences and effects	4.5	1, 3

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
<i>Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.</i>							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30.00	3.00	45.00	3.00	3.00
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				3.00	45.00	3.00	3.00

Grading					
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned	<input type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other	Identify grading if not listed.	

Special Designation					
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Credit by Exam (CBE)
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation	<input type="checkbox"/>	Gordon Rule of Writing
<input checked="" type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other	Identify special designation if not listed.	

COURSE SIGNATURE

Faculty Member(s)			
Name(s)	Christopher Perle	Date	11/11/2022

State-Mandated General Education Modification(s)			
Name(s)	Christopher Perle, Craig Van Boskirk	Date	4/1/2024

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A
Additional Course Detail

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	115845	Group ID	009902		
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	PHI 2010	Credit Hours	3.00	Contact Hours	45.00
Course Title	Philosophy in the Humanities				
Catalog Course Description	In this course, students will be introduced to the nature of philosophy, philosophical thinking, major intellectual movements in the history of philosophy, including topics from the western philosophical tradition, and various problems in philosophy. Students will strengthen their intellectual skills, become more effective learners, and develop broad foundational knowledge. Additional approaches may include understanding the contexts of philosophical inquiry across historical and cultural traditions and their application to the world in which we live.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input checked="" type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	Qualify for enrollment in ENC 1101
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	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.			
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Melchert and Morrow	The Great Conversation: A Historical Introduction to Philosophy	Oxford University Press	Ninth Edition or Latest Edition	ISBN: 9780197663462
Smith, Browne, and Conkling	Introduction to Philosophy	OpenStax https://open.umn.edu/opentextbooks/textbooks/1270	2022 or Latest Edition	ISBN 13: 9781951693596
Kessler	Voices of Wisdom: A Multicultural Philosophy Reader	Cengage	9 th Edition or Latest Edition	ISBN: 9781285874333
Various: A constellation of instructor-selected titles/reader-pack that aligns with expected outcomes in this outline, including open-access titles available in full.			Latest Edition	N/A
Plato	Five Dialogues (Euthyphro, Apology,	Hackett	Latest Edition	ISBN: 9780872206335

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

	Crito, Meno, Phaedo), trans. G. M. A. Grube			
Hume	Enquiry Concerning the Principles of Morals	Hackett	Latest Edition	ISBN: 9780915145454
Nietzsche	<i>Beyond Good and Evil</i> , trans. Walter Kaufmann	Random House	Latest Edition	ISBN: 9780679724650

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment	
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>	
Statewide Course Learning Outcome <i>Upon completion of the course students will:</i>	College Course Learning Outcome
1. Develop critical thinking skills.	CLO 1, CLO 5, CLO 8, CLO 10
2. Demonstrate an understanding of classical western philosophical views.	CLO 7
3. Analyze, explain, and evaluate foundational concepts of epistemology, metaphysics, and ethics.	CLO 6, CLO 7, CLO 8, CLO 9, CLO 10

Learning Outcomes, Competencies and Assessments			
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>			
Course Learning Outcome <i>Upon completion of the course students will:</i>	Assessment Method	Discipline Learning Outcome	General Education Competency
1. Develop critical thinking skills.	CRA, E, WA EM, Q, FP	HUM 2	GCT
2. Demonstrate understanding of global sociocultural responsibility.	CRA, E, WA EM, Q, FP	HUM 3	GSR
3. Demonstrate an understanding of classical western philosophical views.	CRA, E, WA EM, Q, FP	HUM 4	GIL
4. Analyze, explain, and evaluate foundational concepts of epistemology, metaphysics, and ethics.	CRA, E, WA EM, Q, FP	HUM 2	GCT
5. Interpret cultural artifacts and/or their contexts for significance.	CRA, E, WA EM, Q, FP	HUM 2	GCT
6. Compare expressions of philosophy in context.	CRA, E, WA EM, Q, FP	HUM 2	GCT
7. Identify major philosophic periods, schools of thought, and the chronological development of ideas.	CRA, E, WA EM, Q, FP	HUM 2	GCT
8. Analyze in writing philosophical and ethical expressions and/or their contexts.	E, CRA, WA	HUM 1	GCM
9. Recognize the elements of philosophic inquiry.	CRA, E, WA EM, Q, FP	HUM 2	GCT
10. Apply relevant philosophical principles in the interpretation of specific texts.	CRA, E, WA EM, Q, FP	HUM 2	GCT

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
<i>This 3-credit-hour course consists of 45-instructional contact hours. Each approach to contains a suggested range of contact hours. When deciding how many contact hours to dedicate to each topic, please ensure that the total contact hours for your course add up to 45-instructional contact hours.</i>		
Example of Topics Approach		
1. The Formation and Justification of Beliefs and Knowledge	3-7	1, 3, 4, 5, 6, 7, 8
2. Moral Values and Principles	3-7	1, 4, 5, 6, 7, 8, 9, 10
3. Freedom, Determinism and Moral Responsibility	3-8	1, 4, 5, 6, 7, 8, 9, 10

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

4. Persons: Minds Plus Bodies or Simply Bodies	3-8	1, 4, 5, 6, 7, 8
5. God(s): Arguments for the Existence of, the Problems of Evil	3-8	1, 4, 5, 6, 7, 8
6. Social Justice: The Legitimacy of Authority and Use of Power	3-7	2, 9, 10
7. Related Topics as Determined by Instructor	0-6	1, 5, 10
Example of Philosophical Schools Approach		
1. Introduction to Philosophical Foundations—Ancient; Modern; East/West	1-4	1, 2, 3, 4, 5, 6, 7, 8, 9
2. Exploring Epistemology—The Formation and Justification of Beliefs and Knowledge	6-16	1, 2, 3, 4, 5, 6, 7, 8, 10
3. Exploring Axiology—Ethics, Moral Values (Conventional or Natural, Based Upon Rational Principle of Emotion); Social/Political Philosophy; Aesthetics	6-16	1, 2, 3, 4, 5, 6, 7, 8
4. Exploring Metaphysics—Freedom, Determinism, and Moral Responsibility	6-16	1, 2, 3, 4, 5, 6, 7, 8, 10
Example of Historical Approach		
Introduction to Historical Foundations of Philosophy	1-4	1, 7
Practices of Philosophical Inquiry	2-5	1, 2, 9
Major Works & Figures in Ancient Philosophy (East & West)	5-9	1, 3-8, 10
Major Works & Figures in Medieval Philosophy	5-9	1, 3-8, 10
Major Works & Figures in Renaissance Philosophy	5-9	1, 3-8, 10
Major Works & Figures in Modern Philosophy	5-9	1, 3-8, 10
Major Works & Figures in 20 th & 21 st Century Philosophy & Contemporary Applications	5-9	1-8, 10

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	25.00	3.00	45.00	3.00	3.00
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				3.00	45.00	3.00	3.00

Grading			
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other Identify grading if not listed.

Special Designation			
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation
<input type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other Identify special designation if not listed.
<input type="checkbox"/>		<input type="checkbox"/>	Credit by Exam (CBE)
<input type="checkbox"/>		<input checked="" type="checkbox"/>	Gordon Rule of Writing

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

COURSE SIGNATURE

Faculty Member(s)			
Name(s)	Carl Colavito, Holly Masturzo	Date	10/31/2022

State-Mandated General Education Modification(s)			
Name(s)	Carl Colavito, Holly Masturzo, Paul Hendrickson	Date	3/4/2024

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A

Additional Course Detail

Course Rationale and Approach:

PHI 2010, as well as all Humanities General Education courses, approaches the concept of culture as a system of meanings allowing groups and individuals to give significance to the world and mediate their relationships with each other and their known universe. Humanities courses are distinguished from traditional Liberal Arts disciplines through an emphasis on interdisciplinary and comparative cultural contexts. Through these approaches to cultural texts and artifacts, the humanities attempt to investigate, contest, deconstruct, analyze, and synthesize the phenomena of human agency and subjectivity both within and between cultures. By pursuing these forms of inquiry, we may better understand our world and our places within it.

Acknowledged Approaches to the Humanities may include:

- Understanding and appreciating outstanding cultural expressions of the humanistic tradition;
- Interpreting and evaluating works of art, works of music, philosophical arguments, religious beliefs, and/or social theories;
- Comparing and contrasting expressions of art, music, literature, philosophy and/or religion;
- Identifying causal influences in the chronological development of arts and/or ideas;
- Recognizing the relationships between cultural expressions and their contexts.

Note: As a Humanities General Education course, it is expected that the students will engage in significant writing to meet the area and course level objectives.

Rationale: Philosophy is a human endeavor to determine the nature of human persons, the structure of reality, a person's relation to others, and humankind's role in the world through the rational attempts to formulate, understand, and answer fundamental questions.

Intent:

1. To familiarize students with the processes described above by introducing them to philosophical methods and texts
2. To improve skills in critical thinking and writing through rigorous classroom exercise.

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	115883	Group ID		008866	
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	PHY 1020C	Credit Hours	3.00	Contact Hours	60.00
Course Title	Physics for Liberal Arts with Laboratory				
Catalog Course Description	This course offers a comprehensive survey of physics, covering a wide range of topics including motion, Newton's laws, energy, sound, heat, electricity, magnetism, and optics. Emphasizing a conceptual understanding of physics, the course integrates critical thinking skills and real-world applications.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input checked="" type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	MAT 1033 or higher
Corequisite(s)	MAT 1033 or higher

Conditional Requirements			
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>			
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term
<input type="checkbox"/>		<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>		<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	This course may require proctored testing at an approved location. Students may be charged testing fees at off-campus and virtual testing locations. For additional information and resources, please see the College's Online Learning website.	
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>			
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed	

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Hewitt, P.	Conceptual Physics	Addison Westley	Latest Edition	
Griffith, W.T.	The Physics of Everyday Phenomena	WCB / McGraw-Hill	Latest Edition	
Ostiek, V.J., & Bord, D.J.	Inquiry into Physics	Cengage Learning	Latest Edition	
Bunch, A	This is Physics	Amazon	Latest Edition	
Einstein, A. & Infeld, L.	The Evolution of Physics	Simon & Schuster	Latest Edition	

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment		
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>		
Statewide Course Learning Outcome <i>Upon completion of the course students will:</i>	College Course Learning Outcome	
1. Critically evaluate everyday phenomena using the scientific method	CLO 3, CLO 5	
2. Explain the basis of physical principles (such as conservation laws) and how they apply to everyday phenomena.	CLO 1	
3. Interpret information conveyed in diagrams and graphs.	CLO 4	
4. Perform simple calculations relevant to real world problems.	CLO 5	

Learning Outcomes, Competencies and Assessments			
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>			
Course Learning Outcome <i>Upon completion of the course students will:</i>	Assessment Method	Discipline Learning Outcome	General Education Competency
1. Explain and apply major concepts in Physics including mechanics, heat, electricity, magnetism, light and some modern physics.	HM, Q, CFE, CBE, LR, LWS	NSC 1	GCT
2. Demonstrate proper laboratory technique including safety in the use and care of laboratory equipment and materials.	LR, LWS, EV, LRE	NSC 2	GCT
3. Communicate scientific ideas through oral and written assignments.	HM, Q, CFE, CBE, LR, LWS, EV, LRE	NSC 2.	GCT
4. Interpret scientific models such as formulas, graphs tables and schematics, draw inferences from them and recognize their limitations	HM, Q, CFE, CBE, LR, LWS, EV, LRE	NSC 3	GSQ
5. Demonstrate problem solving methods in situations that are encountered outside of the classroom	HM, Q, CFE, CBE, LR, LWS, EV, LRE	NSC 4	GSQ

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
1. Mathematical Review a. Measurement and Scientific Notation b. Metric System of Measure c. Unit-Factor Conversions	1	4, 5
2. Mechanics a. Speed, Velocity and Acceleration b. Linear Motion c. Gravitation d. Projectile and Centripetal Motion e. Newton's Laws of Motion f. Forces g. Momentum	7	1, 2, 3, 4, 5
3. Work and Energy a. Work b. Mechanical Energy c. Conservation Principle d. Power e. Modern Energy Concerns	4	1, 2, 3, 4, 5
4. Properties of Matter a. Atomic Nature of Matter b. Solids, Liquids, Gases and Plasmas	1	1, 2, 3, 4,5

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

5. Heat a. Temperature b. Calorie and Joule c. Heat Transfer (OPTIONAL TOPIC) d. Change of State/Specific Heat	4	1, 2, 3, 4, 5
6. Waves and Vibrations a. Sound b. Light c. Harmonic Motion	4	1, 2, 3, 4, 5
7. Electricity and Magnetism a. Electrostatics b. Electric Current c. Magnetic Force and Field	8	1, 2, 3, 4, 5
8. Modern Physics a. The Atom and the Quantum b. Radioactivity c. Nuclear Fission and Fusion d. Nuclear Energy e. Relativity	7	1, 4, 5
9. Evaluation	4	3

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	24.00	4.00	60.00	4.00	4.00
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				4.00	60.00	4.00	4.00

Grading			
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other Identify grading if not listed.
<input type="checkbox"/>		<input type="checkbox"/>	Pass/Fail

Special Designation			
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation
<input type="checkbox"/>		<input type="checkbox"/>	Credit by Exam (CBE)
<input type="checkbox"/>		<input type="checkbox"/>	Gordon Rule of Writing
<input checked="" type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other Identify special designation if not listed.

