Program and Course Curriculum Proposal

Curriculum Proposal Title:
English for Speakers of Other Languages State-Mandated Changes
Adult English for Speakers of Other Languages (ESOL) (8500) (N.C.); Adult ESOL College and Career Readiness (8501) (N.C.); English Literacy for Career and Technical Education (ELCATE) (8503) (N.C.) Program and Course Modifications; Citizenship (8520) (N.C.) Program and Course Inactivations

Curriculum Proposal Originator(s):
Professors Aileen Marsh and Catherine Rifkin

The Office of Curriculum Services Use Only
Once the Office of Curriculum Services receives a complete proposal with the required signatures, a tracking number will be assigned, and a thorough technical review will be conducted with findings communicated to the faculty members, instructional program managers or department chairs and directors or deans.

Date Received by the Office of Curriculum Services
December 31, 2019

Tracking Number Assigned by the Office of Curriculum Services
2019-02
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*Obtained by Proposal Originator(s) Prior to Submission to Curriculum Services*
- ✔ Faculty Member
- ✔ Instructional Program Manager or Department Chair
- ✔ Director or Dean

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

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

Key Topics

- Title and Actions
- Implementation Term
- Summary
- 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

English for Speakers of Other Languages State-Mandated Changes
Adult English for Speakers of Other Languages (ESOL) (8500) (N.C.); Adult ESOL College and Career Readiness (8501) (N.C.); English Literacy for Career and Technical Education (ELCATE) (8503) (N.C.) Program and Course Modifications; Citizenship (8520) (N.C.) Program and Course Inactivations

Action(s)

☐ New Program ☐ Modify Program ☒ Inactivate Program ☐ Reactivate Program

☐ New Course ☒ Modify Course ☒ 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.

Academic Year: Modifications 2019

Academic Term: 2198

Academic Season: Fall

Academic Year: Inactivates 2019

Academic Term: 2158 (July 1)

Academic Season: Fall

Summary

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

Per state and federal mandates the ESOL program curriculum is defined by Florida Department of Education. Due to updates in July 2018, curriculum changes must be fully implemented by Fall 2019. The following programs and courses require modification:

Adult English for Speakers of Other Languages (ESOL) (8500) (N.C.)
- ELL 0115 English Language Learner: Foundations Level 1 (Face-to-Face)
- ELL 0215 English Language Learner: Low Beginning Level 2 (Face-to-Face)
- ELL 0315 English Language Learner: High Beginning Level 3 (Face-to-Face)
- ELL 0415 English Language Learner: Low Intermediate Level 4 (Face-to-Face)
- ELL 0515 English Language Learner: High Intermediate Level 5 (Face-to-Face)
- ELL 0516 English Language Learner: High Intermediate Level 5 (Online)
- ELL 0615 English Language Learner: Advanced Level 6 (Face-to-Face)
- ELL 0616 English Language Learner: Advanced Level 6 (Online)
- ELL 0625 English Language Learner: Advanced Level 6 (Face-to-Face)
- ELL 0626 English Language Learner: Advanced Level 6 (Online)

English Literacy for Career and Technical Education (ELCATE) (8503) (N.C.)
- ELL 0531 English Language Learner: English Literacy for Career and Technical Education Level 5 (Face-to-Face)
- ELL 0532 English Language Learner: English Literacy for Career and Technical Education Level 5 (Online)
- ELL 0631 English Language Learner: English Literacy for Career and Technical Education Level 6 (Face-to-Face)
- ELL 0632 English Language Learner: English Literacy for Career and Technical Education Level 6 (Online)

Adult ESOL College and Career Readiness (8501) (N.C.)
- ELL 0815 - English Language Learner: College and Career Readiness I (Face-to-Face)
- ELL 0816 - English Language Learner: College and Career Readiness I (Online)
- ELL 0825 - College and Career Readiness II (Face-to-Face)
- ELL 0826 - College and Career Readiness II (Online)
### Summary (continued)

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

Per state and federal mandates, the ESOL Program curriculum is defined by Florida Department of Education. Due to updates in July 2018, curriculum changes must be fully implemented by July 2019. The following program and courses require inactivation:

**Citizenship (8520) (N.C.)**
- ELL 0550 Citizenship I Low Intermediate (Face-to-Face)
- ELL 0551 Citizenship I Low Intermediate (Online)
- ELL 0650 Citizenship II High Intermediate (Face-to-Face)
- ELL 0651 Citizenship II High Intermediate (Online)
- ELL 0750 Citizenship III Advanced (Face-to-Face)
- ELL 0751 Citizenship III Advanced (Online)

### 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>College Strategic Goal: Increase the Success of FSCJ Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Priority 1</td>
</tr>
<tr>
<td>Strategic Priority 2</td>
</tr>
<tr>
<td>Strategic Priority 3</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:

| Business Partnerships | ☐ | Yes | ☒ | No |
| Grant Requirements | IELCE (Integrated English Literacy and Civics Education) and AGE Grants | ☒ | Yes | ☐ | No |
| Faculty Collaboration | Full-time ESOL faculty | ☒ | Yes | ☐ | No |
| Other | ☐ | Yes | ☒ | No |

*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:

<p>| Equipment/Supplies | ☐ | Yes | ☒ | No |
| Faculty Resources | ☐ | Yes | ☒ | No |
| Materials/Software | ☐ | Yes | ☒ | No |
| Other | ☐ | Yes | ☒ | No |</p>
<table>
<thead>
<tr>
<th>Articulation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current internal and external articulation agreements</strong> are available <a href="#">online</a> 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Will the actions identified within the proposal affect existing articulation agreements?</th>
<th>☐</th>
<th>Yes</th>
<th>☒</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If YES, identify any existing articulation agreements designed to facilitate the timely completion of the identified action(s) within this proposal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 Education - ESOL
- [ ] Other

Use this space to identify program type if not listed.

**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

**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>Adult English for Speakers of Other Languages (ESOL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Hours (Assigned by FLDOE)</td>
<td>1,152 - 2,700 Maximum Recommended</td>
</tr>
<tr>
<td>State CIP Number (Assigned by FLDOE)</td>
<td>1532010300</td>
</tr>
<tr>
<td>Federal CIP Number (Assigned by USDOE-NCES)</td>
<td>320103</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Title (Assigned by FLDOE)</th>
<th>English Literacy for Career and Technical Education (ELCATE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Hours (Assigned by FLDOE)</td>
<td>576 450 Maximum Recommended Per Level</td>
</tr>
<tr>
<td>State CIP Number (Assigned by FLDOE)</td>
<td>1532010301</td>
</tr>
<tr>
<td>Federal CIP Number (Assigned by USDOE-NCES)</td>
<td>320103</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Title (Assigned by FLDOE)</th>
<th>Adult ESOL College and Career Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Hours (Assigned by FLDOE)</td>
<td>192 450 Maximum Recommended</td>
</tr>
<tr>
<td>State CIP Number (Assigned by FLDOE)</td>
<td>1532010302</td>
</tr>
<tr>
<td>Federal CIP Number (Assigned by USDOE-NCES)</td>
<td>320103</td>
</tr>
<tr>
<td>Program Title (Assigned by FLDOE)</td>
<td>Citizenship &lt;- Inactivate Program and Courses</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Program Hours (Assigned by FLDOE)</td>
<td>288 Maximum Recommended Program Code (Assigned by the College) 8520</td>
</tr>
<tr>
<td>State CIP Number (Assigned by FLDOE)</td>
<td>1533010200 New and/or Revised? Yes No</td>
</tr>
<tr>
<td>Federal CIP Number (Assigned by USDOE-NCES)</td>
<td>330102 New and/or Revised? Yes 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</td>
<td>N/A</td>
</tr>
<tr>
<td>(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:

- **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).

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

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

- **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).

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

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

- **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.

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

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

- Adult English for Speakers of Other Languages (ESOL) (8500) (N.C.)
- Adult ESOL College and Career Readiness (8501) (N.C.)
- Citizenship (8520) (N.C.) (Inactivate Program and Courses)
- English Literacy for Career and Technical Education (ELCATE) (8503) (N.C.)
### Assessment Scores

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

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

- Comprehensive Adult Student Assessment System (CASAS) Reading Test
- Comprehensive Adult Student Assessment System (CASAS) Listening Test

### 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.

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Meeting Minutes (Addendum B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

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>NA</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 ☐ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If YES, identify the specific student success, workforce and/or university transfer needs.</td>
<td>The changes identified in the proposal are in response to state mandated updates per the Adult Education curriculum frameworks, which are annually reviewed. The total hours per course within each program is not changing, only the topical content which will align with current Adult Education standards and provide relevant information to students.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Are currently enrolled and/or past term students affected by the actions identified within the proposal?</th>
<th>☒ Yes ☐ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Current and/or past term students enrolled in the Citizenship (8520) (N.C.) program will be notified that the FLDOE has removed this program option from its Adult Education inventory.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are the actions identified within the proposal based on student cohorts?</th>
<th>☐ Yes ☒ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If YES, identify how the actions affect currently enrolled student cohorts and/or future term student cohorts.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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?</th>
<th>☒ Yes ☐ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If YES, identify the specific details of the teach-out plan, the length of time the teach-out plan will be maintained, and agreements for specific teach-out periods with other institutions.</td>
<td>While the FLDOE has removed the Citizenship (8520) (N.C.) program from its inventory effective July 1, 2019, timing does not allow for a full teach-out period to occur; however, current and/or past term students enrolled in the Citizenship (8520) (N.C.) program will be notified that the FLDOE has removed this program option from its Adult Education inventory and that all course content must be completed prior to July 1, 2019.</td>
</tr>
</tbody>
</table>

*A teach-out plan is a written plan developed by an institution that provides for the equitable treatment of students when 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.*

<table>
<thead>
<tr>
<th>Will the actions identified within the proposal affect students due to a program replacement and/or program inactivation?</th>
<th>☒ Yes ☐ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If YES, in Addendum C, attach a copy of the notification of program closure including alternate programs that may serve as transfer options and the length of time students have to complete their current program of study.</td>
<td>Current and/or past term students enrolled in the Citizenship (8520) (N.C.) program will be notified that the FLDOE has removed this program option from its Adult Education inventory.</td>
</tr>
</tbody>
</table>

*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).*
<table>
<thead>
<tr>
<th>Impact</th>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Will the actions identified within the proposal affect faculty and/or staff due to a program replacement and/or program inactivation?</strong></td>
<td>☒</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>If YES, identify the impact on faculty and/or staff and the plan to address this impact.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current ESOL faculty and staff will not be impacted by the inactivation of the Citizenship (8520) (N.C.) program and will continue work with students in the continuing Adult Education ESOL programs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Will the effectiveness of the actions identified within the proposal be assessed and/or evaluated?</strong></td>
<td>☒</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>If YES, identify the methods of assessment and/or evaluation model you plan to utilize.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing assessment methods will continue to be used to evaluate student success in each program and course.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
III. Program Accreditation

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

**Key Topics**

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Assessment
- SACSCOC Timeline
- Specialized Assessment
### Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Assessment

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

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

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

| The development of a new degree or certificate program? | ☐ | Yes | ☒ | No |
| A contract, MOU, grant or consortium for the development of all or part of a new program or course? | ☐ | Yes | ☒ | No |
| The inactivation of a degree or certificate program? | ☒ | Yes | ☐ | No |
| Adult Education: Citizenship Program | ☐ | Yes | ☒ | No |
| An increase or decrease in the total degree or certificate program hours by ≥25%? | ☒ | Yes | ☐ | No |
| Adding or modifying coursework that requires new faculty, course content, equipment, facilities, library or other resources? | ☒ | Yes | ☐ | No |
| Changing the program from clock hours to credit hours or vice versa? | ☐ | Yes | ☒ | No |
| The instruction of courses delivered by College faculty/instructors and/or employees at an off-campus location? | ☐ | Yes | ☒ | No |

### SACSCOC Timeline

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

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

*Not all new programs will qualify for substantive change.

### Specialized Assessment

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

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

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

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

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

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

Gainful employment is applicable ONLY to the following types of programs:

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

Key Topics

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

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

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

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

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

Financial Aid Assessment

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

Does the program lead to an associate’s, bachelor’s, professional, or graduate degree? Yes No

Is the program at least 60 credit hours (minimum 2 academic years) in duration and acceptable as credit toward a bachelor’s degree? Yes No

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? Yes No

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.

