Curriculum Proposal Title:
Applied Academics for Adult Education (8525) (N.C.) Program and Course Modification and Course Inactivation

Curriculum Proposal Originator(s):
Faculty Member: Pearl Wharton-Gill
Instructional Program Manager: Deana Waite
## Table of Contents

### I. Proposal Background and Summary
- ✔ Title and Actions
- ✔ Implementation Term
- ✔ Summary
- ✔ College Strategic Priorities
- ✔ Curriculum Collaborations
- ✔ Cost Analysis
- ✔ Articulation

### II. Program Information
- ✔ Framework
- ✔ Type
- ✔ School
- ✔ Identifier
- ✔ Labor Market Data
- ✔ Access
- ✔ Assessment Scores
- ✔ Support
- ✔ Occupational Completion Points (Clock Hour Only)
- ✔ Impact

### III. Program Accreditation
- ✔ Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Assessment
- ✔ SACSCOC Timeline School
- ✔ Specialized Assessment

### IV. Program Funding and Reporting
- ✔ Financial Aid
- ✔ Financial Aid Assessment
- ✔ Gainful Employment
- ✔ Gainful Employment Assessment

### V. Program Page
- ✔ College Catalog Layout
- ✔ Recommended Course Sequence by Term

### VI. Course Information
- ✔ Assignment
- ✔ Identifier
- ✔ Eligibility
- ✔ Impact

### VII. Course Outline
- ✔ College Layout
- ✔ Learning Outcomes and Assessment

### VIII. Addenda
- ✔ Faculty Support (Optional)
- ✔ Program Advisory Committee Meeting Minutes
- ✔ Program Inactivation (Notice to Students, District Board of Trustees Item and SACSCOS Approval)

### IX. Signatures

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

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

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

Key Topics

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

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

Title
Applied Academics for Adult Education (8525) (N.C.) Program and Course Modification and Course Inactivation

Action(s)
- [ ] New Program
- [x] Modify Program
- [ ] Inactivate Program
- [ ] Reactivate Program
- [ ] New Course
- [x] Modify Course
- [x] Inactivate Course
- [ ] Reactivate Course
- [ ] Other
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>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Term</td>
<td>2192</td>
</tr>
<tr>
<td>Academic Season</td>
<td>[x] Spring</td>
</tr>
<tr>
<td>[ ] Fall</td>
<td></td>
</tr>
<tr>
<td>[ ] Summer</td>
<td></td>
</tr>
</tbody>
</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.

Recently the FLDOE updated the program curriculum to include one comprehensive AAE course that includes instruction in three subject areas: math, reading and language. The FLDOE also eliminated the use of individual AAE courses in three subject areas: math, reading and language. This proposal seeks to align the existing Applied Academics for Adult Education program and coursework with the 2018-19 FLDOE curriculum frameworks standards.

Modify:
- AAE 0001 - Comprehension Skills (Reading, Mathematics and Language)

Inactivate:
- AAE 0100 - Basic Reading Skills
- AAE 0200 - Basic Mathematic Skills
- AAE 0300 - Basic Language Skills

This proposal also seeks to assign a specific program of study number to the AAE program and include the AAE program listing in the College Catalog.
### 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>Category</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Partnerships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grant Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Collaboration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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>Category</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment/Supplies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials/Software</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></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).

Will the actions identified within the proposal affect existing articulation agreements?

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:

| ☐ Bachelor of Science | ☐ Bachelor of Applied Science | ☐ Bachelor of Science in Nursing |
| ☐ Associate in Arts | ☐ Associate in Science | ☐ Associate in Applied Science |
| ☐ Technical Certificate | ☐ Advanced Technical Certificate | ☐ PSAV/Clock Hour/Workforce |
| ☐ Advanced Technical Diploma | ☒ Adult Studies | ☐ Other |

**School**

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

| ☐ Liberal Arts and Sciences | ☐ Business, Professional Studies, and Public Safety | ☐ Technology and Industry |
| ☐ Health, Education, and Human Services | ☒ Other | Adult Studies: Non Credit Program Program |

**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>Program Hours (Assigned by FLDOE)</th>
<th>Program Code (Assigned by the College)</th>
<th>State CIP Number (Assigned by FLDOE)</th>
<th>Federal CIP Number (Assigned by USDOE-NCES)</th>
<th>New and/or Revised?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Academics for Adult Education</td>
<td>Program Hours: 1,300/Varies (Maximum Recommended Hours:1,500 and based on Individual Student Success)</td>
<td>8525</td>
<td>1532010503</td>
<td>532010</td>
<td>☒ No</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 (Military &amp; Veteran Use)</td>
<td>N/A</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>Limited Access: Programs that limit the admission of prospective students on the basis of enrollment capacity (i.e., the number of students whom the program can accommodate because of available seats).</th>
</tr>
</thead>
<tbody>
<tr>
<td>If YES, identify the specific program by title(s), code(s) and degree type(s).</td>
</tr>
<tr>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Selective Access: Programs that admit prospective students who meet specific admissions criteria, including, without being limited to, grade point average (G.P.A.), entrance exams, scores, letters of application, letters of reference and/or professional background criteria (e.g., criminal background check, drug screening, medical examination, and/or professional licensure or certification).</th>
</tr>
</thead>
<tbody>
<tr>
<td>If YES, identify the specific program by title(s), code(s) and degree type(s).</td>
</tr>
<tr>
<td>☒</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Open Access: 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>If YES, identify the specific program by title(s), code(s) and degree type(s).</td>
</tr>
<tr>
<td>☐</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:

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

The AAAE program is a non-graded system. This program is designed for students who have tested at the equivalent of 9th grade and above but lack the required level of basic skills for completion of the CTE program.

### 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 which indicates notification to Program Advisory Committee members is required.

| Meeting Date | N/A |
| Meeting Minutes (Addendum B) | ☐ | Yes | ☒ | No |

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

Adult Education programs do not require meeting minutes as they follow strict FLDOE standards in order to remain in compliance.
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:

<table>
<thead>
<tr>
<th>Occupational Completion Point(s)</th>
<th>N/A</th>
</tr>
</thead>
</table>

**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</th>
<th>☐ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successfully completing this program, the student will be able to demonstrate skills in mathematics, reading, and language that are needed to meet the requirements of the CTE program and/or future career and education goals.</td>
<td></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</th>
<th>☐ No</th>
</tr>
</thead>
</table>
| The following programs include a statement that references AAE coursework that is available to students should they need remediation. These program AAR’s need to be updated to remove the three inactivated courses and list only the active course. No direct curriculum impact will occur due to this change.  
- Air Conditioning, Refrigeration and Heating Technology (5604) (W.C.)  
- Air Conditioning, Refrigeration and Heating Technology I (5776) (W.C.)  
- Air Conditioning, Refrigeration and Heating Technology II (5777) (W.C.) (pending Inactivation)  
- Automotive Collision Repair and Refinishing I (5816) (W.C.)  
- Automotive Collision Technology Technician (5806) (W.C.)  
- Aviation Airframe Mechanics (5712) (W.C.) (pending Inactivation)  
- Aviation Powerplant Mechanics (5734) (W.C.) (pending Inactivation)  
- Commercial Foods and Culinary Arts (5960) (W.C.) (pending Inactivation)  
- Cosmetology (5743) (W.C.)  
- Dental Assisting (5649) (W.C.)  
- Diesel Systems (5826) (W.C.)  
- Diesel Systems I (5836) (W.C.)  
- Electricity (Construction) (5632) (W.C.)  
- Global Logistics and Supply Chain Technology (5320) (W.C.)  
- Massage Therapy (5700) (W.C.)  
- Medical Assisting (5648) (W.C.)  
- Nursing Assistant (Articulated) (5131) (W.C.)  
- Office Assistant (5905) (W.C.)  
- Paramedic (5793) (W.C.)  
- Pharmacy Technician (5771) (W.C.)  
- Practical Nursing (5657) (W.C.)  
- Surgical Technology (5667) (W.C.)  
- Welding Technology (5789) (W.C.)  
| The statement on the AAR should read as follows: Applied Academics for Adult Education (AAE): Students who have satisfactory test scores are not required to take the following courses: AAE 0001A - Comprehensive Skills in Reading, Mathematics and Language (Face-to-Face) Contact Hours: 32. or AAE 0001N - Comprehensive Skills in Reading, Mathematics and Language (Online) Contact Hours: 32. |

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.

After successfully completing this program, the student will be able to demonstrate skills in mathematics, reading, and language that are needed to meet the requirements of the CTE program and/or future career and education goals.
<table>
<thead>
<tr>
<th>Impact (Continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify any impact based on the actions identified within the proposal. Provide a brief statement in response to each question:</td>
</tr>
</tbody>
</table>

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

- **Yes**
- **No**

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

- All active students will be notified of the change and will be provided with the opportunity to complete their coursework within a timely manner or have the option of selecting the revised comprehensive course offering.

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

- **Yes**
- **No**

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

**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?**

- **Yes**
- **No**

**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.**

- All active students will be notified of the change and will be provided with the opportunity to complete their coursework within a timely manner or have the option of selecting the revised comprehensive course offering.