COURSE SIGNATURE

Faculty Member(s)			
Name(s)	Andrew Bunch	Date	12/1/2022

State-Mandated General Education Modification(s)			
Name(s)	Andrew Bunch	Date	4/1/2024

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A

Additional Course Detail

List of laboratory experiments (2 hours each); select a minimum of 10 from the list, and include Lab and Safety Evaluation:

1.	Measuring Devices	2
2.	Measuring of Velocity and Acceleration	2
3.	Measuring "g", the Acceleration due to Gravity	2
4.	Static Equilibrium	2
5.	Newton's Second Law	2
6.	Friction	2
7.	Work, Incline Plane	2
8.	Momentum Conservation	2
9.	Momentum and Projectile Motion	2
10.	Ideal Gasses	2
11.	Archimedes' Principle	2
12.	Waves on a String	2
13.	The Simple Pendulum	2
14.	Simple Harmonic Motion	2
15.	The Laser	2
16.	Electric Field and Potential Plotting	2
17.	Resistance and Ohm's Law	2
18.	Magnetic Fields	2
19.	Tangent Galvanometer	2
20.	Thin Lenses and Mirrors	2
21.	The Oscilloscope	2
22.	Resistors and Kirchoff's Laws	2
	Lab and Safety Evaluation	2

A minimum of seven (7) of these activities must be done in a laboratory setting with the instructor present.

A minimum of one exam must be conducted in a proctored environment.

This course can only be offered as a Face-to-Face, Web-Enhanced, or Hybrid section.

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	115884	Group ID	008867		
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	PHY 2048C	Credit Hours	4.00	Contact Hours	90.00
Course Title	Physics I with Calculus				
Catalog Course Description	This calculus-based course serves as the first in a two-part series, covering topics like kinematics, dynamics, energy, momentum, rotational motion, fluid dynamics, oscillatory motion, and waves. Designed for science and engineering majors, the course integrates critical thinking, analytical skills, and real-world applications.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input checked="" type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	MAC 2311
Corequisite(s)	MAC 2312

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	It is recommended that the student with no prior physics take General Physics I. This course may require proctored testing at an approved location. Students may be charged testing fees at off-campus and virtual testing locations. For additional information and resources, please see the College's Online Learning website.			
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (If applicable)
Halliday, Resnick, and Walker	Fundamentals of Physics	John Wiley & Sons Publ.	Latest Edition	
Serway and Jewett	Physics for Scientists and Engineers	Cengage Learning Publ.	Latest Edition	
Wolfson and Pasachoff	Physics for Scientists and Engineers	Addison-Wesley Publ.	Latest Edition	
Tipler and Mosca	Physics For Scientists and Engineers.	Macmillan Publ.	Latest Edition	

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment		
Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.		
Statewide Course Learning Outcome	College Course Learning Outcome	
<i>Upon completion of the course students will:</i>		
1. Solve analytical problems describing different types of motion, including translational, rotational, and simple harmonic motion.	CLO 1	
2. apply Newton's laws, and conservation laws to solve analytical problems of mechanics.	CLO 1, CLO 3	
3. identify and analyze relevant information presented in various formats such as graphs, tables, diagrams, and/or mathematical formulations.	CLO 4	
4. Solve real world problems using critical thinking skills and knowledge developed from this course.	CLO 2, CLO 3, CLO 5	

Learning Outcomes, Competencies and Assessments				
Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.				
Course Learning Outcome	Assessment Method	Discipline Learning Outcome	General Education Competency	
<i>Upon completion of the course students will:</i>				
1. Explain and apply major concepts and equations of classical physics including mechanics (motion, vectors, force, energy, momentum, elasticity, fluid mechanics, conservation principles, rotational and harmonic motions) and temperature, heat, and thermodynamics.	HM, CBE, CFE, LR, LWS	NSC 1	GCT	
2. Demonstrate proper laboratory technique including safety in the use and care of laboratory equipment and materials.	UE, EV, LR, LWS, LRE	NSC 2	GCT	
3. Communicate scientific ideas through oral or written assignments and demonstrate knowledge of the scientific method.	HM, LR, CBE, CFE, EV, LWS	NSC 2	GCT	
4. Interpret scientific models using formulas, graphs, tables and schematics, drawing inferences from them and recognizing their limitations.	HM, LR, CBE, CFE, LWS, LRE	NSC 3	GSQ	
5. Model and analyze physical situations that are encountered outside of the classroom.	HM, LR, LRE, CBE, CFE, UE	NSC 4	GSQ	

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
1. Measurements a. Units b. Vectors and Scalars c. Components of Vectors	2	1, 4
2. Kinematics a. Displacement b. Velocity c. Acceleration d. Freely Falling Bodies e. Projectile Motion f. Circular Motion g. Relative Velocity	4	1, 2, 3, 4, 5
3. Dynamics a. Force, Weight and Mass b. Friction c. Newton's Laws d. Static Equilibrium of Forces	3	1, 2, 3, 4, 5
4. Work and Energy a. Work b. Kinetic Energy	4	1, 2, 3, 4, 5

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

<ul style="list-style-type: none"> c. Potential Energy d. Conservative and Nonconservative Forces e. Conservation of Energy f. Power 		
5. Systems of Particles <ul style="list-style-type: none"> a. Center of Mass b. Motion of the Center of Mass c. Energy d. Momentum e. Collisions f. Impulse 	4	1, 2, 3, 4, 5
6. Rotational Motion <ul style="list-style-type: none"> a. Angular Velocity b. Angular Acceleration c. Torque d. Moment of Inertia e. Angular Momentum and Kinetic Energy 	4	1, 2, 3, 4, 5
7. Equilibrium of Rigid Bodies <ul style="list-style-type: none"> a. Moments (Torque) b. Sum Vertical Forces c. Sum Horizontal Forces 	3	1, 2, 3, 4, 5
8. Periodic Motion <ul style="list-style-type: none"> a. Simple Harmonic Motion (SHM) b. Torsional pendulum c. The Simple Pendulum d. **The Physical Pendulum e. **Damped Oscillations f. **Resonance 	3	1, 2, 3, 4, 5
9. Gravitation <ul style="list-style-type: none"> a. Universal Gravitation b. Gravitational and Inertial Mass c. The Gravitational Field d. **Gravitational Field of a Spherical Distribution of Mass e. **The Motions of Planets and Satellites 	2	1, 4
10. Fluid Mechanics <ul style="list-style-type: none"> a. Density b. Pressure c. Pascal's Principle d. Archimedes' Principle e. Bernoulli's Equation f. **Surface Tension 	3	1, 2, 3, 4
11. Elasticity <ul style="list-style-type: none"> a. Tensile Stress and Strain b. Bulk Stress and Strain c. Shear Stress and Strain d. **Elasticity and Plasticity 	2	1, 4, 5
12. Waves <ul style="list-style-type: none"> a. Speed b. Standing Waves c. Interference d. Superposition e. Diffraction f. Sound g. The Doppler Effect h. Beats 	2	1, 2, 3, 4
13. Temperature <ul style="list-style-type: none"> a. Macroscopic and Microscopic Descriptions b. The Zeroth Law of Thermodynamics c. Temperature Scales d. The Ideal Gas e. Thermal Expansion 	1	1, 4
14. Thermal Energy and the First Law of Thermodynamics <ul style="list-style-type: none"> a. Heat Capacity and Specific Heat b. The First Law of Thermodynamics 	2	1, 2, 3, 4

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

c. The Mechanical Equivalent of Heat d. Internal Energy		
15. **The Second Law of Thermodynamics a. Reversible and Irreversible Processes b. The Carnot Cycle c. The Second Law of Thermodynamics d. Entropy e. Efficiency	2	1 4
16. EVALUATIONS	4	1, 3, 4
17. Lab Safety and Evaluation	6	2, 3, 4
18. List of laboratory experiments (3 hours each); select 13 to total 39 Contact Hours: 1. Experimental error and data analysis 3 2. Measurement and density 3 3. Average and Instantaneous velocity 3 4. Measuring of free fall acceleration 3 5. Newton's Second Law of motion 3 6. Concurrent forces and vector addition 3 7. Friction and the inclined plane 3 8. The ballistic pendulum 3 9. Uniform circulation motion and centripetal force 3 10. Rotational Inertia 3 11. Static equilibrium 3 12. Simple harmonic motion 3 13. Standing waves 3 14. Tuning forks and sound 3 15. Measuring Young's Modulus 3 16. Archimedes' Principle 3 17. Calorimetry and specific heat 3 18. Thermal expansion 3 19. The Ideal Gas Law 3 20. Conservation of linear momentum 3 21. Energy and the principle of work 3 A minimum of seven (7) of these activities must be done in a laboratory setting with the instructor present.	39	

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
<i>Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.</i>							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	24.00	6.00	90.00	6.00	6.00
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				6.00	90.00	6.00	6.00

Grading					
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned	<input type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other	Identify grading if not listed.	

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

Special Designation				
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/> Credit by Exam (CBE)
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation	<input type="checkbox"/> Gordon Rule of Writing
<input checked="" type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other	Identify special designation if not listed.

COURSE SIGNATURE

Faculty Member(s)				
Name(s)	William A. Mendoza, PhD; Hamid Aidinejad, PhD		Date	12/1/2022

State-Mandated General Education Modification(s)				
Name(s)	William A. Mendoza, PhD; Hamid Aidinejad, PhD		Date	04/08/2024

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A
Additional Course Detail

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	115886	Group ID	008869		
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	PHY 2053C	Credit Hours	4.00	Contact Hours	90.00
Course Title	General Physics I				
Catalog Course Description	This course is the first in a two-part series intended for non-physics majors, offering an algebra and trigonometry approach to topics such as kinematics, dynamics, energy, momentum, rotational motion, fluid dynamics, oscillatory motion, and waves. The course, designed for those students who are majoring in pre-health professions, technology, biomedical and biological sciences, fosters analytical and critical thinking skills to promote a scientific understanding of the real world.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input checked="" type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	MAC 1140 and MAC 1114 or MAC 2311 or MAC 1147 with a grade of C or higher.
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	This course may require proctored testing at an approved location. Students may be charged testing fees at off-campus and virtual testing locations. For additional information and resources, please see the College's Online Learning website.			
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Cutnell and Johnson	Physics	Wiley	Latest Edition	
Knight, Jones and Field	College Physics	Pearson Education	Latest Edition	
Serway and Vuille	College Physics	Cengage Learning	Latest Edition	
Giambattista, Richardson and Richardson	College Physics	McGraw-Hill	Latest Edition	
Giancoli	Physics	Pearson Education	Latest Edition	
Giordano	College Physics	Cengage Learning	Latest Edition	
Sears, Zemansky, Young and Adams	College Physics	Pearson Education	Latest Edition	
Urone, Hinrichs, Dirks, and Sharma	College Physics	OpenStax	Latest Edition	

Bunch, A.	The Introductory Physics Workbook		
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LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment		
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>		
Statewide Course Learning Outcome <i>Upon completion of the course students will:</i>	College Course Learning Outcome	
1. Solve analytical problems describing different types of motion, including translational, rotational, and simple harmonic motion using algebra and trigonometry.	CLO 1, CLO 5	
2. Apply Newton's laws, and conservation laws by using algebra and trigonometry to solve analytical problems of mechanics.	CLO 1, CLO 5	
3. Identify and analyze relevant information presented in various formats such as graphs, tables, diagrams, and/or mathematical formulations.	CLO 3, CLO 4	
4. Solve real world problems using critical thinking skills and knowledge developed from this course.	CLO 2, CLO 3, CLO 5	

