Curriculum Proposal Title:
Adult Basic Education Program (8555) (N.C.), Adult High School Program (7517) (N.C.), GED® Preparation: High School Equivalency Program (8515) (N.C.) and GED® Integrated Preparation: High School Equivalency Program (8517) (N.C.)

Program and Course Modifications

Curriculum Proposal Originator(s):
Professors: Jeniah Jones
Instructional Program Manager: Deana Waite
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- ✔ Faculty Member
- ✔ Instructional Program Manager or Department Chair
- ✔ Director or Dean

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

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

Key Topics

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

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

<table>
<thead>
<tr>
<th>Action(s)</th>
<th>New Program</th>
<th>Modify Program</th>
<th>Inactivate Program</th>
<th>Reactivate Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Program</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>New Course</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Other</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
</tbody>
</table>

Use this space to describe requested action(s) if not indicated above.

## Implementation Term

In the space provided, add the two-digit academic year, and then place an “X” in the box next to the requested academic term for implementation of the actions identified within the proposal. All new programs and substantially modified programs require the College’s District Board of Trustees, SACSCOC and Financial Aid approval. Please review the current Curriculum Committee calendar for critical due dates. Implementation term(s) for specific course(s) is/are also identified in the course section of this form.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2018</th>
<th>Academic Term</th>
<th>2192</th>
<th>Academic Season</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
</table>

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

## Summary

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

This proposal allows Adult Education to meet student needs through technology and flexible course options by providing students a 100% online platform to facilitate success with Adult Education.
### College Strategic Priorities

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

<table>
<thead>
<tr>
<th>Strategic Priority</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Priority 1</td>
<td>Provide a student-centered education.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Strategic Priority 2</td>
<td>Impact community.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Strategic Priority 3</td>
<td>Increase institutional capacity.</td>
<td>☒</td>
<td>☐</td>
</tr>
</tbody>
</table>

### Curriculum Collaborations

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

<table>
<thead>
<tr>
<th>Business Partnerships</th>
<th>☐ Yes ☒ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Requirements</td>
<td>☐ Yes ☒ No</td>
</tr>
<tr>
<td>Faculty Collaboration</td>
<td>Jeniah Jones, Danielle Webb, Barbara Summers, and Pearl Wharton-Gill Michelle Carlyle, and Wendy Arp</td>
</tr>
<tr>
<td>Other</td>
<td>☐ Yes ☒ No</td>
</tr>
</tbody>
</table>

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

### Cost Analysis

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

<table>
<thead>
<tr>
<th>Equipment/Supplies</th>
<th>☐ Yes ☒ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Resources</td>
<td>☐ Yes ☒ No</td>
</tr>
<tr>
<td>Materials/Software</td>
<td>☐ Yes ☒ No</td>
</tr>
<tr>
<td>Other</td>
<td>☐ Yes ☒ No</td>
</tr>
</tbody>
</table>

### Articulation

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

<table>
<thead>
<tr>
<th>Will the actions identified within the proposal affect existing articulation agreements?</th>
<th>☐ Yes ☒ No</th>
</tr>
</thead>
</table>

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

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

Key Topics

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

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

### Type

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

<table>
<thead>
<tr>
<th></th>
<th>Bachelor of Science</th>
<th>Bachelor of Applied Science</th>
<th>Bachelor of Science in Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Associate in Arts</th>
<th>Associate in Science</th>
<th>Associate in Applied Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Technical Certificate</th>
<th>Advanced Technical Certificate</th>
<th>PSAV/Clock Hour/Workforce</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Advanced Technical Diploma</th>
<th>Adult Studies</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

### School

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

<table>
<thead>
<tr>
<th></th>
<th>Liberal Arts and Sciences</th>
<th>Business, Professional Studies, and Public Safety</th>
<th>Technology and Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Health, Education, and Human Services</th>
<th>Other</th>
<th>Adult Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
</tbody>
</table>

### Identifier

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

#### Program Title (Assigned by FLDOE)

<table>
<thead>
<tr>
<th>Adult Basic Education</th>
</tr>
</thead>
</table>

#### Program Hours (Assigned by FLDOE)

<table>
<thead>
<tr>
<th>448/Varies (Maximum Recommended Hours: Based on Individual Student Success)</th>
</tr>
</thead>
</table>

#### Program Code (Assigned by the College)

<table>
<thead>
<tr>
<th>8555</th>
</tr>
</thead>
</table>

#### State CIP Number (Assigned by FLDOE)

<table>
<thead>
<tr>
<th>1532010202</th>
</tr>
</thead>
</table>

#### Federal CIP Number (Assigned by USDOE-NCES)

<table>
<thead>
<tr>
<th>320102</th>
</tr>
</thead>
</table>

#### New and/or Revised?

- Yes
- No

### Identifier

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

#### Program Title (Assigned by FLDOE)

<table>
<thead>
<tr>
<th>Adult High School</th>
</tr>
</thead>
</table>

#### Program Hours ( Assigned by FLDOE)

<table>
<thead>
<tr>
<th>Varies/1,300 (Maximum Recommended Hours: maximum of 1300 hours may be funded (state) per each reportable year for an adult education student. However, this should not prevent students from receiving instruction beyond the 1300 hours if needed).</th>
</tr>
</thead>
</table>

#### Program Code (Assigned by the College)

<table>
<thead>
<tr>
<th>7517</th>
</tr>
</thead>
</table>

#### State CIP Number (Assigned by FLDOE)

<table>
<thead>
<tr>
<th>1532010202</th>
</tr>
</thead>
</table>

#### Federal CIP Number (Assigned by USDOE-NCES)

<table>
<thead>
<tr>
<th>320102</th>
</tr>
</thead>
</table>

#### New and/or Revised?

- Yes
- No
### Identifier (Continued)

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

<table>
<thead>
<tr>
<th>Program Title (Assigned by FLDOE)</th>
<th>GED® Preparation: High School Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Hours (Assigned by FLDOE)</td>
<td>256/Varies (Maximum Recommended Hours: Based on Individual Student Success)</td>
</tr>
<tr>
<td>State CIP Number (Assigned by FLDOE)</td>
<td>1532010207</td>
</tr>
<tr>
<td>Federal CIP Number (Assigned by USDOE-NCES)</td>
<td>320102</td>
</tr>
</tbody>
</table>

### Identifier

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

<table>
<thead>
<tr>
<th>Program Title (Assigned by FLDOE)</th>
<th>GED® Integrated Preparation: High School Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Hours (Assigned by FLDOE)</td>
<td>320/Varies (Maximum Recommended Hours: Based on Individual Student Success)</td>
</tr>
<tr>
<td>State CIP Number (Assigned by FLDOE)</td>
<td>1532010207</td>
</tr>
<tr>
<td>Federal CIP Number (Assigned by USDOE-NCES)</td>
<td>320102</td>
</tr>
</tbody>
</table>

### Labor Market Data

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

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC Number</td>
<td>N/A</td>
</tr>
<tr>
<td>SOC NAV Number</td>
<td>N/A</td>
</tr>
<tr>
<td>(Military &amp; Veteran Use)</td>
<td></td>
</tr>
<tr>
<td>Entry Wage</td>
<td>N/A</td>
</tr>
<tr>
<td>Median Wage</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## Access

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

<table>
<thead>
<tr>
<th>Access Type</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Limited Access:</strong> Programs that limit the admission of prospective students based on enrollment capacity (i.e., the number of students whom the program can accommodate because of available seats).</td>
<td>☐</td>
<td>Yes</td>
</tr>
<tr>
<td>If YES, identify the specific program by title(s), code(s) and degree type(s).</td>
<td>☐</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Selective Access:</strong> Programs that admit prospective students who meet specific admissions criteria, including, without being limited to, grade point average (G.P.A.), entrance exams, scores, letters of application, letters of reference and/or professional background criteria (e.g., criminal background check, drug screening, medical examination, and/or professional licensure or certification).</td>
<td>☐</td>
<td>Yes</td>
</tr>
<tr>
<td>If YES, identify the specific program by title(s), code(s) and degree type(s).</td>
<td>☐</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Open Access:</strong> Programs that do not limit the admission of prospective students due to available seats and/or the criteria for admission does not require specific additional standards.</td>
<td>☐</td>
<td>Yes</td>
</tr>
<tr>
<td>If YES, identify the specific program by title(s), code(s) and degree type(s).</td>
<td>☐</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Assessment Scores

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>☐</td>
<td>Yes</td>
</tr>
<tr>
<td>Reading</td>
<td>☐</td>
<td>Yes</td>
</tr>
<tr>
<td>Mathematics</td>
<td>☐</td>
<td>Yes</td>
</tr>
<tr>
<td>Other</td>
<td>☐</td>
<td>Yes</td>
</tr>
<tr>
<td>Adult Education adheres to the Florida Department of Education assessment scores for placement and Literacy Completion Points. Additionally, Adult High School adheres to the Florida Department of Education’s Graduation Requirements.</td>
<td>☐</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Support

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

<table>
<thead>
<tr>
<th>Support Type</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meeting Date</strong></td>
<td>N/A</td>
<td>Meeting Minutes (Addendum B)</td>
</tr>
<tr>
<td>If YES, provide a brief summary of the Program Advisory Committee recommendations/vote and attach a copy of the meeting minutes in Addendum B.</td>
<td>☐</td>
<td>Yes</td>
</tr>
<tr>
<td>Adult Education programs do not have Advisory Committee members. Changes are directed by the FLDOE frameworks and Adult Education standards per specific program requirements.</td>
<td>☐</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### Occupational Completion Points (Clock Hour Programs Only)

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

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

### Impact

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

<table>
<thead>
<tr>
<th>Will the actions identified within the proposal meet a specific student success, workforce, or university transfer need?</th>
<th>☒ Yes ☐ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have access to flexible scheduling and 100% online instructional platform to help them successfully prepare for and transition to GED® Preparation program, GED®I Program, and then postsecondary education.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Will additional programs of study be indirectly impacted by the actions identified within the proposal?</th>
<th>☐ Yes ☒ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If YES, identify the specific program by title, program code and degree type. Also, include information about the impacted programs and the plan for addressing any concerns.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are currently enrolled and/or past term students affected by the actions identified within the proposal?</th>
<th>☒ Yes ☐ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past term and currently enrolled students will benefit from the opportunity to enroll in a combination of face-to-face and online courses.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are the actions identified within the proposal based on student cohorts?</th>
<th>☐ Yes ☒ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If YES, identify how the actions affect currently enrolled student cohorts and/or future term student cohorts.</td>
<td></td>
</tr>
<tr>
<td>Impact (Continued)</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Identify any impact based on the actions identified within the proposal. Provide a brief statement in response to each question:</td>
<td></td>
</tr>
<tr>
<td>Will the actions identified within the proposal provide students with a teach-out plan in order to complete their program of study with minimal disruption or additional expense?</td>
<td>□</td>
</tr>
<tr>
<td>If YES, identify the specific details of the teach-out plan, the length of time the teach-out plan will be maintained, and agreements for specific teach-out periods with other institutions.</td>
<td></td>
</tr>
<tr>
<td>A teach-out plan is a written plan developed by an institution that provides for the equitable treatment of students if an institution, or an institutional location that provides fifty percent or more of at least one program, ceases to operate before all students have completed their program of study, and may include, if required by the institution’s accrediting agency, a teach-out agreement between institutions. Teach-out plans must be approved by SACSCOC in advance of implementation.</td>
<td></td>
</tr>
<tr>
<td>Will the actions identified within the proposal affect students due to a program replacement and/or program inactivation?</td>
<td>□</td>
</tr>
<tr>
<td>If YES, in Addendum C, attach a copy of the notification of program closure including alternate programs that may serve as transfer options and the length of time students have to complete their current program of study.</td>
<td></td>
</tr>
<tr>
<td>For any program inactivation, the last term in which a student can enroll must be identified as the term immediately preceding the requested term for program closure (e.g., fall term 2018 = program closure; summer term 2018 = last enrollment term).</td>
<td></td>
</tr>
<tr>
<td>Will the actions identified within the proposal affect faculty and/or staff due to a program replacement and/or program inactivation?</td>
<td>□</td>
</tr>
<tr>
<td>If YES, identify the impact on faculty and/or staff and the plan to address this impact.</td>
<td></td>
</tr>
<tr>
<td>Will the effectiveness of the actions identified within the proposal be assessed and/or evaluated?</td>
<td>☑</td>
</tr>
<tr>
<td>If YES, identify the methods of assessment and/or evaluation model you plan to utilize.</td>
<td>ABE(X) course are associated with TABE test scores and will be assessed and evaluated on a semester basis to determine the effectiveness of the actions identified within the proposal. AHS course are associated with faculty developed and FDOE state-approved assessments and will be assessed and evaluated on a semester basis to determine the effectiveness of the actions identified within the proposal. HSE GED® Prep courses are associated with GED(R) test and will be assessed and evaluated on a semester basis to determine the effectiveness of the actions identified within the proposal.</td>
</tr>
</tbody>
</table>
III. Program Accreditation

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

Key Topics

✓ Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Assessment

✓ SACSCOC Timeline

✓ Specialized Assessment
Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Assessment

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

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

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

The development of a new degree or certificate program? □ Yes ☒ No

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

The inactivation of a degree or certificate program? □ Yes ☒ No

An increase or decrease in the total degree or certificate program hours by ≥25%? □ Yes ☒ No

Adding or modifying coursework that requires new faculty, course content, equipment, facilities, library or other resources? □ Yes ☒ No

Changing the program from clock hours to credit hours or vice versa? □ Yes ☒ No

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

SACSCOC Timeline

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

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

*Not all new programs will qualify for substantive change.

Specialized Assessment

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

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

If YES, identify the title of the organization.
IV. Program Funding and Reporting

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

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

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

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

**Key Topics**

- Financial Aid
- Financial Aid Assessment
- Gainful Employment
- Gainful Employment Assessment
### Financial Aid

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

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

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

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

#### Financial Aid Assessment

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

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

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

### Gainful Employment

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

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

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

#### Gainful Employment Assessment

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

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

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

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

Key Topics

- College Catalog Layout
- Recommended Course Sequence by Term
Adult Education Program (8555) (N.C.)

Non-Degree Seeking

Mission/Purpose

The Adult Education program provides students with basic skills instruction (0.0 – 8.9) and critical thinking skills to prepare them for GED preparation (9.0 – 12.9), postsecondary education, and employment.

The Program

The Adult Education program is designed to develop literacy skills necessary for students to be successful workers, citizens and family members. A student enrolled in the Adult Education program may receive instruction in one or more of the following courses: Mathematics, Language Arts, or Reading.

Application Procedure

In order to be enrolled in the Adult Education program, students must pass the TABE 11/12 M Reading assessment with a scale score of 501 or higher.