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? Yes No

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? Yes No

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? Yes No

Is the program an approved "Comprehensive Transition Program" for students with intellectual disabilities? Yes No

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

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

Key Topics

- College Catalog Layout
- Recommended Course Sequence by Term
Mission/Purpose

The purpose of the Adult ESOL program is to help adult English language learners (ELLs) achieve competence in reading, writing, speaking, and comprehension of the English language that leads to attainment of a secondary school diploma or its recognized equivalent, to transition to postsecondary education and training or employment and to participate fully in the civic life in the United States. The program is designed for ELLs who are able to read and write in their native language or another language. ELLs who hold a postsecondary degree or other credential may enroll in the Adult ESOL Program if their placement test score is below the top score for exiting the program.

The purpose of the Adult ESOL program is to assist immigrants and other individuals who are English language learners in: improving their reading, writing, speaking, listening, and comprehension skills in English, mathematics skills and provide an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship. In addition, the Adult ESOL program is designed to lead to attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training; or employment. Adult Education and Family Literacy Act (AEFLA), Title II, Section 202, Workforce Innovation and Opportunity Act (WIOA), 2014.

The Adult Education and Family Literacy Act supports English language learners in the attainment of the following goals:

- Improve their literacy skills in English
- Obtain knowledge and skills for employment and economic self-sufficiency
- Participate in the educational development of their children
- Improve economic opportunities for their families
- Understand the rights and responsibilities of citizenship

The Program

The Adult ESOL Curriculum Framework has six levels which correlate to the Educational Functioning Levels (EFLs) of the National Reporting System (NRS). The first five levels provide a list of Life and Work Competencies in addition to the Conventions of Standard English Grammar. Both are presented in a matrix format to show the progression of levels. Level six (Advanced) is presented in a list format that integrates the Life and Work Competencies with the Adult Education College and Career Readiness Content Standards, Level D. The CCR Standards address the following skill areas: Reading, Listening, Speaking, Writing and Language.

<table>
<thead>
<tr>
<th>FDOE Adult ESOL Levels</th>
<th>NRS EFLs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Foundations</td>
<td>1 Beginning Literacy ESL Level 1</td>
</tr>
<tr>
<td>2 Low Beginning</td>
<td>2 Low Beginning ESL Level 2</td>
</tr>
<tr>
<td>3 High Beginning</td>
<td>3 High Beginning ESL Level 3</td>
</tr>
<tr>
<td>4 Low Intermediate</td>
<td>4 Low Intermediate ESL Level 4</td>
</tr>
<tr>
<td>5 High Intermediate</td>
<td>5 High Intermediate ESL Level 5</td>
</tr>
<tr>
<td>6 Advanced</td>
<td>6 Advanced ESL Level 6</td>
</tr>
</tbody>
</table>

Completion of EFLs must be measured by approved assessments in accordance with Rule 6A-6.014, FAC. The following tests have been approved by the state for use with students enrolled in Adult ESOL: CASAS Life and Work Series 80 Reading and 980 Listening, TABE CLAS-E Reading and Writing. Please view the Adult Education technical assistance papers for additional information on assessment procedures.
Completion of EFLs is measured by assessing students with approved assessments in accordance with Rule 6A-6.014, F.A.C. See http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml for additional information.

Students at EFL 5 or 6 cannot be enrolled in Adult ESOL and ELCATE at the same time. Students who have a goal to enter a CTE program may be enrolled in ELCATE. Students who do not have a goal of enrolling in CTE may remain in Adult ESOL. Students who are new to the program and test into EFL 5 or 6 may be enrolled in Adult ESOL or ELCATE, depending on their goals.

It is not permitted to enroll students in the Adult ESOL and English Literacy and Career Education (ELCATE) courses simultaneously. Students must be withdrawn from the Adult ESOL course before enrolling in ELCATE.

English language learners holding a secondary or postsecondary degree and/or credential may enroll in the Adult ESOL course if their reading and/or listening pretest scores are below the exit score for NRS level 6.

**Application Procedure**

1. Are age 16 years or older
2. Have officially withdrawn from the K12 educational system
3. Demonstrate skills below the exit score of level 6 as measured by FDOE-approved assessments

*Need More Information? Contact:*

Downtown Campus ESOL Office
101 West State Street, Building A, Room 2101
Jacksonville, FL 32202
(904) 633-8360

*More Information Online*
Florida Department of Education: Adult Education
Florida Department of Education: Adult Education Technical Assistance Papers

**Curriculum**

**Professional Courses**

*Program Hours: 1,050 (Maximum Recommended Hours: 1,300 2,700)*

The program’s recommended length is 1,300 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.

- **ELL 0115** - English Language Learner: Foundations Level 1 (Face-to-Face) Contact Hours: 150.
- **ELL 0215** - English Language Learner: Low Beginning Level 2 (Face-to-Face) Contact Hours: 150.
- **ELL 0315** - English Language Learner: High Beginning Level 3 (Face-to-Face) Contact Hours: 150.
- **ELL 0415** - English Language Learner: Low Intermediate Level 4 (Face-to-Face) Contact Hours: 150.
- **ELL 0515** - English Language Learner: High Intermediate Level 5 (Face-to-Face) Contact Hours: 112.
- **ELL 0516** - English Language Learner: High Intermediate Level 5 (Online) Contact Hours: 38.
- **ELL 0615** - English Language Learner: Advanced Level 6 (Face-to-Face) Contact Hours: 112.
- **ELL 0616** - English Language Learner: Advanced Level 6 (Online) Contact Hours: 38.
- **ELL 0625** - English Language Learner: Advanced Level 6 (Face-to-Face) Contact Hours: 112.
• **ELL 0626 - English Language Learner: Advanced Level 6 (Online) Contact Hours: 38.** Total Contact Hours: 1,050 (Students can earn a maximum of 450 contact hours per one year period. **Maximum Recommended Hours: 2,700**).
## 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>English for Speakers of Other Languages (8500) (Non-Credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term</strong></td>
<td><strong>Course(s)</strong></td>
</tr>
<tr>
<td>Level I</td>
<td>• ELL 0115 - English Language Learner: Foundations Level 1 (Face-to-Face) Contact Hours: 150.</td>
</tr>
<tr>
<td>Level II</td>
<td>• ELL 0215 - English Language Learner: Low Beginning Level 2 (Face-to-Face) Contact Hours: 150.</td>
</tr>
<tr>
<td>Level III</td>
<td>• ELL 0315 - English Language Learner: High Beginning Level 3 (Face-to-Face) Contact Hours: 150.</td>
</tr>
<tr>
<td>Level IV</td>
<td>• ELL 0415 - English Language Learner: Low Intermediate Level 4 (Face-to-Face) Contact Hours: 150.</td>
</tr>
</tbody>
</table>
| Level V       | • ELL 0515 - English Language Learner: High Intermediate Level 5 (Face-to-Face) Contact Hours: 112.  
|               | • ELL 0516 - English Language Learner: High Intermediate Level 5 (Online) Contact Hours: 38. |
| Level VI      | • ELL 0615 - English Language Learner: Advanced Level 6 (Face-to-Face) Contact Hours: 112.  
|               | • ELL 0616 - English Language Learner: Advanced Level 6 (Online) Contact Hours: 38.  
|               | • ELL 0625 - English Language Learner: Advanced Level 6 (Face-to-Face) Contact Hours: 112.  
|               | • ELL 0626 - English Language Learner: Advanced Level 6 (Online) Contact Hours: 38. |
English Literacy for Career and Technical Education (ELCATE) (8503) (N.C.)

Non-Degree Seeking

Mission/Purpose

ELCATE is an integrated education and training program which provides English language instruction to adult English language learners (ELLs) who simultaneously enroll in ELCATE and a career and technical certificate program. Students that meet the language and academic requirements may enroll in ELCATE as an integrated education and training program for Florida's Integrated Career and Academic Preparation System (FICAPS).

The English Literacy for Career and Technical Education (ELCATE) program provides education services that enable adult English language learners who are adults, including professionals with degrees and credentials in their native countries, to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.

The ELCATE program includes instruction in literacy and English language acquisition, the rights and responsibilities of citizenship and civic participation, and workforce training, and is designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and (2) integrate with the local workforce development system and its functions to carry out the activities of the Integrated English Literacy and Civics Education (IELCE), program. Adult Education and Family Literacy Act (AEFLA), Title II, Section 243, IELCE Program, Workforce Innovation and Opportunity Act (2014).

The Program

ELCATE is comprised of two levels that correspond to National Reporting System (NRS) EFLs 5 and 6. One Literacy Completion Point (LCP) is awarded for each EFL completed. Completion of EFLs must be measured by approved assessments in accordance with Rule 6A-6.014, FAC. Please view the Adult Education technical papers for additional information on assessment procedures and approved assessments.

<table>
<thead>
<tr>
<th>ELCATE Levels</th>
<th>NRS EFLs</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 High Intermediate</td>
<td>ESL* Level 5</td>
</tr>
<tr>
<td>6 Advanced</td>
<td>ESL Level 6</td>
</tr>
</tbody>
</table>

*ESL = English as a Second Language

Completion of EFLs is measured by assessing students with approved assessments in accordance with Rule 6A-6. 014, F.A.C. http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.shtml for additional information.

Students cannot be enrolled in Adult ESOL and ELCATE at the same time. Only students who meet the language and academic requirements to enter a Career and Technical (CTE) program should be enrolled in ELCATE. Students who are continuing their enrollment in Adult ESOL and are at level 5 or 6 but do not have a goal of enrolling in CTE should remain in Adult ESOL. Students who are new to the program and test into level 5 or 6 but do not have a goal of enrolling in CTE should be enrolled in Adult ESOL.

Students enrolled in the ELCATE course must be enrolled simultaneously in a Career and Technical Education (CTE) course to meet the requirements of the IELCE program.
Students enrolled in the Adult ESOL course and wish to enroll in the ELCATE course must first withdraw from the Adult ESOL course.

**Application Procedure**

1. Are age 16 years or older, including professionals holding a secondary or postsecondary degree and/or credential
2. Demonstrate English language skills between NRS levels 5 and 6 as measured by FDOE-approved assessments.

Need More Information? Contact:

Downtown Campus ESOL Office
101 West State Street, Building A, Room 2101
Jacksonville, FL 32202
(904) 633-8360

More Information Online

Florida Department of Education: Adult Education
Florida Department of Education: Adult Education Technical Assistance Papers

**Curriculum**

**Professional Courses**

Program Hours: 320 (Maximum Recommended Hours: 1,300 450 per level)

The program’s recommended length is 1,300 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.

- **ELL 0531** - English Language Learner: English Literacy for Career and Technical Education Level 5 (Face-to-Face)  
  Contact Hours: 96.

- **ELL 0532** - English Language Learner: English Literacy for Career and Technical Education Level 5 (Online)  
  Contact Hours: 64.

- **ELL 0631** - English Language Learner: English Literacy for Career and Technical Education Level 6 (Face-to-Face)  
  Contact Hours: 96.

- **ELL 0632** - English Language Learner: English Literacy for Career and Technical Education Level 6 (Online)  
  Contact Hours: 64.

**Total Contact Hours: 320 (Maximum Recommended Hours: 450 per level)**
### 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>English Literacy for Career and Technical Education (8503) (Non-Credit)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Course(s)</th>
</tr>
</thead>
</table>
| Level I       | • ELL 0531 - English Language Learner: English Literacy for Career and Technical Education Level 5 (Face-to-Face) Contact Hours: 96.  
• ELL 0532 - English Language Learner: English Literacy for Career and Technical Education Level 5 (Online) Contact Hours: 64. |
| Level II      | • ELL 0631 - English Language Learner: English Literacy for Career and Technical Education Level 6 (Face-to-Face) Contact Hours: 96.  
• ELL 0632 - English Language Learner: English Literacy for Career and Technical Education Level 6 (Online) Contact Hours: 64. |
Adult ESOL College and Career Readiness (8501) (N.C.)