Learning Outcomes, Competencies and Assessments			
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>			
Course Learning Outcome <i>Upon completion of the course students will:</i>	Assessment Method	Discipline Learning Outcome	General Education Competency
1. Apply kinematics of translational and rotational motion, Newton's laws, conservation laws and thermodynamics laws by using algebra and trigonometry to solve analytical problems of mechanics, heat and thermodynamics.	HM, Q, CBE, CFE, LR, EX, RV	NSC 1, NSC 4	GCT, GSQ
2. Demonstrate proper physics laboratory technique including safety in the use and care of laboratory equipment and materials, collect and analyze data.	PLA, LWS, LRE, LR, EV, UE	NSC 2, NSC 3	GCT, GSQ
3. Demonstrate effective communication of major concepts of mechanics and thermodynamics through oral and written assignments.	HM, Q, CFE, CBE, LRE, LR, RV	NSC 2	GCT, GSQ
4. Interpret scientific models such as physics formulas, graphs tables and schematics, draw inferences from them and recognize their limitations.	HM, Q, CBE, CFE, LR, LWS, LRE, LR, EM, EX	NSC 1, NSC 2, NSC 4	GCT, GSQ
5. Apply physics problem-solving methods in real-world situations using critical thinking skills and knowledge developed from this course.	HM, Q, CBE, CFE, LR, EV	NSC 1, NSC 4	GCT, GSQ

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
1. Mathematical Review a. Measurement and scientific notation b. Metric system c. Conversions	2	1
2. Kinematics in One Dimension a. Displacement, speed, velocity, acceleration b. Linear motion with constant acceleration c. Free fall	3	1, 4
3. Kinematics in Two Dimensions a. Scalars and vectors b. Projectile motion	4	1, 4
4. Newton's Laws of Motion a. Types of forces: weight, friction, normal force, tension b. Applications of Newton's laws	5	1, 4, 5

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

5. Work and Energy a. Work b. Mechanical energy c. The law of conservation of energy d. Power	4	1, 4
6. Linear Momentum a. Impulse and momentum b. Collisions c. The law of conservation of linear momentum	4	1, 4
7. Uniform Circular Motion and Gravitation a. Angular velocity b. Centripetal force c. Gravity	4	1, 4, 5
8. Rotational Motion a. Angular acceleration b. Kinematics of rotational motion c. Torque and equilibrium of rotation d. Moment of inertia e. Angular momentum	5	1, 4, 5
9. Heat and Thermodynamics a. Temperature b. Thermal energy and the first law of thermodynamics c. Entropy and the second law of thermodynamics d. Ideal gas e. Heat transfer and calorimetry	6	1, 4
10. Fluid Mechanics a. Pressure and density b. Pascal's principle c. Archimedes' principle d. Equation of continuity e. Bernoulli's equation	5	1, 4, 5
11. Oscillations and Waves a. Simple harmonic motion b. Mechanical waves	3	1, 4, 5
* Not necessarily in this order	45	
12. Laboratory Safety	3	2
13. Course and Lab Evaluation	6	2, 3
14. Laboratory Experiments	36	1, 2, 3, 4
Select twelve experiments (3 hours each) from the list below:		
1. Experimental error and data analysis	3	
2. Measurement and density	3	
3. Linear motion: instantaneous velocity and acceleration	3	
4. Free fall	3	
5. Force and acceleration	3	
6. Concurrent forces and static equilibrium	3	
7. Friction	3	
8. Hook's law	3	
9. Simple harmonic motion	3	
10. Simple machines	3	
11. Linear momentum and collisions	3	
12. Ballistic pendulum	3	

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

13. Uniform circular motion and centripetal force	3	
14. Rotational Inertia	3	
15. Torque and equilibrium of a rigid body	3	
16. Ideal gas law	3	
17. Thermal expansion	3	
18. Calorimetry and specific heat	3	
19. Archimedes' principle	3	
20. Bernoulli's principle	3	

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	24.00	6.00	90.00	6.00	6.00
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				6.00	90.00	6.00	6.00

Grading			
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other Identify grading if not listed.

Special Designation			
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation
<input checked="" type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other Identify special designation if not listed.

COURSE SIGNATURE

Faculty Member(s)	
Name(s)	Florin Apostol, Andrew Bunch, Hamid Aidinejad
Date	11/17/2022

State-Mandated General Education Modification(s)	
Name(s)	Florin Apostol, Andrew Bunch
Date	4/2/2024



COURSE OUTLINE
LIBERAL ARTS & SCIENCES

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A
Additional Course Detail
<p>A minimum of one exam must be conducted in a proctored environment.</p> <p>A minimum of seven laboratory experiments must be done in a laboratory setting with the instructor present.</p> <p>This course can only be offered in a Face-to-Face, Web-Enhanced, or Hybrid-modality.</p>

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	116034	Group ID	009902		
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	POS 2041	Credit Hours	3.00	Contact Hours	45.00
Course Title	American Federal Government				
Catalog Course Description	In this course, students will investigate how the national government is structured and how the American constitutional republic operates. It covers the philosophical and historical foundations of American government, including but not limited to the Declaration of Independence, the United States constitution and all its amendments, and The Federalist Papers. The course examines the branches of government and the government's laws, policies, and programs. It also examines the ways in which citizens participate in their government and ways their government responds to citizens. Topics may include federalism, civil liberties, civil rights, political parties, interest groups, political campaigns, voting rights/behavior, elections, the presidency, bureaucracy, Congress and the American judicial system.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input type="checkbox"/>	Natural Sciences: Physical	<input checked="" type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	Qualify for enrollment in ENC 1101
Corequisite(s)	None

Conditional Requirements			
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>			
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term
<input type="checkbox"/>		<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	Successful completion of this course satisfies the following Civic Literacy Competency Requirement: Prior to the award of an associate in arts or baccalaureate degree, first-time-in-college students entering a Florida College System institution in the 2018-2019 school year, and thereafter, must demonstrate competency in civic literacy (Florida Statute 1007.25, Section 4; State Board of Education Rule 6A-10.02413).	
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>			
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed	

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Benjamin Ginsberg, Theodore J. Lowi, Margaret Weir, et. al	We the People, Thirteenth Essentials Edition	New York: W. W. Norton	Latest Edition	N/A
Kernell, S., Jacobson, G.C., Kousser, T., & Vavreck, L.	The logic of American politics	Thousand Oaks, Calif.: CQ P	Latest Edition	N/A
OpenStax College	American Government	Houston, TX: OpenStax CNX	Latest Edition	N/A

		https://openstax.org/details/books/american-government-3e		
David B. Magleby; Christine L. Nemacheck	Government by the People	Pearson	Latest Edition	N/A
Various: A constellation of instructor-selected titles/reader-pack that aligns with expected outcomes in this outline.			Latest Edition	N/A

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment		
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>		
Statewide Course Learning Outcome	College Course Learning Outcome	
<i>Upon completion of the course students will:</i>		
1. Demonstrate an understanding of the basic principles and practices of America's constitutional republic.	CLO 1, CLO 5	
2. Demonstrate knowledge of the nation's founding documents, including the Declaration of Independence, the U.S. Constitution and its amendments, and The Federalist Papers.	CLO 1, CLO 2	
3. Demonstrate knowledge of landmark U.S. Supreme Court cases, landmark legislation and landmark executive actions.	CLO 3	
4. Demonstrate knowledge of the history and development of the American federal government and its impact on law and society.	CLO 1, CLO 2	
5. Demonstrate an ability to apply course material to contemporary political issues and debates.	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5	
6. Demonstrate the ability to engage in discussion and civil debate on American politics that are associated with multiple points of view.	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5	

Learning Outcomes, Competencies and Assessments			
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>			
Course Learning Outcome	Assessment Method	Discipline Learning Outcome	General Education Competency
<i>Upon completion of the course students will:</i>			
<i>The assessment methods listed may include any of the options listed.</i>			
1. Have developed an historical context for understanding current issues and events such as evolution of the U.S. Constitution and its application.	CD, WE, EM, WA, EM, OP, CS, CA/P, CRA, etc.	SBS 1, SBS 3	GCT, GIL
2. Have knowledge of founding documents such as the Federalist Papers, Articles of Confederation, Common Sense, etc.	CD, WE, EM, WA, EM, OP, CS, CA/P, CRA, etc.	SBS 1, SBS 3	GCT, GIL
3. Understand landmark Supreme Court cases, as well as landmark legislation and executive actions.	CD, WE, EM, WA, EM, OP, CS, CA/P, CRA, etc.	SBS 1, SBS 2 SBS 3, SBS 4	GCT, GIL
4. Have developed a greater understanding of world events.	CD, WE, EM, WA, EM, OP, CS, CA/P, CRA, etc.	SBS 1	GCT
5. Have knowledge of the nature and functions of our institutions of self-government institutions.	CD, WE, EM, WA, EM, OP, CS, CA/P, CRA, etc.	SBS 1, SBS 2 SBS 3, SBS 4	GCT, GIL

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics (In no particular order)	Contact Hours	Related Course Learning Outcome
<i>This 3-credit-hour course consists of 45-instructional contact hours. Each course topic contains a suggested range of contact hours. When deciding how many contact hours to dedicate to each topic, please ensure that the total contact hours add up to 45-instructional contact hours.</i>		
1. The Constitution of the United States	1-5	1, 2, 5
2. Federalism	1-5	1, 2, 3, 5
3. Civil Liberties	1-5	1, 2, 3, 4
4. Civil Rights	1-5	1, 2, 3, 4
5. Media and Public Opinion	1-5	4
6. Political Parties and Interest Groups	1-5	1, 2, 4
7. Campaigns and Elections	1-5	3, 4
8. Voting Rights and Voting Behavior	1-5	1, 2, 3, 4
9. The President	1-5	1, 2, 3, 4
10. The Federal Bureaucracy	1-5	1, 2, 4, 5
11. Congress	1-5	1, 2, 3, 4, 5
12. The Federal Judiciary System	1-5	1, 2, 3, 4, 5
13. Policy – Domestic and Foreign	1-5	1, 3, 4, 5

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
<i>Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.</i>							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30.00	3.00	45.00	3.00	3.00
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				3.00	45.00	3.00	3.00

Grading			
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other Identify grading if not listed.

Special Designation			
<input type="checkbox"/>	Career Readiness Credential	<input checked="" type="checkbox"/>	Civic Literacy
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation
<input type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other Identify special designation if not listed.

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

COURSE SIGNATURE

Faculty Member(s)			
Name(s)	Carl Colavito, Cynthia Council, Daniel Cronrath, Debidatta Mahapatra	Date	11/9/2022

State-Mandated General Education Modification(s)			
Name(s)	Carl Colavito, Cynthia Council, Daniel Cronrath, Debidatta Mahapatra	Date	3/19/2024

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A

Additional Course Detail

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COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	116543	Group ID		009902	
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	PSY 1012	Credit Hours	3.00	Contact Hours	45.00
Course Title	General Psychology				
Catalog Course Description	In this course, students will gain an introduction to the scientific study of human behavior and mental processes. Topics may be drawn from historical and current perspectives in psychology.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input type="checkbox"/>	Natural Sciences: Physical	<input checked="" type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	Qualify for enrollment in ENC 1101
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input type="checkbox"/>	Other				
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Ciccarelli & White	Psychology	Pearson	Latest Edition	N/A
Griggs	Psychology: A Concise Introduction	Worth	Latest Edition	N/A
Hockenbury	Discovering Psychology	Worth	Latest Edition	N/A
Hockenbury	Psychology	Worth	Latest Edition	N/A
Huffman	Psychology in Action	Pearson	Latest Edition	N/A
King	The Science of Psychology	McGraw-Hill	Latest Edition	N/A
King	Experience Psychology	McGraw-Hill	Latest Edition	N/A
Morris, & Maisto	Understanding Psychology	Pearson	Latest Edition	N/A

Suggested Resource(s) (Continued)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Myers	Psychology in Everyday Life	Worth	Latest Edition	N/A
Myers	Exploring Psychology	Worth	Latest Edition	N/A
Myers	Psychology	Worth	Latest Edition	N/A
Slife	Taking Sides: Psychological Issues	McGraw-Hill	Latest Edition	N/A
Spielman	Psychology	OpenStax	Latest Edition	N/A
Wade, & Tavis	Psychology	Pearson	Latest Edition	N/A
Wade, Tavis, Sommers, & Shin	Invitation to Psychology	Pearson	Latest Edition	N/A