**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.**

**Will the actions identified within the proposal affect students due to a program replacement and/or program inactivation?**

- **Yes**
- **No**

**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.**

**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).**

**Will the actions identified within the proposal affect faculty and/or staff due to a program replacement and/or program inactivation?**

- **Yes**
- **No**

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

**Will the effectiveness of the actions identified within the proposal be assessed and/or evaluated?**

- **Yes**
- **No**
If YES, identify the methods of assessment and/or evaluation model you plan to utilize.

Students will be evaluated by a successful score on the Test of Adult Basic Education (TABE) for the desired program of study they wish to pursue.

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 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 have a specialized accreditor, are the requirements of the accreditor, in whole or part, initiating this curriculum change?

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

If YES, identify the 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>☒</td>
</tr>
<tr>
<td>Is the program at least 60 credit hours (minimum 2 academic years) in duration and acceptable as credit toward a bachelor’s degree?</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Is the program at least 600 clock hours or 24 credit hours (minimum of 1 academic year) in duration and leads to a certificate, degree, or other recognized credential which prepares students for gainful employment in a recognized occupation?</td>
<td>☐</td>
<td>☒</td>
</tr>
</tbody>
</table>

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

The Applied Academics for Adult Education program is not financial aid eligible.

## Gainful Employment

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

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

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

### Gainful Employment Assessment

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

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

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

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

The Applied Academics for Adult Education program is not considered gainful employment eligible.

V. Program Page

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

Key Topics

- ✔ College Catalog Layout
- ✔ Recommended Course Sequence by Term
Applied Academics for Adult Education (8525) (N.C.)

Non-Degree Seeking

Mission/Purpose

The purpose of the Applied Academics for Adult Education program is to prepare students for college and future careers. The program is based upon the assessed needs of the individual student and the academic and employability requirements related to the Florida Department of Education’s (FLDOE) Career and Technical Education (CTE) programs.

The Program

The Applied Academics for Adult Education program is designed for students who have tested at the equivalent of 9th grade and above but lack the required level of basic skills for completion of their desired CTE program. The program includes topics related to career planning, digital literacy and workforce preparation activities. After successful completion of the program, students will demonstrate skills in mathematics, reading, and language that are needed to meet the requirements of the FLDOE CTE program and/or future career and education goals.

Note: If a student is currently enrolled in a FLDOE CTE program and meets one of the exemptions as outlined in Rule 6A-10.040, FAC, he/she may opt out of the basic skills requirement.

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 Education Technical Assistance Papers

Curriculum
Professional Coursework

Program Hours: Varies (Maximum Recommended Hours: 1,300)
The program’s recommended length varies in contact hours. A maximum of 1,300 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 1,300 hours if needed. For example, a college may report 1,500 instructional hours but only 1,300 hours will be used in the funding calculation.

- AAE 0001A - Comprehensive Skills in Reading, Mathematics and Language
  or AAE 0001N - Comprehensive Skills in Reading, Mathematics and Language

Total Contact Hours: 64

Graduation Requirements

In order to be awarded a certificate of completion, students must have met the following requirements.

Adult High School
1. Fulfill all obligations, financial or otherwise, to the College before graduating.
2. Complete requirements for adult high school students (per State Board Rule 6A-6.020) as specified in the Florida Course Code Directory and the Florida Department of Education (FLDOE) Adult High School Technical Assistance paper.
3. Students enrolled in the Adult High School must complete and earn a minimum of two (2) high school credits at FSCJ to meet graduation requirements (including increasing the student's grade point average and passing the state approved assessment) and receive a State of Florida standard diploma.

Applied Academics for Adult Education
1. Fulfill all obligations, financial or otherwise, to the College before graduating.
2. Complete requirements for currently enrolled CTE program and meets one of the basic skill exemptions in Rule 6A-10.040

High School Equivalency
1. Fulfill all obligations, financial or otherwise, to the College before graduating.
2. Students enrolled in the High School Equivalency program must pass the full battery (Reasoning Through Language Arts, Mathematical Reasoning, Science and Social Studies) of the 2014 GED® test with the required minimum passing score:
   - (145-164) - Pass / High School Equivalency
   - (165-174) - GED® College Ready
   - (175-200) - GED® College Ready + Credit (Articulation conversations are in-progress)

English for Speakers of Other Languages (ESOL)
1. Fulfill all obligations, financial or otherwise, to the College before graduating.
2. Earn a CASAS score that meets or exceeds the program's exit requirement.
   - For ESOL series ELL 0115 - ELL 0615, a student must earn a CASAS score in his/her designated student category of Listening or Reading that places him/her out of Advanced level. This student will receive a certificate for ESOL completion.
   - For College and Career Readiness, a student must pass the CCR departmental exam. If successful, they will receive an instructor recommendation to take the Accuplacer CPTL which places the student in English for Academic Purposes. This student will receive a certificate of completion for College and Career Readiness.

Note: Students are cautioned to pay particular attention to the following statements.
1. A student’s graduation date will be the date of the end of the College term in which the student has fulfilled all academic requirements.

2. Students who enter under the (2018/2019) catalog will be assigned to the degree or certificate requirements in effect during the 2018/2019 academic year. The student's assigned catalog year will remain in effect as long as the student maintains continuous enrollment. Changes to requirements as mandated by law or by rule of the District Board of Trustees and FLDOE may supersede this provision.

3. Many courses in this catalog have pre-requisite requirements listed in the course descriptions. Students are advised to be guided by these requirements.

### 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.

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Applied Academics for Adult Education (8525) (N.C.)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term I</td>
<td>• AAE 0001</td>
</tr>
<tr>
<td>Term II</td>
<td></td>
</tr>
<tr>
<td>Term III</td>
<td></td>
</tr>
<tr>
<td>Term IV</td>
<td></td>
</tr>
</tbody>
</table>

18
### 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 which includes curriculum benchmark standards required for the course(s) identified within a program. Not all course(s) are included within a program as some may be identified as electives. The FLDOE classifies each course according to its discipline area and prefix. Course information is maintained via the State Course Numbering System (SCNS). The organizational schema for SCNS utilizes a three-letter prefix and four-digit identification. The first digit denotes the course level (freshman, sophomore, etc.) and is recommended by each institution, while the three-letter prefix and three-digit number are utilized for categorization of content. Each course number may include a lab code ("L") that denotes a laboratory or a combination code ("C") that denotes a combination lecture/laboratory course.

### Identifier

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

<table>
<thead>
<tr>
<th>Prefix/Number</th>
<th>Title</th>
<th>Effective Term (e.g., Fall 2018 (2188))</th>
<th>Dept ID</th>
<th>New</th>
<th>Modify</th>
<th>Inactivate</th>
<th>Reactivate</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAE 0001A</td>
<td>Comprehension Skills (Reading, Mathematics and Language)</td>
<td>Spring Term 2019 (2192)</td>
<td></td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>AAE 0100N</td>
<td>Comprehension Skills (Reading, Mathematics and Language)</td>
<td>Spring Term 2019 (2192)</td>
<td></td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>AAE 0100</td>
<td>Basic Reading Skills</td>
<td>Spring Term 2019 (2192)</td>
<td></td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>AAE 0200</td>
<td>Basic Mathematics Skills</td>
<td>Spring Term 2019 (2192)</td>
<td></td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>AAE 0300</td>
<td>Basic Language Skills</td>
<td>Spring Term 2019 (2192)</td>
<td></td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
The Department ID is to be added by academic administrators for instructional payment.

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

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

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

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

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

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

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

The program hours vary and allow students to complete a maximum of 1,500 hours.

| Impact |

21
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?  

Yes  No

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
COURSE NUMBER: AAE 0001A

COURSE TITLE: AAE: Comprehensive Skills in Reading, Mathematics and Language (Reading, Mathematics, and Language) (Face-to-Face)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITIONS: None

STUDENT CONTACT HOURS: 32

FACULTY WORKLOAD POINTS: 1.28

STANDARDIZED CLASS SIZE ALLOCATION: 27

CATALOG COURSE DESCRIPTION:
This course is designed to assist occupational and/or pre-college students to improve reading, writing, and math skills that are necessary to meet State certification requirements and to help students succeed in their respective Workforce Credit program of study.

SUGGESTED TEXT(S): None

IMPLEMENTATION DATE: Spring Term, 2004 (20042)

REVIEW OR MODIFICATION DATE: Spring Term, 2009 (20092) – Per APM 09-0202
Fall Term 2015 (20161) – Outline Review
PROGRAM TITLE: Applied Academics for Adult Education

COURSE TITLE: Comprehensive Skills in Reading, Mathematics and Language (Face-to-Face)

CIP NUMBER: 1532010503

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

Special Notes:

Career and Education Planning

The following career development standards are designed to be integrated into the Applied Academics for Adult Education frameworks to assist students with career exploration and planning. Students can access Florida’s career information delivery system or a comparable system for career exploration and development of a career plan.

Standards

CP.AAAE.01 Develop skills to locate, evaluate, and interpret career information.
CP.AAAE.02 Identify interests, skills, and personal preferences that influence career and education choices.
CP.AAAE.03 Identify career cluster and related pathways that match career and education goals.
CP.AAAE.04 Develop and manage a career and education plan.