Need More Information? Contact:
Admissions, (904) 646-2300 or info@fscj.edu

More Information Online
Florida Department of Education: Adult Education

Curriculum

Professional Courses

Program Hours: 448  (Maximum Recommended Hours: Based in Individual Student Success)

Mathematics

ABX 0125A  Mathematics for Adults B (Face-to-Face 100%)  Contact Hours: 64
or  ABX 0125B  Mathematics for Adults B (Face-to-Face 70%)  Contact Hours: 44.8
and  ABX 0125C  Mathematics for Adults B (Online 30%)  Contact Hours: 19.2
or  ABX 0125D  Mathematics for Adults B (Face-to-Face 50%)  Contact Hours: 32
and  ABX 0125E  Mathematics for Adults B (Online 50%)  Contact Hours: 32
or ABX 0126B Mathematics for Adults C (Face-to-Face 70%) Contact Hours: 44.8
and ABX 0126C Mathematics for Adults C (Online 30%) Contact Hours: 19.2
or ABX 0126D Mathematics for Adults C (Face-to-Face 50%) Contact Hours: 32
and ABX 0126E Mathematics for Adults C (Online 50%) Contact Hours: 32

ABX 0127A Mathematics for Adults D (Face-to-Face 100%) Contact Hours: 64
or ABX 0127B Mathematics for Adults D (Face-to-Face 70%) Contact Hours: 44.8
and ABX 0127C Mathematics for Adults D (Online 30%) Contact Hours: 19.2
or ABX 0127D Mathematics for Adults D (Face-to-Face 50%) Contact Hours: 32
and ABX 0127E Mathematics for Adults D (Online 50%) Contact Hours: 32
or ABX 0127N Mathematics for Adults D (Online 100%) Contact Hours: 64

Reading
ABX 0217A Reading for Adults D (Face-to-Face 100%) Contact Hours: 64
or ABX 0217B Reading for Adults D (Face-to-Face 70%) Contact Hours: 44.8
and ABX 0217C Reading for Adults D (Online 30%) Contact Hours: 19.2
or ABX 0217D Reading for Adults D (Face-to-Face 50%) Contact Hours: 32
and ABX 0217E Reading for Adults D (Online 50%) Contact Hours: 32
or ABX 0217N Reading for Adults D (Online 100%) Contact Hours: 64

Language Arts
ABX 0335A Language for Adults B (Face-to-Face 100%) Contact Hours: 64
or ABX 0335B Language for Adults B (Face-to-Face 70%) Contact Hours: 44.8
and ABX 0335C Language for Adults B (Online 30%) Contact Hours: 19.2
or ABX 0335D Language for Adults B (Face-to-Face 50%) Contact Hours: 32
and ABX 0335E Language for Adults B (Online 50%) Contact Hours: 32

ABX 0336A Language for Adults C (Face-to-Face 100%) Contact Hours: 64
or ABX 0336B Language for Adults C (Face-to-Face 70%) Contact Hours: 44.8
and ABX 0336C Language for Adults C (Online 30%) Contact Hours: 19.2
or ABX 0336D Language for Adults C (Face-to-Face 50%) Contact Hours: 32
and ABX 0336E Language for Adults C (Online 50%) Contact Hours: 32

ABX 0337A Language for Adults D (Face-to-Face 100%) Contact Hours: 64
or ABX 0337B Language for Adults D (Face-to-Face 70%) Contact Hours: 44.8
and ABX 0337C Language for Adults D (Online 30%) Contact Hours: 19.2
or ABX 0337D Language for Adults D (Face-to-Face 50%) Contact Hours: 32
and ABX 0337E Language for Adults D (Online 50%) Contact Hours: 32
or ABX 0337N Language for Adults D (Online 100%) Contact Hours: 64

Total Contact Hours: 448
Non-Degree Seeking

Mission/Purpose

The Adult High School (AHS) program enables an adult, no longer enrolled in public high school, to complete the required courses and state assessments to earn a standard high school diploma.

The Program

The Adult High School Program is designed in accordance with standards established by the state. The program is based on the State of Florida adult education course description and the Florida Standards included in the secondary course description. Students who are enrolled in the program must meet all state and local requirements for graduation unless otherwise noted in section 1003.4282 (7)(b), F.S.

Program courses may include but are not limited to, traditional lecture instruction, competency and performance-based adult education, distance learning and computer-assisted instruction.

Application Procedure

In order to be eligible for enrollment in the Adult High School program and the associated coursework, students must:

1. The individual must be 18 years old or older.
2. The individual must require 10 credits or less (including *Certificate of Completion) to earn a standard high school diploma in the state of Florida.
3. The individual must have a current high school grade point average of 1.7 or higher on a 4-point scale.
4. The individual must be seeking and have not already completed any high school completion credential.
   *Certificate of Completion-the student has met State of Florida 24 credit requirements but has not passed FCAT 2.0, and/or earned a 2.0 GPA.

Standard Diploma

To obtain a standard adult education diploma, a student must earn the standard 24 credits, maintain a minimum 2.0 GPA and successfully complete all required statewide exams (or earn concordant or comparative scores in respective courses) in accordance with State of Florida guidelines.

Note: Please refer to F.S. 1003.4282 or 1002.3105 (depending on 24 or 18 credit options) at www.leg.state.fl.us.

Need More Information? Contact:
Admissions, (904) 646-2300 or info@fscj.edu

More Information Online
Florida Department of Education: Adult Education
Florida Department of Education: Adult High School
Curriculum

Professional Courses

Program Hours: Varies/1,300 (Maximum Recommended Hours: maximum of 1300 hours may be funded (state) per each reportable year for an adult education student. However, this should not prevent students from receiving instruction beyond the 1300 hours if needed).

<table>
<thead>
<tr>
<th>Option</th>
<th>Course</th>
<th>Title</th>
<th>Modality</th>
<th>Percent</th>
<th>Credit Hours</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AHS 0160A</td>
<td>English I, Part A</td>
<td>Face-to-Face</td>
<td>100%</td>
<td>0.5</td>
<td>64</td>
</tr>
<tr>
<td>or</td>
<td>AHS 0160B</td>
<td>English I, Part A</td>
<td>Face-to-Face</td>
<td>70%</td>
<td>0.35</td>
<td>44.8</td>
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<tr>
<td>and</td>
<td>AHS 0160C</td>
<td>English I, Part A</td>
<td>Online</td>
<td>30%</td>
<td>0.15</td>
<td>19.2</td>
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<td>or</td>
<td>AHS 0160D</td>
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<td>0.5</td>
<td>64</td>
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<td>English I, Part B</td>
<td>Face-to-Face</td>
<td>100%</td>
<td>0.5</td>
<td>64</td>
<td></td>
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<tr>
<td>or</td>
<td>AHS 0161B</td>
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<td>Face-to-Face</td>
<td>70%</td>
<td>0.35</td>
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<td>AHS 0161C</td>
<td>English I, Part B</td>
<td>Online</td>
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<td>or</td>
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<td>and</td>
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<td>0.25</td>
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<td>or</td>
<td>AHS 0161N</td>
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<td>Online</td>
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<td>0.5</td>
<td>64</td>
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<td>AHS 0162A</td>
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<td>Face-to-Face</td>
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<td>Online</td>
<td>100%</td>
<td>0.5</td>
<td>64</td>
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<td>Face-to-Face</td>
<td>100%</td>
<td>0.5</td>
<td>64</td>
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<tr>
<td>or</td>
<td>AHS 0163B</td>
<td>English II, Part B</td>
<td>Face-to-Face</td>
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<td>English III, Part A</td>
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<td>100%</td>
<td>0.5</td>
<td>64</td>
<td></td>
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<tr>
<td>or</td>
<td>AHS 0164B</td>
<td>English III, Part A</td>
<td>Face-to-Face</td>
<td>70%</td>
<td>0.35</td>
<td>44.8</td>
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<tr>
<td>and</td>
<td>AHS 0164C</td>
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<td>Online</td>
<td>30%</td>
<td>0.15</td>
<td>19.2</td>
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<tr>
<td>or</td>
<td>AHS 0164D</td>
<td>English III, Part A</td>
<td>Face-to-Face</td>
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<td>0.25</td>
<td>32</td>
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<tr>
<td>and</td>
<td>AHS 0164E</td>
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<tr>
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<tr>
<td>or</td>
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<tr>
<td>or</td>
<td>AHS 0165D</td>
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<tr>
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<tr>
<td>or</td>
<td>AHS 0165N</td>
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<td>0.35</td>
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<tr>
<td>and AHS 0166C</td>
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or AHS 0565B  Personal, Career, and School Development Skills II, Part A  Face-to-Face  70%  0.35  44.8

and AHS 0565C  Personal, Career, and School Development Skills II, Part A  Online  30%  0.15  19.2

or AHS 0565D  Personal, Career, and School Development Skills II, Part A  Face-to-Face  50%  0.25  32

and AHS 0565E  Personal, Career, and School Development Skills II, Part A  Online  50%  0.25  32

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AHS 0566A  Personal, Career, and School Development Skills II, Part B  Face-to-Face  100%  0.5  64

or AHS 0566B  Personal, Career, and School Development Skills II, Part B  Face-to-Face  70%  0.35  44.8

and AHS 0566C  Personal, Career, and School Development Skills II, Part B  Online  30%  0.15  19.2

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AHS 0567A  Personal, Career, and School Development Skills III, Part A  Face-to-Face  100%  0.5  64

or AHS 0567B  Personal, Career, and School Development Skills III, Part A  Face-to-Face  70%  0.35  44.8

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AHS 0568A  Personal, Career, and School Development Skills III, Part B  Face-to-Face  100%  0.5  64

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or AHS 0568N  Personal, Career, and School Development Skills III, Part B  Online  100%  0.5  64

Total Contact Hours: Varies/1,300 (Maximum Recommended Hours: maximum of 1300 hours may be funded (state) per each reportable year for an adult education student. However, this should not prevent students from receiving instruction beyond the 1300 hours if needed).
Non-Degree Seeking

Mission/Purpose

This program prepares students to obtain the knowledge and skills necessary to pass the Official GED® Tests and be awarded a State of Florida High School Diploma and be better prepared for postsecondary education.

The Program

This program strives to motivate students not only to obtain a GED® diploma, but to continue their education to earn a postsecondary degree, certificate, or industry certification. Students in this program participate in four content-area assessments: Reasoning through Language Arts, Mathematics Reasoning, Science, and Social Studies.

Application Procedure

In order to be enrolled in the GED® Preparation course number, students must be receiving concurrent instruction in at least two of the above subject areas and be at the 9th grade level or above in each of the courses. To be eligible for enrollment in this program and the associated coursework, students must:

1. Be 16 years of age or older.
2. Have legally withdrawn from elementary or secondary school with the exceptions noted in Rule 6A-6.014, FAC.
4. Be functioning at or above a 9.0 grade level.

Need More Information? Contact:

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

More Information Online

Florida Department of Education: Adult Education
Florida Department of Education: GED® Preparation Program
**Professional Courses**

_Program Hours: 256 (Maximum Recommended Hours: 1,300)_

- **ASE 0075A** - High School Equivalency Reasoning Through Language Arts (Face-to-Face) Contact Hours: 64
  - or **ASE 0075B** - High School Equivalency Reasoning Through Language Arts (Face-to-Face) Contact Hours: 44.8
  - and **ASE 0075C** - High School Equivalency Reasoning Through Language Arts (Online) Contact Hours: 19.2
  - or **ASE 0075D** - High School Equivalency Reasoning Through Language Arts (Face-to-Face) Contact Hours: 32
  - and **ASE 0075E** - High School Equivalency Reasoning Through Language Arts (Online) Contact Hours: 32
  - or **ASE 0075N** - High School Equivalency Reasoning Through Language Arts (100% Online) Contact Hours: 64

- **ASE 0076A** - High School Equivalency Social Studies (Face-to-Face) Contact Hours: 64
  - or **ASE 0076B** - High School Equivalency Social Studies (Face-to-Face) Contact Hours: 44.8
  - and **ASE 0076C** - High School Equivalency Social Studies (Online) Contact Hours: 19.2
  - or **ASE 0076D** - High School Equivalency Social Studies (Face-to-Face) Contact Hours: 32
  - and **ASE 0076E** - High School Equivalency Social Studies (Online) Contact Hours: 32
  - or **ASE 0076N** - High School Equivalency Social Studies (100% Online) Contact Hours: 64

- **ASE 0077A** - High School Equivalency Science (Face-to-Face) Contact Hours: 64
  - or **ASE 0077B** - High School Equivalency Science (Face-to-Face) Contact Hours: 44.8
  - and **ASE 0077C** - High School Equivalency Science (Online) Contact Hours: 44.8
  - or **ASE 0077D** - High School Equivalency Science (Face-to-Face) Contact Hours: 32
  - and **ASE 0077E** - High School Equivalency Science (Online) Contact Hours: 32
  - or **ASE 0077N** - High School Equivalency Science (100% Online) Contact Hours: 64

- **ASE 0078A** - High School Equivalency Mathematical Reasoning (Face-to-Face) Contact Hours: 64
  - or **ASE 0078B** - High School Equivalency Mathematical Reasoning (Face-to-Face) Contact Hours: 44.8
  - and **ASE 0078C** - High School Equivalency Mathematical Reasoning (Online) Contact Hours: 19.2
  - or **ASE 0078D** - High School Equivalency Mathematical Reasoning (Face-to-Face) Contact Hours: 32
  - and **ASE 0078E** - High School Equivalency Mathematical Reasoning (Online) Contact Hours: 32
  - or **ASE 0078N** - High School Equivalency Mathematical Reasoning (100% Online) Contact Hours: 64

- **ASE 0079A** - High School Equivalency Comprehensive (Face-to-Face) Contact Hours: 64
  - or **ASE 0079B** - High School Equivalency Comprehensive (Face-to-Face) Contact Hours: 44.8
  - and **ASE 0079C** - High School Equivalency Comprehensive (Online) Contact Hours: 19.2
  - or **ASE 0079D** - High School Equivalency Comprehensive (Face-to-Face) Contact Hours: 32
  - and **ASE 0079E** - High School Equivalency Comprehensive (Online) Contact Hours: 32
  - or **ASE 0079N** - High School Equivalency Comprehensive (100% Online) Contact Hours: 64

_Total Contact Hours: 256_
Non-Degree Seeking

Mission/Purpose

This program prepares students to obtain the knowledge and skills necessary to pass the Official GED® Tests and be awarded a State of Florida High School Diploma and be better prepared for postsecondary education.

The Program

This program strives to motivate students not only to obtain a GED® diploma, but to continue their education to earn a postsecondary degree, certificate, or industry certification. Students in this program participate in four content-area assessments: Reasoning through Language Arts, Mathematics Reasoning, Science, and Social Studies.

Integrated programs accelerate students' progress and make the basic skills component more relevant to their interests and career goals. This model has been shown to help adult learners obtain postsecondary certificates and achieve basic skill gains more quickly than when they are enrolled in traditional adult education programs.

Application Procedure

In order to be enrolled in the GED® Integrated course numbers, students must pretest at or above the 9th grade level in at least two content areas (reading, language arts, or mathematics).

Students meeting the eligibility requirements listed below may be simultaneously enrolled in GED® Integrated and a career and technical certificate program offered at a technical center/college or state college. This approach combines the GED® instruction with technical training leading to an initial certificate.

To be eligible for enrollment in this program and the associated coursework, students must:

1. Be 16 years of age or older.
2. Have legally withdrawn from elementary or secondary school with the exceptions noted in Rule 6A-6.014, FAC.
4. Be functioning at or above a 9.0 grade level.