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment		
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>		
Statewide Course Learning Outcome	College Course Learning Outcome	
<i>Upon completion of the course students will:</i>		
1. Identify basic psychological theories, terms, and principles from historical and current perspectives. (CLO 1)	CLO 1	
2. Recognize real-world applications of psychological theories, terms, and principles. (CLO 3,7)	CLO 3, CLO 7	
3. Recognize basic strategies used in psychological research. (CLO 2,4,5)	CLO 2, CLO 4, CLO 5	
4. Draw logical conclusions about behavior and mental processes based on empirical evidence. (CLO 6)	CLO 6	

Learning Outcomes, Competencies and Assessments			
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>			
Course Learning Outcome	Assessment Method	Discipline Learning Outcome	General Education Competency
<i>Upon completion of the course students will:</i>			
1. Define and explain basic psychological concepts.	CA/P, HM, Q, EM	SBS 2	GCT
2. Interpret research findings related to psychological concepts.	CA/P, HM, Q, EM	SBS 3	GIL
3. Apply psychological principles to personal growth and other aspects of everyday life.	CA/P, HM, Q, EM	SBS 1	GCT
4. Describe the advantages and limitations of research strategies.	CA/P, HM, Q, EM	SBS 3	GIL
5. Evaluate, design, or conduct psychological research.	CA/P, HM, Q, EM	SBS 3, SBS 4	GIL
6. Draw logical and objective conclusions about behavior and mental processes from empirical evidence.	CA/P, HM, Q, EM	SBS 3, SBS 4	GIL
7. Examine how psychological science can be used to counter unsubstantiated statements, opinions, or beliefs.	CA/P, HM, Q, EM	SBS 1	GCT

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
<i>This 3-credit-hour course consists of 45-instructional contact hours. Each course topic contains a suggested range of contact hours. When deciding how many contact hours to dedicate to each topic, please ensure that the total contact hours add up to 45-instructional contact hours.</i>		

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

1. Foundations of Psychology a. Defining Psychology b. History of Psychology c. Contemporary Approaches d. Careers in Psychology e. Research Methods and Ethics	2-4	1, 2, 3, 4, 5, 6, 7
2. Psychophysiology a. Divisions of the Nervous System b. Brain Structures and Functions c. Structures and Functions of Neurons d. The Endocrine System	2-4	1, 2, 3, 4, 5, 6, 7
3. Consciousness a. Levels of Consciousness b. Sleep c. Altered States	2-4	1, 2, 3, 4, 5, 6, 7
4. Sensation and Perception a. Sensation vs. Perception b. Vision c. Hearing d. Other Senses	2-4	1, 2, 3, 4, 5, 6, 7
5. Motivation and Emotion a. Role of Physiology b. Cognitive/Social Aspects c. Theories of Emotion d. Theories of Motivation	2-4	1, 2, 3, 4, 5, 6, 7
6. Learning a. Classical Conditioning b. Operant Conditioning c. Observational Learning	2-4	1, 2, 3, 4, 5, 6, 7
7. Memory a. Theories of Memory b. Processing Techniques c. Theories of Forgetting d. Strategies for improving	2-4	1, 2, 3, 4, 5, 6, 7
8. Thinking, Intelligence, and Language a. Thinking and Problem-solving b. Defining and Assessing Intelligence c. Biological and Environmental Influences on Language	2-4	1, 2, 3, 4, 5, 6, 7
9. Developmental Psychology a. Prenatal Development and Infancy b. Childhood c. Adolescence d. Adulthood e. Death, Dying, and Grieving	2-4	1, 2, 3, 4, 5, 6, 7
10. Personality Theories & Assessment a. Psychoanalytic Theory b. Behaviorist Theory c. Humanism d. Trait Theories e. Tests / Measurement	2-4	1, 2, 3, 4, 5, 6, 7
11. Psychological Disorders a. Classifying Psychological Disorders b. Anxiety Disorders c. Obsessive Compulsive and Related Disorders d. Posttraumatic Stress Disorder e. Mood Disorders f. Schizophrenia g. Dissociative Disorders h. Personality Disorders	2-4	1, 2, 3, 4, 5, 6, 7

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

i. Combating Stigma		
12. Therapy a. Historical Overview b. Psychoanalytic Therapy c. Behavior Therapies d. Humanistic Therapies e. Cognitive Therapies f. Biomedical Therapies g. Evaluation of Current/Future Issues	2-4	1, 2, 3, 4, 5, 6, 7
13. Social Psychology a. Social Thinking b. Social Influence c. Social Relations d. Social Behaviors	2-4	1, 2, 3, 4, 5, 6, 7
14. Health Psychology a. Stress and Health b. Prevention/Coping c. Positive Psychology	2-4	1, 2, 3, 4, 5, 6, 7
15. Gender / Sexuality a. Biopsychosocial Aspects of Gender b. Gender Identity Development c. Sexual Orientation d. Sexuality	2-4	1, 2, 3, 4, 5, 6, 7

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30.00	3.00	45.00	3.00	3.00
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				3.00	45.00	3.00	3.00

Grading			
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other Identify grading if not listed.

Special Designation			
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation
<input type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other Identify special designation if not listed.

COURSE SIGNATURE

Faculty Member(s)	
Name(s)	Benjamin Clark, PhD, Penny Devine, PhD, Nobuko Mizoguchi, PhD
Date	11/9/2022

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

State-Mandated General Education Modification(s)			
Name(s)	Benjamin Clark, PhD, Alisa Aston, MA	Date	4/2/2024

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A
Additional Course Detail

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	119386	Group ID	008820		
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	STA 2023	Credit Hours	3.00	Contact Hours	45.00
Course Title	Elementary Statistics				
Catalog Course Description	In this course students will utilize descriptive and inferential statistical methods in contextual situations, using technology as appropriate. The course is designed to increase problem-solving abilities and data interpretation through practical applications of statistical concepts. This course is appropriate for students in a wide range of disciplines and programs.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input checked="" type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	MAT 1033 with a grade of C or higher
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input checked="" type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	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).			
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Bluman, Allan	Elementary Statistics: A Step by Step Approach – 18 week access Code	McGraw-Hill	Latest Edition	N/A
Dean, Susan and Illowsky, Barbara	Introductory Statistics (plus LumenOHM)	OpenStax College	Latest Edition	N/A
Diez, David and Centinkaya, Mine and Dorzaio, Leah and Barr, Christopher D.	Advanced High School Statistics	OpenIntro	Latest Edition	N/A
Freund, John	Modern Elementary Statistics	Pearson	Latest Edition	N/A

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Larson, Ron	Elementary Statistics – MyLab Statistics with Pearson eText	Pearson	Latest Edition	N/A
Larson, Ron	Elementary Statistics: Picturing the World -- MyLab Statistics with Pearson eText	Pearson	Latest Edition	N/A
Sullivan, Michael	Fundamentals of Statistics -- MyLab Statistics with Pearson eText	Pearson	Latest Edition	N/A
Triola, Mario F.	Elementary Statistics – MyLab Statistics with Pearson eText	Pearson	Latest Edition	N/A

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment	
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>	
Statewide Course Learning Outcome <i>Upon completion of the course students will:</i>	College Course Learning Outcome
1. Visualize and summarize data using descriptive statistics.	CLO 1
2. Apply basic probability concepts to draw reasonable conclusions.	CLO 2
3. Employ concepts of random variables, sampling distributions, and central limit theorem to analyze and interpret representations of data.	CLO 3
4. Choose an appropriate method of inferential statistics, including confidence intervals and hypothesis testing, to make decisions about a population based on sample data.	CLO 4
5. Model linear relationships between quantitative variables using correlation and linear regression.	CLO 5

Learning Outcomes, Competencies and Assessments			
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>			
Course Learning Outcome <i>Upon completion of the course students will:</i>	Assessment Method	Discipline Learning Outcome	General Education Competency
1. Create, analyze, interpret, and communicate qualitative and quantitative data verbally, graphically, symbolically and numerically.	CAL, CA/P, CBE, CFE, DB, EM, EX, GP, HM, ICA, OP, LQ, RP, Q, SP, U, O	MATH 4	GSQ
2. Use concepts and rules of probability to solve real-life problems.	CAL, CA/P, CBE, CFE, DB, EM, EX, GP, HM, ICA, OP, LQ, RP, Q, SP, U, O	MATH 2	GCT
3. Evaluate and apply properties of discrete and continuous distributions.	CAL, CA/P, CBE, CFE, DB, EM, EX, GP, HM, ICA, OP, LQ, RP, Q, SP, U, O	MATH 2	GSQ
4. Draw inferences from constructing confidence intervals and conducting hypothesis tests.	CAL, CA/P, CBE, CFE, DB, EM, EX,	MATH 1	GCT

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		GP, HM, ICA, OP, LQ, RP, Q, SP, U, O		
5.	Analyze and interpret real-life situations using correlation, regression, and statistical tests.	CAL, CA/P, CBE, CFE, DB, EM, EX, GP, HM, ICA, OP, LQ, RP, Q, SP, U, O	MATH 3	GSQ

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
<i>Course topics do not need to be covered in the indicated sequence.</i>		
1. Introduction <ul style="list-style-type: none"> a. Define and Compare Population and Sample <ul style="list-style-type: none"> i. Identify Differences in Notation ii. Define and Identify Parameter and Statistic iii. Identify Sample and Determine Sample Size b. Types of Data <ul style="list-style-type: none"> i. Define and Identify Qualitative Variables ii. Analyze and Interpret Quantitative Variables Verbally, Graphically, Symbolically, and Numerically iii. Define and Identify Discrete and Continuous Variables iv. Compare and Contrast Qualitative vs Quantitative v. Compare and Contrast Discrete and Continuous Variables vi. Define and Identify Types of Data <ul style="list-style-type: none"> 1. Examples: Nominal, Ordinal, Interval, and Ratio c. Define and Identify Experiment vs Observational Study d. Identify Specific Types of Bias e. Sampling Techniques <ul style="list-style-type: none"> i. Define Random Sampling <ul style="list-style-type: none"> 1. Define and Identify Other Types of Sampling <ul style="list-style-type: none"> a. Examples: Simple Random, Stratified, Cluster, Systematic, and Convenience 	3	1
2. Descriptive Statistics <ul style="list-style-type: none"> a. Graphical Presentations <ul style="list-style-type: none"> i. Construct, Analyze and Interpret Bar Graphs, Pie Charts, Stem-and-leaf Plots <ul style="list-style-type: none"> 1. Discover Misleading Graphs <ul style="list-style-type: none"> a. Example: Bar graphs - Adjusting Vertical Scale, Pie Charts - Hard to Determine Pie Size When Presented in Different Angles ii. Construct and Interpret Frequency Distributions, Relative Frequency Distributions, and Histograms (Including Relative Frequency Histograms) <ul style="list-style-type: none"> 1. Identify and Determine Classes of Histograms <ul style="list-style-type: none"> a. Identify Lower Bound (Lower Class Limit) b. Identify Upper Bound (Upper Class Limit) c. Determine Width of classes d. Determine Midpoint of classes iii. Measures of Central Tendency <ul style="list-style-type: none"> 1. Determine with Technology Mean (Including Weighted Mean), Median, and Mode <ul style="list-style-type: none"> a. Discuss Population Mean and Sample Mean b. Determine Median from Even and Odd Sample sizes c. Discuss Samples of No Mode, One Mode, Multiple Modes 2. Choose the Best Measure 3. Determine How Changing a Value Affects the Mean and Median b. Measures of Variation (Dispersion) <ul style="list-style-type: none"> i. Determine with Technology Range, Population and Sample Standard Deviation, and Variance 	3	1