Non-Degree Seeking

Mission/Purpose

The purpose of the Adult ESOL College and Career Readiness program is to prepare Adult English language learners who have completed the Adult ESOL course program and coursework to enter and succeed in college-level courses of study by providing English language skills in the following areas:

- Read and Comprehend Complex Text
- Acquire Academic Vocabulary
- Speak and Listen with Understanding
- Convey Information in Writing
- Apply Conventions of Standard English Grammar and Usage
- Digital Literacy (Technology)
- Career and Education Planning
- Workforce Preparation

The Program

The program is not separated into levels, but the academic rigor of the program is above Educational Functioning Level 6 of the National Reporting System. Progress through the course is measured by attainment of the competencies, and one Literacy Completion Point (LCP) is awarded upon completion.

The Adult ESOL College and Career Readiness program coursework is designed for students with skills that are above the levels of the Adult ESOL course. The academic rigor of the coursework is above Educational Functioning Level 6 of the National Reporting System. Academic progress is measured by completion of the standards, and one Literacy Completion Point (LCP) is awarded upon completion.

Students must be tested in reading and listening on a state-approved assessment prior to enrollment in the program. It is recommended that students obtain scores in reading and listening that are above the exit score for Adult ESOL before being allowed to enroll in the program. While all students are required to be tested on a state-approved assessment, it is not an absolute requirement that students obtain a score above the exit score for Adult ESOL.

Students are required to be tested in reading and listening on an assessment designed for Adult ESOL that is approved by the state prior to enrollment. It is not required, but strongly recommended, that students obtain scores in reading and listening above the exit score for Adult ESOL prior to enrollment. Students are cautioned to make a decision to enroll with lower than recommended scores.
Need More Information? Contact:

Downtown Campus ESOL Office
101 West State Street, Building A, Room 2101
Jacksonville, FL 32202
(904) 633-8360

More Information Online

Florida Department of Education: Adult Education
Florida Department of Education: Adult Education Technical Assistance Papers

Curriculum

Professional Coursework

Program Hours: 300 (Maximum Recommended Hours: 1,300 450)

The program's recommended length is 1,300 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.

- ELL 0815 - English Language Learner: College and Career Readiness I (Face-to-Face) Contact Hours: 75
- ELL 0816 - English Language Learner: College and Career Readiness I (Online) Contact Hours: 75
- ELL 0825 - College and Career Readiness II (Face-to-Face) Contact Hours: 75
- ELL 0826 - College and Career Readiness II (Online) Contact Hours: 75

Total Contact Hours: 300 (Maximum Recommended Hours: 450)
<table>
<thead>
<tr>
<th>Term</th>
<th>Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level I</strong></td>
<td>• ELL 0815 - English Language Learner: College and Career Readiness I (Face-to-Face) Contact Hours: 75</td>
</tr>
<tr>
<td></td>
<td>• ELL 0816 - English Language Learner: College and Career Readiness I (Online) Contact Hours: 75</td>
</tr>
<tr>
<td><strong>Level II</strong></td>
<td>• ELL 0825 - College and Career Readiness II (Face-to-Face) Contact Hours: 75</td>
</tr>
<tr>
<td></td>
<td>• ELL 0826 - College and Career Readiness II (Online) Contact Hours: 75</td>
</tr>
</tbody>
</table>
Citizenship (8520) (N.C.) <- Inactivate Program Summer Term 2019 (Effective July 1, 2019)

Non-Degree Seeking

Mission/Purpose

This program prepares eligible permanent residents to successfully complete the process of becoming a naturalized U.S. citizen. It is designed for adult English language learner (ELL) students or Native or Fluent English-speaking students.

The Program

Student progress through the program is measured by attainment of the competencies listed in each level. One Literacy Completion Point (LCP) is awarded for completion of the course.

A state-approved assessment must be administered to all students prior to enrollment in the course. It is recommended that students obtain the scores indicated below. Although the program required to test all students on a state-approved assessment, it is not required that all students obtain the recommended scores noted below.

<table>
<thead>
<tr>
<th>Tests and scores used for enrollment in the Citizenship course:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Student</strong></td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>ELL Student</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Native or Fluent</td>
</tr>
<tr>
<td>English-speaking</td>
</tr>
<tr>
<td>Student</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Programs may consider other evidence to determine the student's ability to take the course. Adult ELL students taking the Citizenship course are required to be tested in both listening and reading. Native or Fluent English-speaking students are not required to be tested in listening.

The program has three parts:

**Part I: The Naturalization Pre-Interview**

Naturalization is the legal process through which an eligible permanent resident can become a citizen of the United States. Because the process often begins months before the actual naturalization interview, this content area contains the content and progress standards stating what naturalization applicants need to know (or in some cases, would be helpful to know) to navigate the naturalization process successfully—from understanding eligibility requirements to attending the naturalization ceremony.

**Part II: The Naturalization Interview and the Civics, Speaking, Reading, and Writing components of the Naturalization Test**

At the students' interview, a USCIS Officer will explain the purpose of the interview, ask students to show identification, and place them under oath. The Officer will ask about the students' background, for evidence supporting their eligibility for naturalization, for their place and length of residence, about their character, about their attachment to the Constitution, and about their willingness to take an Oath of Allegiance to the United States. In addition, the Officer will ask other
questions to make sure they meet all the eligibility requirements. Students should be prepared to explain any differences between their application and the other documents they provided to USCIS.

During the interview, students, unless exempt, will take the civics test, and an Officer will test their ability to read, write, and speak English (unless they are exempt from the English requirements).* After their interview, the Officer will give them a Form N-652 that provides information about the results of the interview. Based on all the information they have provided, USCIS will either grant, continue, or deny their naturalization application.

*Note: Certain applicants, because of age and time as a permanent resident, are exempt from the English requirements for naturalization. For more information, visit U.S. Citizenship and Immigration Services Exemptions & Accommodations.

Part III: The Naturalization Post-Interview

If USCIS approves the students’ application for naturalization, they must attend a ceremony and take an Oath of Allegiance to the United States.

Need More Information? Contact:

Downtown Campus ESOL Office
101 West State Street, Building A, Room 2101
Jacksonville, FL 32202
(904) 633-8360

More Information Online

Florida Department of Education: Adult Education
Florida Department of Education: Adult Education Technical Assistance Papers

Curriculum

<table>
<thead>
<tr>
<th>Program</th>
<th>Hours</th>
<th>Reportable Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL 0550 - Citizenship Low Intermediate (Face-to-Face)</td>
<td>60</td>
<td>1,300</td>
</tr>
<tr>
<td>ELL 0551 - Citizenship Low Intermediate (Online)</td>
<td>36</td>
<td>1,300</td>
</tr>
<tr>
<td>ELL 0650 - Citizenship High Intermediate (Face-to-Face)</td>
<td>60</td>
<td>1,300</td>
</tr>
<tr>
<td>ELL 0651 - Citizenship High Intermediate (Online)</td>
<td>36</td>
<td>1,300</td>
</tr>
<tr>
<td>ELL 0750 - Citizenship Advanced (Face-to-Face)</td>
<td>60</td>
<td>1,300</td>
</tr>
<tr>
<td>ELL 0751 - Citizenship Advanced (Online)</td>
<td>36</td>
<td>1,300</td>
</tr>
</tbody>
</table>
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</th>
<th>Dept.No.</th>
<th>New</th>
<th>Modify</th>
<th>Inactivate</th>
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<tbody>
<tr>
<td><strong>Adult English for Speakers of Other Languages (ESOL) (8500) (N.C.)</strong></td>
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<td></td>
<td></td>
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<td>ELL 0115</td>
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<tr>
<td>ELL 0215</td>
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<tr>
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<td>ELL 0415</td>
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<tr>
<td>ELL 0515</td>
<td>English Language Learner: High Intermediate Level 5 (Face-to-Face) Contact Hours: 112</td>
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<tr>
<td>ELL 0516</td>
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<td>Fall Term 2019 (2198)</td>
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<tr>
<td>ELL 0615</td>
<td>English Language Learner: Advanced Level 6 (Face-to-Face) Contact Hours: 112</td>
<td>Fall Term 2019 (2198)</td>
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<tr>
<td>ELL 0616</td>
<td>English Language Learner: Advanced Level 6 (Online) Contact Hours: 38</td>
<td>Fall Term 2019 (2198)</td>
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<tr>
<td>ELL 0625</td>
<td>English Language Learner: Advanced Level 6 (Face-to-Face) Contact Hours: 112</td>
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<tr>
<td>ELL 0626</td>
<td>English Language Learner: Advanced Level 6 (Online) Contact Hours: 38</td>
<td>Fall Term 2019 (2198)</td>
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<tr>
<td><strong>English Literacy for Career and Technical Education (ELCATE) (8503) (N.C.)</strong></td>
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<td>ELL 0631</td>
<td>English Language Learner: English Literacy for Career and Technical Education Level 6 (Face-to-Face) Contact Hours: 96</td>
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<tr>
<td>ELL 0632</td>
<td>English Language Learner: English Literacy for Career and Technical Education Level 6 (Online) Contact Hours: 64</td>
<td>Fall Term 2019 (2198)</td>
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<thead>
<tr>
<th>Prefix/Number</th>
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<th>Dept.No.</th>
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<th>Inactivate</th>
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<tr>
<td>ELL 0816</td>
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<tr>
<td>ELL 0825</td>
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<td>ELL 0826</td>
<td>English Language Learner: College and Career Readiness II (Online) Contact Hours: 75</td>
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### Adult ESOL College and Career Readiness (8501) (N.C.)

<table>
<thead>
<tr>
<th>Prefix/Number</th>
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<th>Dept.No.</th>
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<tr>
<td>ELL 0551</td>
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<td>Summer Term 2019 (2195)</td>
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<tr>
<td>ELL 0650</td>
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</tr>
<tr>
<td>ELL 0651</td>
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<td>Summer Term 2019 (2195)</td>
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</tr>
<tr>
<td>ELL 0750</td>
<td>Citizenship Advanced (Face-to-Face) Contact Hours: 60</td>
<td>Summer Term 2019 (2195)</td>
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**Citizenship (8520) (N.C.)**

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<th>Prefix/Number</th>
<th>Title</th>
<th>Effective Term (e.g., Fall 2018 (2188))</th>
<th>Dept.No.</th>
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<th>Modify</th>
<th>Inactivate</th>
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</thead>
<tbody>
<tr>
<td>ELL 0550</td>
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<td>Summer Term 2019 (2195)</td>
<td></td>
<td>☐</td>
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<tr>
<td>ELL 0551</td>
<td>Citizenship Low Intermediate (Online) Contact Hours: 36</td>
<td>Summer Term 2019 (2195)</td>
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<td>☐</td>
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<td>☐</td>
<td>☐</td>
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</tbody>
</table>

*The Department ID is to be added by academic administrators for instructional payment.*
### Eligibility

Identify any eligibility requirement(s) that may be associated with a course action identified within the proposal:

<table>
<thead>
<tr>
<th>Gordon Rule of Writing Requirement?</th>
<th>☐</th>
<th>Yes</th>
<th>☒</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>If YES, identify the specific course prefix/number and course title, and address any concerns.</td>
<td></td>
<td></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(a) a College student must successfully complete the following: Six (6) semester hours of English coursework and six (6) semester hours of additional coursework in which the student is required to demonstrate college-level writing skills through multiple assignments. Each institution shall designate the courses that fulfill the writing requirements of this section. These course designations shall be submitted to the Statewide Course Numbering System. An institution to which a student transfers shall accept courses so designated by the sending institution as meeting the writing requirements outlined in this section.

<table>
<thead>
<tr>
<th>Gordon Rule of Computation Requirement?</th>
<th>☐</th>
<th>Yes</th>
<th>☒</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>If YES, identify the specific course prefix/number and course title, and address any concerns.</td>
<td></td>
<td></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(b) a College student must successfully complete the following: Six (6) semester hours of mathematics coursework at the level of college algebra or higher. For the purposes of this rule, applied logic, statistics and other such computation coursework which may not be placed within a mathematics department may be used to fulfill three (3) hours of the six (6) hours required by this section.