Digital Literacy (Technology)

Computer skills have become essential in today’s world. Students use a variety of technology tools such as calculators, cell phones and computers for multiple uses; communicate with friends and family, apply for
work, classroom instruction, testing and in the workplace. Technology standards are integrated in the instruction to demonstrate proficiency of the reading and language arts standards. (Example standards: Mathematics 4, Reading 7, Writing 6, and Speaking and Listening 5).

Standards

DL.AAAE.01 Develop basic keyboarding and numerical keypad skills.
DL.AAAE.02 Produce a variety of documents such as research papers, resumes, charts and tables using word processing programs.
DL.AAAE.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
DL.AAAE.04 Practice safe, legal and responsible sharing of information, data and opinions online.

Workforce Preparation Activities

The term “workforce preparation activities” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014).

The following activities should be integrated into the classroom instruction:

Critical Thinking All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.

Teamwork All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group’s goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.

Employment All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.

Self-Management All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.

Utilizing Resources All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.

Using Information All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.

Understanding Systems All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

MATHEMATICS
**M.01.00** Demonstrate Mathematics skills appropriate to the Career and Technical Program and/or future career and education goals:

**NUMBER AND QUANTITY: The Real Number System**

**M.01.01** Extend the properties of exponents to rational exponents.
- Rewrite expressions involving radicals and rational exponents using the properties of exponents.

**NUMBER AND QUANTITY: Quantities**

**M.01.02** Reason quantitatively and use units to solve problems.
- Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

**ALGEBRA: Seeing Structure in Expressions**

**M.01.03** Interpret the structure of expressions.
- Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

**M.01.04** Write expressions in equivalent forms to solve problems.
- Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
- Factor a quadratic expression to reveal the zeros of the function it defines.

**ALGEBRA: Arithmetic with Polynomials and Rational Expressions**

**M.01.05** Perform arithmetic operations on polynomials.
- Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction and multiplication; add, subtract and multiply polynomials.

**M.01.06** Rewrite rational expressions
- Rewrite simple rational expressions in different forms; write \( \frac{a(x)}{b(x)} \) in the form \( q(x) + \frac{r(x)}{b(x)} \), where \( a(x) \), \( b(x) \), \( q(x) \) and \( r(x) \) are polynomials with the degree of \( r(x) \) less than the degree of \( b(x) \), using inspection, long division, or, for the more complicated examples, a computer algebra system.

**ALGEBRA: Creating Equations**

**M.01.07** Create equations that describe numbers or relationships.
- Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions and simple rational and exponential functions.
- Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- Represent constraints by equations or inequalities and by systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

**ALGEBRA: Reasoning With Equations and Inequalities**
M.01.08 Understand solving equations as a process of reasoning and explain the reasoning.
- Explain each step in solving simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
- Solve simple rational and radical equations in one variable and give examples showing how extraneous solutions may arise.

M.01.09 Solve equations and inequalities in one equation.
- Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
- Solve quadratic equations in one variable.

M.01.10 Solve systems of equations.
- Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

M.01.11 Represent and solve equations and inequalities graphically.
- Understand the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

FUNCTIONS: Interpreting Functions

M.01.12 Understand the concept of a function and use function notation.
- Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y=f(x).
- Use function notation, evaluate functions for inputs in their domains and interpret statements that use function notation in terms of a context.

M.01.13 Interpret functions that arise in applications in terms of the context.
- For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
- Relate the domain of a function to its graph and where applicable to the quantitative relationship it describes.
- Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

M.01.14 Analyze functions using different representations.
- Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
- Use properties of exponents to interpret expressions for exponential functions.
- Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

FUNCTIONS: Building Functions

M.01.15 Build a function that models a relationship between two quantities.
- Write a function that describes a relationship between two quantities.

FUNCTIONS: Linear, Quadratic, and Exponential Models

M.01.16 Construct and compare linear, quadratic, and exponential models and solve problems.
- Distinguish between situations that can be modeled with linear functions and with exponential functions.
- Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

**M.01.17 Interpret expressions for functions in terms of the situation they model.**
- Interpret the parameters in a linear or exponential function in terms of a context.

**GEOMETRY: Congruence**

**M.01.18 Experiment with transformations in the plane.**
- Know precise definitions of angle, circle, perpendicular line, and line segment, based on the undefined motions of point, line, distance along a line, and distance around a circular arc.

**GEOMETRY: Similarity, Right Triangles, And Trigonometry**

**M.01.19 Prove theorems involving similarity.**
- Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

**GEOMETRY: Geometric Measurement And Dimension**

**M.01.20 Explain volume formulas and use them to solve problems.**
- Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

**GEOMETRY: Modeling With Geometry**

**M.01.21 Apply geometric concepts in modeling situations.**
- Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).

**STATISTICS AND PROBABILITY: Interpreting Categorical and Quantitative Data**

**M.01.22 Summarize, represent and interpret data on a single count or measurable variable.**
- Represent data with plots on the real number line (dot plots, histograms, and box plots)
- Interpret differences in shape, center, and spread in the context of the data sets accounting for possible effects of extreme data points (outliers).

**M.01.23 Summarize, represent and interpret data on two categorical and quantitative variables.**
- Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the content of the data (including joint, marginal and conditional relative frequencies). Explain possible associations and trends in the data.

**M.01.24 Interpret linear models.**
- Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
- Distinguish between correlation and causation.

**READING**

**R.02.00 Demonstrate Reading skills appropriate to the Career and Technical Program and/or future career and education goals:**

**R.02.01 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
### R.02.02 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

### R.02.03 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas or events interact and develop over the course of the text.

### R.02.04 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- Application: Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context.

### R.02.05 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.

### R.02.06 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- Application: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.
- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**R.02.07** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- Translate quantitative or technical information expressed in words in a text into a visual form and translate information expressed visually or mathematically into words.
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**R.02.08** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**R.02.09** Draw evidence from literary or informational texts to support analysis, reflection and research.
- Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “letter from Birmingham Jail”), including how they address related themes and concepts.
- Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
- **Application:** Compare and contrast treatments of the same topic in several primary and secondary sources.
- Analyze seventeenth, eighteenth and nineteenth century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights and Lincoln’s Second Inaugural Address) for their themes, purposes and rhetorical features.

**R.02.10** Read and comprehend complex literary and informational texts independently and proficiently.

**LANGUAGE**

**L.03.00** Demonstrate Language skills appropriate to the Career and Technical Program and/or future career and education goals.

**L.03.01** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **L.03.02** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.  
  - Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.  
  - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  
  - Use a colon to introduce a list or quotation.  
  - Spell correctly.  
  - Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  
  - Observe hyphenation conventions. |   |
| **L.03.03** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.  
  - Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook, Turabian’s Manual for Writers*) appropriate for the discipline and writing type.  
  - Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |   |
| **L.03.04** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.  
  - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.  
  - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  
  - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).  
  - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word. |   |
<table>
<thead>
<tr>
<th><strong>L.03.05</strong> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td>• Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</td>
</tr>
<tr>
<td>• Analyze nuances in the meaning of words with similar denotations.</td>
</tr>
<tr>
<td>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td>• Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</td>
</tr>
<tr>
<td>• Analyze nuances in the meaning of words with similar denotations.</td>
</tr>
</tbody>
</table>

| **L.03.06** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression. |
COURSE TOPICS

*CONTACT HOURS PER TOPIC

*Contact hours based on reaching the necessary level of achievement for each topic.

I. Reading

   A. Interpret graphic information
      1. Maps
      2. Charts
      3. Graphs
   B. Identify words in context
      1. Homonyms
      2. Synonyms
      3. Antonyms
      4. Figures of speech
      5. General context
      6. Prefixes and Suffixes
   C. Recall information
      1. Main idea
      2. Sequence of events
      3. Cause-and-effect
   D. Understand construct meaning
      1. Fact and opinion
      2. Conclusions
      3. Generalizations
      4. Identifying characters role
   E. Evaluate/extended meaning
      1. Forming opinions
2. Writer's purpose
3. Elements of literary character
4. Techniques of literature
5. Types of literature

II. Mathematics Computations
    A. Whole numbers
       1. Add
       2. Subtract
       3. Multiply
       4. Divide
    B. Decimals
       1. Rounding
       2. Comparing
       3. Adding and Subtracting
       4. Multiplying and Dividing
       5. Applications

COURSE TOPICS (CONTINUED) *CONTACT HOURS PER TOPIC

C. Fractions
   1. Comparing
   2. Changing
   3. Adding and subtracting
   4. Multiplying and dividing
   5. Applications

III. Applied Mathematics
    A. Numeration
       1. Place value
       2. Ordering
       3. Comparing
    B. Number theory
       1. Sequence
       2. Equivalent
       3. Ratio and proportion
    C. Data interpretation
       1. Graphs
       2. Charts
       3. Tables
       4. Diagrams
    D. Pre algebra / algebra
       1. Adding and subtracting equations
       2. Multiplying and dividing equations
       3. Solving multi-step equations
       4. Using proportions to solve word problems
E. Measurements
   1. Length
   2. Width
   3. Height
   4. Weight
F. Geometry
   1. Shapes
   2. Lines
   3. Angles
   4. Plane figures
   5. Solid figures
G. Computation in contexts
   1. Word problems using decimals
   2. Word problems using fractions and percents
   3. Word problems using proportions
H. Estimation
   1. Word problems rounding decimals
   2. Word problems rounding fractions
   3. Word problems rounding percents

COURSE TOPICS (CONTINUED) *CONTACT HOURS PER TOPIC

IV. Language
   A. Usage
      1. Subject-verb agreement
      2. Verb tense and form
      3. Parts of speech
      4. Pronoun reference and antecedent agreement
   B. Sentence formation
      1. Subject/Predicate
      2. Complete sentence
      3. Run-ons
      4. Fragment
      5. Combining sentences
      6. Editing sentences
   C. Paragraph development
      1. Main idea
      2. Topic sentence
      3. Editing sentences
   D. Capitalization
   E. Punctuation
      1. End marks
      2. Commas
      3. Apostrophes
      4. Quotation marks
      5. Colon and semicolons
   F. Writing conventions
      1. Rules regarding addresses
2. Rules regarding business letters
3. Rules regarding personal letters

V. Spelling
   A. Identify vowel sounds
   B. Identify consonants
   C. Identify structural sounds
### SECTION 5 (To be completed for General Education courses only.)