COURSE OUTLINE
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<ul style="list-style-type: none"> ii. Analyze and Interpret Range, Population and Sample Standard Deviation, and Variance c. Measures of Position <ul style="list-style-type: none"> i. Determine with Technology Outliers, Percentiles, Quartiles, IQR, and the Five-Number Summary ii. Analyze and Interpret Outliers, Percentiles, Quartiles, IQR, and the Five- Number Summary iii. Construct, Interpret and Compare Box-and-whiskers (Boxplots) iv. Identify the Center, Spread and Shape of a Data Set: <ul style="list-style-type: none"> 1. Examples: Symmetric – Mean and Standard Deviation, Skewed (Left, Right) - Median and IQR, Uniform and Bimodal v. Chebyshev's Theorem 		
<ul style="list-style-type: none"> 3. Probability <ul style="list-style-type: none"> a. Define and Calculate the Counting Principle With and Without Repetition b. Define and Identify Sample Space, Simple Events and Compound Events c. Probability <ul style="list-style-type: none"> i. Determine the Probability of an Event ii. Compare Experimental vs Theoretical Probabilities iii. Determine Probability With and Without Replacement iv. Discuss and Solve Probability Problems Using Rules that Include: <ul style="list-style-type: none"> 1. Complement of an Event 2. Addition Rule (Including Two-Way Tables) 3. Independent Events 4. Dependent Events (Simple) 5. Conditional Probability (Including Two-Way Tables) v. Define and Calculate (With Technology) Factorials, Permutations and Combinations vi. Use Permutations to Find Probability vii. Use Combinations to Find Probability viii. Define and Calculate Odds 	6	2
<ul style="list-style-type: none"> 4. Discrete Probability Distributions <ul style="list-style-type: none"> a. Analyze and interpret Discrete Probability Distributions b. Determine Probability Using Discrete Probability Distributions c. Interpret and Compute with Technology the Mean (Expected Value) and Standard Deviation of Discrete Probability Distributions <ul style="list-style-type: none"> i. Discuss Law of Large Numbers d. Analyze and Interpret Binomial Distributions <ul style="list-style-type: none"> i. Interpret and Compute with Technology the Mean, Standard Deviation and Probability Associated with Binomial Experiments e. Analyze, Interpret and Find Probabilities Associated with Uniform Distribution (optional) 	3	3
<ul style="list-style-type: none"> 5. Continuous Probability Distributions <ul style="list-style-type: none"> a. Analyze, Interpret and Calculate Z-Scores, the Empirical Rule and the Properties of the Normal Distribution <ul style="list-style-type: none"> i. Determine Probabilities Using the Standard Normal ii. Determine Raw Score (x) iii. Determine the Mean and/or Standard Deviation iv. Determine Probability of Normal Distribution Using Technology v. Solve Applications Involving a Normal Distribution 	6	3
<ul style="list-style-type: none"> 6. Sampling Distributions <ul style="list-style-type: none"> a. Compare Notations of Population and Sample Proportions b. Evaluate and Interpret the Proportion and Standard Error of Sampling Distributions of a Proportion c. Evaluate and Interpret the Proportion Using the Central Limit Theorem d. Evaluate and Interpret the Mean and Standard Deviation of Sampling Distributions of a Mean e. Evaluate and Interpret the Mean Using the Central Limit Theorem 	3	3
<ul style="list-style-type: none"> 7. Confidence Intervals <ul style="list-style-type: none"> a. Analyze, Interpret and Calculate with Technology the Point Estimate of Means and Proportions b. Analyze, Interpret and Calculate with Technology Confidence Intervals of: <ul style="list-style-type: none"> i. One Mean ii. One Proportion iii. Two Means iv. Two Proportions 	3	4

COURSE OUTLINE
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v. Variance or Standard Deviation (optional)		
c. Determine the Sample Size Needed		
8. Hypothesis Testing		
a. Determine the Null and Alternate Hypotheses		
b. Using Technology, Use the Critical Value Method and/or p-Value Method to Conduct the Following Tests:		
i. One Mean		
ii. One Proportion		
iii. Two Means		
iv. Two Proportions		
v. (optional) Variance or Standard Deviation		
vi. Chi-square Goodness-of-Fit test		
vii. Chi-square Independence test		
viii. (optional) F Distribution		
ix. (optional) One-way ANOVA		
c. Interpret Conclusions of Hypothesis Testing	10	4
9. Correlation		
a. Construct Scatter Plot using technology		
b. Discuss Linear Relationships Including Associations (Positive, Negative, and None) and Linear vs Nonlinear		
c. Discuss Correlation vs Causation		
d. Calculate with Technology the Sample Correlation Coefficient and Coefficient of Determination	3	5
10. Linear Regression		
a. Construct Least-squares Regression Line Using Technology		
b. Interpret and Compute with Technology the Slope and Intercept of a Regression Line		
c. Use Equations to Make Predictions	3	5
11. Calculate with Technology Nonparametric Procedures Including at Least One of the Following:		
a. Sign Test, Rank Sum Test, Runs Test for Randomness	2	4

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	25.00	3.00	45.00	3.00	3.00
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				3.00	45.00	3.00	3.00

Grading			
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other Identify grading if not listed.
<input type="checkbox"/>		<input type="checkbox"/>	Pass/Fail

Special Designation			
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy
<input type="checkbox"/>	Dual Enrollment	<input checked="" type="checkbox"/>	Gordon Rule of Computation
<input type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other Identify special designation if not listed.
<input type="checkbox"/>		<input type="checkbox"/>	Credit by Exam (CBE)
<input type="checkbox"/>		<input type="checkbox"/>	Gordon Rule of Writing

COURSE SIGNATURE

Faculty Member(s)		
Name(s)	Andrew Kennon (lead), Alicia Byrd, Scott Flax, Killy Kim, Dean Moore, Deborah Munoz, John Samons, Brian Thomasson, Rogheyeh Vafabakhsh, Bryce Wakefield, Edward Watkins	Date 11/30/2022

State-Mandated General Education Modification(s)		
Name(s)	Mathematics Faculty Council	Date 4/12/2024

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A
Additional Course Detail

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	119469	Group ID		009902	
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	SYG 2000	Credit Hours	3.00	Contact Hours	45.00
Course Title	Introductory Sociology				
Catalog Course Description	In this course, students will gain an understanding of the basic sociological concepts and vocabulary, including the methodological tools, sociological perspectives, and scientific procedures used by social scientists to collect data and conduct research. Topics generally include: society and culture, institutions, socialization, influences, crime, change, groups, sex, race and ethnicity, family, class and population.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input type="checkbox"/>	Natural Sciences: Physical	<input checked="" type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	Qualify for enrollment in ENC 1101
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input type="checkbox"/>	Other				
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Macionis, J.J	Sociology	Pearson	Latest Edition	N/A
Macionis, J.J	Sociology: The Basics	Pearson	Latest Edition	N/A
Henslin, J	Sociology: A Down to Earth Approach	Pearson	Latest Edition	N/A
Schaefer, R	Sociology in Modules	McGraw Hill	Latest Edition	N/A
Holmes, K. et al.	Introduction to Sociology	Openstax	Latest Edition	N/A

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment		
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>		
Statewide Course Learning Outcome <i>Upon completion of the course students will:</i>	College Course Learning Outcome	
1. Apply multiple sociological perspectives.	CLO 1	
2. Identify methodological tools used to evaluate sociological research questions.	CLO 1	
3. Understand dynamics between individual agency and social influences.	CLO 2, CLO 3, CLO 4	

Learning Outcomes, Competencies and Assessments			
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>			
Course Learning Outcome <i>Upon completion of the course, the student will be able to:</i>	Assessment Method	Discipline Learning Outcome	General Education Competency
1. Introduce basic knowledge of the major sociological perspectives, concepts, theories, and methods used in sociology.	EM, Q, CD, CRA, E, EX	SBS 2	GIL, GSQ
2. Explain how society affects the individual and individual behavior, and how groups and organizations affect social behavior.	EM, Q, CD, CRA, E, EX	SBS 1, SBS 2, SBS 4	GIL, GSQ, GSR
3. Identify the major social institutions in society including family, religion, education, government, and medicine and the large-scale patterns associated with these institutions.	EM, Q, CD, CRA, E, EX	SBS 1, SBS 2, SBS 3, SBS 4	GIL, GSQ, GSR
4. Recognize and analyze some of the major issues affecting societies including but not limited to racism, sexism, violence, poverty, crime, and deviance.	EM, Q, CD, CRA, E, EX	SBS 1, SBS 2, SBS 3, SBS 4	GIL, GSQ, GSR
5. Relate the concept of globalization and how American society can impact and be impacted by this process.	EM, Q, CD, CRA, E, EX	SBS 1, SBS 2, SBS 3, SBS 4	GSR

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
1. Introduction a. The Sociological Perspective b. The Origins of Sociology c. Sociological Theory	4	1
2. Research Methods a. The Scientific Method b. Concepts, Variables and Measurements c. Correlation and Causation d. Objectivity e. Research Methods i. Surveys ii. Experiments iii. Participant Observation iv. Secondary Analysis	4	1
3. Culture a. Cultural Relativism b. Ethnocentrism c. Norms and Values d. Subcultures e. Counter Cultures	3	2, 4
4. Socialization a. Theories of Socialization b. Agents of Socialization c. Resocialization and Total Institutions d. Interaction, Social Structure, Groups & Organizations	4	1, 2, 3

COURSE OUTLINE
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<ul style="list-style-type: none"> e. Interaction f. Groups g. Statuses and Roles h. Social Institutions i. Group Processes j. Bureaucracies 		
<ul style="list-style-type: none"> 5. Deviance and Crime <ul style="list-style-type: none"> a. Deviance b. Crime c. Theories of Deviance and Crime d. Social Control and Punishment 	3	2, 4
<ul style="list-style-type: none"> 6. Stratification and Social Class <ul style="list-style-type: none"> a. Systems of Stratification b. Wealth and Income c. Social Class Structure d. Poverty 	4	2, 4, 5
<ul style="list-style-type: none"> 7. Globalization, Inequality and Development <ul style="list-style-type: none"> a. Defining Globalization b. Global Inequality c. Poverty in the Developing World 	3	5
<ul style="list-style-type: none"> 8. Race and Ethnicity <ul style="list-style-type: none"> a. Race versus Ethnicity b. Prejudice and Discrimination c. Theories of Race and Ethnic Relations 	3	3, 4, 5
<ul style="list-style-type: none"> 9. Sex and Gender <ul style="list-style-type: none"> a. Sex versus Gender b. Theories of Gender c. Gender Inequality 	3	3, 4, 5
<ul style="list-style-type: none"> 10. Work and the Economy <ul style="list-style-type: none"> a. The Industrial Revolution b. Types of Economic Systems c. Global Economy d. Theoretical Perspectives on Work 	3	2,3,5
<ul style="list-style-type: none"> 11. Education <ul style="list-style-type: none"> a. Schooling and Society b. Theoretical Perspectives c. Education and Inequality 	3	2, 3, 4
<ul style="list-style-type: none"> 12. Religion <ul style="list-style-type: none"> a. Forms of Religion b. Theories of Religion c. World Religions d. Religious Organizations 	2	2,3,4,5
<ul style="list-style-type: none"> 13. Population, Urbanization, and the Environment <ul style="list-style-type: none"> a. Basic Demographic Processes b. Population Characteristics c. Theories of Population d. Urbanism e. Ecology and the Environment 	3	3, 4, 5
<ul style="list-style-type: none"> 14. Medicine and Health <ul style="list-style-type: none"> a. Defining Health b. Measuring Health and Disease c. Major Causes of Death in Developing and Industrial Societies d. The Structure of the Health Institution 	3	2, 3, 4, 5

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30.00	3.00	45.00	3.00	3.00
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				3.00	45.00	3.00	3.00

Grading					
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned	<input type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other	Identify grading if not listed.	

Special Designation					
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Credit by Exam (CBE)
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation	<input type="checkbox"/>	Gordon Rule of Writing
<input type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other	Identify special designation if not listed.	

COURSE SIGNATURE

Faculty Member(s)				
Name(s)	Rebecca Reeder		Date	10/26/2022

State-Mandated General Education Modification(s)				
Name(s)	JR Woodward		Date	4/11/2024

COURSE OUTLINE
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APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A
Additional Course Detail

COURSE IDENTIFICATION, REQUIREMENTS AND RESOURCES

Identifier					
Course ID	119525	Group ID		009902	
Proposal Number	2024-05	Effective Term	2248	End Term	Open
Course Prefix/Number	THE 2000	Credit Hours	3.00	Contact Hours	45.00
Course Title	Theatre in the Humanities				
Catalog Course Description	In this course, students will explore dramatic structure, techniques, and various organizational elements. The course provides an introduction to theatre as a collaborative art form through the critical analysis of its historical context, production, theory, and connections to theatrical literature, including the Western cannon. As a humanities course, students will study societies that create dramatic expressions through analysis and investigation of these expressions to include causal influences and relationships between dramatic works and contexts.				