Need More Information? Contact:

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

Professional Courses

Program Hours: 320 (Maximum Recommended Hours: 1,300)

- GEX 0162A - High School Equivalency Reasoning Through Language Arts (Face-to-Face) Contact Hours: 64
  or GEX 0162B - High School Equivalency Reasoning Through Language Arts (Face-to-Face) Contact Hours: 44.8
  and GEX 0162C - High School Equivalency Reasoning Through Language Arts (Online) Contact Hours: 19.2
  or GEX 0162D - High School Equivalency Reasoning Through Language Arts (Face-to-Face) Contact Hours: 32
  and GEX 0162E - High School Equivalency Reasoning Through Language Arts (Online) Contact Hours: 32
  or GEX 0162N - High School Equivalency Reasoning Through Language Arts (100% Online) Contact Hours: 64

- GEX 0163A - High School Equivalency Social Studies (Face-to-Face) Contact Hours: 64
  or GEX 0163B - High School Equivalency Social Studies (Face-to-Face) Contact Hours: 44.8
  and GEX 0163C - High School Equivalency Social Studies (Online) Contact Hours: 19.2
  or GEX 0163D - High School Equivalency Social Studies (Face-to-Face) Contact Hours: 32
  and GEX 0163E - High School Equivalency Social Studies (Online) Contact Hours: 32
  or GEX 0163N - High School Equivalency Reasoning Social Studies (100% Online) Contact Hours: 64

- GEX 0164A - High School Equivalency Science (Face-to-Face) Contact Hours: 64
  or GEX 0164B - High School Equivalency Science (Face-to-Face) Contact Hours: 44.8
  and GEX 0164C - High School Equivalency Science (Online) Contact Hours: 19.2
  or GEX 0164D - High School Equivalency Science (Face-to-Face) Contact Hours: 32
  and GEX 0164E - High School Equivalency Science (Online) Contact Hours: 32
  or GEX 0164N - High School Equivalency Science (100% Online) Contact Hours: 64

- GEX 0166A - High School Equivalency Mathematical Reasoning (Face-to-Face) Contact Hours: 64
  or GEX 0166B - High School Equivalency Mathematical Reasoning (Face-to-Face) Contact Hours: 44.8
  and GEX 0166C - High School Equivalency Mathematical Reasoning (Online) Contact Hours: 19.2
  or GEX 0166D - High School Equivalency Mathematical Reasoning (Face-to-Face) Contact Hours: 32
  and GEX 0166E - High School Equivalency Mathematical Reasoning (Online) Contact Hours: 32
  or GEX 0166N - High School Equivalency Mathematical Reasoning (100% Online) Contact Hours: 64

- GEX 0170A - High School Equivalency Comprehensive (Face-to-Face) Contact Hours: 64
  or GEX 0170B - High School Equivalency Comprehensive (Face-to-Face) Contact Hours: 44.8
  and GEX 0170C - High School Equivalency Comprehensive (Online) Contact Hours: 19.2
  or GEX 0170D - High School Equivalency Comprehensive (Face-to-Face) Contact Hours: 32
  and GEX 0170E - High School Equivalency Comprehensive (Online) Contact Hours: 32
  or GEX 0170N - High School Equivalency Comprehensive (100% Online) Contact Hours: 64

Total Contact Hours: 320
Recommended Course Sequence by Term

Identify the recommended course sequence by academic term. This information will be included with the program page in the College Catalog and utilized as a roadmap for facilitating students timely program completion. When completing the recommended course sequencing, please assume full-time student enrollment.

For multiple programs within a proposal, please copy the blank table template into a new page.

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<th>Program Titles</th>
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<td>GED® Preparation: High School Equivalency Program (8515) (N.C.) and GED® Integrated Preparation:</td>
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<td>High School Equivalency Program (8517) (N.C.)</td>
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VI. Course Information

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

Key Topics

- Assignment
- Identifier
- Eligibility
- Impact
The Florida Department of Education (FLDOE) compiles a curriculum framework for each program that includes curriculum benchmark standards required for the course(s) identified within a program. Not all course(s) are included within a program as some may be identified as electives. The FLDOE classifies each course according to its discipline area and prefix. Course information is maintained via the State Course Numbering System (SCNS). The organizational schema for SCNS utilizes a three-letter prefix and four-digit identification. The first digit denotes the course level (freshman, sophomore, etc.) and is recommended by each institution, while the three-letter prefix and three-digit number are utilized for categorization of content. Each course number may include a lab code (“L”) that denotes a laboratory or a combination code (“C”) that denotes a combination lecture/laboratory course.

### Identifier

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

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GED® Preparation: High School Equivalency (8515) (N.C.)

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GED® Integrated Preparation: High School Equivalency (8517) (N.C.)

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<tr>
<td>GEX 0166N</td>
<td>High School Equivalency Mathematical Reasoning (Online 100%)</td>
<td>Spring 2019</td>
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<tr>
<td>GEX 0170N</td>
<td>High School Equivalency Comprehensive (Online 100%)</td>
<td>Spring 2019</td>
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</table>
### Eligibility

**Gordon Rule of Writing Requirement?**

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<tr>
<th>Yes</th>
<th>No</th>
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</table>

*If YES, identify the specific course prefix/number and course title, and address any concerns.*

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

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

### Gordon Rule of Computation Requirement?**

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<th>Yes</th>
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</table>

*If YES, identify the specific course prefix/number and course title, and address any concerns.*

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

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

### Earn Credit More Than Once?**

<table>
<thead>
<tr>
<th>Yes</th>
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<tbody>
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</table>

*If YES, identify the specific course prefix/number and course title, and address any concerns.*

### Impact

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

**Will additional course(s) be impacted by the actions identified within the proposal?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</table>

*If YES, identify the specific course prefix/number and course title, and address any concerns.*
VII. Course Outline(s)

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

Key Topics

- College Layout
- Learning Outcomes and Assessment
OFFICIAL ADULT EDUCATION COURSE OUTLINE

COURSE NUMBER:          ABX 0127N
COURSE TITLE:            Mathematics for Adults D (100% Online)
PREREQUISITE(S):        None
COREQUISITE(S):         None
CONDITION(S):           Online; Math TABE SCALE SCORE 537-575
STUDENT CONTACT HOURS:  64
FACULTY WORKLOAD POINTS: 2.56 (Calculated by formula per CBA)
STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The purpose of Adult Basic Education is to give students an opportunity to apply knowledge and skills related
to the area of basic literacy and life skills for adults who are performing at or below the ninth-grade level. The
content develops basic literacy in all areas of knowledge but specifically in the area of Math. After 50 hours of
remediation, students may be eligible to retake state approved assessment for advancement.

SPECIAL NOTE:
This program is divided into Reading, Mathematics, and Language Arts Literacy Completion Points (LCPs).
Progress through levels (LCPs) may be measured by approved standardized tests or documentation of
mastery of competencies. It is not intended that students will progress through the performance standards
sequentially. The instructor may present topic-centered lessons that integrate benchmarks from several
performance standards. All activities are developed to be done either individually or in groups.

The computer skills are not required, as access to computer technology is not provided to every student. The
computer sections are optional and will not be necessary to earn Educational Functioning Levels (EFLs) and/or
Literacy Completion Points (LCPs).

This high intermediate level non-credit course is divided into two major parts: mathematics computation and
math applications. The computation portion includes number sense, concepts, and operations; measurement;
geometry and spatial sense; algebraic think; data analysis and probability. The application portion teaches the
student to use mathematical concepts to solve problems encountered in daily living.

SUGGESTED TEXT(S):     A variety of adult oriented textbooks is used to teach the
course.
IMPLEMENTATION DATE:    Spring Term 2019 (2192) – Proposal 2018-40
REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult Basic Education Program

COURSE TITLE: Mathematics for Adults D (100% Online)

CIP NUMBER: 1532010200

Program Frameworks can be found at the following website:

Mathematics Frameworks can be found at the following website:
OFFICIAL ADULT EDUCATION COURSE OUTLINE

COURSE NUMBER: ABX 0217N

COURSE TITLE: Reading for Adults D (100% Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITION(S): Online; TABE Reading Scale score of 501-575

CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56 (Calculated by formula per CBA)

STANDARD CLASS SIZE ALLOCATION : 20

CATALOG COURSE DESCRIPTION:
The purpose of Adult Basic Education is to give students an opportunity to apply knowledge and skills related to the area of basic literacy and life skills for adults who are performing at or below the ninth-grade level. The content develops basic literacy in all areas of knowledge but specifically in the area of language. After 50 hours of remediation, a student may be eligible to retake state approved assessment for advancement.

SPECIAL NOTE:
This program is divided into Reading, Mathematics, and Language Arts Literacy Completion Points (LCPs). Progress through levels (LCPs) may be measured by approved standardized tests or documentation of mastery of competencies. It is not intended that students will progress through the performance standards sequentially. The instructor may present topic-centered lessons that integrate benchmarks from several performance standards. All activities are developed to be done either individually or in groups.

The computer skills are encouraged but not required, as access to computer technology is not provided to every student. The computer sections are optional and will not be necessary to earn Educational Functioning Levels (EFLs) and/or Literacy Completion Points (LCPs).

This high intermediate level non-credit course is designed to provide adult learners with basic literacy and life skills needed to be successful in school, society, and the workplace. Instruction is provided for developing vocabulary, recalling information, using graphic information, constructing meaning, and extending meaning from a wide range of informational and literary texts. Instruction is provided for developing written communication for correct spelling, capitalization, punctuation, and grammar. Students will also learn to use a four-step writing process that includes prewriting, writing a draft, editing, and revising to develop and produce multi-paragraph compositions.

SUGGESTED TEXT(S):
A variety of adult oriented textbooks is used to teach the course.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult Basic Education Program

COURSE TITLE: Reading for Adults D (Online)

CIP NUMBER: 1532010200

Program Frameworks can be found at the following website:

Reading Frameworks can be found at the following website:
OFFICIAL ADULT EDUCATION COURSE OUTLINE

COURSE NUMBER: ABX 0337N
COURSE TITLE: Language for Adults D (100% Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITION(S): Online; Language TABE scale score of 547-583
CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56 (Calculated by formula per CBA)
STANDARD CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The purpose of Adult Basic Education is to give students an opportunity to apply knowledge and skills related to the area of basic literacy and life skills for adults who are performing at or below the ninth-grade level. The content develops basic literacy in all areas of knowledge but specifically in the area of language. After 50 hours of remediation, a student may be eligible to retake state approved assessment for advancement.

SPECIAL NOTE:
This program is divided into Reading, Mathematics, and Language Arts Literacy Completion Points (LCPs). Progress through levels (LCPs) may be measured by approved standardized tests or documentation of mastery of competencies.

It is not intended that students will progress through the performance standards sequentially. The instructor may present topic-centered lessons that integrate benchmarks from several performance standards. All activities are developed to be done either individually or in groups.

The computer skills are encouraged but not required, as access to computer technology is not provided to every student. The computer sections are optional and will not be necessary to earn Educational Functioning Levels (EFLs) and/or Literacy Completion Points (LCPs).

This high intermediate level non-credit course designed to provide adult learners with basic literacy and life skills needed to be successful in school, society, and the workplace. Instruction is provided for developing written communication for correct spelling, capitalization, punctuation, and grammar. Students will also learn to use a four-step writing process that includes prewriting, writing a draft, editing, and revising to develop and produce multi-paragraph compositions.

SUGGESTED TEXT(S): A variety of adult oriented textbooks is used to teach the course.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40
REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult Basic Education Program
COURSE TITLE: Language for Adults D (Online)
CIP NUMBER: 1532010200

Program Frameworks can be found at the following website:

Language Frameworks can be found at the following website:
COURSE NUMBER: AHS 0160N
COURSE TITLE: English I, Part A (100% Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT HOURS: .5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The content includes, but is not limited to the following:
(1) active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
(2) analysis of literature and informational texts from varied literary periods to examine: text craft and structure, elements of literature, arguments and claims supported by textual evidence, power and impact of language, influence of history, culture, and setting on language, and personal critical and aesthetic response
(3) writing for varied purposes: developing and supporting argumentative claims, crafting coherent supported informative/expository texts, responding to literature for personal and analytical purposes, writing narratives to develop real or imagined events, writing to sources using text-based evidence and reasoning
(4) effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
(5) collaboration amongst peers

The purpose of this course is to provide English 1 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

SUGGESTED TEXT(S): Instructors may choose from use various state board approved texts.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: English I, Part A (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
COURSE NUMBER: AHS 0161N

COURSE TITLE: English, I Part B (100% Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITIONS: Online

CREDIT: .5

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56

STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The content includes, but is not limited to the following:

1. active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
2. analysis of literature and informational texts from varied literary periods to examine: text craft and structure, elements of literature, arguments and claims supported by textual evidence, power and impact of language, influence of history, culture, and setting on language, and personal critical and aesthetic response
3. writing for varied purposes: developing and supporting argumentative claims, crafting coherent supported informative/expository texts, responding to literature for personal and analytical purposes, writing narratives to develop real or imagined events, writing to sources using text-based evidence and reasoning
4. effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
5. collaboration amongst peers

The purpose of this course is to provide English 1 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

SUGGESTED TEXT(S):
Instructors may choose from use various state board approved texts.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program
COURSE TITLE: English I, Part B (Online)
CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER: AHS 0162N

COURSE TITLE: English II, Part A (100% Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITIONS: Online

CREDIT HOURS: .5

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56

STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The content includes, but is not limited to the following:

1. active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
2. analysis of literature and informational texts from varied literary periods to examine: text craft and structure, elements of literature, arguments and claims supported by textual evidence, power and impact of language, influence of history, culture, and setting on language, and personal critical and aesthetic response
3. writing for varied purposes: developing and supporting argumentative claims, crafting coherent supported informative/expository texts, responding to literature for personal and analytical purposes, writing narratives to develop real or imagined events, writing to sources using text- based evidence and reasoning
4. effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
5. collaboration amongst peers

The purpose of this course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

SUGGESTED TEXT(S): Instructors may choose from use various state board Approved texts.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: English II, Part A (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER: AHS 0163N
COURSE TITLE: English II, Part B (100% Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT: .5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The content includes, but is not limited to the following:

(1) active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
(2) analysis of literature and informational texts from varied literary periods to examine: text craft and structure, elements of literature, arguments and claims supported by textual evidence, power and impact of language, influence of history, culture, and setting on language, and personal critical and aesthetic response
(3) writing for varied purposes: developing and supporting argumentative claims, crafting coherent supported informative/expository texts, responding to literature for personal and analytical purposes, writing narratives to develop real or imagined events, writing to sources using text- based evidence and reasoning
(4) effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
(5) collaboration amongst peers

The purpose of this course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

SUGGESTED TEXT(S): Instructors may choose from use various state board approved texts

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: English II, Part B (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website: http://www.fl DOE.org/academics/career-adult-edu/adult-edu/2017-2018-adult-edu-curriculum-framework.html
OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER: AHS 0164N
COURSE TITLE: English III, Part A (100% Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT HOURS: .5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The content includes, but is not limited to the following:

(1) active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
(2) analysis of literature and informational texts from varied literary periods to examine: text craft and structure, elements of literature, arguments and claims supported by textual evidence, power and impact of language, influence of history, culture, and setting on language, and personal critical and aesthetic response
(3) writing for varied purposes: developing and supporting argumentative claims, crafting coherent supported informative/expository texts, responding to literature for personal and analytical purposes, writing narratives to develop real or imagined events, writing to sources using text- based evidence and reasoning
(4) effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
(5) collaboration amongst peers

The purpose of this course is to provide grade 11 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

SUGGESTED TEXT (S):
Instructors may choose from use various state board Approved, texts.