**GENERAL EDUCATION LEARNING OUTCOME AREA** (Place an “X” in the box next to those that are applicable.)

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

### SECTION 6

**LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>TYPE OF OUTCOME (General Education, Course or Program)</th>
<th>METHOD OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify vocational interest and aptitude in making career choices.</td>
<td>Course</td>
</tr>
<tr>
<td>Demonstrate basic reading skills.</td>
<td>Course</td>
</tr>
<tr>
<td>Demonstrate basic language skills.</td>
<td>Course</td>
</tr>
<tr>
<td>Demonstrate basic mathematics skills.</td>
<td>Course</td>
</tr>
<tr>
<td>Demonstrate basic mathematics skills.</td>
<td>Course</td>
</tr>
<tr>
<td>Practice job acquisition and job retention skills.</td>
<td>Course</td>
</tr>
<tr>
<td>Demonstrate awareness of complementary skills.</td>
<td>Course</td>
</tr>
<tr>
<td>Demonstrate basic computer literacy.</td>
<td>Course</td>
</tr>
<tr>
<td>Demonstrate basic science skills.</td>
<td>Course</td>
</tr>
<tr>
<td>Demonstrate basic science skills as needed.</td>
<td>Course</td>
</tr>
<tr>
<td>Demonstrate basic social studies skills as needed.</td>
<td>Course</td>
</tr>
<tr>
<td>Demonstrate advanced mathematics skills as needed.</td>
<td>Course</td>
</tr>
</tbody>
</table>

### SECTION 6 (continued)

<table>
<thead>
<tr>
<th>TYPE OF OUTCOME (General Education, Course or Program)</th>
<th>METHOD OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate basic computer literacy.</td>
<td>Course</td>
</tr>
<tr>
<td>Demonstrate basic science skills.</td>
<td>Course</td>
</tr>
<tr>
<td>Demonstrate basic science skills as needed.</td>
<td>Course</td>
</tr>
<tr>
<td>Demonstrate basic social studies skills as needed.</td>
<td>Course</td>
</tr>
<tr>
<td>Demonstrate advanced mathematics skills as needed.</td>
<td>Course</td>
</tr>
</tbody>
</table>

### SECTION 7

**Faculty name(s):** Catherine F. Lester  
**Date:** 11/2/2009

CS20150615
FLORIDA STATE COLLEGE AT JACKSONVILLE
NON-COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: AAE 0001N

COURSE TITLE: AAE: Comprehensive Skills in Reading, Mathematics and Language (Reading, Mathematics, and Language) (Online)

PREREQUISITE(S): None

COREQUISITE(S): None

CONDITIONS: None

STUDENT CONTACT HOURS: 32

FACULTY WORKLOAD POINTS: 1.28

STANDARDIZED CLASS SIZE ALLOCATION: 27

CATALOG COURSE DESCRIPTION:

This course is designed to assist occupational and/or pre-college students to improve reading, writing, and math skills that are necessary to meet State certification requirements and to help students succeed in their respective Workforce Credit program of study.

SUGGESTED TEXT(S): None

IMPLEMENTATION DATE: Spring Term, 2004 (20042)

REVIEW OR MODIFICATION DATE: Spring Term, 2009 (20092) – Per APM 09-0202
Fall Term 2015 (20161) – Outline Review
PROGRAM TITLE: Applied Academics for Adult Education

COURSE TITLE: Comprehensive Skills in Reading, Mathematics and Language (Online)

CIP NUMBER: 1532010503

Program Frameworks can be found at the following website:

Special Notes:

Career and Education Planning

The following career development standards are designed to be integrated into the Applied Academics for Adult Education frameworks to assist students with career exploration and planning. Students can access Florida’s career information delivery system or a comparable system for career exploration and development of a career plan.

Standards

- CP.AAAE.01 Develop skills to locate, evaluate, and interpret career information.
- CP.AAAE.02 Identify interests, skills, and personal preferences that influence career and education choices.
- CP.AAAE.03 Identify career cluster and related pathways that match career and education goals.
- CP.AAAE.04 Develop and manage a career and education plan.

Digital Literacy (Technology)

Computer skills have become essential in today’s world. Students use a variety of technology tools such as calculators, cell phones and computers for multiple uses; communicate with friends and family, apply for
work, classroom instruction, testing and in the workplace. Technology standards are integrated in the instruction to demonstrate proficiency of the reading and language arts standards. (Example standards: Mathematics 4, Reading 7, Writing 6, and Speaking and Listening 5).

Standards

DL.AAAE.01 Develop basic keyboarding and numerical keypad skills.
DL.AAAE.02 Produce a variety of documents such as research papers, resumes, charts and tables using word processing programs.
DL.AAAE.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
DL.AAAE.04 Practice safe, legal and responsible sharing of information, data and opinions online.

Workforce Preparation Activities

The term “workforce preparation activities” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014).

The following activities should be integrated into the classroom instruction:

Critical Thinking
All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.

Teamwork
All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group’s goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.

Employment
All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.

Self-Management
All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.

Utilizing Resources
All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.

Using Information
All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.

Understanding Systems
All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

MATHEMATICS
<table>
<thead>
<tr>
<th>M.01.00</th>
<th>Demonstrate Mathematics skills appropriate to the Career and Technical Program and/or future career and education goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>NUMBER AND QUANTITY: The Real Number System</strong></td>
</tr>
<tr>
<td>M.01.01</td>
<td>Extend the properties of exponents to rational exponents.</td>
</tr>
<tr>
<td></td>
<td>• Rewrite expressions involving radicals and rational exponents using the properties of exponents.</td>
</tr>
<tr>
<td></td>
<td><strong>NUMBER AND QUANTITY: Quantities</strong></td>
</tr>
<tr>
<td>M.01.02</td>
<td>Reason quantitatively and use units to solve problems.</td>
</tr>
<tr>
<td></td>
<td>• Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</td>
</tr>
<tr>
<td></td>
<td>• Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</td>
</tr>
<tr>
<td></td>
<td><strong>ALGEBRA: Seeing Structure in Expressions</strong></td>
</tr>
<tr>
<td>M.01.03</td>
<td>Interpret the structure of expressions.</td>
</tr>
<tr>
<td></td>
<td>• Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</td>
</tr>
<tr>
<td>M.01.04</td>
<td>Write expressions in equivalent forms to solve problems.</td>
</tr>
<tr>
<td></td>
<td>• Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</td>
</tr>
<tr>
<td></td>
<td>• Factor a quadratic expression to reveal the zeros of the function it defines.</td>
</tr>
<tr>
<td></td>
<td><strong>ALGEBRA: Arithmetic with Polynomials and Rational Expressions</strong></td>
</tr>
<tr>
<td>M.01.05</td>
<td>Perform arithmetic operations on polynomials.</td>
</tr>
<tr>
<td></td>
<td>• Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction and multiplication; add, subtract and multiply polynomials.</td>
</tr>
<tr>
<td>M.01.06</td>
<td>Rewrite rational expressions</td>
</tr>
<tr>
<td></td>
<td>• Rewrite simple rational expressions in different forms; write ( \frac{a(x)}{b(x)} ) in the form ( q(x) + \frac{r(x)}{b(x)} ), where ( a(x) ), ( b(x) ), ( q(x) ) and ( r(x) ) are polynomials with the degree of ( r(x) ) less than the degree of ( b(x) ), using inspection, long division, or, for the more complicated examples, a computer algebra system.</td>
</tr>
<tr>
<td></td>
<td><strong>ALGEBRA: Creating Equations</strong></td>
</tr>
<tr>
<td>M.01.07</td>
<td>Create equations that describe numbers or relationships.</td>
</tr>
<tr>
<td></td>
<td>• Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions and simple rational and exponential functions.</td>
</tr>
<tr>
<td></td>
<td>• Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</td>
</tr>
<tr>
<td></td>
<td>• Represent constraints by equations or inequalities and by systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</td>
</tr>
<tr>
<td></td>
<td>• Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.</td>
</tr>
<tr>
<td></td>
<td><strong>ALGEBRA: Reasoning With Equations and Inequalities</strong></td>
</tr>
<tr>
<td>M.01.08 Understand solving equations as a process of reasoning and explain the reasoning.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Explain each step in solving simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</td>
<td></td>
</tr>
<tr>
<td>Solve simple rational and radical equations in one variable and give examples showing how extraneous solutions may arise.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M.01.09 Solve equations and inequalities in one equation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</td>
</tr>
<tr>
<td>Solve quadratic equations in one variable.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M.01.10 Solve systems of equations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M.01.11 Represent and solve equations and inequalities graphically.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</td>
</tr>
</tbody>
</table>