Type					
<input checked="" type="checkbox"/>	Associate in Arts Elective	<input type="checkbox"/>	Developmental Education	<input checked="" type="checkbox"/>	General Education: Core
<input type="checkbox"/>	General Education: Standard	<input type="checkbox"/>	Institutional Credit	<input type="checkbox"/>	Other Identify type if not listed.
<i>If this course is identified as a General Education Core or Standard, then identify the discipline area.</i>					
<input type="checkbox"/>	Communications	<input checked="" type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Sciences: Biological	<input type="checkbox"/>	Natural Sciences: Physical	<input type="checkbox"/>	Social and Behavioral Sciences

Enrollment Requirements	
<i>If the course includes prerequisite and/or corequisite enrollment criteria, then identify the prefix and number of each required course.</i>	
Prerequisite(s)	Qualify for enrollment in ENC 1101
Corequisite(s)	None

Conditional Requirements					
<i>If the course includes non-course prefix and number enrollment criteria, then identify the required conditions.</i>					
<input type="checkbox"/>	Audition/Rehearsal	<input type="checkbox"/>	GPA: 2.0 (C or higher)	<input type="checkbox"/>	GPA: 3.0 (B or higher)
<input type="checkbox"/>	Taken in First Term	<input type="checkbox"/>	Taken in Final Term	<input type="checkbox"/>	Transient Student
<input checked="" type="checkbox"/>	Other	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.			
<i>If the course is identified as repeatable for credit, then identify the number of attempts allowed.</i>					
<input type="checkbox"/>	Repeat for Credit	Maximum Number of Attempts Allowed			

Suggested Resource(s)				
<i>All textbooks should be noted as latest edition. Software packages and/or other instructional materials should identify the specific version.</i>				
Author	Title	Publisher	Edition / Version	ISBN (if applicable)
Wilson, Edwin & Goldfarb, Al	The Theater Experience.	McGraw-Hill, Inc.	Latest Edition	N/A
Williams, Tennessee	A Streetcar Named Desire	Penguin Classics	Latest Edition	N/A
Various primary texts representative of important works in the history of the theatre.			Latest Edition	N/A

LEARNING OUTCOMES, COMPETENCIES AND ASSESSMENTS

Statewide Learning Outcomes and College Learning Outcomes Alignment		
<i>Identify the Statewide Course Learning Outcomes. Then, align them with the College Course Learning Outcomes accordingly.</i>		
Statewide Course Learning Outcome <i>Upon completion of the course students will:</i>	College Course Learning Outcome	
1. identify the basic principles of theatrical performance, design, technology, organization, and management.	CLO 7, CLO 9	
2. Assess the social significance and the human condition as expressed through the performing arts.	CLO 2, CLO 3	
3. Explore and interpret works of art utilizing creative and critical thinking skills.	CLO 1, CLO 11	
4. Demonstrate college-level writing.	CLO 1, CLO 8, CLO 9, CLO 11	
5. Define, compare and contrast theater as both an expressive art form and a commercial industry.	CLO 3, CLO 7	

Learning Outcomes, Competencies and Assessments			
<i>Identify the Course Learning Outcomes. Then, align them with the Discipline Learning Outcomes, General Education Competencies and Assessment Methods accordingly.</i>			
Course Learning Outcome <i>Upon completion of the course students will:</i>	Assessment Method	Discipline Learning Outcome	General Education Competency
1. Demonstrate proficiency in critical thinking.	CRA, E, WA EM, Q, FP	HUM 2	GCT
2. Demonstrate understanding of global sociocultural responsibility.	CRA, E, WA EM, Q, FP	HUM 3	GSR
3. Recognize the relationships between cultural expressions and their contexts.	CRA, E, WA EM, Q, FP	HUM 2	GCT
4. Understand cultural expressions.	CRA, E, WA EM, Q, FP	HUM 4	GIL
5. Interpret cultural artifacts and/or their contexts for significance.	CRA, E, WA EM, Q, FP	HUM 2	GCT
6. Identify causal influences in the chronological development of arts and/or ideas.	CRA, E, WA EM, Q, FP	HUM 2	GCT
7. Compare expressions of theatre and other forms.	CRA, E, WA EM, Q, FP	HUM 2	GCT
8. Analyze in writing cultural artifacts, cultural expressions, and/or their contexts.	CRA, E, WA	HUM 1	GCM
9. Communicate aesthetic and contextual concepts in theatre.	CD	HUM 1, HUM 2	GCM, GCT
10. Identify themes of equity, diversity, and inclusion in live performance.	EV	HUM 1, HUM 2	GSR
11. Interpret texts within cultural and historical context.	EM, WEX, Q, WA, U	HUM 2, HUM 4	GCT, GIL

COURSE TOPICS

Topics, Contact Hours and Related Course Learning Outcomes		
Topics	Contact Hours	Related Course Learning Outcome
<i>This 3-credit-hour course consists of 45-instructional contact hours. Each course topic contains a suggested range of contact hours. When deciding how many contact hours to dedicate to each topic, please ensure that the total contact hours for your course add up to 45-instructional contact hours.</i>		
1. Introduction to the Course and Clarification of Terms	1	1
2. The Audience: Its Roles and Expectations; History of Theatre Spectatorship; Religious Function of Theatre; Social Function of Theatre	4-8	1, 2, 3, 4, 7, 10, 11
3. Purpose and Perspective of Theatre, Using Theatrical Genre; Ancient Greek Theatre and Genre; Elizabethan Theatre and Genre; 19 th Century and Contemporary Theatre and Genre	6-12	1, 5, 6, 7, 8, 9, 10, 11

COURSE OUTLINE
LIBERAL ARTS & SCIENCES

4. The Playwright Developing Dramatic Structure and Dramatic Characters; the Writing Process Throughout History; Tradition vs. Innovation; Reality vs. Fiction	6-12	1, 2, 3, 4, 6, 9, 11
5. The Designers: Creators of the Physical Elements Using Visual Arts; Set Design; Costume Design; Cultural Signifiers on the Stage; Race, Gender Class Representation	6-12	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
6. The Performers and the Director; Acting; Reflexive Narratives—Dramatic Works About the Creation of Dramatic Works; the Cultural Signifiers of the Star	6-12	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
7. The Study Of Production: From Writing To Closing Night; Reception of Major Works; Political Theatre and Repression	6-12	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

COURSE COMPONENTS AND FACULTY WORKLOAD, GRADING AND SPECIAL DESIGNATION

Components and Faculty Workload (FWL)							
Faculty workload values are determined per the current Collective Bargaining Agreement found on the Faculty Resources website.							
Component Type	Primary	Graded	Class Size Allocation	Contact Hours per Week	Contact Hours per Term	FWL Fulltime	FWL Partial
Lecture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	25.00	3.00	45.00	3.00	3.00
Lab: Preparation	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lab: Supervised	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Lecture/Lab Combination	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
Other: Identify component type if not listed.	<input type="checkbox"/>	<input type="checkbox"/>	-	-	-	-	-
TOTAL				3.00	45.00	3.00	3.00

Grading			
<input checked="" type="checkbox"/>	A through F	<input type="checkbox"/>	No Grade Assigned
<input type="checkbox"/>	Satisfactory/Unsatisfactory	<input type="checkbox"/>	Other Identify grading if not listed.
<input type="checkbox"/>		<input type="checkbox"/>	Pass/Fail

Special Designation			
<input type="checkbox"/>	Career Readiness Credential	<input type="checkbox"/>	Civic Literacy
<input type="checkbox"/>	Dual Enrollment	<input type="checkbox"/>	Gordon Rule of Computation
<input type="checkbox"/>	Proctored Testing	<input type="checkbox"/>	Other Identify special designation if not listed.
<input type="checkbox"/>		<input type="checkbox"/>	Credit by Exam (CBE)
<input type="checkbox"/>		<input checked="" type="checkbox"/>	Gordon Rule of Writing

COURSE SIGNATURE

Faculty Member(s)			
Name(s)	T. Fulton Burns	Date	10/28/2022

State-Mandated General Education Modification(s)			
Name(s)	T. Fulton Burns	Date	4/1/2024

APPENDIX A: FACULTY DEVELOPER GUIDELINES

Appendix A

Additional Course Detail

Humanities General Education courses approach the concept of culture as a system of meanings allowing groups and individuals to give significance to the world and mediate their relationships with each other and their known universe. Humanities courses are distinguished from traditional Liberal Arts disciplines through an emphasis on interdisciplinary and comparative cultural contexts. Through these approaches to cultural texts and artifacts, the humanities attempt to investigate, contest, deconstruct, analyze, and synthesize the phenomena of human agency and subjectivity both within and between cultures. By pursuing these forms of inquiry, we may better understand our world and our places within it.

Acknowledged Approaches to the Humanities may include:

- Understanding and appreciating outstanding cultural expressions of the humanistic tradition;
- Interpreting and evaluating works of art, works of music, philosophical arguments, religious beliefs, and/or social theories;
- Comparing and contrasting expressions of art, music, literature, philosophy and/or religion;
- Identifying causal influences in the chronological development of arts and/or ideas;
- Recognizing the relationships between cultural expressions and their contexts.

Note: As a Gordon Rule course, students will engage in significant writing to meet the area and course level objectives.

IV. 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 Members	
Name(s)	Various faculty members (see course outlines for details)

Academic Deans	
Name(s)	Communications: Ms. Whitney Lafond Humanities: Ms. Talani Torres Mathematics: Dr. Eddy Stringer Natural Science: Dr. Sondra Evans Social & Behavioral Sciences): Dr. Billy Thomas

Associate Provost	
Name(s)	Dr. Jeff Hess

Curriculum Committee Chair <i>(Faculty Senate President)</i>			
Name(s)	Dr. John Woodward		
Provisions	<input type="checkbox"/> Recommend	<input type="checkbox"/> Do Not Recommend	<input checked="" type="checkbox"/> Recommend with Conditions Noted
Comments	<p>The committee recommends with conditions that include the following:</p> <ul style="list-style-type: none"> Add a second signature block to the section of the course outline titled "Course Signature(s)" and label as "State-Mandated General Education Modification(s)." This section will be used for faculty to either add their signature and date, or, apply only a review date without reference to specific faculty member names. Redact the course, Introduction to Sociology (SYG 2000), in its entirety from the proposal and do not submit as part of the State-Mandated updates. 		
Signature			Date 4/18/2024

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.

Provost/Vice President of Academic Affairs			
Name(s)	Dr. John Wall		
Provisions	<input type="checkbox"/> Approve	<input type="checkbox"/> Do Not Approve	<input type="checkbox"/> Approve with Conditions Noted
Comments			
Signature			Date

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.

EXHIBIT A – FSCJ Communication to Faculty re: State-Directed General Education Review of Core Courses

From: Provost <Provost@fscj.edu>

Sent: Tuesday, February 27, 2024 3:44 PM

To: Provost <Provost@fscj.edu>

Subject: FYI: The path forward on legislative changes impacting FSCJ's General Education

This communication has been sent to these distributions: FSCJ FT Faculty, FSCJ Adjunct Faculty, the Provost's distribution of Academic Administrators and Interested Others. Please feel free to share.



Academic Colleagues-

During the February 15th Florida College System Councils meeting, Executive Vice Chancellor Clifford Humphrey and his team provided updates on state-mandated curriculum requirements, including legislative changes to general education requirements for the Florida College System and State University System. Although the headlines from that legislation are widely known, the Florida Department of Education has now approved the State Board Rules that specify what is required of Florida College System institutions to comply with these laws.

On the matter of Introduction to Sociology (SYG 2000) being removed from the list of courses that satisfy the state core requirement within general education programs, I want to be clear that SYG 2000 can still be included in an institution's larger general education program. Our faculty must now take curriculum action to initiate the work of removing the state core designation from SYG 2000. Doing so will *not* affect its inclusion in our curriculum or its designation as a general education course at FSCJ. (An A.A. student must take 15-credit hours of state core classes in FSCJ's 36-credit hour A.A. General Education curriculum). Although I anticipate the loss of state core status will negatively impact course enrollments, I am confident that its status as a general education course, its track record as a popular student choice, and the strong reputation of our sociology faculty will ensure Introduction to Sociology continues to thrive at FSCJ.

There are additional curriculum mandates that require curriculum action this term and, to this end, Dr. Ciez-Volz, Associate Provost of Curriculum and Instruction, will disseminate a memorandum later this week that reviews those requirements. To tackle the associated

work, Dr. Ciez-Volz and members of her team have studied the detailed requirements and drafted a feasible work plan as an aid to the curriculum committee and the larger faculty body. When it arrives, please recognize the work plan for what it is: a path for the institution to come into compliance with state laws that provide explicit direction on aspects of general education. In this case the curriculum process is simply the accidental means (in the philosophical sense) by which we will conduct mandated work; no one should mistake the work plan as usurping the curriculum committee's role or leadership structure. In plain language, this stuff is detailed, and I think we would quickly be lost without the guiding help being provided by Dr. Ciez-Volz and the Office of Curriculum and Instruction.