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

### Impact

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

<table>
<thead>
<tr>
<th>Will additional course(s) be impacted by the actions identified within the proposal?</th>
<th>☐</th>
<th>Yes</th>
<th>☒</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>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 ID: ELL 0115

COURSE TITLE: English Language Learner: Foundations Level 1 (Face-to-Face)

PREREQUISITE(S): Appropriate placement test score

COREQUISITE(S): None

CONDITIONS: Face-to-Face

STUDENT CONTACT HOURS: 150

FACULTY WORKLOAD POINTS: 6.00 (Calculated by formula per CBA)

STANDARDIZED CLASS SIZE ALLOCATION: 25

CATALOG COURSE DESCRIPTION:

The purpose of the Adult ESOL program is to help adult English language learners (ELLs) achieve competence in reading, writing, speaking, and comprehension of the English language that leads to attainment of a secondary school diploma or its recognized equivalent, and/or to transition to postsecondary education and/or training or to gainful employment, as well as the ability to participate fully in the civic life in the United States. The program is designed for ELLs who are able to read and write in their native language or another language. ELLs who hold a postsecondary degree or other credential may enroll in the Adult ESOL Program if their placement test score is below the top score for exiting the program.

The Adult ESOL Curriculum Framework has six levels which correlate to the Educational Functioning Levels (EFLs) of the National Reporting System (NRS). The curriculum framework consists of three parts: College and Career Readiness (CCR) standards for adult education, English Language Proficiency (ELP) standards for adult education, and Life and Work competencies. The nine subject areas are: Communication, Employment, Community, Consumer Education, Health, Civics, Environment, Mathematics, Learning and Thinking.

The **Foundations Level** is Level 1 Beginning Literacy on the FLDOE Curriculum Frameworks.

SUGGESTED TEXT(S):


IMPLEMENTATION DATE: Fall Term, 2017 (2178)– Proposal 2016-36

REVIEW OR MODIFICATION DATE: Spring Term 2018 (2181) – Proposal 2017-05 Fall Term 2019 (2198) – Proposal 2019-02
<table>
<thead>
<tr>
<th>COURSE TOPICS</th>
<th>CONTACT HOURS PER TOPIC</th>
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</thead>
<tbody>
<tr>
<td>I. Communication</td>
<td>10</td>
</tr>
<tr>
<td>II. Civics, Environment, and Family in the U.S</td>
<td>10</td>
</tr>
<tr>
<td>III. Employability</td>
<td>10</td>
</tr>
<tr>
<td>IV. Consumer Education</td>
<td>10</td>
</tr>
<tr>
<td>V. Health and Nutrition</td>
<td>10</td>
</tr>
<tr>
<td>VI. Travel Transportation</td>
<td>10</td>
</tr>
<tr>
<td>VII. Safety and Security</td>
<td>10</td>
</tr>
<tr>
<td>VIII. Language Grammar</td>
<td>10</td>
</tr>
<tr>
<td>IX. Career and Education Planning</td>
<td>20</td>
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<tr>
<td>X. Digital Literacy</td>
<td>10</td>
</tr>
<tr>
<td>XI. Workforce Preparation</td>
<td>25</td>
</tr>
<tr>
<td>XII. Review and Test Preparation</td>
<td>15</td>
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<tr>
<td>I. Career and Education Planning, Workforce</td>
<td>10</td>
</tr>
<tr>
<td>Preparation, Employment</td>
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<tr>
<td>II. Digital Literacy</td>
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<tr>
<td>III. Learning and Thinking</td>
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<tr>
<td>IV. Reading</td>
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<tr>
<td>V. Writing</td>
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<tr>
<td>VI. Speaking</td>
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<td>VII. Listening</td>
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<tr>
<td>IX. Communication</td>
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</tr>
<tr>
<td>X. Community</td>
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<tr>
<td>XI. Consumer Economics and Mathematics</td>
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<td>XII. Health</td>
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<tr>
<td>XIII. Civics</td>
<td>10</td>
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</tbody>
</table>
COURSE TOPICS                                      CONTACT HOURS
                                                PER TOPIC
XIV.  Environment                                10
XV.   Review and Test Preparation                10

NOTE: Instructors may reallocate hours for students whose skills in specific topic areas need additional preparation, instruction, and practice.

PROGRAM TITLE:  Adult English for Speakers of Other Languages
COURSE TITLE:  English Language Learner: Foundations Level 1 (Face-to-Face)
CIP NUMBER:  1532010300

The ESOL Program Frameworks can be found at the following website:
http://www.fldoe.org/academics/career-adult-edu/adult-edu/

The Foundations Level is Level 1 Beginning Literacy on the FLDOE Curriculum Frameworks.
The purpose of the Adult ESOL program is to help adult English language learners (ELLs) achieve competence in reading, writing, speaking, and comprehension of the English language that leads to attainment of a secondary school diploma or its recognized equivalent, and/or to transition to postsecondary education and/or training or to gainful employment, as well as the ability to participate fully in the civic life in the United States. The program is designed for ELLs who are able to read and write in their native language or another language. ELLs who hold a postsecondary degree or other credential may enroll in the Adult ESOL Program if their placement test score is below the top score for exiting the program.

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The **Low Beginning Level** is **Level 2 Low Beginning** on the FLDOE Curriculum Frameworks.

SUGGESTED TEXT(S):


IMPLEMENTATION DATE: Fall Term, 2017 (2178) – Proposal 2016-36

REVIEW OR MODIFICATION DATE: Spring Term 2018 (2181) – Proposal 2017-05
Fall Term 2019 (2198) – Proposal 2019-02
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<td>III. Employability</td>
<td>10</td>
</tr>
<tr>
<td>IV. Consumer Education</td>
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</tr>
<tr>
<td>V. Health and Nutrition</td>
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</tr>
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<td>VIII. Language Grammar</td>
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<td>IX. Career and Education Planning</td>
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<tr>
<td>X. Digital Literacy</td>
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<td>XI. Workforce Preparation</td>
<td>25</td>
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<tr>
<td>XII. Review and Test Preparation</td>
<td>15</td>
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COURSE TOPICS

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NOTE: Instructors may reallocate hours for students whose skills in specific topic areas need additional preparation, instruction, and practice.

PROGRAM TITLE: Adult English for Speakers of Other Languages

COURSE TITLE: English Language Learner: Low Beginning Level 2 (Face-to-Face)

CIP NUMBER: 1532010300

The ESOL Program Frameworks can be found at the following website:

http://www.fldoe.org/academics/career-adult-edu/adult-edu/

The Low Beginning Level is Level 2 Low Beginning on the FLDOE Curriculum Frameworks.
COURSE ID: ELL 0315
COURSE TITLE: English Language Learner: High Beginning Level 3 (Face-to-Face)
PREREQUISITE(S): Appropriate placement test score
COREQUISITE(S): None
CONDITIONS: Face-to-Face
TOTAL CONTACT HOURS: 150
FACULTY WORKLOAD POINTS: 6.00 (Calculated by formula per CBA)
STANDARDIZED CLASS SIZE ALLOCATION: 25

CATALOG COURSE DESCRIPTION:
The purpose of the Adult ESOL program is to help adult English language learners (ELLs) achieve competence in reading, writing, speaking, and comprehension of the English language that leads to attainment of a secondary school diploma or its recognized equivalent, and/or to transition to postsecondary education and/or training or to gainful employment, as well as the ability to participate fully in the civic life in the United States. The program is designed for ELLs who are able to read and write in their native language or another language. ELLs who hold a postsecondary degree or other credential may enroll in the Adult ESOL Program if their placement test score is below the top score for exiting the program.

The Adult ESOL Curriculum Framework has six levels which correlate to the Educational Functioning Levels (EFLs) of the National Reporting System (NRS). The curriculum framework consists of three parts: College and Career Readiness (CCR) standards for adult education, English Language Proficiency (ELP) standards for adult education, and Life and Work competencies. The nine subject areas are: Communication, Employment, Community, Consumer Education, Health, Civics, Environment, Mathematics, Learning and Thinking.

The High Beginning Level is Level 3 High Beginning on the FLDOE Curriculum Frameworks.

SUGGESTED TEXT(S):


IMPLEMENTATION DATE: Fall Term, 2017 (2178) – Proposal 2017-02
REVIEW OR MODIFICATION DATE: Spring Term 2018 (2181) – Proposal 2017-05
Fall Term 2019 (2198) – Proposal 2019-02
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NOTE: Instructors may reallocate hours for students whose skills in specific topic areas need additional preparation, instruction, and practice.

PROGRAM TITLE: Adult English for Speakers of Other Languages
COURSE TITLE: English Language Learner: High Beginning Level 3 (Face-to-Face)
CIP NUMBER: 1532010300

The ESOL Program Frameworks can be found at the following website:

http://www.fldoe.org/academics/career-adult-edu/adult-edu/

The High Beginning Level is Level 3 High Beginning on the FLDOE Curriculum Frameworks.
FLORIDA STATE COLLEGE AT JACKSONVILLE
ADULT EDUCATION COURSE OUTLINE

COURSE ID: ELL 0415

COURSE TITLE: English Language Learner: Low Intermediate Level 4 (Face-to-Face)

PREREQUISITE(S): Appropriate placement test score

COREQUISITE(S): None

CONDITIONS: Face-to-Face

TOTAL CONTACT HOURS: 150

FACULTY WORKLOAD POINTS: 6.00 (Calculated by formula per CBA)

STANDARDIZED CLASS SIZE ALLOCATION: 25

CATALOG COURSE DESCRIPTION:

The purpose of the Adult ESOL program is to help adult English language learners (ELLs) achieve competence in reading, writing, speaking, and comprehension of the English language that leads to attainment of a secondary school diploma or its recognized equivalent, and/or to transition to postsecondary education and/or training or to gainful employment, as well as the ability to participate fully in the civic life in the United States. The program is designed for ELLs who are able to read and write in their native language or another language. ELLs who hold a postsecondary degree or other credential may enroll in the Adult ESOL Program if their placement test score is below the top score for exiting the program.

The Adult ESOL Curriculum Framework has six levels which correlate to the Educational Functioning Levels (EFLs) of the National Reporting System (NRS). The curriculum framework consists of three parts: College and Career Readiness (CCR) standards for adult education, English Language Proficiency (ELP) standards for adult education, and Life and Work competencies. The nine subject areas are: Communication, Employment, Community, Consumer Education, Health, Civics, Environment, Mathematics, Learning and Thinking.

The Low Intermediate Level is Level 4 Low Intermediate on the FLDOE Curriculum Frameworks.

SUGGESTED TEXT(S):


IMPLEMENTATION DATE: Fall Term, 2017 (2178) – Proposal 2017-02

REVIEW OR MODIFICATION DATE: Spring Term 2018 (2181) – Proposal 2017-05
Fall Term 2019 (2198) – Proposal 2019-02
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COURSE TOPICS

XV. Review and Test Preparation

NOTE: Instructors may reallocate hours for students whose skills in specific topic areas need additional preparation, instruction, and practice.

PROGRAM TITLE: Adult English for Speakers of Other Languages

COURSE TITLE: English Language Learner: Low Intermediate Level 4 (Face-to-Face)

CIP NUMBER: 1532010300

The ESOL Program Frameworks can be found at the following website:


The Low Intermediate Level is Level 4 Low Intermediate on the FLDOE Curriculum Frameworks.
COURSE NUMBER: ELL 0515

COURSE TITLE: English Language Learner: High Intermediate Level 5 (Face-to-Face)

PREREQUISITE(S): Appropriate placement test score

COREQUISITE(S): ELL 0516

CONDITIONS: Face-to-Face

TOTAL CONTACT HOURS: 112

FACULTY WORKLOAD POINTS: 4.48 (Calculated by formula per CBA)

STANDARDIZED CLASS SIZE ALLOCATION: 25

CATALOG COURSE DESCRIPTION:

The purpose of the Adult ESOL program is to help adult English language learners (ELLs) achieve competence in reading, writing, speaking, and comprehension of the English language that leads to attainment of a secondary school diploma or its recognized equivalent, and/or to transition to postsecondary education and/or training or to gainful employment, as well as the ability to participate fully in the civic life in the United States. The program is designed for ELLs who are able to read and write in their native language or another language. ELLs who hold a postsecondary degree or other credential may enroll in the Adult ESOL Program if their placement test score is below the top score for exiting the program.