**FUNCTIONS: Interpreting Functions**

<table>
<thead>
<tr>
<th>M.01.12 Understand the concept of a function and use function notation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If $f$ is a function and $x$ is an element of its domain, then $f(x)$ denotes the output of $f$ corresponding to the input $x$. The graph of $f$ is the graph of the equation $y=f(x)$.</td>
</tr>
<tr>
<td>Use function notation, evaluate functions for inputs in their domains and interpret statements that use function notation in terms of a context.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M.01.13 Interpret functions that arise in applications in terms of the context.</th>
</tr>
</thead>
<tbody>
<tr>
<td>For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.</td>
</tr>
<tr>
<td>Relate the domain of a function to its graph and where applicable to the quantitative relationship it describes.</td>
</tr>
<tr>
<td>Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M.01.14 Analyze functions using different representations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</td>
</tr>
<tr>
<td>Use properties of exponents to interpret expressions for exponential functions.</td>
</tr>
<tr>
<td>Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</td>
</tr>
</tbody>
</table>

**FUNCTIONS: Building Functions**

<table>
<thead>
<tr>
<th>M.01.15 Build a function that models a relationship between two quantities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a function that describes a relationship between two quantities</td>
</tr>
</tbody>
</table>

**FUNCTIONS: Linear, Quadratic, and Exponential Models**

<table>
<thead>
<tr>
<th>M.01.16 Construct and compare linear, quadratic, and exponential models and solve problems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguish between situations that can be modeled with linear functions and with exponential functions.</td>
</tr>
</tbody>
</table>
- Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

**M.01.17 Interpret expressions for functions in terms of the situation they model.**
- Interpret the parameters in a linear or exponential function in terms of a context.

**GEOMETRY: Congruence**

**M.01.18 Experiment with transformations in the plane.**
- Know precise definitions of angle, circle, perpendicular line, and line segment, based on the undefined motions of point, line, distance along a line, and distance around a circular arc.

**GEOMETRY: Similarity, Right Triangles, And Trigonometry**

**M.01.19 Prove theorems involving similarity.**
- Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

**GEOMETRY: Geometric Measurement And Dimension**

**M.01.20 Explain volume formulas and use them to solve problems.**
- Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

**GEOMETRY: Modeling With Geometry**

**M.01.21 Apply geometric concepts in modeling situations.**
- Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).

**STATISTICS AND PROBABILITY: Interpreting Categorical and Quantitative Data**

**M.01.22 Summarize, represent and interpret data on a single count or measurable variable.**
- Represent data with plots on the real number line (dot plots, histograms, and box plots)
- Interpret differences in shape, center, and spread in the context of the data sets accounting for possible effects of extreme data points (outliers).

**M.01.23 Summarize, represent and interpret data on two categorical and quantitative variables.**
- Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the content of the data (including joint, marginal and conditional relative frequencies). Explain possible associations and trends in the data.

**M.01.24 Interpret linear models.**
- Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
- Distinguish between correlation and causation.

**READING**

**R.02.00 Demonstrate Reading skills appropriate to the Career and Technical Program and/or future career and education goals:**

**R.02.01 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.
- **Application:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **Application:** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

<table>
<thead>
<tr>
<th>R.02.02</th>
<th>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</td>
</tr>
<tr>
<td></td>
<td>- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R.02.03</th>
<th>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</td>
</tr>
<tr>
<td></td>
<td>- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</td>
</tr>
<tr>
<td></td>
<td>- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas or events interact and develop over the course of the text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R.02.04</th>
<th>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</td>
</tr>
<tr>
<td></td>
<td>- Application: Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R.02.05</th>
<th>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to other and the whole.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</td>
</tr>
<tr>
<td></td>
<td>- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R.02.06</th>
<th>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</td>
</tr>
</tbody>
</table>
- **Application:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.
- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

<table>
<thead>
<tr>
<th>R.02.07</th>
<th>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</td>
</tr>
<tr>
<td></td>
<td>Translate quantitative or technical information expressed in words in a text into a visual form and translate information expressed visually or mathematically into words.</td>
</tr>
<tr>
<td></td>
<td>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R.02.08</th>
<th>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R.02.09</th>
<th>Draw evidence from literary or informational texts to support analysis, reflection and research.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “letter from Birmingham Jail”), including how they address related themes and concepts.</td>
</tr>
<tr>
<td></td>
<td>Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</td>
</tr>
<tr>
<td></td>
<td><strong>Application:</strong> Compare and contrast treatments of the same topic in several primary and secondary sources.</td>
</tr>
<tr>
<td></td>
<td>Analyze seventeenth, eighteenth and nineteenth century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights and Lincoln’s Second Inaugural Address) for their themes, purposes and rhetorical features.</td>
</tr>
</tbody>
</table>

| R.02.10 | Read and comprehend complex literary and informational texts independently and proficiently. |

**LANGUAGE**

<table>
<thead>
<tr>
<th>L.03.00</th>
<th>Demonstrate Language skills appropriate to the Career and Technical Program and/or future career and education goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.03.01</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
</tbody>
</table>
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use parallel structure.
- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage*) as needed.

**L.03.02** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.
- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- Use a colon to introduce a list or quotation.
- Spell correctly.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Observe hyphenation conventions.

**L.03.03** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
- Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook, Turabian’s Manual for Writers*) appropriate for the discipline and writing type.
- Vary syntax for effect, consulting references (e.g., Tuft’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**L.03.04** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a
- word or determine or clarify its precise meaning, its part of speech, or its etymology.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.03.05** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.

**L.03.06** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.
INACTIVATE COURSE SPRING TERM 2019 (2192)

FLORIDA STATE COLLEGE AT JACKSONVILLE
NON-COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: AAE 0100
COURSE TITLE: Applied Academics for Adult Education - Reading
PREREQUISITE(S): None
COREQUISITE(S): None
TOTAL CONTACT HOURS: 32
FACULTY WORKLOAD POINTS: 1.28

STANDARDIZED CLASS SIZE
ALLOCATION: 22

COURSE DESCRIPTION:
This course is designed for students who tested at the equivalent of 9th grade and above but lack the required level of basic skills for completion of the CTE program. The number of hours spent by the student in a particular area will depend on the scores achieved on the Test of Adult Basic Education.

SUGGESTED TEXT(S): None

IMPLEMENTATION DATE: Fall Term, 1986 (871)

REVIEW OR MODIFICATION DATE: Fall Term, 1992 (931)
Fall Term, 2008 (20091) Outline Review 2007
Spring Term, 2009 (20092) – Per APM 09-0202
Fall Term 2015 (20161) Proposal 2015-31

COURSE STANDARDS
After successfully completing this course, the student will be able to demonstrate skills in reading that are needed to meet the requirements of the CTE program and/or future career and education goals.

Career and Education Planning
The following career development standards are designed to be integrated into the Applied Academics for Adult Education frameworks to assist students with career exploration and planning. Students can access Florida’s career information delivery system or a comparable system for career exploration and development of a career plan.

Standards

04.01 Develop skills to locate, evaluate, and interpret career information.
04.02 Identify interests, skills, and personal preferences that influence career and education choices.
04.03 Identify career cluster and related pathways that match career and education goals.
04.04 Develop and manage a career and education plan.
Technology

Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing and in the workplace. Technology standards are integrated in the instruction to demonstrate proficiency of the reading and language arts standards.

Standards

07.01 Develop basic keyboarding and numerical keypad skills.
07.02 Produce a variety of documents such as research papers, resumes, charts and tables using word processing programs.
07.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
07.04 Practice safe, legal and responsible sharing of information, data and opinions online.

R.02.00 Demonstrate Reading skills appropriate to the Career and Technical Program and/or future career and education goals:

R.02.01 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.02.02 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.02.03 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

R.02.04 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.02.05 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

R.02.06 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

R.02.07 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Course Standards (Continued)

R.02.08 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

R.02.09 Draw evidence from literary or informational texts to support analysis, reflection and research.

R.02.10 Read and comprehend complex literary and informational texts independently and proficiently.
## Florida State College at Jacksonville
### Course Learning Outcomes and Assessment

### SECTION 1
- **Course Prefix and Number:** AAE 0100
- **Semester Credit Hours (Credit):** 
  - **Contact Hours (Workforce):** 32
- **Course Title:** Basic Reading Skills

### SECTION 2a (To be completed for General Education courses only.)
**TYPE OF COURSE** (Place an “X” in the box next to those that are applicable.)
- General Education Core (If selected, core discipline area will be identified in Section 4.)
- General Education (If selected, you must also complete Section 4, Section 5, and Section 8.)