IMPLEMENTATION DATE
Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
November 2004
Fall Term 2014 (20151) - Proposal 2014-53
Fall Term 2015 (20161) – Outline Review 14-15
Summer Term 2018 (2185) – Proposal 2018-05
PROGRAM TITLE: Adult High School Program
COURSE TITLE: English III, Part A (Online)
CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER: AHS 0165N
COURSE TITLE: English III, Part B (100% Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT: .5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The content includes, but is not limited to the following:

(1) active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
(2) analysis of literature and informational texts from varied literary periods to examine: text craft and structure, elements of literature, arguments and claims supported by textual evidence, power and impact of language, influence of history, culture, and setting on language, and personal critical and aesthetic response
(3) writing for varied purposes: developing and supporting argumentative claims, crafting coherent supported informative/expository texts, responding to literature for personal and analytical purposes, writing narratives to develop real or imagined events, writing to sources using text- based evidence and reasoning
(4) effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
(5) collaboration amongst peers

The purpose of this course is to provide grade 11 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

SUGGESTED TEXT(S): Instructors may choose from use various state board Approved, texts.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program
COURSE TITLE: English III, Part B (Online)
CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER:                  AHS 0166N
COURSE TITLE:                    English IV, Part A (100% Online)
PREREQUISITE(S):                 None
COREQUISITE(S):                  None
CONDITIONS:                     Online
CREDIT HOURS:                    .5
STUDENT CONTACT HOURS:           64
FACULTY WORKLOAD POINTS:         2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The content includes, but is not limited to the following:

1. active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
2. analysis of literature and informational texts from varied literary periods to examine: text craft and structure, elements of literature, arguments and claims supported by textual evidence, power and impact of language, influence of history, culture, and setting on language, and personal critical and aesthetic response
3. writing for varied purposes: developing and supporting argumentative claims, crafting coherent supported informative/expository texts, responding to literature for personal and analytical purposes, writing narratives to develop real or imagined events, writing to sources using text-based evidence and reasoning
4. effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
5. collaboration amongst peers

The purpose of this course is to provide grade 12 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

SUGGESTED TEXT(S):             Instructors may choose from use various state board approved texts.

IMPLEMENTATION DATE:   Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:   

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<th>Program Title</th>
<th>Adult High School Program</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>English IV, Part A (Online)</td>
</tr>
<tr>
<td>CIP Number</td>
<td>1532010202</td>
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Program Frameworks can be found at the following website:
OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER: AHS 0167N

COURSE TITLE: English IV, Part B (100% Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITIONS: Online

CREDIT: .5

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56

STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The content includes, but is not limited to the following:

1. active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
2. analysis of literature and informational texts from varied literary periods to examine: text craft and structure, elements of literature, arguments and claims supported by textual evidence, power and impact of language, influence of history, culture, and setting on language, and personal critical and aesthetic response
3. writing for varied purposes: developing and supporting argumentative claims, crafting coherent supported informative/expository texts, responding to literature for personal and analytical purposes, writing narratives to develop real or imagined events, writing to sources using text- based evidence and reasoning
4. effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
5. collaboration amongst peers

The purpose of this course is to provide grade 12 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

SUGGESTED TEXT(S): Instructors may choose from use various state board approved texts.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program
COURSE TITLE: English IV, Part B (Online)
CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
COURSE NUMBER: AHS 0260N

COURSE TITLE: Physical Science, Part A (Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITIONS: Online

CREDIT: 0.5

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56

STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. By the end of this course, students should be proficient at asking questions (for science) and defining problems (for engineering), developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics, information and computer technology, and computational thinking, constructing explanations (for science) and designing solutions (for engineering), engaging in argument from evidence, obtaining, evaluating, and communicating information.

The purpose of this course is to build a foundation for studying physical sciences, including basic physics and chemistry. Topics include forces and motion, energy through waves, electricity and magnetism, the matter around us, chemical bonding, and reactions.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: Physical Science, Part A (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
COURSE NUMBER: AHS 0261N
COURSE TITLE: Physical Science, Part B (Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT: 0.5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20
COURSE DESCRIPTION:
Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. By the end of this course, students should be proficient at asking questions (for science) and defining problems (for engineering), developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics, information and computer technology, and computational thinking, constructing explanations (for science) and designing solutions (for engineering), engaging in argument from evidence, obtaining, evaluating, and communicating information.

The purpose of this course is to build a foundation for studying physical sciences, including basic physics and chemistry. Topics include forces and motion, energy through waves, electricity and magnetism, the matter around us, chemical bonding, and reactions.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts
IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40
REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: Physical Science, Part B (Face-to-Face)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
COURSE NUMBER: AHS 0262N
COURSE TITLE: Biology, Part A (Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online; Students must take the EOC
CREDIT: .5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3).
Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as, the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

INSTRUCTIONAL PRACTICES:
Teaching from a range of complex text is optimized when teachers in all subject areas implement the following strategies on a routine basis:

- Ensuring wide reading from complex text that varies in length.
- Making close reading and rereading of texts central to lessons.
- Emphasizing text-specific complex questions, and cognitively complex tasks, reinforce focus on the text and cultivate independence.
- Emphasizing students supporting answers based upon evidence from the text.
- Providing extensive research and writing opportunities (claims and evidence).

SCIENCE AND ENGINEERING PRACTICES (NRC Framework for K-12 Science Education, 2010):

- Asking questions (for science) and defining problems (for engineering).
- Developing and using models.
- Planning and carrying out investigations.
- Analyzing and interpreting data.

- Using mathematics, information and computer technology, and computational thinking.
- Constructing explanations (for science) and designing solutions (for engineering).
- Engaging in argument from evidence.
- Obtaining, evaluating, and communicating information.

SUGGESTED TEXT (S): Instructors may choose from use various state board approved texts.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
Program Title: Adult High School Program

Course Title: Biology, Part A (Online)

CIP Number: 1532010202

Program Frameworks can be found at the following website:
COURSE NUMBER: AHS 0263N

COURSE TITLE: Biology, Part B (Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITIONS: Online; Students must take the EOC.

CREDIT: .5

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56

STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

INSTRUCTIONAL PRACTICES:
Teaching from a range of complex text is optimized when teachers in all subject areas implement the following strategies on a routine basis:
- Ensuring wide reading from complex text that varies in length.
- Making close reading and rereading of texts central to lessons.
- Emphasizing text-specific complex questions, and cognitively complex tasks, reinforce focus on the text and cultivate independence.
- Emphasizing students supporting answers based upon evidence from the text.
- Providing extensive research and writing opportunities (claims and evidence).

SCIENCE AND ENGINEERING PRACTICES (NRC Framework for K-12 Science Education, 2010):
- Asking questions (for science) and defining problems (for engineering).
- Developing and using models.
- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Using mathematics, information and computer technology, and computational thinking.
- Constructing explanations (for science) and designing solutions (for engineering).
- Engaging in argument from evidence.
- Obtaining, evaluating, and communicating information.
SUGGESTED TEXT (S): Instructors may choose from use various state board approved texts.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: Biology, Part B (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website: http://www.fldoe.org/academics/career-adult-edu/adult-edu/2018-2019-adult-edu-curriculum-framework.html
COURSE NUMBER: AHS 0264N
COURSE TITLE: Earth/Space Science, Part A (Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT HOURS: 0.5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
This course focuses on the study of the earth and space with topics ranging from the earth’s soil to the solar system’s makeup. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007). Part A is equivalent to the first semester of this year-long course.

The purpose of this course is to formalize and extend concepts related to Earth and Space Science with an emphasis on laboratory investigations. Part A is equivalent to the first semester of this year-long course.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program
COURSE TITLE: Earth/Space Science, Part A Online
CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
FLORIDA STATE COLLEGE AT JACKSONVILLE
OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER: AHS 0265N
COURSE TITLE: Earth/Space Science, Part B (Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT: 0.5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
This course focuses on the study of the earth and space with topics ranging from the earth’s soil to the solar system’s makeup. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007). Part B extends the content beyond the first semester and is the equivalent of the second semester of this year-long course.
The purpose of this course is to formalize and extend concepts related to Earth and Space Science with an emphasis on laboratory investigations. Part B extends the content beyond the first semester and is the equivalent of the second semester of this year-long course.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: Earth/Space Science, Part B (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website: http://www.fldoe.org/academics/career-adult-edu/adult-edu/2018-2019-adult-edu-curriculum-frameworks.html
COURSE NUMBER: AHS 0266N
COURSE TITLE: Environmental Science, Part A (Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT HOURS: 0.5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
This course takes a multidisciplinary approach using physical sciences and biological sciences to study the environment and, specifically, environmental issues related to the environment. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. Part A is equivalent to the first semester of this year-long course.

The purpose of this course is to formalize and extend concepts related to the Earth and topics specifically related to the environment. Part A is equivalent to the first semester of this year-long course.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: Environmental Science, Part A (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
COURSE NUMBER: AHS 0267N

COURSE TITLE: Environmental Science, Part B (Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITIONS: Online

CREDIT: 0.5

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56

STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
This course takes a multidisciplinary approach using physical sciences and biological sciences to study the environment and, specifically, environmental issues related to the environment. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. Part B extends the content beyond the first semester and is the equivalent of the second semester of this year-long course.

The purpose of this course is to formalize and extend concepts related to the Earth and topics specifically related to the environment. Part B extends the content beyond the first semester and is the equivalent of the second semester of this year-long course.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: Environmental Science, Part B (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
COURSE NUMBER: AHS 0268N

COURSE TITLE: Integrated Science I, Part A (Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITIONS: Online

CREDIT: 0.5

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56

STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

The purpose of this course is to provide students with laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The secondary purpose of this course is to expose students to a range of complex text of varying lengths that require close reading and rereading, emphasizing text-specific complex questions, and cognitively complex tasks, cultivate independence by emphasizing supporting answers based upon text-based evidence, and providing laboratory research and writing opportunities (claims and evidence).

SUGGESTED TEXT(S):
Instructors may choose from use various state board approved texts.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: Integrated Science I, Part A (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
COURSE NUMBER: AHS 0269N
COURSE TITLE: Integrated Science I, Part B (Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT: 0.5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

The purpose of this course is to provide students with laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The secondary purpose of this course is to expose students to a range of complex text of varying lengths that require close reading and rereading, emphasizing text-specific complex questions, and cognitively complex tasks, cultivate independence by emphasizing supporting answers based upon text-based evidence, and providing laboratory research and writing opportunities (claims and evidence).

SUGGESTED TEXT(S): Instructors may choose from use various state board approved texts.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: Integrated Science I, Part B (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER: AHS 0270A

COURSE TITLE: Health I - Life Management Skills (Face-to-Face)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITIONS: Face-to-Face

CREDIT HOURS: 0.5

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56

STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. The content should include, but is not limited to, the following: family life, personal health (wellness planning, decision-making, goal setting, prevention of child abuse and neglect), Internet safety, mental and emotional health (prevention of depression interpersonal, coping skills and suicide), nutrition (physical activity and wellness), substance use and abuse (tobacco, alcohol, and other drug use and abuse), injury prevention and safety (cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), first aid for obstructed airway violence, gangs, and bullying), personal health (human sexuality, including abstinence from sexual activity, and teen pregnancy prevention, prevention and control of disease (including HIV/AIDS and other STIs), community and consumer health (resources and advocacy), teen dating violence (abuse prevention).

The purpose of this course is to produce health literate students that make sound decisions and take positive actions for healthy and effective living. The course is wellness oriented and emphasizes responsible decision-making and planning for a healthy lifestyle.

NOTE: Any student whose parent makes written request to the administration shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

SUGGESTED TEXT(S): Instructors may choose from use various state board approved texts.

IMPLEMENTATION DATE: Fall 20031

REVIEW OR MODIFICATION DATE: Fall Term 2014 (20151) - Proposal 2014-53
Fall Term, 2015 (20161) - Outline Review 14-15
Summer Term 2018 (2185) - Proposal 2018-05
PROGRAM TITLE: Adult High School Program
COURSE TITLE: Health I: Life Management Skills (Face-to-Face)
CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
Inactivate Course Spring Term 2019

FLORIDA STATE COLLEGE AT JACKSONVILLE
OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER: AHS 0270B

COURSE TITLE: Health I - Life Management Skills (Face-to-Face)

PREREQUISITE(S): None

COREQUISITE(S): AHS 0270C

CONDITIONS: Face-to-Face

CREDIT HOURS: .35

STUDENT CONTACT HOURS: 44.8

FACULTY WORKLOAD POINTS: 1.79

STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. The content should include, but is not limited to, the following: family life, personal health (wellness planning, decision-making, goal-setting, prevention of child abuse and neglect), Internet safety, mental and emotional health (prevention of depression interpersonal, coping skills and suicide), nutrition (physical activity and wellness), substance use and abuse (tobacco, alcohol, and other drug use and abuse), injury prevention and safety (cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), first aid for obstructed airway violence, gangs, and bullying), personal health (human sexuality, including abstinence from sexual activity, and teen pregnancy prevention, prevention and control of disease (including HIV/AIDS and other STIs), community and consumer health (resources and advocacy), teen dating violence (abuse prevention). The purpose of this course is to produce health literate students that make sound decisions and take positive actions for healthy and effective living. The course is wellness oriented and emphasizes responsible decision-making and planning for a healthy lifestyle.

NOTE: Any student whose parent makes written request to the administration shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

SUGGESTED TEXT(S): Instructors may choose from use various state board approved texts.

IMPLEMENTATION DATE: Summer Term 2018 (2185) – Proposal 2018-05

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: ___________________________ Adult High School Program

COURSE TITLE: ___________________________ Health I: Life Management Skills (Face-to-Face)

CIP NUMBER: ___________________________ 1532010202

Program Frameworks can be found at the following website: http://www.fldoe.org/academics/career-adult-edu/adult-edu/2018-2019-adult-edu-curriculum-frameworks.html
COURSE NUMBER: AHS 0270C
COURSE TITLE: Health I Life Management Skills (Online)
PREREQUISITE(S): None
COREQUISITE(S): AHS 0270B
CONDITIONS: Online
CREDIT HOURS: .15
STUDENT-CONTACT HOURS: 19.2
FACULTY WORKLOAD POINTS: .77
STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. The content should include, but is not limited to, the following: family life, personal health (wellness planning, decision-making, goal setting, prevention of child abuse and neglect), Internet safety, mental and emotional health (prevention of depression interpersonal, coping skills and suicide), nutrition (physical activity and wellness), substance use and abuse (tobacco, alcohol, and other drug use and abuse), injury prevention and safety (cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), first aid for obstructed airway violence, gangs, and bullying), personal health (human sexuality, including abstinence from sexual activity, and teen pregnancy prevention, prevention and control of disease (including HIV/AIDS and other STIs), community and consumer health (resources and advocacy), teen dating violence (abuse prevention).

The purpose of this course is to produce health-literate students that make sound decisions and take positive actions for healthy and effective living. The course is wellness oriented and emphasizes responsible decision-making and planning for a healthy lifestyle.

NOTE: Any student whose parent makes written request to the administration shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

SUGGESTED TEXT(S): Instructors may choose from use various state board approved texts.

IMPLEMENTATION DATE: Summer Term 2018 (2185) – Proposal 2018-05
REVIEW OR MODIFICATION DATE:__________
PROGRAM TITLE: Adult High School Program

COURSE TITLE: Health I Life Management Skills (Face-to-Face)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
FLORIDA STATE COLLEGE AT JACKSONVILLE
OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER: AHS 0267D

COURSE TITLE: Health I - Life Management Skills (Face-to-Face)

PREREQUISITE(S): None

COREQUISITE(S): AHS 0267E

CONDITIONS: Face-to-Face

CREDIT: .25

STUDENT CONTACT HOURS: 32

FACULTY WORKLOAD POINTS: 1.28

STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
This course takes a multidisciplinary approach using physical sciences and biological sciences to study the environment and, specifically, environmental issues related to the environment. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. Part B extends the content beyond the first semester and is the equivalent of the second semester of this year-long course.