The Adult ESOL Curriculum Framework has six levels which correlate to the Educational Functioning Levels (EFLs) of the National Reporting System (NRS). The curriculum framework consists of three parts: College and Career Readiness (CCR) standards for adult education, English Language Proficiency (ELP) standards for adult education, and Life and Work competencies. The nine subject areas are: Communication, Employment, Community, Consumer Education, Health, Civics, Environment, Mathematics, Learning and Thinking.

The High Intermediate Level is Level 5 High Intermediate on the FLDOE Curriculum Frameworks.

This course is offered in a face-to-face format. Students must take this course simultaneously with the course English Language Learner: High Intermediate Level 5 (Online).

SUGGESTED TEXT(S):


IMPLEMENTATION DATE: Fall Term, 2017 (2178) – Proposal 2017-02

REVIEW OR MODIFICATION DATE: Fall Term, 2017 (2178) – Sept CC 2017 Information Item
Spring Term, 2018 (2181) – Proposal 2017-05
Fall Term 2019 (2198) – Proposal 2019-02
COURSE TOPICS

1. Communication
   Contact Hours: 7.5

2. Civics, Environment, and Family in the U.S.
   Contact Hours: 7.5

3. Employability
   Contact Hours: 7.5

4. Consumer Education
   Contact Hours: 7.5

5. Health and Nutrition
   Contact Hours: 7.5

6. Travel Transportation
   Contact Hours: 7.5

7. Safety and Security
   Contact Hours: 7.5

8. Language Grammar
   Contact Hours: 7.5

9. Career and Education Planning
   Contact Hours: 15

10. Digital Literacy
    Contact Hours: 7.5

11. Workforce Preparation
    Contact Hours: 18.5

12. Review and Test Preparation
    Contact Hours: 11

   I. Career and Education Planning, Workforce Preparation, Employment
      Contact Hours: 10

   II. Digital Literacy
       Contact Hours: 2

   III. Learning and Thinking
        Contact Hours: 8

   IV. Reading
       Contact Hours: 8

   V. Writing
      Contact Hours: 8

   VI. Speaking
       Contact Hours: 8

   VII. Listening
        Contact Hours: 8

   VIII. Grammar
      Contact Hours: 8

   IX. Communication
       Contact Hours: 10

   X. Community
      Contact Hours: 6

   XI. Consumer Economics and Mathematics
        Contact Hours: 10

   XII. Health
        Contact Hours: 10

   XIII. Civics
         Contact Hours: 6
XIV. Environment

XV. Review and Test Preparation

NOTE: Instructors may reallocate hours for students whose skills in specific topic areas need additional preparation, instruction, and practice.

PROGRAM TITLE: Adult English for Speakers of Other Languages

COURSE TITLE: English Language Learner: High Intermediate Level 5 (Face-to-Face)

CIP NUMBER: 1532010300

The ESOL Program Frameworks can be found at the following website:

http://www.fldoe.org/academics/career-adult-edu/adult-edu/

The High Intermediate course ELL 0515 follows Level 5 on the FLDOE ESOL Program Curriculum Frameworks.

Per the FLDOE, any Adult Education and/or ESOL course offered via a hybrid modality must be reported as two separate sections to the state for the purpose of tracking student attendance hours. To satisfy state reporting requirements, courses have been developed as companion co-requisites with instructional contact hours specified by modality.
COURSE ID: ELL 0516

COURSE TITLE: English Language Learner: High Intermediate Level 5 (Online)

PREREQUISITE(S): Appropriate placement test score

COREQUISITE(S): ELL 0515

CONDITIONS: Online

TOTAL CONTACT HOURS: 38

FACULTY WORKLOAD POINTS: 1.52 (Calculated by formula per CBA)

STANDARDIZED CLASS SIZE ALLOCATION: 25

CATALOG COURSE DESCRIPTION:

The purpose of the Adult ESOL program is to help adult English language learners (ELLs) achieve competence in reading, writing, speaking, and comprehension of the English language that leads to attainment of a secondary school diploma or its recognized equivalent, and/or to transition to postsecondary education and/or training or to gainful employment, as well as the ability to participate fully in the civic life in the United States. The program is designed for ELLs who are able to read and write in their native language or another language. ELLs who hold a postsecondary degree or other credential may enroll in the Adult ESOL Program if their placement test score is below the top score for exiting the program.

The Adult ESOL Curriculum Framework has six levels which correlate to the Educational Functioning Levels (EFLs) of the National Reporting System (NRS). The curriculum framework consists of three parts: College and Career Readiness (CCR) standards for adult education, English Language Proficiency (ELP) standards for adult education, and Life and Work competencies. The nine subject areas are: Communication, Employment, Community, Consumer Education, Health, Civics, Environment, Mathematics, Learning and Thinking.

The High Intermediate Level is Level 5 High Intermediate on the FLDOE Curriculum Frameworks.

This course is offered in an online format. Students must take this course simultaneously with the course English Language Learner: High Intermediate Level 5 (Face-to-Face).

SUGGESTED TEXT(S):


IMPLEMENTATION DATE: Fall Term, 2017 (2178) – Sept CC 2017 Information Item

REVIEW OR MODIFICATION DATE: Spring Term 2018 (2181) – Proposal 2017-05

Fall Term 2019 (2198) – Proposal 2019-02
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COURSE TOPICS

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NOTE: Instructors may reallocate hours for students whose skills in specific topic areas need additional preparation, instruction, and practice.

PROGRAM TITLE: Adult English for Speakers of Other Languages

COURSE TITLE: English Language Learner: High Intermediate Level 5 (Online)

CIP NUMBER: 1532010300

Program Frameworks can be found at the following website:

http://www.fldoe.org/academics/career-adult-edu/adult-edu/

The High Intermediate course ELL 0516 follows Level 5 on the FLDOE ESOL Program Curriculum Frameworks.

Per the FLDOE, any Adult Education and/or ESOL course offered via a hybrid modality must be reported as two separate sections to the state for the purpose of tracking student attendance hours. To satisfy state reporting requirements, courses have been developed as companion co-requisites with instructional contact hours specified by modality.
COURSE ID: ELL 0615
COURSE TITLE: English Language Learner: Advanced Level 6 (Face-to-Face)
PREREQUISITE(S): Appropriate placement test score
COREQUISITE(S): ELL 0616
CONDITIONS: Face-to-Face
TOTAL CONTACT HOURS: 112
FACULTY WORKLOAD POINTS: 4.48 (Calculated by formula per CBA)
STANDARDIZED CLASS SIZE ALLOCATION: 25

CATALOG COURSE DESCRIPTION:

The purpose of the Adult ESOL program is to help adult English language learners (ELLs) achieve competence in reading, writing, speaking, and comprehension of the English language that leads to attainment of a secondary school diploma or its recognized equivalent, and/or to transition to postsecondary education and/or training or to gainful employment, as well as the ability to participate fully in the civic life in the United States. The program is designed for ELLs who are able to read and write in their native language or another language. ELLs who hold a postsecondary degree or other credential may enroll in the Adult ESOL Program if their placement test score is below the top score for exiting the program.

The Adult ESOL Curriculum Framework has six levels which correlate to the Educational Functioning Levels (EFLs) of the National Reporting System (NRS). The curriculum framework consists of three parts: College and Career Readiness (CCR) standards for adult education, English Language Proficiency (ELP) standards for adult education, and Life and Work competencies.

The nine subject areas are: Communication, Employment, Community, Consumer Education, Health, Civics, Environment, Mathematics, Learning and Thinking.

The Advanced Level is Level 6 Advanced on the FLDOE Curriculum Frameworks.

This course is offered in a face-to-face format. Students must take this course simultaneously with the course English Language Learner: Advanced Level 6 (Online).

SUGGESTED TEXT(S):


IMPLEMENTATION DATE: Fall Term, 2017 (2178) – Proposal 2017-02
Fall Term, 2017 (2178) – Sept CC 2017 Information Item
Spring Term 2018 (20182) – Proposal 2017-05
Fall Term 2019 (2198) – Proposal 2019-02
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XIII. Civics | 6
XIV. Environment | 6
XV. Review and Test Preparation | 4

NOTE: Instructors may reallocate hours for students whose skills in specific topic areas need additional preparation, instruction, and practice.

PROGRAM TITLE: Adult English for Speakers of Other Languages
COURSE TITLE: English Language Learner: Advanced Level 6 (Face-to-Face)
CIP NUMBER: 1532010300

Program Frameworks can be found at the following website:

http://www.fldoe.org/academics/career-adult-edu/adult-edu/

The Advanced course ELL 0615 follows Level 6 on the FLDOE ESOL Program Curriculum Frameworks.

Per the FLDOE, any Adult Education and/or ESOL course offered via a hybrid modality must be reported as two separate sections to the state for the purpose of tracking student attendance hours. To satisfy state reporting requirements, courses have been developed as companion co-requisites with instructional contact hours specified by modality.
FLORIDA STATE COLLEGE AT JACKSONVILLE
ADULT EDUCATION COURSE OUTLINE

COURSE ID: ELL 0616
COURSE TITLE: English Language Learner: Advanced Level 6 (Online)
PREREQUISITE(S): Appropriate placement test score
COREQUISITE(S): ELL 0615
CONDITIONS: Online
TOTAL CONTACT HOURS: 38
FACULTY WORKLOAD POINTS: 1.52 (Calculated by formula per CBA)
STANDARDIZED CLASS SIZE ALLOCATION: 25

CATALOG COURSE DESCRIPTION:

The purpose of the Adult ESOL program is to help adult English language learners (ELLs) achieve competence in reading, writing, speaking, and comprehension of the English language that leads to attainment of a secondary school diploma or its recognized equivalent, and/or to transition to postsecondary education and/or training or to gainful employment, as well as the ability to participate fully in the civic life in the United States. The program is designed for ELLs who are able to read and write in their native language or another language. ELLs who hold a postsecondary degree or other credential may enroll in the Adult ESOL Program if their placement test score is below the top score for exiting the program.

The Adult ESOL Curriculum Framework has six levels which correlate to the Educational Functioning Levels (EFLs) of the National Reporting System (NRS). The curriculum framework consists of three parts: College and Career Readiness (CCR) standards for adult education, English Language Proficiency (ELP) standards for adult education, and Life and Work competencies. The nine subject areas are: Communication, Employment, Community, Consumer Education, Health, Civics, Environment, Mathematics, Learning and Thinking.

The Advanced Level is Level 6 Advanced on the FLDOE Curriculum Frameworks.

This course is offered in an online format. Students must take this course simultaneously with the course English Language Learner: Advanced Level 6 (Face-to-Face).

SUGGESTED TEXT(S):


IMPLEMENTATION DATE: Fall Term, 2017 (2178) – Sept CC 2017 Information Item

REVIEW OR MODIFICATION DATE: Spring Term 2018 (2181) – Proposal 2017-05
Fall Term 2019 (2198) – Proposal 2019-02
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<tr>
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<td>IV. Language Grammar</td>
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<tr>
<td>V. Employability</td>
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<tr>
<td>VI. Career Planning</td>
<td>2.5</td>
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<tr>
<td>VII. Civics, Environment, and Family in the U.S.</td>
<td>2.5</td>
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<tr>
<td>VIII. Consumer Education</td>
<td>2.5</td>
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<tr>
<td>IX. Health and Nutrition</td>
<td>2.5</td>
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<tr>
<td>X. Travel Transportation</td>
<td>2.5</td>
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<tr>
<td>XI. Safety and Security</td>
<td>3</td>
</tr>
<tr>
<td>XII. Technology</td>
<td>5</td>
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</table>
| I. Career and Education Planning, Workforce Preparation, Employment | 3  
| II. Digital Literacy                              | 4                       |
| III. Learning and Thinking                        | 2                       |
| IV. Reading                                       | 3                       |
| V. Writing                                        | 2                       |
| VI. Speaking                                      | 1                       |
| VII. Listening                                    | 3                       |
| VIII. Grammar                                     | 3                       |
| IX. Communication                                 | 2                       |
| X. Community                                      | 2                       |
| XI. Consumer Economics and Mathematics            | 2                       |
| XII. Health                                       | 4                       |
| XIII. Civics                                      | 2                       |
COURSE TOPICS

XIV. Environment

XV. Review and Test Preparation

NOTE: Instructors may reallocate hours for students whose skills in specific topic areas need additional preparation, instruction, and practice.