### SECTION 2b
**TYPE OF COURSE** (Place an “X” in the box next to those that are applicable.)
- A.A. Elective
- A.A.S. Required Course
- A.A.S. Professional Elective
- A.S. Required Course
- A.S. Professional Elective
- Technical Certificate
- PSAV/Clock Hour/Workforce Development Education
- Apprenticeship
- Upper Division/Bachelors
- Upper Division/Bachelors X
- Upper Division/Bachelors Other: Adult Education

### SECTION 3
**INTELECTUAL COMPETENCIES** (Place an “X” in the box next to those that are applicable.)
- X Reading
- Speaking
- Critical Analysis
- Qualitative Skills
- Scientific Method of Inquiry
- Writing
- Listening
- Information Literacy
- Ethical Judgement
- Working Collaboratively

### SECTION 4 (To be completed for General Education courses only.)
**GENERAL EDUCATION DISCIPLINE AREA** (Place an “X” in the box next to those that are applicable.)
- Communications
- Humanities
- Mathematics
- Social and Behavioral Sciences
- Natural Sciences

### SECTION 5 (To be completed for General Education courses only.)
**GENERAL EDUCATION LEARNING OUTCOME AREA** (Place an “X” in the box next to those that are applicable.)
- Communication
- Critical Thinking
- Information Literacy
- Scientific and Quantitative Reasoning
- Global Sociocultural Responsibility

### SECTION 6
**LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>TYPE OF OUTCOME (General Education, Course or Program)</th>
<th>METHOD OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>R.02.00 Demonstrate Reading skills appropriate to the Career and Technical Program and/or future career and education goals;</td>
<td>Course</td>
</tr>
<tr>
<td>LEARNING OUTCOMES</td>
<td>TYPE OF OUTCOME (General Education, Course or Program)</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------------</td>
</tr>
</tbody>
</table>
| R.02.01 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  
• Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.  
• Application: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  
• Application: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. | Course | Test of Adult Basic Education (TABE) |
| R.02.02 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  
• Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  
• Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. | Course | Test of Adult Basic Education (TABE) |
| R.02.03 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  
• Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.  
• Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.  
• Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas or events interact and develop over the course of the text. | Course | Test of Adult Basic Education (TABE) |
<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>TYPE OF OUTCOME (General Education, Course or Program)</th>
<th>METHOD OF ASSESSMENT</th>
</tr>
</thead>
</table>
| R.02.04 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  
  • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.  
  • Application: Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context. | Course | Test of Adult Basic Education (TABE) |
| R.02.05 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  
  • Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.  
  • Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging. | Course | Test of Adult Basic Education (TABE) |
| R.02.06 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  
  • Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.  
  • Application: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.  
  • Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.  
  • Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. | Course | Test of Adult Basic Education (TABE) |
<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>TYPE OF OUTCOME (General Education, Course or Program)</th>
<th>METHOD OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>R.02.07 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. • Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • Translate quantitative or technical information expressed in words in a text into a visual form and translate information expressed visually or mathematically into words. • Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</td>
<td>Course</td>
<td>Test of Adult Basic Education (TABE)</td>
</tr>
<tr>
<td>R.02.08 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</td>
<td>Course</td>
<td>Test of Adult Basic Education (TABE)</td>
</tr>
<tr>
<td>R.02.09 Draw evidence from literary or informational texts to support analysis, reflection and research. • Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. • Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. • Application: Compare and contrast treatments of the same topic in several primary and secondary sources. • Analyze seventeenth, eighteenth and nineteenth century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights and Lincoln’s Second Inaugural Address) for their themes, purposes and rhetorical features.</td>
<td>Course</td>
<td>Test of Adult Basic Education (TABE)</td>
</tr>
<tr>
<td>R.02.10 Read and comprehend complex literary and informational texts independently and proficiently.</td>
<td>Course</td>
<td>Test of Adult Basic Education (TABE)</td>
</tr>
<tr>
<td><strong>SECTION 7</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty name(s):</td>
<td>Janet Crosby</td>
<td>Date:</td>
</tr>
</tbody>
</table>

CS20150615

INACTIVATE COURSE SPRING TERM 2019 (2192)

FLORIDA STATE COLLEGE AT JACKSONVILLE

NON-COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: AAE 0200

COURSE TITLE: Applied Academics for Adult Education - Math

PREREQUISITE(S): None

COREQUISITE(S): None

TOTAL CONTACT HOURS: 32

FACULTY WORKLOAD POINTS: 1.28

STANDARDIZED CLASS SIZE ALLOCATION: 22
COURSE DESCRIPTION:

This course is designed for students who tested at the equivalent of 9th grade and above but lack the required level of basic skills for completion of the CTE program.

The number of hours spent in a particular area will depend on the scores achieved on the Test of Adult Basic Education.

SUGGESTED TEXT(S): None

IMPLEMENTATION DATE: Fall Term, 1986 (871)

REVIEW OR MODIFICATION DATE: Fall Term, 1992 (931)
Fall Term, 2008 (20091) – Outline Review 2007
Spring Term, 2009 (20092) – Per APM 09-0202
Fall Term 2015 (20161) – Proposal 2015-31

COURSE STANDARDS

After successfully completing this course, the student will be able to demonstrate skills in mathematics that are needed to meet the requirements of the CTE program and/or future career and education goals.

Career and Education Planning

The following career development standards are designed to be integrated into the Applied Academics for Adult Education frameworks to assist students with career exploration and planning. Students can access Florida’s career information delivery system or a comparable system for career exploration and development of a career plan.

Standards

04.01 Develop skills to locate, evaluate, and interpret career information.
04.02 Identify interests, skills, and personal preferences that influence career and education choices.
04.03 Identify career cluster and related pathways that match career and education goals.
04.04 Develop and manage a career and education plan.

Technology

Computer skills have become essential in today’s world. Students use a variety of technology tools such as calculators, cell phones and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing and in the workplace. Technology standards are integrated in the instruction to demonstrate proficiency of the reading and language arts standards.

Standards

07.01 Develop basic keyboarding and numerical keypad skills.
07.02 Produce a variety of documents such as research papers, resumes, charts and tables using word processing programs.
07.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
07.04 Practice safe, legal and responsible sharing of information, data and opinions online.

COURSE TOPICS

CONTACT HOURS PER TOPIC
M.01.00 Demonstrate Mathematics skills appropriate to the Career and Technical Program and/or future career and education goals:

NUMBER AND QUANTITY:

The Real Number System
M.01.01 Extend the properties of exponents to rational exponents.

Quantities
M.01.02 Reason quantitatively and use units to solve problems.

ALGEBRA:

Seeing Structure in Expressions
M.01.03 Interpret the structure of expressions.
M.01.04 Write expressions in equivalent forms to solve problems.

Arithmetic with Polynomials and Rational Expressions
M.01.05 Perform arithmetic operations on polynomials
M.01.06 Rewrite rational expressions

Creating Equations
M.01.07 Create equations that describe numbers or relationships.

Reasoning With Equations and Inequalities
M.01.08 Understand solving equations as a process of reasoning and explain the reasoning.
M.01.09 Solve equations and inequalities in one equation.
M.01.10 Solve systems of equations.
M.01.11 Represent and solve equations and inequalities graphically.

FUNCTIONS:

Interpreting Functions
M.01.12 Understand the concept of a function and use function notation.
M.01.13 Interpret functions that arise in applications in terms of the context.
M.01.14 Analyze functions using different representations.

Building Functions
M.01.15 Build a function that models a relationship between two quantities.

Linear, Quadratic, and Exponential Models
M.01.16 Construct and compare linear, quadratic, and exponential models and solve problems.
M.01.17 Interpret expressions for functions in terms of the situation they model.

GEOMETRY:

Congruence
M.01.18 Experiment with transformations in the plane.

COURSE TOPICS (Continued) CONTACT HOURS

PER TOPIC
**Similarity, Right Triangles, and Trigonometry**
M.01.19 Prove theorems involving similarity.

**Geometric Measurement and Dimension**
M.01.20 Explain volume formulas and use them to solve problems.

**Modeling with Geometry**
M.01.21 Apply geometric concepts in modeling situations.
M.01.22 Summarize, represent and interpret data on a single count or measurable variable.
M.01.23 Summarize, represent and interpret data on two categorical and quantitative variables.
M.01.24 Interpret linear models.

---

### Florida State College at Jacksonville

#### Course Learning Outcomes and Assessment

<table>
<thead>
<tr>
<th>SECTION 1</th>
<th>AAE-0200</th>
<th>Semester Credit Hours (Credit): 32</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number:</td>
<td>Course Title: Basic Mathematics Skills</td>
<td>Contact Hours (Workforce):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>32</td>
</tr>
</tbody>
</table>

**SECTION 2a (To be completed for General Education courses only.)**

**TYPE OF COURSE (Place an “X” in the box next to those that are applicable.)**

- General Education Core (If selected, core discipline area will be identified in Section 4.)
- General Education (If selected, you must also complete Section 4, Section 5, and Section 8.)