The purpose of this course is to formalize and extend concepts related to the Earth and topics specifically related to the environment. Part B extends the content beyond the first semester and is the equivalent of the second semester of this year-long course.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts.

IMPLEMENTATION DATE: Summer Term 2018 (2185) – Proposal 2018-05

REVIEW OR MODIFICATION DATE: _________
PROGRAM TITLE: Adult High School Program

COURSE TITLE: Health I Life Management Skills (Face-to-Face)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER: AHS 0270E

COURSE TITLE: Health I - Life Management Skills (Online)

PREREQUISITE(S): None

COREQUISITE(S): AHS 0270D

CONDITIONS: Online

CREDIT HOURS: .25

STUDENT CONTACT HOURS: 32

FACULTY WORKLOAD POINTS: 1.28

STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. The content should include, but is not limited to, the following: family life, personal health (wellness planning, decision-making, goal-setting, prevention of child abuse and neglect), Internet safety, mental and emotional health (prevention of depression interpersonal, coping skills and suicide), nutrition (physical activity and wellness), substance use and abuse (tobacco, alcohol, and other drug use and abuse), injury prevention and safety (cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), first aid for obstructed airway violence, gangs, and bullying), personal health (human sexuality, including abstinence from sexual activity, and teen pregnancy prevention, prevention and control of disease (including HIV/AIDS and other STIs), community and consumer health (resources and advocacy), teen dating violence (abuse prevention).

The purpose of this course is to produce health literate students that make sound decisions and take positive actions for healthy and effective living. The course is wellness oriented and emphasizes responsible decision-making and planning for a healthy lifestyle.

NOTE: Any student whose parent makes written request to the administration shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

SUGGESTED TEXT(S): Instructors may choose from use various state board approved texts.

IMPLEMENTATION DATE: Summer Term 2018 (2185) – Proposal 2018-05

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: Health I - Life Management Skills (Face-to-Face)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
Inactivate Course Spring Term 2019

FLORIDA STATE COLLEGE AT JACKSONVILLE
OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER: AHS 0271A

COURSE TITLE: Health II-Personal Health (Face-to-Face)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITIONS: Face-to-Face

CREDIT HOURS: .5

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56

STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. The content should include, but is not limited to, the following: nutrition (wellness), family life (roles and relationships of family members), personal health (health issues related to stages of life), mental and emotional health, environmental health, consumer health (health careers), community health (health care systems), mental and emotional health (positive emotional development, including the prevention of suicide), prevention and control of disease (current and emerging diseases and disorders), injury prevention and safety (personal safety).

The purpose of this course is to provide an in-depth study of the principles of personal health maintenance. Wellness promotion for self and others will be emphasized along with responsible decision-making and planning for a healthy lifestyle. Topics include family life, consumer health, mental and emotional health, and other related personal health issues.

NOTE: Any student whose parent makes written request to the administration shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

SUGGESTED TEXT(S): Instructors may choose from use various state board approved texts.

IMPLEMENTATION DATE: Fall 20031

REVIEW OR MODIFICATION DATE: Fall Term 2014 (20151) – Proposal 2014-53
Fall Term, 2015 (20161) – Outline Review 14-15
Summer Term 2018 (2185) – Proposal 2018-05
PROGRAM TITLE: Adult High School Program

COURSE TITLE: Health II - Personal Health (Face-to-Face)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
FLORIDA STATE COLLEGE AT JACKSONVILLE
OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER: AHS 0271B

COURSE TITLE: Health II - Personal Health (Face-to-Face)

PREREQUISITE(S): None

COREQUISITE(S): AHS 0271C

CONDITIONS: Face-to-Face

CREDIT HOURS: .35

STUDENT CONTACT HOURS: 44.8

FACULTY WORKLOAD POINTS: 1.79

STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. The content should include, but is not limited to, the following: nutrition (wellness), family life (roles and relationships of family members), personal health (health issues related to stages of life), mental and emotional health, environmental health, consumer health (health careers), community health (health care systems), mental and emotional health (positive emotional development, including the prevention of suicide), prevention and control of disease (current and emerging diseases and disorders), injury prevention and safety.

The purpose of this course is to provide an in-depth study of the principles of personal health maintenance. Wellness promotion for self and others will be emphasized along with responsible decision-making and planning for a healthy lifestyle. Topics include family life, consumer health, mental and emotional health, and other related personal health issues.

NOTE: Any student whose parent makes written request to the administration shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

SUGGESTED TEXT(S): Instructors may choose from use various state board approved texts.

IMPLEMENTATION DATE: Summer Term 2018 (2185) – Proposal 2018-05

REVIEW OR MODIFICATION DATE: 

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PROGRAM TITLE: Adult High School Program

COURSE TITLE: Health II - Personal Health (Face-to-Face)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
COURSE NUMBER: AHS 0271C

COURSE TITLE: Health II-Personal Health (Online)

PREREQUISITE(S): None

COREQUISITE(S): AHS 0271B

CONDITIONS: Online

CREDIT HOURS: .15

STUDENT CONTACT HOURS: 19.2

FACULTY WORKLOAD POINTS: .77

STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. The content should include, but is not limited to, the following: nutrition (wellness), family life (roles and relationships of family members), personal health (health issues related to stages of life), mental and emotional health, environmental health, consumer health (health careers), community health (health care systems), mental and emotional health (positive emotional development, including the prevention of suicide), prevention and control of disease (current and emerging diseases and disorders), injury prevention and safety.

The purpose of this course is to provide an in-depth study of the principles of personal health maintenance. Wellness promotion for self and others will be emphasized along with responsible decision-making and planning for a healthy lifestyle. Topics include family life, consumer health, mental and emotional health, and other related personal health issues.

NOTE: Any student whose parent makes written request to the administration shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

SUGGESTED TEXT(S): Instructors may choose from use various state board approved texts.

IMPLEMENTATION DATE: Summer Term 2018 (2185) – Proposal 2018-05

REVIEW OR MODIFICATION DATE: 
PROGRAM TITLE: Adult High School Program

COURSE TITLE: Health II - Personal Health (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
COURSE NUMBER: ___________________________ AHS 0271D

COURSE TITLE: _____________________________ Health II - Personal Health (Face-to-Face)

PREREQUISITE(S): __________________________ None

COREQUISITE(S): ____________________________ AHS 0271E

CONDITIONS: ______________________________ Face-to-Face

CREDIT HOURS: _____________________________ .25

STUDENT CONTACT HOURS: _________________ 32

FACULTY WORKLOAD POINTS: ________________ 1.28

STANDARDIZED CLASS SIZE ALLOCATION: _____ 20

COURSE DESCRIPTION:
Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. The content should include, but is not limited to, the following: nutrition (wellness), family life (roles and relationships of family members), personal health (health issues related to stages of life), mental and emotional health, environmental health, consumer health (health careers), community health (health care systems), mental and emotional health (positive emotional development, including the prevention of suicide), prevention and control of disease (current and emerging diseases and disorders), injury prevention and safety (personal safety).

The purpose of this course is to provide an in-depth study of the principles of personal health maintenance. Wellness promotion for self and others will be emphasized along with responsible decision-making and planning for a healthy lifestyle. Topics include family life, consumer health, mental and emotional health, and other related personal health issues.

NOTE: Any student whose parent makes written request to the administration shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

SUGGESTED TEXT(S): ________________________ Instructors may choose from use various state board approved texts.

IMPLEMENTATION DATE: ____________________ Summer Term 2018 (2185) – Proposal 2018-05

REVIEW OR MODIFICATION DATE:____________
PROGRAM TITLE: ____________________________ Adult High School Program

COURSE TITLE: ____________________________ Health II - Personal Health (Face-to-Face)

CIP NUMBER: ____________________________ 1532010202

Program Frameworks can be found at the following website:
COURSE NUMBER: AHS 0271E
COURSE TITLE: Health II - Personal Health (Online)
PREREQUISITE(S): None
COREQUISITE(S): AHS 0271D
CONDITIONS: Online
CREDIT HOURS: .25
STUDENT CONTACT HOURS: 32
FACULTY WORKLOAD POINTS: 1.28
STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. The content should include, but is not limited to, the following: nutrition (wellness), family life (roles and relationships of family members), personal health (health issues related to stages of life), mental and emotional health, environmental health, consumer health (health careers), community health (health care systems), mental and emotional health (positive emotional development, including the prevention of suicide), prevention and control of disease (current and emerging diseases and disorders), injury prevention and safety.

The purpose of this course is to provide an in-depth study of the principles of personal health maintenance. Wellness promotion for self and others will be emphasized along with responsible decision making and planning for a healthy lifestyle. Topics include family life, consumer health, mental and emotional health, and other related personal health issues.

NOTE: Any student whose parent makes written request to the administration shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

SUGGESTED TEXT(S): Instructors may choose from use various state board approved texts.

IMPLEMENTATION DATE: Summer Term 2018 (2185) – Proposal 2018-05

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: Health II-Personal Health (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
Inactivate Course Spring Term 2019

FLORIDA STATE COLLEGE AT JACKSONVILLE
OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER: AHS 0272A

COURSE TITLE: On-line Personal Fitness (Face-to-Face)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITIONS: Face-to-Face

CREDIT HOURS: 0.5

CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56

STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
Aimed at lifelong fitness, this course guides students in strategies and techniques to make continual improvements in all areas of wellness. Students, with the guidance of a training instructor, set personal goals in four areas of wellness: physical, emotional, social, and academic. Fitness assessments enable students to establish baseline levels of fitness and work toward improvement in specific areas.

The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts.


REVIEW OR MODIFICATION DATE: Fall Term, 2015 (2016) – Outline Review 14-15

Summer Term 2018 (2185) – Proposal 2018-05
PROGRAM TITLE: Adult High School Program

COURSE TITLE: On-line Personal Fitness (Face-to-Face)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
COURSE NUMBER: AHS 0272B
COURSE TITLE: On-line Personal Fitness (Face-to-Face)
PREREQUISITE(S): None
COREQUISITE(S): AHS 0272C
CONDITIONS: Face-to-Face
CREDIT HOURS: 0.35
CONTACT HOURS: 44.8
FACULTY WORKLOAD POINTS: 1.79
STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
Aimed at lifelong fitness, this course guides students in strategies and techniques to make continual improvements in all areas of wellness. Students, with the guidance of a training instructor, set personal goals in four areas of wellness: physical, emotional, social, and academic. Fitness assessments enable students to establish baseline levels of fitness and work toward improvement in specific areas.

The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students’ success.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts.

IMPLEMENTATION DATE: Summer Term 2018 (2185) — Proposal 2018-05
REVIEW OR MODIFICATION DATE: 

PROGRAM TITLE: Adult High School Program

COURSE TITLE: On-line Personal Fitness (Face-to-Face)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
COURSE NUMBER: AHS 0272C
COURSE TITLE: On-line Personal Fitness (Online)
PREREQUISITE(S): None
COREQUISITE(S): AHS 0272B
CONDITIONS: Online
CREDIT HOURS: .15
CONTACT HOURS: 19.2
FACULTY WORKLOAD POINTS: .77
STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
Aimed at lifelong fitness, this course guides students in strategies and techniques to make continual improvements in all areas of wellness. Students, with the guidance of a training instructor, set personal goals in four areas of wellness: physical, emotional, social, and academic. Fitness assessments enable students to establish baseline levels of fitness and work toward improvement in specific areas.

The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

SUGGESTED TEXT(S):
Instructors may choose from various state board approved texts.

IMPLEMENTATION DATE: Summer Term 2018 (2185) – Proposal 2018-05
REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: On-line Personal Fitness (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
COURSE NUMBER: AHS 0272D
COURSE TITLE: On-line Personal Fitness (Face-to-Face)
PREREQUISITE(S): None
COREQUISITE(S): AHS 0272E
CONDITIONS: Face-to-Face
CREDIT HOURS: .25
CONTACT HOURS: 32
FACULTY WORKLOAD POINTS: 1.28
STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
Aimed at lifelong fitness, this course guides students in strategies and techniques to make continual improvements in all areas of wellness. Students, with the guidance of a training instructor, set personal goals in four areas of wellness: physical, emotional, social, and academic. Fitness assessments enable students to establish baseline levels of fitness and work toward improvement in specific areas.

The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students’ success.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts.

IMPLEMENTATION DATE: Summer Term 2018 (2185) – Proposal 2018-05
REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: On-line Personal Fitness (Face-to-Face)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website: http://www.fldoe.org/academics/career-adult-edu/adult-edu/2018-2019-adult-edu-curriculum-framework.html
COURSE NUMBER: AHS 0272E

COURSE TITLE: On-line Personal Fitness (Online)

PREREQUISITE(S): None

COREQUISITE(S): AHS 0272D

CONDITIONS: Online

CREDIT HOURS: .25

CONTACT HOURS: 32

FACULTY WORKLOAD POINTS: 1.28

STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
Aimed at lifelong fitness, this course guides students in strategies and techniques to make continual improvements in all areas of wellness. Students, with the guidance of a training instructor, set personal goals in four areas of wellness: physical, emotional, social, and academic. Fitness assessments enable students to establish baseline levels of fitness and work toward improvement in specific areas.

The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students’ success.

SUGGESTED TEXT(S): Instructors may choose from various state board-approved texts.

IMPLEMENTATION DATE: Summer Term 2018 (2185) Proposal 2018-05

REVIEW OR MODIFICATION DATE: _______
PROGRAM TITLE: Adult High School Program

COURSE TITLE: On-line Personal Fitness (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
COURSE NUMBER: AHS 0360N
COURSE TITLE: Algebra 1, Part A (Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT HOURS: 0.5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The student will be able to reason quantitatively and use units to solve problems, interpret the structure of expressions, create equations that describe numbers or relationships, solve equations as a process of reasoning and explain the reasoning, and solve equations and inequalities in one variable. The student will be able to extend the properties of exponents to rational exponents, solve systems of equations, represent and solve equations and inequalities graphically, understand the concept of a function and use function notations, interpret functions that arise in applications in terms of a context, analyze functions using different representations, build a function that models a relationships between two quantities, construct and compare linear, quadratic, and exponential models and solve problems. The student will be able to summarize, represent, and interpret data on a single count or measurement variable or on two categorical and quantitative variables, and interpret linear models. The student will be able to interpret the structure of expressions and write those in equivalent forms to solve problems, preform arithmetic operations on polynomials, and create equations that describe numbers or relationships. The student will be able to use properties of rational and irrational numbers and interpret functions that arise in applications in terms of a context.

The purpose of this course is to formalize and extend the mathematics that students learned in middle grades. Students will learn to deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program
COURSE TITLE: Algebra 1, Part A (Online)
CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
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<td>COURSE TITLE:</td>
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<tr>
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<td>STUDENT CONTACT HOURS:</td>
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<td>STANDARDIZED CLASS SIZE ALLOCATION:</td>
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</tbody>
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**CATALOG COURSE DESCRIPTION:**
The student will be able to reason quantitatively and use units to solve problems, interpret the structure of expressions, create equations that describe numbers or relationships, solve equations as a process of reasoning and explain the reasoning, and solve equations and inequalities in one variable. The student will be able to extend the properties of exponents to rational exponents, solve systems of equations, represent and solve equations and inequalities graphically, understand the concept of a function and use function notations, interpret functions that arise in applications in terms of a context, analyze functions using different representations, build a function that models a relationship between two quantities, construct and compare linear, quadratic, and exponential models and solve problems. The student will be able to summarize, represent, and interpret data on a single count or measurement variable or on two categorical and quantitative variables, and interpret linear models. The student will be able to interpret the structure of expressions and write those in equivalent forms to solve problems, perform arithmetic operations on polynomials, and create equations that describe numbers or relationships. The student will be able to use properties of rational and irrational numbers and interpret functions that arise in applications in terms of a context.