PROGRAM TITLE: Adult English for Speakers of Other Languages

COURSE TITLE: English Language Learner: Advanced Level 6 (Online)

CIP NUMBER: 1532010300

Program Frameworks can be found at the following website:

http://www.fldoe.org/academics/career-adult-edu/adult-edu/

The Advanced course ELL 0616 follows Level 6 on the FLDOE ESOL Program Curriculum Frameworks.

Per the FLDOE, any Adult Education and/or ESOL course offered via a hybrid modality must be reported as two separate sections to the state for the purpose of tracking student attendance hours. To satisfy state reporting requirements, courses have been developed as companion co-requisites with instructional contact hours specified by modality.
COURSE ID: ELL 0625

COURSE TITLE: English Language Learner: Advanced Level 6 (Face-to-Face)

PREREQUISITE(S): ELL 0615 and ELL 0616

COREQUISITE(S): ELL 0626

CONDITIONS: Face-to-Face

TOTAL CONTACT HOURS: 112

FACULTY WORKLOAD POINTS: 4.48 (Calculated by formula per CBA)

STANDARDIZED CLASS SIZE ALLOCATION: 25

CATALOG COURSE DESCRIPTION:

The purpose of the Adult ESOL program is to help adult English language learners (ELLs) achieve competence in reading, writing, speaking, and comprehension of the English language that leads to attainment of a secondary school diploma or its recognized equivalent, and/or to transition to postsecondary education and/or training or to gainful employment, as well as the ability to participate fully in the civic life in the United States. The program is designed for ELLs who are able to read and write in their native language or another language. ELLs who hold a postsecondary degree or other credential may enroll in the Adult ESOL Program if their placement test score is below the top score for exiting the program.

The Adult ESOL Curriculum Framework has six levels which correlate to the Educational Functioning Levels (EFLs) of the National Reporting System (NRS). The curriculum framework consists of three parts: College and Career Readiness (CCR) standards for adult education, English Language Proficiency (ELP) standards for adult education, and Life and Work competencies. The nine subject areas are: Communication, Employment, Community, Consumer Education, Health, Civics, Environment, Mathematics, Learning and Thinking.

The Advanced Level is Level 6 Advanced on the FLDOE Curriculum Frameworks.

This course is offered in a face-to-face format. Students must take this course simultaneously with the course English Language Learner: Advanced Level 6 (Online).

SUGGESTED TEXT(S):


IMPLEMENTATION DATE: Fall Term, 2017 (2178) – Proposal 2017-02

REVIEW OR MODIFICATION DATE: Fall Term, 2017 (2178) – Sept CC 2017 Information Item
Spring Term 2018 (2181) – Proposal 2017-05
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<tr>
<td>I. Reading</td>
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<td>7.5</td>
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<tr>
<td>III. Writing</td>
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<td>VII. Civics, Environment, and Family in the U.S.</td>
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<td>VIII. Consumer Education</td>
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<td>XII. Technology</td>
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<td>I. Career and Education Planning, Workforce Preparation, Employment</td>
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<tr>
<td>II. Digital Literacy</td>
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<td>III. Learning and Thinking</td>
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<td>IV. Reading</td>
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<td>V. Writing</td>
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<td>VI. Speaking</td>
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<td>VII. Listening</td>
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<td>VIII. Grammar</td>
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<td>IX. Communication</td>
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<td>XIV. Environment</td>
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<td>XV. Review and Test Preparation</td>
<td>4</td>
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</table>

NOTE: Instructors may reallocate hours for students whose skills in specific topic areas need additional preparation, instruction, and practice.

PROGRAM TITLE: Adult English for Speakers of Other Languages

COURSE TITLE: English Language Learner: Advanced Level 6 (Face-to-Face)

CIP NUMBER: 1532010300

Program Frameworks can be found at the following website:

http://www.fldoe.org/academics/career-adult-edu/adult-edu/

The Advanced course ELL 0625 follows Level 6 on the FLDOE ESOL Program Curriculum Frameworks.

Per the FLDOE, any Adult Education and/or ESOL course offered via a hybrid modality must be reported as two separate sections to the state for the purpose of tracking student attendance hours. To satisfy state reporting requirements, courses have been developed as companion co-requisites with instructional contact hours specified by modality.
FLORIDA STATE COLLEGE AT JACKSONVILLE
ADULT EDUCATION COURSE OUTLINE

COURSE ID: ELL 0626
COURSE TITLE: English Language Learner: Advanced Level 6 (Online)
PREREQUISITE(S): ELL 0615 and ELL 0616
COREQUISITE(S): ELL 0625
CONDITIONS: Online
TOTAL CONTACT HOURS: 38
FACULTY WORKLOAD POINTS: 1.52 (Calculated by formula per CBA)
STANDARDIZED CLASS SIZE ALLOCATION: 25

CATALOG COURSE DESCRIPTION:

The purpose of the Adult ESOL program is to help adult English language learners (ELLs) achieve competence in reading, writing, speaking, and comprehension of the English language that leads to attainment of a secondary school diploma or its recognized equivalent, and/or to transition to postsecondary education and/or training or to gainful employment, as well as the ability to participate fully in the civic life in the United States. The program is designed for ELLs who are able to read and write in their native language or another language. ELLs who hold a postsecondary degree or other credential may enroll in the Adult ESOL Program if their placement test score is below the top score for exiting the program.

The Adult ESOL Curriculum Framework has six levels which correlate to the Educational Functioning Levels (EFLs) of the National Reporting System (NRS). The curriculum framework consists of three parts: College and Career Readiness (CCR) standards for adult education, English Language Proficiency (ELP) standards for adult education, and Life and Work competencies. The nine subject areas are: Communication, Employment, Community, Consumer Education, Health, Civics, Environment, Mathematics, Learning and Thinking.

The Advanced Level is Level 6 Advanced on the FLDOE Curriculum Frameworks.

This course is offered in an online format. Students must take this course simultaneously with the course English Language Learner: Advanced Level 6 (Face-to-Face).

SUGGESTED TEXT(S):

IMPLEMENTATION DATE: Fall Term, 2017 (2178) – Sept CC 2017 Information Item

REVIEW OR MODIFICATION DATE: Spring Term 2018 (2181) – Proposal 2017-05
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<tr>
<td>XV. Review and Test Preparation</td>
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NOTE: Instructors may reallocate hours for students whose skills in specific topic areas need additional preparation, instruction, and practice.

PROGRAM TITLE: Adult English for Speakers of Other Languages

COURSE TITLE: English Language Learner: Advanced Level 6 (Online)

CIP NUMBER: 1532010300

Program Frameworks can be found at the following website:

http://www.fldoe.org/academics/career-adult-edu/adult-edu/

The Advanced course ELL 0626 follows Level 6 on the FLDOE ESOL Program Curriculum Frameworks.

Per the FLDOE, any Adult Education and/or ESOL course offered via a hybrid modality must be reported as two separate sections to the state for the purpose of tracking student attendance hours. To satisfy state reporting requirements, courses have been developed as companion co-requisites with instructional contact hours specified by modality.
COURSE ID: ELL 0531

COURSE TITLE: English Language Learner: English Literacy for Career and Technical Education Level 5 (Face-to-Face)

PREREQUISITE(S): Appropriate placement test score

COREQUISITE(S): ELL 0532

CONDITIONS: Face-to-Face

TOTAL CONTACT HOURS: 96

FACULTY WORKLOAD POINTS: 3.84 2.56 (Calculated by formula per CBA)

STANDARDIZED CLASS SIZE ALLOCATION: 25

CATALOG COURSE DESCRIPTION:

This course is designed to be used as a bridge course which provides integrated English language and career preparation instruction to adult English language learners (ELLs) who have a goal of enrolling in a career and technical education program. Students that meet the language and academic requirements may enroll in ELCATE and a career and technical certificate program simultaneously as an integrated education and training program for Florida’s Integrated Career and Academic Preparation System (FICAPS).

Students cannot be enrolled in Adult ESOL and ELCATE at the same time. Only students who have a goal to enter a CTE program should be enrolled in ELCATE. Students who are continuing their enrollment in Adult ESOL and are at level 5 or 6 but do not have a goal of enrolling in CTE should remain in Adult ESOL. Students who are new to the program and test into level 5 or 6 but do not have a goal of enrolling in CTE should be enrolled in Adult ESOL.

The course is Level 5 on the FLDOE Curriculum Frameworks for ELCATE.

This course is offered in a face-to-face format. Students must take this course simultaneously with the course English Language Learner: English Literacy for Career and Technical Education Level 5 (Online).

SUGGESTED TEXT(S):

Burlington English software https://www.burlingtonenglish.com/

Supplemental:


Focus on Grammar 1 – Pearson Longman, USA Workbook ISBN: 9780134579375
IMPLEMENTATION DATE: Fall Term, 2017 (20181) – Proposal 2017-02

REVIEW OR MODIFICATION DATE: Fall Term, 2017 (2178) – Sept CC 2017 Information Item
Spring Term 2018 (2181) – Proposal 2017-05
Fall Term 2019 (2198) – Proposal 2019-02
COURSE TOPICS

I. Demonstrate learning objectives in occupational content as determined by the instructor. 18

II. Develop workplace readiness skills such as being on time, attendance, communication, how to dress, how to problem-solve, teamwork, and following instructions. 3

III. Articulate personal and educational goals. 3

IV. Apply effective note-taking techniques. 3

V. Apply effective test-taking techniques. 3

VI. Select career cluster and identify program of study and specific occupations for each pathway. 3

VII. Identify workplace skills required in chosen career cluster. 3

VIII. Identify financial aid options for postsecondary education. 3

IX. Use vocabulary in chosen career cluster. 3

X. Demonstrate ability to complete financial aid applications. 3

XI. Demonstrate ability to complete a postsecondary application. 3

XII. Reading 12

XIII. Speaking and Listening 12

XIV. Writing 12

XV. Language (Grammar) 12

I. English for Specific Purposes 10

II. Career and Education Planning and Workforce Preparation 7

III. Digital Literacy 7

IV. Reading 7

V. Writing 7

VI. Speaking 7

VII. Listening 7
COURSE TOPICS

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<th>COURSE TOPICS</th>
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<td>IX</td>
<td>Review and Testing</td>
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NOTE: Instructors may reallocate hours for students whose skills in specific topic areas need additional preparation, instruction, and practice.

PROGRAM TITLE: English Literacy for Career and Technical Education (ELCATE)

COURSE TITLE: English Language Learner: English Literacy for Career and Technical Education Level 5 (Face-to-Face)

CIP NUMBER: 1532010301

Program Frameworks can be found at the following website:

http://www.fldoe.org/academics/career-adult-edu/adult-edu/

The course ELL 0531 follows Level 5 on the FLDOE ELCATE Program Curriculum Frameworks.

Per the FLDOE, any Adult Education and/or ESOL course offered via a hybrid modality must be reported as two separate sections to the state for the purpose of tracking student attendance hours. To satisfy state reporting requirements, courses have been developed as companion co-requisites with instructional contact hours specified by modality.
COURSE ID: ELL 0532

COURSE TITLE: English Language Learner: English Literacy for Career and Technical Education Level 5 (Online)

PREREQUISITE(S): Appropriate placement test score

COREQUISITE(S): ELL 0531

CONDITIONS: Online

TOTAL CONTACT HOURS: 64 36

FACULTY WORKLOAD POINTS: 2.56 1.44 (Calculated by formula per CBA)

STANDARDIZED CLASS SIZE ALLOCATION: 25

CATALOG COURSE DESCRIPTION:

This course is designed to be used as a bridge course which provides integrated English language and career preparation instruction to adult English language learners (ELLs) who have a goal of enrolling in a career and technical education program. Students that meet the language and academic requirements may enroll in ELCATE and a career and technical certificate program simultaneously as an integrated education and training program for Florida’s Integrated Career and Academic Preparation System (FICAPS).