**SECTION 2b**

**TYPE OF COURSE (Place an “X” in the box next to those that are applicable.)**

<table>
<thead>
<tr>
<th>A.A. Elective</th>
<th>A.S. Required Course</th>
<th>A.S. Professional Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.A.S. Required Course</td>
<td>A.A.S. Professional Elective</td>
<td>Technical Certificate</td>
</tr>
<tr>
<td>PSAV/Clock Hour/Workforce</td>
<td>Development Education</td>
<td>Apprenticeship</td>
</tr>
<tr>
<td>Upper-Division/Bachelors</td>
<td>X</td>
<td>Other: Adult Education</td>
</tr>
</tbody>
</table>
SECTION 3
INTELECTUAL COMPETENCIES (Place an “X” in the box next to those that are applicable.)

<table>
<thead>
<tr>
<th>Reading</th>
<th>Speaking</th>
<th>Critical Analysis</th>
<th>Qualitative Skills</th>
<th>Scientific Method of Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>Listening</th>
<th>Information Literacy</th>
<th>Ethical Judgement</th>
<th>Working Collaboratively</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION 4 (To be completed for General Education courses only.)
GENERAL EDUCATION DISCIPLINE AREA (Place an “X” in the box next to those that are applicable.)

<table>
<thead>
<tr>
<th>Communications</th>
<th>Humanities</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

SECTION 5 (To be completed for General Education courses only.)
GENERAL EDUCATION LEARNING OUTCOME AREA (Place an “X” in the box next to those that are applicable.)

<table>
<thead>
<tr>
<th>Communication</th>
<th>Critical Thinking</th>
<th>Information Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scientific and Quantitative Reasoning</th>
<th>Global Sociocultural Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION 6
LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>TYPE OF OUTCOME (General Education, Course or Program)</th>
<th>METHOD OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.01.00 Demonstrate Mathematics skills appropriate to the Career and Technical Program and/or future career and education goals:</td>
<td>Course Test of Adult Basic Education (TABE)</td>
</tr>
<tr>
<td>NUMBER AND QUANTITY: The Real Number System</td>
<td></td>
</tr>
<tr>
<td>M.01.01 Extend the properties of exponents to rational exponents.</td>
<td>Course Test of Adult Basic Education (TABE)</td>
</tr>
<tr>
<td>• Rewrite expressions involving radicals and rational exponents using the properties of exponents</td>
<td></td>
</tr>
</tbody>
</table>

SECTION 6 (Continued)

<table>
<thead>
<tr>
<th>TYPE OF OUTCOME (General Education, Course or Program)</th>
<th>METHOD OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER AND QUANTITY: Quantities M.01.02 Reason quantitatively and use units to solve problems.</td>
<td>Course Test of Adult Basic Education (TABE)</td>
</tr>
<tr>
<td>• Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</td>
<td></td>
</tr>
<tr>
<td>• Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</td>
<td></td>
</tr>
<tr>
<td>ALGEBRA: Seeing Structure in Expressions M.01.03 Interpret the structure of expressions.</td>
<td>Course Test of Adult Basic Education (TABE)</td>
</tr>
<tr>
<td>LEARNING OUTCOMES</td>
<td>TYPE OF OUTCOME (General Education, Course or Program)</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>ALGEBRA: Arithmetic with Polynomials and Rational Expressions</td>
<td>M.01.04 Write expressions in equivalent forms to solve problems.</td>
</tr>
<tr>
<td>M.01.05 Perform arithmetic operations on polynomials.</td>
<td>Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</td>
</tr>
<tr>
<td>M.01.06 Rewrite rational expressions</td>
<td>M.01.04 Write expressions in equivalent forms to solve problems.</td>
</tr>
<tr>
<td></td>
<td>Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</td>
</tr>
<tr>
<td></td>
<td>Rewrite simple rational expressions in different forms: write ( \frac{a(x)}{b(x)} ) in the form ( q(x) + r(x) ), where ( a(x), b(x), q(x) ) and ( r(x) ) are</td>
</tr>
</tbody>
</table>
polynomials with the degree of \( r(x) \) less than \( b(x) \), using inspection, long division, or, for the more complicated examples, a computer algebra system.

**ALGEBRA: Creating Equations**

M.01.07 Create equations that describe numbers or relationships.

- Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions and simple rational and exponential functions.

- Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

- Represent constraints by equations or inequalities and by systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.

- Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

<table>
<thead>
<tr>
<th>TYPE OF OUTCOME (General Education, Course or Program)</th>
<th>METHOD OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALGEBRA: Reasoning With Equations and Inequalities</td>
<td></td>
</tr>
<tr>
<td>M.01.08 Understand solving equations as a process of reasoning and explain the reasoning.</td>
<td></td>
</tr>
<tr>
<td>Explain each step in solving simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</td>
<td>Course</td>
</tr>
</tbody>
</table>
- Solve simple rational and radical equations in one variable and give examples showing how extraneous solutions may arise.

M.01.9 Solve equations and inequalities in one equation.

- Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

- Solve quadratic equations in one variable.

M.01.10 Solve systems of equations.

- Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

M.01.11 Represent and solve equations and inequalities graphically.

- Understand the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

<table>
<thead>
<tr>
<th>SECTION 6 (Continued)</th>
<th>TYPE OF OUTCOME (General Education, Course or Program)</th>
<th>METHOD OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING OUTCOMES</td>
<td>M.01.12 Understand the concept of a function and use function notation.</td>
<td>Course</td>
</tr>
<tr>
<td></td>
<td>M.01.13 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If ( f ) is a function and ( x ) is an element of its domain, then ( f(x) ) denotes the output of ( f )</td>
<td>Test of Adult Basic Education (TABE)</td>
</tr>
</tbody>
</table>
corresponding to the input \( x \). The graph of \( f \) is the graph of the equation \( y = f(x) \).

- Use function notation, evaluate functions for inputs in their domains and interpret statements that use function notation in terms of a context.

M.01.13 Interpret functions that arise in applications in terms of the context.

- For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.

- Relate the domain of a function to its graph and where applicable to the quantitative relationship it describes.

- Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

M.01.14 Analyze functions using different representations.

- Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

- Use properties of exponents to interpret expressions for exponential functions.

- Compare properties of two functions each represented in a different way (Algebraically, graphically, numerically in tables, or by verbal descriptions).

<table>
<thead>
<tr>
<th>SECTION 6 (Continued)</th>
<th>TYPE OF OUTCOME (General Education, Course or Program)</th>
<th>METHOD OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEARNING OUTCOMES</strong></td>
<td><strong>FUNCTIONS: Building Functions</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M.01.15.15 Build a function that models a relationship between two quantities.</td>
<td>Course</td>
</tr>
<tr>
<td></td>
<td>+ Write a function that describes a relationship between two quantities</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>FUNCTIONS: Linear, Quadratic, and Exponential Models</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>+</td>
<td></td>
</tr>
</tbody>
</table>

- Test of Adult Basic Education (TABE)
| M.01.16 Construct and compare linear, quadratic, and exponential models and solve problems.  
| - Distinguish between situations that can be modeled with linear functions and with exponential functions.  
| - Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.  
| - Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.  
| M.01.17 Interpret expressions for functions in terms of the situation they model.  
| - Interpret the parameters in a linear or exponential function in terms of a context.  
| GEOMETRY: Congruence  
| M.01.18 Experiment with transformations in the plane.  
| - Know precise definitions of angle, circle, perpendicular line, and line segment, based on the undefined motions of point, line, distance along a line, and distance around a circular arc.  
| Course Test of Adult Basic Education (TABE)  
| GEOMETRY: Similarity, Right Triangles, And Trigonometry  
| M.01.19 Prove theorems involving similarity.  
| - Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.  
| Course Test of Adult Basic Education (TABE)  
| SECTION 6 (Continued)  
| LEARNING OUTCOMES | TYPE OF OUTCOME (General Education, Course or Program) | METHOD OF ASSESSMENT  
| GEOMETRY: Geometric Measurement And Dimension  
| M.01.20 Explain volume formulas and use them to solve problems.  
| - Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.  
| Course Test of Adult Basic Education (TABE)  

63
### GEOMETRY: Modeling With Geometry

**M.01.21** Apply geometric concepts in modeling situations.
- Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).

**M.01.22** Summarize, represent and interpret data on a single count or measurable variable.
- Represent data with plots on the real number line (dot plots, histograms, and box plots).
- Interpret differences in shape, center, and spread in the context of the data sets accounting for possible effects of extreme data points (outliers).

**M.01.23** Summarize, represent and interpret data on two categorical and quantitative variables.
- Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the content of the data (including joint, marginal and conditional relative frequencies). Explain possible associations and trends in the data.

**M.01.24** Interpret linear models.
- Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
- Distinguish between correlation and causation.

---

**SECTION 7**

**Faculty name(s):** Janet Crosby

**Date:** 9/15/2015

---

CS20150615

INACTIVATE COURSE SPRING TERM 2019 (2192)

---

**FLORIDA STATE COLLEGE AT JACKSONVILLE**

**NON-COLLEGE CREDIT COURSE OUTLINE**

---

**COURSE NUMBER:** AAE 0300

**COURSE TITLE:** Applied Academics for Adult Education - Language

**PREREQUISITE(S):** None
COREQUISITE(S): None

TOTAL CONTACT HOURS: 32

(For Office Use Only:
Vocational Credits ______)

FACULTY WORKLOAD POINTS: 1.28

STANDARDIZED CLASS SIZE ALLOCATION: 22

COURSE DESCRIPTION:

This course is designed for students who tested at the equivalent of 9th grade and above but lack the required level of basic skills for completion of the CTE program. The number of hours spent by the student in a particular area will depend on the scores achieved on the Test of Adult Basic Education.