The purpose of this course is to formalize and extend the mathematics that students learned in middle grades. Students will learn to deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

**SUGGESTED TEXT(S):**
Instructors may choose from various state board approved texts

**IMPLEMENTATION DATE:**
Spring Term 2019 (2192) – Proposal 2018-40

**REVIEW OR MODIFICATION DATE:**
PROGRAM TITLE: Adult High School Program
COURSE TITLE: Algebra 1, Part B (Online)
CIP NUMBER: 1532010202

Program Frameworks can be found at the following website: http://www.fldoe.org/academics/career-adult-edu/adult-edu/2018-2019-adult-edu-curriculum-framework
COURSE NUMBER: AHS 0362N
COURSE TITLE: Algebra 1A, Part A (Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT HOURS: 0.5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The student will be able to reason quantitatively and use units to solve problems, interpret the structure of expressions, create equations that describe numbers or relationships, solve equations as a process of reasoning and explain the reasoning, and solve equations and inequalities in one variable. The student will be able to extend the properties of exponents to rational exponents, solve systems of equations, represent and solve equations and inequalities graphically, understand the concept of a function and use function notations, interpret functions that arise in applications in terms of a context, analyze functions using different representations, build a function that models a relationships between two quantities, construct and compare linear, quadratic, and exponential models and solve problems. The student will be able to interpret the structure of expressions and write those in equivalent forms to solve problems, perform arithmetic operations on polynomials, and create equations that describe numbers or relationships. The student will be able to use properties of rational and irrational numbers and interpret functions that arise in applications in terms of a context.

The purpose of this course is to formalize and extend the mathematics that students learned in middle grades. Students will learn to deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: Algebra 1A, Part A (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website: http://www.fldoe.org/academics/career-adult-edu/adult-edu/2018-2019-adult-edu-curriculum-framework.stml
COURSE NUMBER: AHS 0363N
COURSE TITLE: Algebra 1A, Part B (Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT: 0.5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The student will be able to reason quantitatively and use units to solve problems, interpret the structure of expressions, create equations that describe numbers or relationships, solve equations as a process of reasoning and explain the reasoning, and solve equations and inequalities in one variable. The student will be able to extend the properties of exponents to rational exponents, solve systems of equations, represent and solve equations and inequalities graphically, understand the concept of a function and use function notations, interpret functions that arise in applications in terms of a context, analyze functions using different representations, build a function that models a relationships between two quantities, construct and compare linear, quadratic, and exponential models and solve problems. The student will be able to interpret the structure of expressions and write those in equivalent forms to solve problems, preform arithmetic operations on polynomials, and create equations that describe numbers or relationships. The student will be able to use properties of rational and irrational numbers and interpret functions that arise in applications in terms of a context.

The purpose of this course is to formalize and extend the mathematics that students learned in middle grades. Students will learn to deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
COURSE NUMBER: AHS 0364N
COURSE TITLE: Algebra 1B, Part A (Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT HOURS: 0.5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The student will be able to reason quantitatively and use units to solve problems, interpret the structure of expressions, create equations that describe numbers or relationships, solve equations as a process of reasoning and explain the reasoning, and solve equations and inequalities in one variable. The student will be able to extend the properties of exponents to rational exponents, solve systems of equations, represent and solve equations and inequalities graphically, understand the concept of a function and use function notations, interpret functions that arise in applications in terms of a context, analyze functions using different representations, build a function that models a relationships between two quantities, construct and compare linear, quadratic, and exponential models and solve problems. The student will be able to summarize, represent, and interpret data on a single count or measurement variable or on two categorical and quantitative variables, and interpret linear models. The student will be able to interpret the structure of expressions and write those in equivalent forms to solve problems, preform arithmetic operations on polynomials, and create equations that describe numbers or relationships. The student will be able to use properties of rational and irrational numbers and interpret functions that arise in applications in terms of a context.

The purpose of this course is to formalize and extend the mathematics that students learned in middle grades. Students will learn to deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
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<td>COURSE TITLE:</td>
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<td>CIP NUMBER:</td>
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Course Number: AHS 0365N

Course Title: Algebra 1B, Part B (Online)

Prerequisite(s): None

Corequisite(s): None

Conditions: Online

Credit: 0.5

Student Contact Hours: 64

Faculty Workload Points: 2.56

Standardized Class Size Allocation: 20

Catalog Course Description:
The student will be able to reason quantitatively and use units to solve problems, interpret the structure of expressions, create equations that describe numbers or relationships, solve equations as a process of reasoning and explain the reasoning, and solve equations and inequalities in one variable. The student will be able to extend the properties of exponents to rational exponents, solve systems of equations, represent and solve equations and inequalities graphically, understand the concept of a function and use function notations, interpret functions that arise in applications in terms of a context, analyze functions using different representations, build a function that models a relationships between two quantities, construct and compare linear, quadratic, and exponential models and solve problems. The student will be able to summarize, represent, and interpret data on a single count or measurement variable or on two categorical and quantitative variables, and interpret linear models. The student will be able to interpret the structure of expressions and write those in equivalent forms to solve problems, perform arithmetic operations on polynomials, and create equations that describe numbers or relationships. The student will be able to use properties of rational and irrational numbers and interpret functions that arise in applications in terms of a context.

The purpose of this course is to formalize and extend the mathematics that students learned in middle grades. Students will learn to deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

Suggested Text(s): Instructors may choose from various state board approved texts.

Implementation Date: Spring Term 2019 (2192) – Proposal 2018-40

Review or Modification Date:
PROGRAM TITLE: Adult High School Program
COURSE TITLE: Algebra 1B, Part B (Online)
CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
COURSE NUMBER: AHS 0366N
COURSE TITLE: Algebra 2, Part A (Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT HOURS: 0.5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
The student will be able to develop the structural similarities between the system of polynomials and the system of integers, understand properties of operations, particularly the distributive property, identify zero of a polynomial and to make the connection between zero of a polynomial and solutions of polynomial equations, and understand the Fundamental Theorem of Algebra. The student will also be able to build on previous work with functions and on work with trigonometric ratios and circles in Geometry, use the coordinate plane to extend trigonometry to model periodic phenomena, synthesize and generalize a variety of function families, and identify appropriate types of functions to model a situation, to adjust parameters to improve the model, and compare models by analyzing appropriateness of fit and make judgments about the domain over which a model is a good fit. The student will be able to see how visual displays and summary statistics from earlier mathematics classes relate to different types of data and to probability distribution, and identify different ways of collecting data and the role that randomness and careful design play in the conclusions that can be drawn.

This course is designed to help students extend their repertoire of functions to include polynomial, rational, and quadratic functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program
COURSE TITLE: Algebra 2, Part A (Online)
CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
COURSE NUMBER: AHS 0367N

COURSE TITLE: Algebra 2, Part B (Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITIONS: Online

CREDIT: 0.5

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.5

STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
The student will be able to develop the structural similarities between the system of polynomials and the system of integers, understand properties of operations, particularly the distributive property, identify zeros of a polynomial and to make the connection between zeros of a polynomial and solutions of polynomial equations, and understand the Fundamental Theorem of Algebra. The student will also be able to build on previous work with functions and on work with trigonometric ratios and circles in Geometry, use the coordinate plane to extend trigonometry to model periodic phenomena, synthesize and generalize a variety of function families, and identify appropriate types of functions to model a situation, to adjust parameters to improve the model, and compare models by analyzing appropriateness of fit and make judgments about the domain over which a model is a good fit. The student will be able to see how visual displays and summary statistics from earlier mathematics classes relate to different types of data and to probability distribution, and identify different ways of collecting data and the role that randomness and careful design play in the conclusions that can be drawn.

This course is designed to help students extend their repertoire of functions to include polynomial, rational, and quadratic functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: Algebra 2, Part B (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website: 
COURSE NUMBER: AHS 0368N
COURSE TITLE: Liberal Arts Mathematics 1, Part A (Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT: 0.5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
The student will be able to reason quantitatively and use units to solve problems, interpret the structure of expressions, create equations that describe numbers or relationships, solve equations as a process of reasoning and explain the reasoning, and solve equations and inequalities in one variable. The student will be able to summarize, represent, and interpret data on a single count or measurement variable or on two categorical and quantitative variables, and interpret linear models. The student will be able to interpret the structure of expressions and write those in equivalent forms to solve problems, preform arithmetic operations on polynomials, and create equations that describe numbers or relationships. The student will be able to use properties of rational and irrational numbers and interpret functions that arise in applications in terms of a context and work independently, becoming an adult self-learner.

The purpose of this course is to formalize and extend the mathematics that students learned in middle grades. Students will learn to deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program
COURSE TITLE: Liberal Arts Mathematics 1, Part A (Online)
CIP NUMBER: 1532010202

Program Frameworks can be found at the following website: http://www.fldoe.org/academics/career-adult-edu/adult-edu/2018-2019-adult-edu-curriculum-framework.html
COURSE NUMBER: AHS 0369N
COURSE TITLE: Liberal Arts Mathematics 1, Part B (Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT: 0.5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
The student will be able to reason quantitatively and use units to solve problems, interpret the structure of expressions, create equations that describe numbers or relationships, solve equations as a process of reasoning and explain the reasoning, and solve equations and inequalities in one variable. The student will be able to summarize, represent, and interpret data on a single count or measurement variable or on two categorical and quantitative variables, and interpret linear models. The student will be able to interpret the structure of expressions and write those in equivalent forms to solve problems, perform arithmetic operations on polynomials, and create equations that describe numbers or relationships. The student will be able to use properties of rational and irrational numbers and interpret functions that arise in applications in terms of a context and work independently, becoming an adult self-learner.

The purpose of this course is to formalize and extend the mathematics that students learned in middle grades. Students will learn to deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: Liberal Arts Mathematics 1, Part B (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
COURSE NUMBER: AHS 0370N
COURSE TITLE: Liberal Arts Mathematics 2, Part A (Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT: 0.5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
The student will be able to reason quantitatively and use units to solve problems, interpret the structure of expressions, create equations that describe numbers or relationships, solve equations as a process of reasoning and explain the reasoning, and solve equations and inequalities in one variable. The student will be able to summarize, represent, and interpret data on a single count or measurement variable or on two categorical and quantitative variables, and interpret linear models. The student will be able to interpret the structure of expressions and write those in equivalent forms to solve problems, preform arithmetic operations on polynomials, and create equations that describe numbers or relationships. The student will be able to use properties of rational and irrational numbers and interpret functions that arise in applications in terms of a context and work independently, becoming an adult self-learner.

The purpose of this course is to formalize and extend the mathematics that students learned in middle grades. Students will learn to deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts
IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40
REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program
COURSE TITLE: Liberal Arts Mathematics 2, Part A (Online)
CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:

FLORIDA STATE COLLEGE AT JACKSONVILLE
OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER: AHS 0371N
COURSE TITLE: Liberal Arts Mathematics 2, Part B (Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT: 0.5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
The student will be able to reason quantitatively and use units to solve problems, interpret the structure of expressions, create equations that describe numbers or relationships, solve equations as a process of reasoning and explain the reasoning, and solve equations and inequalities in one variable. The student will be able to summarize, represent, and interpret data on a single count or measurement variable or on two categorical and quantitative variables, and interpret linear models. The student will be able to interpret the structure of expressions and write those in equivalent forms to solve problems, perform arithmetic operations on polynomials, and create equations that describe numbers or relationships. The student will be able to use properties of rational and irrational numbers and interpret functions that arise in applications in terms of a context and work independently, becoming an adult self-learner.

The purpose of this course is to formalize and extend the mathematics that students learned in middle grades. Students will learn to deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

SUGGESTED TEXT(S):
Instructors may choose from various state board approved texts

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40
REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: Liberal Arts Mathematics 2, Part B (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
FLORIDA STATE COLLEGE AT JACKSONVILLE
OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER: AHS 0372N

COURSE TITLE: Geometry, Part A (Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITIONS: Online

CREDIT HOURS: 0.5

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56

STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The student will be able to experiment with transformations in the plane, understand congruence in terms of rigid motions, and prove geometric theorems and make geometric constructions. The student will understand similarity in terms of similarity transformations, prove theorems involving similarity, define trigonometric ratios and solve problems involving right triangles, apply trigonometry to general triangles understand and apply theorems about circles and find arc lengths and areas of sectors of circles. The student will be able to translate between the geometric description and the equation for a conic section, use coordinates to prove simple geometric theorems algebraically, explain volume formulas and use them to solve problems, visualize relationships between two-dimensional and three-dimensional objects, and apply geometric concepts in modeling situations.

This course is a required course designed to help students formalize their geometry experiences from elementary and middle school using more precise definitions and developing careful proofs. Students will utilize algebraic reasoning skills to make connections between numerical coordinates and geometric points to allow methods from algebra to be applied to geometry and vice versa. This course also serves as a foundation for further trigonometric studies.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program
COURSE TITLE: Geometry, Part A (Online)
CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
COURSE NUMBER: AHS 0373N
COURSE TITLE: Geometry, Part B (Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT: 0.5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The student will be able to experiment with transformations in the plane, understand congruence in terms of rigid motions, and prove geometric theorems and make geometric constructions. The student will understand similarity in terms of similarity transformations, prove theorems involving similarity, define trigonometric ratios and solve problems involving right triangles, apply trigonometry to general triangles understand and apply theorems about circles and find arc lengths and areas of sectors of circles. The student will be able to translate between the geometric description and the equation for a conic section, use coordinates to prove simple geometric theorems algebraically, explain volume formulas and use them to solve problems, visualize relationships between two-dimensional and three-dimensional objects, and apply geometric concepts in modeling situations.

This course is a required course designed to help students formalize their geometry experiences from elementary and middle school using more precise definitions and developing careful proofs. Students will utilize algebraic reasoning skills to make connections between numerical coordinates and geometric points to allow methods from algebra to be applied to geometry and vice versa. This course also serves as a foundation for further trigonometric studies.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40
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COURSE NUMBER: AHS 0374N
COURSE TITLE: Informal Geometry, Part A (Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT HOURS: 0.5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The student will be able to experiment with transformations in the plane, understand congruence in terms of rigid motions, and prove geometric theorems and make geometric constructions. The student will understand similarity in terms of similarity transformations, prove theorems involving similarity, define trigonometric ratios and solve problems involving right triangles, apply trigonometry to general triangles understand and apply theorems about circles and find arc lengths and areas of sectors of circles. The student will be able to translate between the geometric description and the equation for a conic section, use coordinates to prove simple geometric theorems algebraically, explain volume formulas and use them to solve problems, visualize relationships between two-dimensional and three-dimensional objects, and apply geometric concepts in modeling situations. Students explore more complex geometric situations and deepen their explanations of geometric relationships.