Students cannot be enrolled in Adult ESOL and ELCATE at the same time. Only students who have a goal to enter a CTE program should be enrolled in ELCATE. Students who are continuing their enrollment in Adult ESOL and are at level 5 or 6 but do not have a goal of enrolling in CTE should remain in Adult ESOL. Students who are new to the program and test into level 5 or 6 but do not have a goal of enrolling in CTE should be enrolled in Adult ESOL.

The course is Level 5 on the FLDOE Curriculum Frameworks for ELCATE.

This course is offered in an online format. Students must take this course simultaneously with the course English Language Learner: English Literacy for Career and Technical Education Level 5 (Face-to-Face).

Burlington English software https://www.burlingtonenglish.com/

IMPLEMENTATION DATE:  
Fall Term, 2017 (2178) – Sept CC 2017 Information Item

REVIEW OR MODIFICATION DATE:  
Spring Term 2018 (2181) – Proposal 2017-05  
Fall Term 2019 (2198) – Proposal 2019-02
I. Demonstrate learning objectives in occupational content as determined by the instructor. 12

II. Develop workplace readiness skills such as being on time, attendance, communication, how to dress, how to problem-solve, teamwork, and following instructions. 2

III. Articulate personal and educational goals. 2

IV. Apply effective note-taking techniques. 2

V. Apply effective test-taking techniques. 2

VI. Select career cluster and identify program of study and specific occupations for each pathway. 2

VII. Identify workplace skills required in chosen career cluster. 2

VIII. Identify financial aid options for postsecondary education. 2

IX. Use vocabulary in chosen career cluster. 2

X. Demonstrate ability to complete financial aid applications. 2

XI. Demonstrate ability to complete a postsecondary application. 2

XII. Reading 8

XIII. Speaking and Listening 8

XIV. Writing 8

XV. Language (Grammar) 8

I. English for Specific Purposes 10

II. Career and Education Planning and Workforce Preparation 7

III. Digital Literacy 7

IV. Reading 7

V. Writing 7

VI. Speaking 7

VII. Listening 7
NOTE: Instructors may reallocate hours for students whose skills in specific topic areas need additional preparation, instruction, and practice.

PROGRAM TITLE: English Literacy for Career and Technical Education (ELCATE)

COURSE TITLE: English Language Learner: English Literacy for Career and Technical Education Level 5 (Online)

CIP NUMBER: 1532010301

Program Frameworks can be found at the following website:

http://www.fldoe.org/academics/career-adult-edu/adult-edu/

The course ELL 0532 follows Level 5 on the FLDOE ELCATE Program Curriculum Frameworks.

Per the FLDOE, any Adult Education and/or ESOL course offered via a hybrid modality must be reported as two separate sections to the state for the purpose of tracking student attendance hours. To satisfy state reporting requirements, courses have been developed as companion co-requisites with instructional contact hours specified by modality.
FLORIDA STATE COLLEGE AT JACKSONVILLE
ADULT EDUCATION COURSE OUTLINE

COURSE ID: ELL 0631

COURSE TITLE: English Language Learner: English Literacy for Career and Technical Education Level 6 (Face-to-Face)

PREREQUISITE(S): Appropriate placement test score

COREQUISITE(S): ELL 0632

CONDITIONS: Face-to-Face

TOTAL CONTACT HOURS: 96 64

FACULTY WORKLOAD POINTS: 3.84 2.56 (Calculated by formula per CBA)

STANDARDIZED CLASS SIZE ALLOCATION: 25

CATALOG COURSE DESCRIPTION:

This course is designed to be used as a bridge course which provides integrated English language and career preparation instruction to adult English language learners (ELLs) who have a goal of enrolling in a career and technical education program. Students that meet the language and academic requirements may enroll in ELCATE and a career and technical certificate program simultaneously as an integrated education and training program for Florida’s Integrated Career and Academic Preparation System (FICAPS).

Students cannot be enrolled in Adult ESOL and ELCATE at the same time. Only students who have a goal to enter a CTE program should be enrolled in ELCATE. Students who are continuing their enrollment in Adult ESOL and are at level 5 or 6 but do not have a goal of enrolling in CTE should remain in Adult ESOL.

Students who are new to the program and test into level 5 or 6 but do not have a goal of enrolling in CTE should be enrolled in Adult ESOL.

The course is Level 6 on the FLDOE Curriculum Frameworks for ELCATE.

This course is offered in a face-to-face format. Students must take this course simultaneously with the course English Language Learner: English Literacy for Career and Technical Education Level 6 (Online).


Burlington English software
https://www.burlingtonenglish.com/


IMPLEMENTATION DATE: Fall Term, 2017 (2178) – Proposal 2017-02

REVIEW OR MODIFICATION DATE: Fall Term 2017 (2178) – Sept CC 2017 Information Item
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### COURSE TOPICS

<table>
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<tr>
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| I. | Demonstrate learning objectives in occupational content as determined by the instructor. | 18 |
| II. | Develop workplace readiness skills such as being on time, attendance, communication, how to dress, how to problem-solve, teamwork, and following instructions. | 3 |
| III. | Articulate personal and educational goals. | 3 |
| IV. | Apply effective note-taking techniques. | 3 |
| V. | Apply effective test-taking techniques. | 3 |
| VI. | Select career cluster and identify program of study and specific occupations for each pathway. | 3 |
| VII. | Identify workplace skills required in chosen career cluster. | 3 |
| VIII. | Identify financial aid options for postsecondary education. | 3 |
| IX. | Use vocabulary in chosen career cluster. | 3 |
| X. | Demonstrate ability to complete financial aid applications. | 3 |
| XI. | Demonstrate ability to complete a postsecondary application. | 3 |
| XII. | Reading | 12 |
| XIII. | Speaking and Listening | 12 |
| XIV. | Writing | 12 |
| XV. | Language (Grammar) | 12 |

| I. | English for Specific Purposes | 10 |
| II. | Career and Education Planning and Workforce Preparation | 7 |
| III. | Digital Literacy | 7 |
| IV. | Reading | 7 |
| V. | Writing | 7 |
| VI. | Speaking | 7 |
| VII. | Listening | 7 |
COURSE TOPICS

VIII. Grammar  
IX. Review and Testing

NOTE: Instructors may reallocate hours for students whose skills in specific topic areas need additional preparation, instruction, and practice.

PROGRAM TITLE: English Literacy for Career and Technical Education (ELCATE)

COURSE TITLE: English Language Learner: English Literacy for Career and Technical Education Level 6 (Face-to-Face)

CIP NUMBER: 1532010301

Program Frameworks can be found at the following website:

http://www.fldoe.org/academics/career-adult-edu/adult-edu/

The course ELL 0631 follows Level 6 on the FLDOE ELCATE Program Curriculum Frameworks

Per the FLDOE, any Adult Education and/or ESOL course offered via a hybrid modality must be reported as two separate sections to the state for the purpose of tracking student attendance hours. To satisfy state reporting requirements, courses have been developed as companion co-requisites with instructional contact hours specified by modality.
COURSE ID: ELL 0632

COURSE TITLE: English Language Learner: English Literacy for Career and Technical Education Level 6 (Online)

PREREQUISITE(S): Appropriate placement test score

COREQUISITE(S): ELL 0631

CONDITIONS: Online

TOTAL CONTACT HOURS: 64 36

FACULTY WORKLOAD POINTS: 2.56 1.44 (Calculated by formula per CBA)

STANDARDIZED CLASS SIZE ALLOCATION: 25

CATALOG COURSE DESCRIPTION:

This course is designed to be used as a bridge course which provides integrated English language and career preparation instruction to adult English language learners (ELLs) who have a goal of enrolling in a career and technical education program. Students that meet the language and academic requirements may enroll in ELCATE and a career and technical certificate program simultaneously as an integrated education and training program for Florida’s Integrated Career and Academic Preparation System (FICAPS).

Students cannot be enrolled in Adult ESOL and ELCATE at the same time. Only students who have a goal to enter a CTE program should be enrolled in ELCATE. Students who are continuing their enrollment in Adult ESOL and are at level 5 or 6 but do not have a goal of enrolling in CTE should remain in Adult ESOL.

Students who are new to the program and test into level 5 or 6 but do not have a goal of enrolling in CTE should be enrolled in Adult ESOL.

The course is Level 6 on the FLDOE Curriculum Frameworks for ELCATE.

This course is offered in an online format. Students must take this course simultaneously with the course English Language Learner: English Literacy for Career and Technical Education Level 6 (Face-to-Face).

Burlington English software
https://www.burlingtonenglish.com/

Supplemental: Focus on Grammar 2 – Pearson Longman, USA
Workbook ISBN: 9780134579580

IMPLEMENTATION DATE: Fall Term, 2017 (2178) – Sept CC 2017 Information Item

REVIEW OR MODIFICATION DATE: Spring Term 2018 (2181) – Proposal 2017-05
Fall Term 2019 (2198) – Proposal 2019-02
COURSE TOPICS

I. Demonstrate learning objectives in occupational content as determined by the instructor. 12

II. Develop workplace readiness skills such as being on time, attendance, communication, how to dress, how to problem-solve, teamwork, and following instructions. 2

III. Articulate personal and educational goals. 2

IV. Apply effective note-taking techniques. 2

V. Apply effective test-taking techniques. 2

VI. Select career cluster and identify program of study and specific occupations for each pathway. 2

VII. Identify workplace skills required in chosen career cluster. 2

VIII. Identify financial aid options for postsecondary education. 2

IX. Use vocabulary in chosen career cluster. 2

X. Demonstrate ability to complete financial aid applications. 2

XI. Demonstrate ability to complete a postsecondary application. 2

XII. Reading 8

XIII. Speaking and Listening 8

XIV. Writing 8

XV. Language (Grammar) 8

I. English for Specific Purposes 8

II. Career and Education Planning and Workforce Preparation 4

III. Digital Literacy 4

IV. Reading 4

V. Writing 4

VI. Speaking 4

VII. Listening 4
VIII. Grammar

NOTE: Instructors may reallocate hours for students whose skills in specific topic areas need additional preparation, instruction, and practice.

PROGRAM TITLE: English Literacy for Career and Technical Education (ELCATE)

COURSE TITLE: English Language Learner: English Literacy for Career and Technical Education Level 6 (Online)

CIP NUMBER: 1532010301

Program Frameworks can be found at the following website:

http://www.fldoe.org/academics/career-adult-edu/adult-edu/

The course ELL 0632 follows Level 6 on the FLDOE ELCATE Program Curriculum Frameworks

Per the FLDOE, any Adult Education and/or ESOL course offered via a hybrid modality must be reported as two separate sections to the state for the purpose of tracking student attendance hours. To satisfy state reporting requirements, courses have been developed as companion co-requisites with instructional contact hours specified by modality.
COURSE ID:       ELL 0815

COURSE TITLE:    English Language Learner: College and Career Readiness I (Face-to-Face)

PREREQUISITE(S): Appropriate placement test score above advanced level

COREQUISITE(S):  ELL 0816

CONDITIONS:      Face-to-Face

TOTAL CONTACT HOURS:  75

FACULTY WORKLOAD POINTS:  3 (Calculated by formula per CBA)

STANDARDIZED CLASS SIZE ALLOCATION:  22

CATALOG COURSE DESCRIPTION:

Prepare Adult English language learners who are above NRS Advanced Level to enter and succeed in college-level courses of study by providing English language skills in the following areas:

• Read and Comprehend Complex Text
• Acquire Academic Vocabulary
• Speak and Listen with Understanding
• Convey Information in Writing
• Apply Conventions of Standard English Grammar and Usage
• Digital Literacy (Technology)
• Career and Education Planning
• Workforce Preparation

This course is offered in a face-to-face format. Students must take this course simultaneously with the course English Language Learner: College and Career Readiness I (Online).

SUGGESTED TEXT(S):


IMPLEMENTATION DATE: Fall Term, 2017 (2178) – Proposal 2017-02

REVIEW OR MODIFICATION DATE: Fall Term 2019 (2198) – Proposal 2019-02
### COURSE TOPICS

<table>
<thead>
<tr>
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</thead>
<tbody>
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</tr>
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<td>VII. Career and Education Planning</td>
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<tr>
<td>VIII. Workforce Preparation</td>
<td>10</td>
</tr>
<tr>
<td>IX. Test Preparation and Review</td>
<td>5</td>
</tr>
</tbody>
</table>

NOTE: Instructors may reallocate hours for students whose skills in specific topic areas need additional preparation, instruction, and practice.