SUGGESTED TEXT(S): None

IMPLEMENTATION DATE: Fall Term, 1992 (931)

REVIEW OR MODIFICATION DATE: Fall Term, 2008 (20091) – Outline Review 2007
Spring Term, 2009 (20092) – Per APM 09-0202
Fall Term 2015 (20161) - Proposal 2015-31

COURSE STANDARDS

After successfully completing this course, the student will be able to demonstrate skills in language that are needed to meet the requirements of the CTE program and/or future career and education goals.

Career and Education Planning

The following career development standards are designed to be integrated into the Applied Academics for Adult Education frameworks to assist students with career exploration and planning. Students can access Florida’s career information delivery system or a comparable system for career exploration and development of a career plan.

Standards
04.01 Develop skills to locate, evaluate, and interpret career information.
04.02 Identify interests, skills, and personal preferences that influence career and education choices.
04.03 Identify career cluster and related pathways that match career and education goals.
04.04 Develop and manage a career and education plan.

Technology

Computer skills have become essential in today’s world. Students use a variety of technology tools such as calculators, cell phones and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing and in the workplace. Technology standards are integrated in the instruction to demonstrate proficiency of the reading and language arts standards.

Standards
07.01 Develop basic keyboarding and numerical keypad skills.
07.02 Produce a variety of documents such as research papers, resumes, charts and tables using word processing programs.
07.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
07.04 Practice safe, legal and responsible sharing of information, data and opinions online.

<table>
<thead>
<tr>
<th>CONTACT HOURS</th>
<th>COURSE TOPICS</th>
<th>PER TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**L.03.00** Demonstrate Language skills appropriate to the Career and Technical Program and/or future career and education goals.

**L.03.01** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**L.03.02** Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.

**L.03.03** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

**L.03.04** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.

**L.03.05** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**L.03.06** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.
### SECTION 2b

**TYPE OF COURSE** (Place an “X” in the box next to those that are applicable.)

<table>
<thead>
<tr>
<th>A.A. Elective</th>
<th>A.S. Required Course</th>
<th>A.S. Professional Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.A.S. Required Course</td>
<td>A.A.S. Professional Elective</td>
<td>Technical Certificate</td>
</tr>
<tr>
<td>PSAV/Clock Hour/Workforce</td>
<td>Development Education</td>
<td>Apprenticeship</td>
</tr>
<tr>
<td>Upper Division/Bachelors</td>
<td>X</td>
<td>Other: Adult Education</td>
</tr>
</tbody>
</table>

### SECTION 3

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

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

### SECTION 4 (To be completed for General Education courses only.)

**GENERAL EDUCATION DISCIPLINE AREA** (Place an “X” in the box next to those that are applicable.)

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

### SECTION 5 (To be completed for General Education courses only.)

**GENERAL EDUCATION LEARNING OUTCOME AREA** (Place an “X” in the box next to those that are applicable.)

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

### SECTION 6

**LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>TYPE OF OUTCOME (General Education, Course or Program)</th>
<th>METHOD OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.03.00 Demonstrate Language skills appropriate to the Career and Technical Program and/or future career and education goals.</td>
<td>Course</td>
</tr>
</tbody>
</table>

### SECTION 6 (Continued)

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>TYPE OF OUTCOME (General Education, Course or Program)</th>
<th>METHOD OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.03.01 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>Course</td>
<td>Test of Adult Basic Education (TABE)</td>
</tr>
<tr>
<td>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use parallel structure.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
• Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
• Resolve issues of complex or contested usage, consulting references (e.g., Merriam Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.

<table>
<thead>
<tr>
<th>L.03.02 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</td>
<td>Test of Adult Basic Education (TABE)</td>
</tr>
<tr>
<td>• Use a colon to introduce a list or quotation.</td>
<td></td>
</tr>
<tr>
<td>• Spell correctly.</td>
<td></td>
</tr>
<tr>
<td>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td></td>
</tr>
<tr>
<td>• Observe hyphenation conventions.</td>
<td></td>
</tr>
</tbody>
</table>

**SECTION 6 (Continued)**

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>TYPE OF OUTCOME (General Education, Course or Program)</th>
<th>METHOD OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.03.03 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.</td>
<td>Course</td>
<td>Test of Adult Basic Education (TABE)</td>
</tr>
<tr>
<td>• Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Handbook, Turabian’s Manual for Writers | appropriate for the discipline and writing type.  
• Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |

| L.03.04 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.  
• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.  
• Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  
• Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).  
• Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.  
• Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

| Course | Test of Adult Basic Education (TABE) |
### SECTION 6 (Continued)

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>TYPE OF OUTCOME (General-Education, Course or Program)</th>
<th>METHOD OF ASSESSMENT</th>
</tr>
</thead>
</table>
| L.03.05 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  
  • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
  • Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  
  • Analyze nuances in the meaning of words with similar denotations.  
  • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
  • Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.  
  Analyze nuances in the meaning of words with similar denotations. |Course | Test of Adult Basic Education (TABE) |
| L.03.06 Acquire and use accurately a range of general-academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression |Course | Test of Adult Basic Education (TABE) |

### SECTION 7

| Faculty name(s): | Janet Crosby | Date: | 9/15/2015 |

CS20150615

### VIII. Addenda

Identify any addenda that will enhance the proposal submission.

### Key Topics

- [✓] Faculty Support (Optional)
ADDENDUM A
Faculty Support (Optional)

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

Faculty Correspondence

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td></td>
</tr>
</tbody>
</table>
Was the proposal submitted electronically to faculty members for review and feedback?  
If YES, please provide the date of the electronic correspondence.  

| Date | 10/4/2018 |

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.

| Yes | No |
| Date | |

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

<table>
<thead>
<tr>
<th># Yes Votes</th>
<th># No Votes</th>
<th># Abstention</th>
</tr>
</thead>
</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>
</table>
| Pearl Wharton-Gill | 1. What is the difference between the 2 courses: # AAE 0001A and AAE 0100N?  
   A: A is 100% face-to-face and N is 100% Online  
   2. Is the comprehensive course a new direction the FLDOE is going for Adult Ed?  
   A: It appears that way |

---

If additional space is required for faculty comments, please insert additional pages as needed.

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

<table>
<thead>
<tr>
<th>Faculty Member(s)</th>
<th>Name(s)</th>
<th>Telephone No.</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pearl Wharton-Gill</td>
<td>904-632-5043</td>
<td><a href="mailto:pwharton@fscj.edu">pwharton@fscj.edu</a></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.

<table>
<thead>
<tr>
<th>Instructional Program Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name(s)</strong></td>
</tr>
<tr>
<td><strong>Title(s)</strong></td>
</tr>
<tr>
<td><strong>Provisions</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Comments</strong></td>
</tr>
<tr>
<td><strong>Signature</strong></td>
</tr>
<tr>
<td><strong>Date</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Director</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name(s)</strong></td>
</tr>
<tr>
<td><strong>Title(s)</strong></td>
</tr>
<tr>
<td><strong>Provisions</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Comments</strong></td>
</tr>
<tr>
<td><strong>Signature</strong></td>
</tr>
<tr>
<td><strong>Date</strong></td>
</tr>
</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.

<table>
<thead>
<tr>
<th>Office of Curriculum Services Technical and Quality Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provisions</strong></td>
</tr>
<tr>
<td>☒ Technical Review Complete</td>
</tr>
<tr>
<td>Initials: RN</td>
</tr>
<tr>
<td>Date: 10/30/2018</td>
</tr>
<tr>
<td>☒ Quality Review Complete</td>
</tr>
<tr>
<td>Initials: RN</td>
</tr>
<tr>
<td>Date: 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.

<table>
<thead>
<tr>
<th>SACSCOC Accreditation Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name(s)</strong></td>
</tr>
<tr>
<td><strong>Provisions</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Comments</td>
</tr>
<tr>
<td><strong>Signature</strong></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.*

<table>
<thead>
<tr>
<th>Vice President of FSCJ Online and Workforce Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name(s)</strong></td>
</tr>
<tr>
<td><strong>Title(s)</strong></td>
</tr>
<tr>
<td><strong>Provisions</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Comments</strong></td>
</tr>
<tr>
<td><strong>Signature</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Committee Chair <em>(Faculty Senate President)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name(s)</strong></td>
</tr>
</tbody>
</table>

75
Once the proposal has been presented to the Curriculum Committee and a recommendation has been made, the Office of Curriculum Services will forward the proposal along with any supporting documentation to the Provost/Vice President of Academic Affairs with a request for review and signature.

**Provost/Vice President of Academic Affairs**

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Dr. John Wall</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Provisions</th>
<th>☒ Approve</th>
<th>☐ Do Not Approve</th>
<th>☐ Approve with Conditions Noted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date 11/15/2018</th>
</tr>
</thead>
</table>

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

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

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