This course is a required course designed to help students formalize their geometry experiences from elementary and middle school using more precise definitions and developing careful proofs. Students will utilize algebraic reasoning skills to make connections between numerical coordinates and geometric points to allow methods from algebra to be applied to geometry and vice versa. This course also serves as a foundation for further trigonometric studies. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts
IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40
REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: Informal Geometry, Part A (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
COURSE NUMBER: AHS 0375N
COURSE TITLE: Informal Geometry, Part B (Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT HOURS: 0.5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The student will be able to experiment with transformations in the plane, understand congruence in terms of rigid motions, and prove geometric theorems and make geometric constructions. The student will understand similarity in terms of similarity transformations, prove theorems involving similarity, define trigonometric ratios and solve problems involving right triangles, apply trigonometry to general triangles understand and apply theorems about circles and find arc lengths and areas of sectors of circles. The student will be able to translate between the geometric description and the equation for a conic section, use coordinates to prove simple geometric theorems algebraically, explain volume formulas and use them to solve problems, visualize relationships between two-dimensional and three-dimensional objects, and apply geometric concepts in modeling situations. Students explore more complex geometric situations and deepen their explanations of geometric relationships.

This course is a required course designed to help students formalize their geometry experiences from elementary and middle school using more precise definitions and developing careful proofs. Students will utilize algebraic reasoning skills to make connections between numerical coordinates and geometric points to allow methods from algebra to be applied to geometry and vice versa. This course also serves as a foundation for further trigonometric studies. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts
IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40
REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program
COURSE TITLE: Informal Geometry, Part B (Online)
CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
COURSE NUMBER: AHS 0376N
COURSE TITLE: Mathematics for College Readiness (Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT HOURS: 0.5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The student will be able to reason quantitatively and use units to solve problems, interpret the structure of expressions, create equations that describe numbers or relationships, solve equations as a process of reasoning and explain the reasoning, and solve equations and inequalities in one variable. The student will be able to summarize, represent, and interpret data on a single count or measurement variable or on two categorical and quantitative variables, and interpret linear models. The student will be able to interpret the structure of expressions and write those in equivalent forms to solve problems, perform arithmetic operations on polynomials, and create equations that describe numbers or relationships. The student will be able to use properties of rational and irrational numbers and interpret functions that arise in applications in terms of a context and work independently, becoming an adult self-learner.

This course is targeted for students who are not yet college ready in mathematics or simply need some additional instruction in content to prepare them for success in college level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

SUGGESTED TEXTS: Instructors may choose from various state board approved texts

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40
REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program
COURSE TITLE: Mathematics for College Readiness (Online)
CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
COURSE NUMBER: AHS 0377N

COURSE TITLE: Mathematics for College Success (Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITIONS: Online

CREDIT HOURS: 0.5

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56

STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The student will be able to reason quantitatively and use units to solve problems, interpret the structure of expressions, create equations that describe numbers or relationships, solve equations as a process of reasoning and explain the reasoning, and solve equations and inequalities in one variable. The student will be able to summarize, represent, and interpret data on a single count or measurement variable or on two categorical and quantitative variables, and interpret linear models. The student will be able to interpret the structure of expressions and write those in equivalent forms to solve problems, perform arithmetic operations on polynomials, and create equations that describe numbers or relationships. The student will be able to use properties of rational and irrational numbers and interpret functions that arise in applications in terms of a context and work independently, becoming an adult self-learner.

This course is targeted for students who are not yet college ready in mathematics or simply need some additional instruction in content to prepare them for success in college level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: Mathematics for College Success (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
COURSE NUMBER: AHS 0460N

COURSE TITLE: American History, Part A (100% Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITIONS: Online

CREDIT: 0.5

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56

STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION: The American History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events that influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events that occurred before the end of Reconstruction. Part A is equivalent to the first semester of this yearlong course.

The purpose of this course is to formalize and extend concepts related to American History and understand how historical, geographic, political, economic, and sociological events that influenced the development of the United States. Part A is equivalent to the first semester of this yearlong course.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: American History, Part A (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER: AHS 0461N
COURSE TITLE: American History, Part B (100% Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT: 0.5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:

The United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events that influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events that occurred before the end of Reconstruction. Part B extends the content beyond the first semester and is the equivalent of the second semester of this yearlong course.

The purpose of this course is to formalize and extend concepts related to American History and understand how historical, geographic, political, economic, and sociological events that influenced the development of the United States. Part B extends the content beyond the first semester and is the equivalent of the second semester of this yearlong course.

SUGGESTED TEXT(S):

Instructors may choose from various state board approved texts

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program
COURSE TITLE: American History, Part B (Online)
CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER: AHS 0462N
COURSE TITLE: World History, Part A (100% Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Face-to-Face
CREDIT: 0.5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
The World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations. Part A is equivalent to the first semester of this yearlong course.

The purpose of this course is to formalize and extend concepts related to World History, Geography, and Humanities. Part A is equivalent to the first semester of this yearlong course.

SUGGESTED TEXT(S):
Instructors may choose from various state board approved texts

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program
COURSE TITLE: World History, Part A (Online)
CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER: AHS 0463N

COURSE TITLE: World History, Part B (100% Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITIONS: (Online)

CREDIT: 0.5

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56

STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
The World History course consists of the following content area strands: World History, Geography, and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations. Part B extends the content beyond the first semester and is the equivalent of the second semester of this yearlong course.

The purpose of this course is to formalize and extend concepts related to World History, Geography, and Humanities. Part B extends the content beyond the first semester and is the equivalent of the second semester of this yearlong course.

SUGGESTED TEXT(S):
Instructors may choose from various state board approved texts

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: World History, Part B (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER: AHS 0468N
COURSE TITLE: Economics (100% Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT HOURS: 0.5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
The Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content includes, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

The purpose of this course is to formalize and extend concepts related to Economics and Geography.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: Economics with Financial Literacy (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER: AHS 0469N
COURSE TITLE: American Government (100% Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT HOURS: 0.5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
The United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content includes, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

The purpose of this course is to formalize and extend concepts related to American History with a focus on government institutions and political processes and their historical impact on American society.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40
REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: American Government (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website: http://www.fldoe.org/academics/career-adult-edu/adult-edu/2017-2018-adult-edu-curriculum-framework.html
OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER: AHS 0561N

COURSE TITLE: Critical Thinking and Study Skills (100% Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITIONS: Online

CREDIT HOURS: .5

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56

STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
Teaching from a well written, grade-level textbook enhances students' content area knowledge and strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. This course provides experiential practice in critical thinking to improve problem solving and planning abilities. The course also provides the foundation for and practices of good study habits to develop the skills needed to process information, complete assignments accurately, and perform well on tests. The content includes, but is not limited to the following: note taking, time management, test-taking techniques, organization skills, listening skills, critical thinking skills and strategies for oral and written communication.

The purpose of this course is to provide the foundation for, practice of good study habits, and to develop the skills needed to process information, complete assignments accurately, and perform well on tests. The content of the course includes practice in taking notes and tests, managing time, and developing organizational, listening and critical thinking skills.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW DATE:
PROGRAM TITLE: Adult High School Program
COURSE TITLE: Critical Thinking and Study Skills (Online)
CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER: AHS 0562N
COURSE TITLE: Career Research and Decision-Making (100% Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online
CREDIT HOURS: .5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The content includes, but is not limited to the following: (1) goal-setting and decision-making processes; (2) self-assessment; (3) sources of career information; (4) occupational fields and educational requirements - postsecondary education and training opportunities - writing, listening, viewing and speaking skills for applications and interviews; (5) financial planning and sources of educational financial assistance; and (6) career planning.

The purpose of this course is to prepare students to be independent thinking, problem-solving, goal-setting, employed, members of society through instruction and experience with (1) the steps of systematic goal-setting and decision-making, (2) techniques for self-assessment to determine personal career interests and capabilities, (3) identifying personal strengths and weaknesses and making improvements, (4) career resources to identify preferred occupational fields, career opportunities within each field, employment prospects, and education or training requirements, (5) writing, listening, viewing, and speaking skills needed to successfully apply for postsecondary education or work (e.g., letter of application, résumé, or essay; compiling a portfolio; filling out an application; participating in an interview), (6) financial planning with a variety of types and sources of financial aid to obtain assistance for postsecondary education, and (7) developing a personal education and career plan.

SUGGESTED TEXT(S) Instructors may choose from use various state board approved texts.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

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Program Frameworks can be found at the following website:
OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER: AHS 0563N
COURSE TITLE: Personal, Career, and School Development Skills I, Part A (100% Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online; this course may be used for dropout prevention
CREDIT: .5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
The content includes, but is not limited to the following: knowledge of self and others, development of positive attitudes, family relationships, peer pressure, individual responsibility, goal setting, time management, decision making, problem solving, leadership skills, life management skills, employability skills, career planning.

The purpose of this course is to provide students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

SUGGESTED TEXT(S): Instructors may choose from various state board approved text and other appropriate “real life” resources.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

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OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER: AHS 0564N

COURSE TITLE: Personal, Career, and School Development Skills I, Part B (100% Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITIONS: Online; this course may be used for dropout prevention.

CREDIT: .5

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56

STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
The content includes, but is not limited to the following: knowledge of self and others, development of positive attitudes, family relationships, peer pressure, individual responsibility, goal setting, time management, decision making, problem solving, leadership skills, life management skills, employability skills, career planning. The purpose of this course is to provide students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/inking support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

SUGGESTED TEXT(S): Instructors may choose from various state board approved text and other appropriate “real life” resources.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: Personal, Career, and School Development Skills I, Part B (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
OFFICIAL HIGH SCHOOL COURSE OUTLINE

<table>
<thead>
<tr>
<th>COURSE NUMBER:</th>
<th>AHS 0565N</th>
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<tbody>
<tr>
<td>COURSE TITLE:</td>
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<tr>
<td>PREREQUISITE(S):</td>
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<td>CONDITIONS:</td>
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<td>2.56</td>
</tr>
<tr>
<td>STANDARDIZED CLASS SIZE ALLOCATION:</td>
<td>20</td>
</tr>
</tbody>
</table>

The content should expand on previous concepts/content and include, but is not limited to the following:
knowledge of self and others, development of positive attitudes, family relationships, peer pressure, individual responsibility, goal setting, time management, decision making, problem solving, leadership skills, life management skills, employability skills, career planning

The purpose of this course is to continue to provide students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts and other appropriate “real life” resources.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program
COURSE TITLE: Personal, Career, and School Development Skills II, Part A (Online)
CIP NUMBER: 1532010202

Program Frameworks can be found at the following website: http://www.fldoe.org/academics/career-adult-edu/adult-edu/2017-2018-adult-edu-curriculum-framework.html
COURSE NUMBER: AHS 0566N

COURSE TITLE: Personal, Career, and School Development Skills II, Part B (100% Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITIONS: Online; this course may be used for dropout prevention

CREDIT: .5

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56

STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
The content should expand on previous concepts/content and includes, but is not limited to the following: knowledge of self and others, development of positive attitudes, family relationships, peer pressure, individual responsibility, goal setting, time management, decision making, problem solving, leadership skills, life management skills, employability skills, career planning.

The purpose of this course is to continue to provide students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts and other appropriate “real life” resources.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

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Program Frameworks can be found at the following website:
COURSE NUMBER: AHS 0567N
COURSE TITLE: Personal, Career, and School Development Skills III, Part A (100% Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITIONS: Online; this course may be used dropout prevention
CREDIT: .5
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56
STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
The content should continue to expand on previous concepts/content and includes, but is not limited to the following: knowledge of self and others, development of positive attitudes, family relationships, peer pressure, individual responsibility, goal setting, time management, decision making, problem solving, leadership skills, life management skills, employability skills, career planning.

The purpose of this course is to continue to provide students with an expanded opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

SUGGESTED TEXT(S):
Instructors may choose from various state board approved texts and other appropriate “real life” resources.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: Personal, Career, and School Development Skills III, Part A (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
OFFICIAL HIGH SCHOOL COURSE OUTLINE

COURSE NUMBER: AHS 0568N

COURSE TITLE: Personal, Career, and School Development Skills III, Part B (100% Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITIONS: Online; this course may be used dropout prevention

CREDIT: .5

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56

STANDARDIZED CLASS SIZE ALLOCATION: 20

COURSE DESCRIPTION:
The content should continue to expand on previous concepts/content and include, but is not limited to the following: knowledge of self and others, development of positive attitudes, family relationships, peer pressure, individual responsibility, goal setting, time management, decision making, problem solving, leadership skills, life management skills, employability skills, career planning.

The purpose of this course is to continue to provide students with an expanded opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

SUGGESTED TEXT(S): Instructors may choose from various state board approved texts and other appropriate “real life” resources.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: Adult High School Program

COURSE TITLE: Personal, Career, and School Development Skills III, Part B (Online)

CIP NUMBER: 1532010202

Program Frameworks can be found at the following website:
OFFICIAL ADULT EDUCATION COURSE OUTLINE

COURSE NUMBER: ASE 0075N

COURSE TITLE: High School Equivalency Reasoning Through Language Arts (100% Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITION(S): Online; Scale score of 576 or above on TABE Reading or 584 or above on TABE Language or its equivalent on any state approved assessment

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56 (Calculated by formula per CBA)

STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:

The purpose of the GED® Preparation: High School Equivalency Program is to prepare students to obtain the knowledge and skills necessary to pass the Official GED® Tests and be awarded a state of Florida High School Diploma. This program strives to motivate students not only to obtain a GED® diploma, but also to continue their education to earn a postsecondary degree, certificate, or industry certification. An additional performance level will certify that the student is career and college ready.

The Reasoning through Language Arts (RLA) course is a non-credit course designed to prepare adult learners to pass the GED® RLA Test. This course will focus on the fundamentals in three major content areas: Reading, Language Arts, and Writing. Students will achieve the ability to read closely, the ability to write clearly, and the ability to edit and understand the use of standard written English in context.

SUGGESTED TEXT(S): A variety of adult oriented textbooks are used to teach the course.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: GED® Preparation: High School Equivalency Program

COURSE TITLE: High School Equivalency Reasoning Through Language Arts (Online)

CIP NUMBER: 1532010207

Program Frameworks can be found at the following website: http://www.fldoe.org/academics/career-adult-edu/adult-edu/2017-2018-adult-edu-curriculum-framework.stml

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OFFICIAL ADULT EDUCATION COURSE OUTLINE

COURSE NUMBER: ASE 0076N

COURSE TITLE: High School Equivalency Social Studies (100% Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITION(S): Online; Scale Score of 576 or above on TABE Reading or its equivalent on any state approved assessment; or passing score on the Reasoning through Language Arts GED® test

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56 (Calculated by formula per CBA)

STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The purpose of the GED® Preparation: High School Equivalency Program programs is to prepare students to obtain the knowledge and skills necessary to pass the Official GED® Tests and be awarded a state of Florida High School Diploma. This program strives to motivate students not only to obtain a GED® diploma, but also to continue their education to earn a postsecondary degree, certificate, or industry certification. An additional performance level will certify that the student is career and college ready.

This course is designed to provide instruction for the social studies portion of the GED® test, which offers the opportunity to earn a high school equivalency degree. Added: The four major themes are civics and government, United States history, economics, and geography and the world.