With that said, I want to affirm that beyond these narrow situations it remains the case that our curriculum processes serve primarily to create and broadly integrate relevant courses developed by faculty experts whose work is responsibly grounded in the tools of academic freedom. And, even within the mandates we must meet this term, there are important academic issues that require our best thinking, so I thank you in advance for your thoughtful and responsive contributions to this work.

Thank you for all that you continue to do- John

John J. Wall, Ph.D.

Provost & VP of Academic Affairs

Florida State College at Jacksonville

501 West State Street

Jacksonville, FL 32202

Phone: (904) 632-3105

DATE: February 29, 2024

TO: All Full-Time Faculty, All Adjunct Faculty, All Academic Administrators

CC: Dr. John Wall, Dr. John A. Woodward, Dr. Jeff Hess, Dr. Sheri Litt, Whitney Lafond, Talani Torres, Dr. Billy Thomas, Dr. Ed Stringer, Dr. Sondra Evans, Dr. Ujjwal Chakraborty, Dr. Deb Fontaine, Karen Acevedo, Student Services Leadership Team, Curriculum Services Staff Members

FROM: Kathleen Ciez-Volz

SUBJECT: State-Directed Review of General Education Core Courses

On behalf of the Provost's Office, I am writing to provide additional information about the state-directed review of general education core courses at our College. As Dr. Wall stated in a February 27, 2024, [email](#) correspondence, [Senate Bill 266](#) (lines 63-95) establishes the principles and standards for general education courses. The bill modified [s. 1007.25\(3\)\(c\), F.S.](#), which specifies the following:

“General education core courses may not distort significant historical events or include a curriculum that teaches identity politics that violates s.1000.05, F.S., or that are based on theories that systemic racism, sexism, oppression and privilege are inherent in the institutions of the United States and were created to maintain social, political and economic inequities.”

Section 1007.25(3)(c), F.S., requires that all Florida public postsecondary institutions review their general education courses for compliance with the statutory intent and content of general education coursework.

Senate Bill 266 also created [s. 1007.55\(1\), F.S.](#), which contains the following provisions regarding general education:

“The Legislature finds it necessary to ensure that every undergraduate student of a Florida public postsecondary educational institution graduates as an informed citizen through participation in rigorous general education courses that promote and preserve the constitutional republic through traditional, historically accurate, and high-quality coursework. General education courses should provide broad foundational knowledge to help students develop intellectual skills and habits that enable them to become more effective and lifelong learners. Courses with a curriculum based on unproven, speculative, or exploratory content are best suited as elective or specific program prerequisite credit, not general education credit.”

The statute further specifies that the presidents and boards of trustees of Florida's public colleges and universities must annually review and approve the general education course requirements at their respective institutions.

Between March 1 and March 29, 2024, faculty will be asked to review the College's general education core courses for compliance with the principles, standards, and content for general education, as expressed in ss. 1007.25 and 1007.55. In collaboration with their disciplinary colleagues, faculty will note any recommended changes to the official college course outlines.

Specifically, faculty will review the current catalog course description for alignment with the statewide course description. In addition, faculty will review the current College-developed course learning outcomes for alignment with the statewide course learning outcomes. Please note that the statewide course learning outcomes will not be assessed at the state level. **The final due date for reviewing the general education core courses is March 29.** The general education core course requirements will become effective for the Fall 2024 term.

In brief, during the 2023-2024 academic year and annually thereafter, institutions will be asked to review the general education core and institutional (non-core) courses for statutory compliance. Notably, the results of the institutional review of general education non-core courses will become effective for the Fall 2025 term.

For a detailed summary of the state requirements, please see the memo titled "[Faculty Review of General Education Core Courses](#)." A [February 13th webinar](#) facilitated by the FLDOE Office of Articulation also provides detailed information.

For technical guidance, please view the document titled "[Steps for Faculty to Review the General Education Core Courses](#)."

Thank you very much for our collaboration on the state-directed review of general education core courses.

Educationally yours,

Kathleen Ciez-Volz

Kathleen Ciez-Volz, Ed.D.

Associate Provost, Curriculum and Instruction

(904) 361-6257

**Florida State College at Jacksonville
District Board of Trustees**

INFORMATION ITEM I – A.

Subject:	Human Resources: Personnel Actions
Meeting Date:	June 11, 2024

INFORMATION: The Personnel Actions since the previous Board Meeting are presented to the District Board of Trustees for information.

BACKGROUND: This listing provides the District Board of Trustees a timely notification of all recently hired personnel.

FISCAL NOTES: The costs of all personnel actions are covered by the College's annual salary budget or from grant or auxiliary funding.

**Faculty, Administrative, Professional and Career Appointments Since Previous Board Meeting
as of June 11, 2024**

Faculty Strategic Value Annuity

Veiga	Glenna
-------	--------

Job Title

Professor of EAP and Spanish

Change in Faculty Pay Level

Amburgey	Susan
----------	-------

New Level

Level III

Faculty Full-Time Appointments

Moore Hubert	Edith
Valcarce	Adrian

Job Title

Professor of Music/Jazz/Theory
Professor of Cardiovascular Technology

A&P Full-Time Appointments

Avdejevs	Pavels
Burton	Jametoria
Henderson	Renata
Durrence	Raina
Eaton	Jessica
Jones	Horace
Straus	Joel
Thomas	Clifton

Job Title

Prospect Researcher/Data Analyst
Interim Director of Honors Program
Interim Associate Dean of Nursing
Interim Data Analyst
Head Coach -Women's Basketball
Engineer II Network
Assistant Director of Integrated Communications & Special Events
Director of Development-Major Gifts

Career Full-Time Appointments

Bess	Beth
Brooks	Randy
Bryant	Walter
Chilibiiska	Tamara
Davenport	Tere
Deacon	Akeem
Dove	Jesse
Green	Dawn
Harris	Caryon
Hayes	Andrea
Hill	Kenneth
Kemp-Astorga	Keyondra
King	Brandon
Lopez	Gabrielle
Louissaint	Jean Ricot
Love	John
Mann	David
McDaniel	Kristi
Meade-Arauz	Jorge
Mendez Martin	Barbara
Miller	Katherine
Morgan	Jerry
Nettles	NiQorya
Owens	Doralynn
Philpot	Shaniqua
Quiroz	Aava Maria
Robinson	Crystal
Rocha	Sonja
Rowe	Charles
Sorensen	Allen
Villarroel Morales	Andres
Walls	Precious Mary
Washington	Barbara

Job Title

Administrative Assistant III
Senior Plant Service Worker
Plant Service Worker
Business Office Specialist
Academic and Career Advisor
Student Success Advisor I
Tradesworker Senior Specialist
Student Success Advisor II
Plant Service Worker
Human Resources Coordinator
Campus Tour Coordinator
Student Success Advisor I
Security Officer
Senior Specialist
Security Officer
Microcomputer Specialist
Student Success Advisor II
Senior Plant Service Worker
Academic and Career Advisor
Plant Service Worker
Senior Plant Service Worker
Case Manager/Career Specialist
Case Manager/Career Specialist
Bachelor Program Advisor
Case Manager/Career Specialist
Student Success Advisor I
Retention Specialist
Student Success Advisor I
Case Manager/Career Specialist
Student Success Advisor I
Financial Aid Advisor I
Business Office Coordinator
Plant Service Worker

Career Part-Time Appointments

Bloodworth	Jenny
Buckley	Lauren

Job Title

Patron Services Specialist
Patron Services Specialist

**Faculty, Administrative, Professional and Career Appointments Since Previous Board Meeting
as of June 11, 2024**

<u>Career Part-Time Appointments (cont.)</u>		<u>Job Title</u>
Dhooper	Mantegh	Academic Tutor
Fleming	Marvyne	Test Proctor
Strickland	Caroline	Patron Services Specialist

**Florida State College at Jacksonville
District Board of Trustees**

INFORMATION ITEM I – B.

Subject:	Purchasing: Purchase Order Over \$195,000
Meeting Date:	June 11, 2024

INFORMATION: The following information is provided to the District Board of Trustees pursuant to Board Rule 6Hx7-5.1 for purchases greater than \$195,000.

Contract/ PO No.	Total	Supplier	Description	Authority
PO00016438	\$805,638	The Lincoln Electric Co.	VRTEX 360 Dual User VR Welding Training Simulators	Purchase Authority: SBE 6A- 14.0734 (2)(a) & Board Rule 6Hx7-5.1: Instructional Materials

BACKGROUND: Board Rule 6Hx7-5.1 requires submittal of an Information Item listing purchase orders greater than \$195,000 that were purchased in accordance with State Board of Education (SBE) and College Board Rules.

RATIONALE: This listing provides the District Board of Trustees an opportunity to review all College purchases \$195,000 or greater. This purchase was made within State of Florida purchasing guidelines, State Contracts, and the College procurement procedures.

FISCAL NOTES: This purchase order utilized College restricted and unrestricted budgeted funds in the amount not to exceed \$805,638.

**Florida State College at Jacksonville
District Board of Trustees**

INFORMATION ITEM I – C.

Subject:	Finance: Direct Support Organization Checklist and Annual Audit for the Fiscal Year Ended September 30, 2023
Meeting Date:	June 11, 2024

INFORMATION: The annual financial audit for Florida State College at Jacksonville Foundation, Inc. for the fiscal year ended September 30, 2023, and the audit checklist, is submitted to the District Board of Trustees for review pursuant to F.S. 1004.70(6). The audit and checklist will be available at the District Board of Trustees Meeting.

BACKGROUND: The Foundation must submit for review its annual financial audit to the Office of the Auditor General, the State Board of Education, and the Florida State College at Jacksonville District Board of Trustees within 9 months of its fiscal year end.

The audit was prepared by FORVIS LLP in accordance with rules adopted by the Auditor General pursuant to s. 11.45(8). In the opinion of the auditor, “the annual financial audit of the Foundation presents fairly, in all material respects, the financial position of the Foundation as of September 30, 2023, and the changes in its financial position and its cash flows for the year then ended, in conformity with accounting principles generally accepted in the United States of America.”

MANAGEMENT DISCUSSION AND ANALYSIS: The decrease in current assets for fiscal years 2023 and 2022 is largely due to accounts receivable due from the College. At September 30, 2023 and 2022, accounts receivable due from the college totaled \$3,721,619 and \$5,950,643, respectively. Amounts due from the college are associated with unearned revenue from prepaid subscribers and advance ticket sales for the 2024 Artist Series season.

The 10% increase in investments from \$61.3 million to \$67.5 is largely due to an increase in the fair value of certain endowed assets during the year ended September 30, 2023, as was the 15% decrease in investments from \$72.2 million to \$61.3 million was due largely to a decrease in the fair value of certain endowed assets during the year ended September 30, 2022.

RATIONALE: Submission and review of the Foundation’s annual financial audit and audit checklist to the District Board of Trustees follows F.S. 1004.70(6).

FISCAL NOTES: There is no fiscal impact to the College associated with the review and acceptance of the audit.

**Florida State College at Jacksonville
District Board of Trustees**

INFORMATION ITEM I – D.

Subject:	Finance: Investment Reports for Quarter Ended March 31, 2024
Meeting Date:	June 11, 2024

INFORMATION: The Investment Reports for the Surplus Fund Account (Operating Fund) and the Quasi Endowment Fund for the quarter ending March 31, 2024 are presented to the District Board of Trustees (DBOT) for information.

BACKGROUND: The investment objective of the Operating Fund is to maximize income while minimizing market rate risk, and to insure the availability of short-term liquidity to meet the cash flow needs of the College. Consistent with the DBOT approved Investment Policy Statement, the Operating Fund Portfolio is of high credit quality and invested in U.S. Treasury, Federal Agency/ GSE, Federal Agency/CMO, Corporate Note, Asset-backed, Mortgage-backed, Municipal, and Supranational Securities. The Operating Fund Portfolio’s quarterly total return performance of 0.49% exceeded the benchmark performance of 0.39%. Over the past year, the Portfolio’s total return was 3.80%, compared to 3.29% for the benchmark.

The College utilizes the investment management services of PFM Asset Management LLC (PFM) for intermediate term fixed income investments. As of March 31, 2024, the College had surplus funds of approximately \$36.7 million under management with PFM.

Quasi Endowment Funds are derived largely from auxiliary activities. These funds are also managed by PFM and invested in a diverse portfolio of domestic and international equities, fixed income securities and cash equivalents. The account balance as of March 31, 2024 was \$7.8 million. The Quasi Endowment Fund portfolio (the “Portfolio”) returned 6.19% (net of mutual fund fees) over the 1st Quarter of 2024, compared to its policy benchmark return of 5.89%. Over the past year, the Portfolio returned 16.94%, compared to 17.82% for the benchmark. Since the inception date of July 1, 2016, the Portfolio’s 9.34% annual rate of return remains ahead of the 9.07% benchmark return by 0.27% annually. In dollar terms, the Portfolio gained \$452,734 in return on investment over the quarter and gained \$1,125,642 over the past 12 months.