SUGGESTED TEXT(S): A variety of adult oriented textbooks are used to teach the course.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: GED® Preparation: High School Equivalency Program
COURSE TITLE: High School Equivalency Social Studies (Online)
CIP NUMBER: 1532010207

Program Frameworks can be found at the following website:

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OFFICIAL ADULT EDUCATION COURSE OUTLINE

COURSE NUMBER: ASE 0077N

COURSE TITLE: High School Equivalency Science (100% Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITION(S): Online; Scale Score of 576 or above on TABE Reading or its equivalent on any state approved assessment; or passing score on the Reasoning through Language Arts GED® test

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56 (Calculated by formula per CBA)

STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The purpose of the GED® Preparation: High School Equivalency Program programs is to prepare students to obtain the knowledge and skills necessary to pass the Official GED® Tests—and be awarded a state of Florida High School Diploma. This program strives to motivate students not only to obtain a GED® diploma, but also to continue their education to earn a postsecondary degree, certificate, or industry certification. An additional performance level will certify that the student is career and college ready. This is a non-credit course designed to provide instruction for the science portion of the GED® test, which offers the opportunity to earn a high school equivalency degree. The three major topics are life science, physical science, and earth and space science.

SUGGESTED TEXT(S): A variety of adult oriented textbooks are used to teach the course.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: GED® Preparation: High School Equivalency Program

COURSE TITLE: High School Equivalency Science (Online)

CIP NUMBER: 1532010207

Program Frameworks can be found at the following website:

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OFFICIAL ADULT EDUCATION COURSE OUTLINE

COURSE NUMBER: ASE 0078N
COURSE TITLE: High School Equivalency Mathematical Reasoning (100% Online)
PREREQUISITE(S): None
COREQUISITE(S): None
CONDITION(S): Online; Scale Score of 596 or above on TABE Math or its equivalent on any state approved assessment; or passing score on the Mathematical Reasoning GED® test
STUDENT CONTACT HOURS: 64
FACULTY WORKLOAD POINTS: 2.56 (Calculated by formula per CBA)
STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The purpose of the GED® Preparation: High School Equivalency Program programs is to prepare students to obtain the knowledge and skills necessary to pass the Official GED® Tests and be awarded a state of Florida High School Diploma. This program strives to motivate students not only to obtain a GED® diploma, but also to continue their education to earn a postsecondary degree, certificate, or industry certification. An additional performance level will certify that the student is career and college ready.

The Mathematical Reasoning is a non-credit course designed to prepare students to pass the GED® Mathematical Test. This test will focus on the fundamentals of mathematics in two major content areas: quantitative problem solving and algebraic problem solving. Students will achieve a deeper conceptual understanding, procedural skill and fluency, and the ability to apply these fundamentals in realistic situations.

SUGGESTED TEXT(S): A variety of adult oriented Textbooks are used to teach the course.
IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40
REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: GED® Preparation: High School Equivalency Program

COURSE TITLE: High School Equivalency Mathematical Reasoning (Online)

CIP NUMBER: 1532010207

Program Frameworks can be found at the following website:

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OFFICIAL ADULT EDUCATION COURSE OUTLINE

COURSE NUMBER: ASE 0079N

COURSE TITLE: High School Equivalency Comprehensive (100% Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITION(S): Online; Scale score of 576 or above on TABE Reading; or 596 or above on TABE Math or its equivalent on any state approved assessment

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56 (Calculated by formula per CBA)

STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The purpose of the GED® Comprehensive Preparation: High School Equivalency Program is to prepare students to obtain the knowledge and skills necessary to pass the Official GED® Tests and be awarded a state of Florida High School Diploma. This program strives to motivate students not only to obtain a GED® diploma, but also to continue their education to earn a postsecondary degree, certificate, or industry certification. An additional performance level will certify that the student is career and college ready.

This non-credit course is comprised of four content area assessments: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies.

SUGGESTED TEXT(S): A variety of adult oriented Textbooks are used to teach the course.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: GED® Integrated Preparation: High School Equivalency

COURSE TITLE: High School Equivalency Comprehensive (Online)

CIP NUMBER: 1532010207

Program Frameworks can be found at the following website:

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OFFICIAL ADULT EDUCATION COURSE OUTLINE

COURSE NUMBER: GEX 0162

COURSE TITLE: High School Equivalency Reasoning Through Language Arts (100% Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITION(S): Online; Scale score of 576 or above on TABE Reading; or 584 or above on TABE Language or its equivalent on any state approved assessment

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56 (Calculated by formula per CBA)

STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:

The purpose of the GED® Integrated Preparation: High School Equivalency program is to prepare students to obtain the knowledge and skills necessary to pass the Official GED® Tests and be awarded a state of Florida High School Diploma. Integrated programs accelerate students’ progress and make the basic skills component more relevant to their interests and career goals. This model has been shown to help adult learners obtain postsecondary certificates and achieve basic skill gains more quickly than when they are enrolled in traditional adult education programs.

The Reasoning through Language Arts (RLA) course is a non-credit course designed to prepare adult learners to pass the GED® RLA Test. This course will focus on the fundamentals in three major content areas: Reading, Language Arts, and Writing. Students will achieve the ability to read closely, the ability to write clearly, and the ability to edit and understand the use of standard written English in context.

SUGGESTED TEXT(S): A variety of adult oriented textbooks are used to teach the course.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: GED® Integrated Preparation: High School Equivalency

COURSE TITLE: High School Equivalency Reasoning Through Language Arts (Online)

CIP NUMBER: 1532010207

Program Frameworks can be found at the following website:

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OFFICIAL ADULT EDUCATION COURSE OUTLINE

COURSE NUMBER: GEX 0163N

COURSE TITLE: High School Equivalency Social Studies (100% Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITION(S): Online; Scale score of 576 or above on TABE Reading; or 584 or above on TABE Language or its equivalent on any state approved assessment

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56 (Calculated by formula per CBA)

STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The purpose of the GED® Integrated Preparation: High School Equivalency programs is to prepare students to obtain the knowledge and skills necessary to pass the Official GED® Tests and be awarded a state of Florida High School Diploma. Integrated programs accelerate students' progress and make the basic skills component more relevant to their interests and career goals. This model has been shown to help adult learners obtain postsecondary certificates and achieve basic skill gains more quickly than when they are enrolled in traditional adult education programs.

This course is designed to provide instruction for the social studies portion of the GED® test, which offers the opportunity to earn a high school equivalency degree. Added: The four major themes are civics and government, United States history, economics, and geography and the world.

SUGGESTED TEXT(S): A variety of adult oriented textbooks are used to teach the course.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: GED® Integrated Preparation: High School Equivalency

COURSE TITLE: High School Equivalency Social Studies (Online)

CIP NUMBER: 1532010207

Program Frameworks can be found at the following website: http://www.fldoe.org/academics/career-adult-edu/adult-edu/2017-2018-adult-edu-curriculum-framework.stml

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OFFICIAL ADULT EDUCATION COURSE OUTLINE

COURSE NUMBER: GEX 0164N

COURSE TITLE: High School Equivalency Science (100% Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITION(S): Online; Scale score of 576 or above on TABE Reading; or 584 or above on TABE Language or its equivalent on any state approved assessment

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56 (Calculated by formula per CBA)

STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:
The purpose of the GED® Integrated Preparation: High School Equivalency programs is to prepare students to obtain the knowledge and skills necessary to pass the Official GED® Tests and be awarded a state of Florida High School Diploma. Integrated programs accelerate students’ progress and make the basic skills component more relevant to their interests and career goals. This model has been shown to help adult learners obtain postsecondary certificates and achieve basic skill gains more quickly than when they are enrolled in traditional adult education programs.

This course is designed to provide instruction for the science portion of the GED® test, which offers the opportunity to earn a high school equivalency degree. Added: The four major themes are civics and government, United States history, economics, and geography and the world.

SUGGESTED TEXT(S): A variety of adult oriented textbooks are used to teach the course.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE:  GED® Integrated Preparation: High School Equivalency

COURSE TITLE:  High School Equivalency Science (Online)

CIP NUMBER:  1532010207

Program Frameworks can be found at the following website:

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OFFICIAL ADULT EDUCATION COURSE OUTLINE

COURSE NUMBER: GEX 0166N

COURSE TITLE: High School Equivalency Mathematical Reasoning (100% Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITION(S): Online; Scale Score of 596 or above on TABE Math or its equivalent on any state approved assessment; or passing score on the Mathematical Reasoning GED® test

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56 (Calculated by formula per CBA)

STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:

The purpose of the GED® Integrated Preparation: High School Equivalency program is to prepare students to obtain the knowledge and skills necessary to pass the Official GED® Tests and be awarded a state of Florida High School Diploma. Integrated programs accelerate students’ progress and make the basic skills component more relevant to their interests and career goals. This model has been shown to help adult learners obtain postsecondary certificates and achieve basic skill gains more quickly than when they are enrolled in traditional adult education programs.

The Mathematical Reasoning is a non-credit course designed to prepare students to pass the GED® Mathematical Test. This test will focus on the fundamentals of mathematics in two major content areas: quantitative problem solving and algebraic problem solving. Students will achieve a deeper conceptual understanding, procedural skill and fluency, and the ability to apply these fundamentals in realistic situations.

SUGGESTED TEXT(S): A variety of adult oriented Textbooks are used to teach the course.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: GED® Integrated Preparation: High School Equivalency

COURSE TITLE: High School Equivalency Mathematical Reasoning (Online)

CIP NUMBER: 1532010207

Program Frameworks can be found at the following website:

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OFFICIAL ADULT EDUCATION COURSE OUTLINE

COURSE NUMBER: GEX 0170N

COURSE TITLE: High School Equivalency Comprehensive (100% Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITION(S): Online; Scale score of 576 or above on TABE Reading; or 596 or above on TABE Math or its equivalent on any state approved assessment

STUDENT CONTACT HOURS: 64

FACULTY WORKLOAD POINTS: 2.56 (Calculated by formula per CBA)

STANDARDIZED CLASS SIZE ALLOCATION: 20

CATALOG COURSE DESCRIPTION:

The purpose of the GED® Integrated Preparation: High School Equivalency program is to prepare students to obtain the knowledge and skills necessary to pass the Official GED® Tests and be awarded a state of Florida High School Diploma. Integrated programs accelerate students’ progress and make the basic skills component more relevant to their interests and career goals. This model has been shown to help adult learners obtain postsecondary certificates and achieve basic skill gains more quickly than when they are enrolled in traditional adult education programs.

This non-credit course is comprised of four (Reasoning Through, Language Arts, Mathematical Reasoning, Science, and Social Studies) 16-hour sections that are contextualized with information from the building construction technology trades.

SUGGESTED TEXT(S): A variety of adult oriented textbooks are used to teach the course.

IMPLEMENTATION DATE: Spring Term 2019 (2192) – Proposal 2018-40

REVIEW OR MODIFICATION DATE:
PROGRAM TITLE: GED® Integrated Preparation: High School Equivalency

COURSE TITLE: High School Equivalency Comprehensive (Online)

CIP NUMBER: 1532010207

Program Frameworks can be found at the following website:

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VIII. Addenda

*Identify any addenda that will enhance the proposal submission.*

**Key Topics**

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

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

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>8/9/2018</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeniah Jones</td>
<td>We need to be sure that somewhere there is an SOP staying exactly what Pearl has stipulated, that these classes are only offered 100% online for independent study purposes. Here is my recommendation for standard operating procedure for independent study based on my discussion for understanding with Deana. We need to have a minimum requirement of an initial meeting prior to the close of the NA window, recommended one meeting monthly in person or by video conference, and one transition meeting at the end of the term or when the student completes all assignments, whichever is first. It is fine to pull in math courses, and again as I stated in the first email, I will gladly serve as faculty on record since this change is for state reporting.</td>
</tr>
<tr>
<td>Pearl Wharton-Gill</td>
<td>I propose adding to the Curriculum Review 100% online modalities for each of the AHS science classes. I totally agree with the meeting requirements for I.S. It is so necessary.</td>
</tr>
</tbody>
</table>
Can we be more specific and require the first meeting to be held the first week of class.

Can we also state what happens if a student does not meet the set meeting requirements?

A: We can do what full-time faculty think is appropriate for I.S. and students. I will take all the feedback and enter it into one document and send it out for review by next week.

If additional space is required for faculty comments, please insert additional pages as needed.
## ADDENDUM B
Program Advisory Committee Meeting Minutes

### Notice to Program Advisory Committee Members

N/A

## ADDENDUM C
Program Inactivation

### Notice to Students of Program Inactivation

Please contact Curriculum Services at curriculum@fscj.edu for an example.

N/A

### Notice to College District Board of Trustees

Curriculum Services will compile the board item and submit for inclusion on the next available the DBOT agenda.

N/A

### Notice to/from SACSCOC

Curriculum Services will notify the OIEA of proposal approval; the OIEA will submit notification to SACSCOC of the request for program inactivation and provide a copy of the reply to Curriculum Services for inclusion in the proposal.

N/A
IX. Signatures

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

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

Signatures Obtained by Proposal Originator(s)

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

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

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

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Jeniah Jones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone No.</td>
<td>(904) 633-8111</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:jeniah.jones@fscj.edu">jeniah.jones@fscj.edu</a></td>
</tr>
<tr>
<td>Signature</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>10/29/18</td>
</tr>
</tbody>
</table>

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

Instructional Program Manager –or– Department Chair

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Ms. Deana Waite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title(s)</td>
<td>Instructional Program Manager</td>
</tr>
<tr>
<td>Provisions</td>
<td>☑ Support</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
</tr>
<tr>
<td>Signature</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>10/25/18</td>
</tr>
</tbody>
</table>

Director –or– Dean

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Ms. Sabrina Mixson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title(s)</td>
<td>Director of College Studies</td>
</tr>
<tr>
<td>Provisions</td>
<td>☑ Support</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
</tr>
<tr>
<td>Signature</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>10/25/18</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Provisions</th>
<th>Initials</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Review Complete</td>
<td>RN</td>
<td>10/30/2018</td>
</tr>
<tr>
<td>Quality Review Complete</td>
<td>RN</td>
<td>10/30/2018</td>
</tr>
</tbody>
</table>

**Comments**

RN worked directly with Deana Waite and faculty members to compile proposal outlines and ensure proposal document aligned with current program layouts and College outline formatting guides were followed.

### SACSCOC Accreditation Liaison

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Dr. Marie F. Gnage</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Provisions</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Does not constitute a substantive change; no further information required.</td>
<td>N/A – Adult Education programs do not require SACSCOC approval</td>
</tr>
<tr>
<td>☐ Possibly constitutes a substantive change; liaison will request further information.</td>
<td></td>
</tr>
<tr>
<td>☐ Constitutes a substantive change; liaison will request further information.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

### Vice President of FSCJ Online and Workforce Education

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Jana Kooi</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Title(s)</th>
<th>Vice President of FSCJ Online and Workforce Education</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Provisions</th>
<th>Comments</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Support</td>
<td></td>
<td>Jana Kooi</td>
<td>11-1-18</td>
</tr>
<tr>
<td>☐ Do Not Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Support with Conditions Noted</td>
<td></td>
<td></td>
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</tbody>
</table>

*Signature*

*Date*
The proposal has been presented to the Curriculum Committee and a recommendation has been made. The Office of Curriculum Services will forward the proposal along with any supporting documentation to the Provost/Vice President of Academic Affairs with a request for review and signature.

Once the proposal has been reviewed by the Provost/Vice President of Academic Affairs and an approval decision has been determined with corresponding signature support, the proposal will be returned to the Office of Curriculum Services for systems input and updates that include the PeopleSoft Course Catalog, the College Catalog, official Course Outlines, and the State Course Numbering System (SCNS). Upon completion of systems input and updates, the Office of Curriculum Services will notify 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.