The Investment Performance Review for the quarter ending March 31, 2024 will be available at the District Board of Trustees meeting as information. The report is also reviewed at regular meetings of the District Board of Trustees Finance and Audit Committee.

RATIONALE: The sound investment of surplus funds and endowment funds can produce additional income to support the operations of the College and student financial aid program while meeting the requirements of safety and liquidity.

FISCAL NOTES: As of March 31, 2024, the College had investment balances totaling \$44.4 million, which compares to \$41.7 million as of March 31, 2023.

**Florida State College at Jacksonville
District Board of Trustees**

INFORMATION ITEM I – E.

Subject:	Facilities: Change Order – Deerwood Center – Common Area Renovations
Meeting Date:	June 11, 2024

INFORMATION: The change order listed below is presented to the District Board of Trustees for information.

BACKGROUND: Board Rule 6Hx7-8.2 states the following: “The College President or Vice President of Finance and Administration may authorize individual construction or professional service change orders in the name of the Board when such changes involve no change in cost, a decrease in cost, or an increase in cost not to exceed an amount as shown in the table below. The College President shall submit an information item to the District Board of Trustees confirming action on change orders greater than \$25,000. The processing of change orders shall be in accordance with Section 1013.48 of the Florida Statutes and State Board of Education Rules.”

Contract Value	Maximum change Order Authority
Less than \$500,000	\$50,000
\$500,000 or greater	\$100,000

Vendor	C.O.#	Amount
<p><u>Deerwood Center:</u> Change order issued to Warden Construction for the original contract dated December 15, 2023, for the Deerwood Center – Common Area Renovations Project in accordance with FSCJ RFP 2019C-18W.</p> <p>Warden Construction Original Contract Amount: \$298,257.22</p> <ul style="list-style-type: none"> No Monetary Value: Change Order #1 issued for AIA CO #1 to extend project duration as defined on Line #1 with NO change in monetary value, therefore PO remains at \$298,257.22. <p>Warden Construction Final Contract Amount: \$298,257.22</p>	<p>CO #1 AIA CO #1</p>	<p>\$0.00</p>

RATIONALE: To advise the Board of monetary changes to the construction contracts.

FISCAL NOTES: The following change order is included for informational purposes only. The change is comprehended in the approved project budget.

**Florida State College at Jacksonville
District Board of Trustees**

INFORMATION ITEM I – F.

Subject:	Facilities: Change Orders – South Campus – ARP Act – Phase 3b/Revised Scope – AHU Replacement – Science Lab Pressurization, Buildings C&D
Meeting Date:	June 11, 2024

INFORMATION: The change orders listed below are presented to the District Board of Trustees for information.

BACKGROUND: Board Rule 6Hx7-8.2 states the following: “The College President or Vice President of Finance and Administration may authorize individual construction or professional service change orders in the name of the Board when such changes involve no change in cost, a decrease in cost, or an increase in cost not to exceed an amount as shown in the table below. The College President shall submit an information item to the District Board of Trustees confirming action on change orders greater than \$25,000. The processing of change orders shall be in accordance with Section 1013.48 of the Florida Statutes and State Board of Education Rules.”

Contract Value	Maximum change Order Authority
Less than \$500,000	\$50,000
\$500,000 or greater	\$100,000

Vendor	C.O.#	Amount
<p><u>South Campus:</u> Change orders issued to Warden Construction for the original contract dated February 27, 2023, for the South Campus – ARP Act – Phase 3b/Revised Scope – AHU Replacement – Science Lab Pressurization, Buildings C&D in accordance with FSCJ RFP 2022C-13W.</p> <p>Warden Construction Original Contract Amount: \$1,797,755.66</p> <ul style="list-style-type: none"> • Deduct: Change Order #1 issued to decrease PO for Tax Savings Direct Purchase to Nelson & Co. for REQ0016840 (Material \$307,628.00 + Tax \$18,532.68 = Total \$326,160.68), reducing the total PO from \$1,797,755.66 to \$1,471,594.98. • Increase: Change Order #2 issued to increase PO for additional Scope of Work and extend project duration as defined on Line #1 in the amount of 		
	CO #1	(\$326,160.68)
	CO #2	\$62,851.54

Subject: Facilities: Change Orders – South Campus – ARP Act – Phase 3b/Revised Scope²⁰²⁴⁰⁰⁶⁸³
 AHU Replacement – Science Lab Pressurization, Buildings C&D
 (Continued)

Vendor	C.O.#	Amount
\$62,851.54 generating a PO increase from \$1,471,594.98 to \$1,534,446.52.		
<ul style="list-style-type: none"> • Increase: Change Order #3 issued to increase PO for additional Scope of Work and extend project duration as defined on Line #1 in the amount of \$56,072.03, generating a PO increase from \$1,534,446.52 to \$1,590,518.55. 	CO #3	\$56,072.03
<ul style="list-style-type: none"> • No Monetary Change: Change Order #4 issued for AIA CO #3 to extend project duration (additional 82 days) as defined on Line #1 with no monetary increase PO remains at \$1,590,518.55. 	CO #4	\$0.00
<ul style="list-style-type: none"> • Increase: Change Order #5 issued to increase PO for additional Scope of Work as defined on Line #1 in the amount of \$5,590.57 generating a PO increase from \$1,590,518.55 to \$1,596,109.12. 	CO #5	\$5,590.57
<p>Warden Construction Final Contract Amount: \$1,596,109.12</p>		

RATIONALE: To advise the Board of monetary changes to the construction contracts.

FISCAL NOTES: The following change orders are included for informational purposes only. The changes are comprehended in the approved project budgets.

**Florida State College at Jacksonville
District Board of Trustees**

INFORMATION ITEM I – G.

Subject:	Facilities: Change Orders – South Campus – Veteran’s Center Build Back Project
Meeting Date:	June 11, 2024

INFORMATION: The change orders listed below are presented to the District Board of Trustees for information.

BACKGROUND: Board Rule 6Hx7-8.2 states the following: “The College President or Vice President of Finance and Administration may authorize individual construction or professional service change orders in the name of the Board when such changes involve no change in cost, a decrease in cost, or an increase in cost not to exceed an amount as shown in the table below. The College President shall submit an information item to the District Board of Trustees confirming action on change orders greater than \$25,000. The processing of change orders shall be in accordance with Section 1013.48 of the Florida Statutes and State Board of Education Rules.”

Contract Value	Maximum change Order Authority
Less than \$500,000	\$50,000
\$500,000 or greater	\$100,000

Vendor	C.O.#	Amount
<p><u>South Campus:</u> Change orders issued to E. Vaughn Rivers, Inc. for the original contract dated July 25, 2023, for the South Campus – Veteran’s Center Build Back Project in accordance with FSCJ RFP #2022C-13E.</p> <p>E. Vaughn Rivers, Inc. Original Contract Amount: \$1,641,659.94</p> <ul style="list-style-type: none"> • Deduct: Change Order #1 issued to Decrease PO for Direct Material Purchase POR Tax Saving REQ0017437 issued to Trane US Inc by \$21,150.98 (\$19,883.00 Materials + \$1,267.98 Tax), generating a PO deduction from \$1,641,659.94 to \$1,620,508.96 per PO CO Req 4509. • Deduct: Change Order #2 issued to Decrease PO for Direct Material Purchase POR Tax Saving PO00015448 Change Order #1 issued to Trane US Inc by \$12,956.12 (Material \$12,152.00 Plus Tax 		
	CO #1	(\$21,150.98)
	CO #2	(\$12,956.12)

Vendor	C.O.#	Amount
<p>\$804.12) generating a total Project PO Reduction of \$12,956.12 from \$1,620,508.96 to \$1,607,552.84 per PO CO Req 4322.</p>		
<ul style="list-style-type: none"> • Adjustment: Change Order #3 issued to decrease Line 1 in the amount of \$668,508.00 and add line 2 for Ph 2 new funding source. Line 2 should be \$668,508.00 to chart field string 07/ 7000007/ 105002/ 7502400/ 500384 FY23-24. The PO total should remain the same at \$1,607,552.84 per PO CO Req 4336. 	CO #3	\$0
<ul style="list-style-type: none"> • Increase: Change Order #4 issued to Increase PO for AIA CO #1 by \$4,648.20 as defined on Line #1 generating a Line #1 increase from \$939,044.84 to \$943,693.04 and a total PO increase from \$1,607,552.84 to \$1,612,201.04. 	CO #4 AIA CO #1	\$4,648.20
<ul style="list-style-type: none"> • Increase: Change Order #5 issued to Increase PO for AIA CO #2 by \$15,620.00 as defined on Line #1 generating a Line #1 increase from \$943,693.04 to \$959,313.04 and a total PO increase from \$1,612,201.04 to \$1,627,821.04. 	CO #5 AIA CO #2	\$15,620.00
<ul style="list-style-type: none"> • No Monetary Value: Change Order #6 issued to Increase PO for AIA CO #3 as defined on Line #1 for Time Extension ONLY with No Monetary value change, total PO remains at \$1,627,821.04. 	CO #6 AIA CO #3	\$0
<ul style="list-style-type: none"> • Deduct: Change Order #7 issued to Decrease PO line 1 by \$12,124.19 per REQ0017926 (\$11,367.15 Material + \$757.03 Tax) issued to Holman, generating a line deduction from \$959,313.04 to \$947,188.85 and an overall PO decrease from \$1,627,821.04 to \$1,615,696.85 per PO CO Req 4513. 	CO #7	(\$12,124.19)
<ul style="list-style-type: none"> • Deduct: Change Order #8 issued to Decrease PO line 1 by \$67,289.51 (\$63,409.92 Material + \$3,879.59 Tax) for REQ0017970 issued to Genesis Door & Hardware, Inc from \$947,188.85 to \$879,899.34, generating a PO decrease from \$1,615,696.85 to \$1,548,407.34 per PO CO Req 4529. 	CO #8	(\$67,289.51)

Subject: Facilities: Change Orders – South Campus – Veteran’s Center Build Back Project
(Continued)

Vendor	C.O.#	Amount
<ul style="list-style-type: none"> Increase: Change Order #9 issued to Increase PO for AIA CO #4 by \$1,980.00 as defined on Line #1 generating a Line #1 increase from \$879,899.34 to \$881,879.34 and a total PO increase from \$1,548,407.34 to \$1,550,387.34. 	CO #9 AIA CO#4	\$1,980.00
<ul style="list-style-type: none"> Increase: Change Order #10 issued to Increase PO for AIA CO #5 by \$11,594.75 as defined on Line #1 generating a Line #1 increase from \$893,474.09 and a total PO increase from \$1,561,982.09. 	CO #10 AIA CO#5	\$11,594.75
<ul style="list-style-type: none"> Increase: Change Order #11 issued to Increase PO for AIA CO #6 by \$2,828.49 as defined on Line #1 generating a Line #1 increase from \$893,474.09 to \$896,302.58 and a total PO increase from \$1,561,982.09 to \$1,564,810.58. 	CO #11 AIA CO#6	\$2,828.49
<ul style="list-style-type: none"> Increase: Change Order #12 issued to Increase PO for AIA CO #7 by \$31,011.16 as defined on Line #1 generating a Line #1 increase from \$896,302.58 to \$927,313.74 and a total PO increase from \$1,564,810.58 to \$1,595,821.74. 	CO #12 AIA CO#7	\$31,011.16
<ul style="list-style-type: none"> Increase: Change Order #13 issued to Increase PO for AIA CO #8 by \$5,544.03 as defined on Line #1 generating a Line #1 increase from \$927,313.74 to \$932,857.77 and a total PO increase from \$1,595,821.74 to \$1,601,365.77. 	CO #13 AIA CO#8	\$5,544.03
<ul style="list-style-type: none"> Increase: Change Order #14 issued to Increase PO for AIA CO #9 by \$14,639.90 as defined on Line #1 generating a Line #1 increase from \$932,857.77 to \$947,497.67 and a total PO increase from \$1,601,365.77 to \$1,616,005.67. 	CO #14 AIA CO#9	\$14,639.90
E. Vaughn Rivers, Inc. Final Contract Amount: \$1,616,005.67		

RATIONALE: To advise the Board of monetary changes to the construction contracts.

FISCAL NOTES: The following change orders are included for informational purposes only. The changes are comprehended in the approved project budgets.