### PROGRAM TITLE:
Adult English for Speakers of Other Languages College and Career Readiness

### COURSE TITLE:
English Language Learner: College and Career Readiness I (Face-to-Face)

### CIP NUMBER:
1532010302

Program Frameworks can be found at the following website:

http://www.fldoe.org/academics/career-adult-edu/adult-edu/

Per the FLDOE, any Adult Education and/or ESOL course offered via a hybrid modality must be reported as two separate sections to the state for the purpose of tracking student attendance hours. To satisfy state reporting requirements, courses have been developed as companion co-requisites with instructional contact hours specified by modality.
COURSE ID: ELL 0816

COURSE TITLE: English Language Learner: College and Career Readiness I (Online)

PREREQUISITE(S): Appropriate placement test score above advanced level

COREQUISITE(S): ELL 0815

CONDITIONS: Online

TOTAL CONTACT HOURS: 75

FACULTY WORKLOAD POINTS: 3 (Calculated by formula per CBA)

STANDARDIZED CLASS SIZE ALLOCATION: 22

CATALOG COURSE DESCRIPTION:

Prepare Adult English language learners who are above NRS Advanced Level to enter and succeed in college-level courses of study by providing English language skills in the following areas:

• Read and Comprehend Complex Text
• Acquire Academic Vocabulary
• Speak and Listen with Understanding
• Convey Information in Writing
• Apply Conventions of Standard English Grammar and Usage
• Digital Literacy (Technology)
• Career and Education Planning
• Workforce Preparation

This course is offered in an online format. Students must take this course simultaneously with the course English Language Learner: College and Career Readiness I (Face-to-Face).

SUGGESTED TEXT(S):


IMPLEMENTATION DATE: Fall Term, 2017 (2178) – Sept CC 2017 Information Item

REVIEW OR MODIFICATION DATE: Spring Term 2018 (2181) – Proposal 2017-05
Fall Term 2019 (2198) – Proposal 2019-02
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NOTE: Instructors may reallocate hours for students whose skills in specific topic areas need additional preparation, instruction, and practice.

PROGRAM TITLE: Adult English for Speakers of Other Languages College and Career Readiness

COURSE TITLE: English Language Learner: College and Career Readiness I (Online)

CIP NUMBER: 1532010302

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

Per the FLDOE, any Adult Education and/or ESOL course offered via a hybrid modality must be reported as two separate sections to the state for the purpose of tracking student attendance hours. To satisfy state reporting requirements, courses have been developed as companion co-requisites with instructional contact hours specified by modality.
FLORIDA STATE COLLEGE AT JACKSONVILLE
ADULT EDUCATION COURSE OUTLINE

COURSE ID: ELL 0825
COURSE TITLE: College and Career Readiness II (Face-to-Face)
PREREQUISITE(S): ELL 0815 and ELL 0816
COREQUISITE(S): ELL 0826
CONDITIONS: Face-to-Face
TOTAL CONTACT HOURS: 75

FACULTY WORKLOAD POINTS: 3 (Calculated by formula per CBA)
STANDARDIZED CLASS SIZE ALLOCATION: 22

CATALOG COURSE DESCRIPTION:

Prepare Adult English language learners who are above NRS Advanced Level to enter and succeed in college-level courses of study by providing English language skills in the following areas:

• Read and Comprehend Complex Text
• Acquire Academic Vocabulary
• Speak and Listen with Understanding
• Convey Information in Writing
• Apply Conventions of Standard English Grammar and Usage
• Digital Literacy (Technology)
• Career and Education Planning
• Workforce Preparation

This course is offered in a face-to-face format. Students must take this course simultaneously with the course English Language Learner: College and Career Readiness II (Online).

SUGGESTED TEXT(S):

IMPLEMENTATION DATE: Fall Term, 2017 (2178) – Proposal 2017-02
REVIEW OR MODIFICATION DATE: Fall Term 2019 (2198) – Proposal 2019-02
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NOTE: Instructors may reallocate hours for students whose skills in specific topic area need additional preparation, instruction, and practice.

PROGRAM TITLE: Adult English for Speakers of Other Languages College and Career Readiness

COURSE TITLE: College and Career Readiness II (Face-to-Face)

CIP NUMBER: 1532010302

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

Per the FLDOE, any Adult Education and/or ESOL course offered via a hybrid modality must be reported as two separate sections to the state for the purpose of tracking student attendance hours. To satisfy state reporting requirements, courses have been developed as companion co-requisites with instructional contact hours specified by modality.
FLORIDA STATE COLLEGE AT JACKSONVILLE
ADULT EDUCATION COURSE OUTLINE

COURSE ID: ELL 0826
COURSE TITLE: College and Career Readiness II (Online)
PREREQUISITE(S): ELL 0815 and ELL 0816
COREQUISITE(S): ELL 0825
CONDITIONS: Online
TOTAL CONTACT HOURS: 75

FACULTY WORKLOAD POINTS: 3 (Calculated by formula per CBA)

STANDARDIZED CLASS SIZE ALLOCATION: 22

CATALOG COURSE DESCRIPTION:
Prepare Adult English language learners who are above NRS Advanced Level to enter and succeed in college-level courses of study by providing English language skills in the following areas:

• Read and Comprehend Complex Text
• Acquire Academic Vocabulary
• Speak and Listen with Understanding
• Convey Information in Writing
• Apply Conventions of Standard English Grammar and Usage
• Digital Literacy (Technology)
• Career and Education Planning
• Workforce Preparation

This course is offered in an online format. Students must take this course simultaneously with the course English Language Learner: College and Career Readiness II (Face-to-Face).

SUGGESTED TEXT(S):

IMPLEMENTATION DATE: Fall Term, 2017 (2178) – Sept CC 2017 Information Item

REVIEW OR MODIFICATION DATE: Spring Term 2018 (2181) – Proposal 2017-05
Fall Term 2019 (2198) – Proposal 2019-02
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NOTE: Instructors may reallocate hours for students whose skills in specific topic area need additional preparation, instruction, and practice.

PROGRAM TITLE: Adult English for Speakers of Other Languages College and Career Readiness

COURSE TITLE: College and Career Readiness II (Face-to-Face)

CIP NUMBER: 1532010302

Program Frameworks can be found at the following website:

http://www.fldoe.org/academics/career-adult-edu/adult-edu/

Per the FLDOE, any Adult Education and/or ESOL course offered via a hybrid modality must be reported as two separate sections to the state for the purpose of tracking student attendance hours. To satisfy state reporting requirements, courses have been developed as companion co-requisites with instructional contact hours specified by modality.
COURSE NUMBER: ELL 0550
COURSE TITLE: Citizenship Low Intermediate (Face-to-Face)
PREREQUISITE(S): Appropriate placement test score
COREQUISITE(S): ELL 0551
CONDITIONS: Face-to-Face
TOTAL CONTACT HOURS: 60
FACULTY WORKLOAD POINTS: 2.4 (Calculated by formula per CBA)
STANDARDIZED CLASS SIZE ALLOCATION: 24

CATALOG COURSE DESCRIPTION:

This course is designed to prepare eligible permanent residents to successfully complete the process of becoming a naturalized U.S. citizen. It is designed for adult English language learner (ELL) students or Native or Fluent English–speaking students. The course has three parts:

- Part I: The Naturalization Pre-Interview
- Part II: The Naturalization Interview and the Civics, Speaking, Reading, and Writing components of the Naturalization Test
- Part III: The Naturalization Post-Interview

Student progress through the course is measured by attainment of the competencies listed in each level. One Literacy Completion Point (LCP) is awarded for completion of the course.

This course is offered in a face-to-face format. Students must take this course simultaneously with the course Citizenship Low Intermediate (Online).

SUGGESTED TEXT(S):

IMPLEMENTATION DATE:
Fall Term 2013 (20141) – Proposal 2013-33

REVIEW OR MODIFICATION DATE:
Fall Term, 2017 (2178) – Proposal 2017-02
Fall Term, 2017 (2178) – Sept CC 2017 Information Item
Spring Term 2018 (2181) – Proposal 2017-05
COURSE TOPICS:

I. PURPOSE:
The purpose of this course is to prepare students for success in the Naturalization process required for all who have United States Citizenship as a goal. The content includes preparation for the Citizenship Test, by studying U.S. History, government, culture and symbols with specific emphasis on rights and responsibilities under the Constitution of the United States of America.

II. LABORATORY ACTIVITIES: None Required

III. PROGRAM STRUCTURE:
Citizenship is a course that is part of the English for Limited English Proficient Adults Program.

Other courses in this program include Adult English for Speakers of Other Languages (ESOL), Adult ESOL Academic Skills, and English Literacy for Career and Technical Education (ELCATE).

IV. SPECIAL NOTES: This course is intended for immigrants who are on a path to take the U.S. Bureau of Citizenship and Immigration Services (CIS) Citizenship Interview and Civics Examination. Immigrants who need to acquire the English language skills of speaking, reading, writing, and comprehension in order to pass the Citizenship Interview and Examination will benefit from this course. Immigrants who have already acquired these language skills may also enroll in this course.

Curriculum Standards:
The standards of this course cover U.S. history, government, culture, and symbols. The course puts emphasis on the rights and responsibilities of citizens stated in the U.S. Constitution. The standards for this course cover the 100 test questions used by CIS examiners in the Citizenship Interview and Examination.

Accommodations:
Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access.

Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Assessment:
Students wishing to enroll in the citizenship course must take a state-approved standardized assessment that measures their language skills. In order to ensure that students are prepared to successfully complete the Citizenship Course, it is recommended that students score into the ESOL Low Intermediate level, or the ABE Basic Beginning level. If students obtain a lower score than the recommended level, other factors may be taken into consideration, such as a portfolio of work. Programs are strongly advised against enrolling students that score lower than the recommended level. The language skills required for successful completion of the naturalization interview and exam are such that students with scores lower than the recommended level will likely not be able to pass the interview and exam.
Instruction:
The course may be offered through face-to-face instruction, computer-assisted instruction, online, or independent study formats. Instructional content may be derived from commercial textbooks and/or resources provided by USCIS. In the independent study format, students may utilize a study guide and/or textbooks/workbooks correlated to the curriculum frameworks. Using independent study, students complete assignments at their own pace, with assistance provided by the instructor as needed.

Progression:
Students complete the competencies included in the course standards to show progression. As the instructor goes through the competencies of the course, he or she will document the student’s progress on the Citizenship Course Progress Report. The items listed in the Progress Report are based upon the course competencies.

Completion:
Students will exit the Citizenship Course upon satisfactory completion of the Progress Report. The instructor and the program director will sign off on the Progress Report.

PROGRAM TITLE: Citizenship
COURSE TITLE: Citizenship Low Intermediate (Face-to-Face)
CIP NUMBER: 1533010200

Program Frameworks can be found at the following website:

Per the FLDOE, any Adult Education and/or ESOL course offered via a hybrid modality must be reported as two separate sections to the state for the purpose of tracking student attendance hours. To satisfy state reporting requirements, courses have been developed as companion co-requisites with instructional contact hours specified by modality.
INACTIVATE COURSE SUMMER TERM 2019 (2195)

FLORIDA STATE COLLEGE AT JACKSONVILLE
ADULT EDUCATION COURSE OUTLINE

COURSE NUMBER: ELL 0551
COURSE TITLE: Citizenship Low Intermediate (Online)
PREREQUISITE(S): Appropriate placement test score
COREQUISITE(S): ELL 0550
CONDITIONS : Online
TOTAL CONTACT HOURS: 36
FACULTY WORKLOAD POINTS: 1.4 (Calculated by formula per CBA)
STANDARDIZED CLASS SIZE ALLOCATION: 24

CATALOG COURSE DESCRIPTION:

This course is designed to prepare eligible permanent residents to successfully complete the process of becoming a naturalized U.S. citizen. It is designed for adult English language learner (ELL) students or Native or Fluent English–speaking students. The course has three parts:

- Part I: The Naturalization Pre-Interview
- Part II: The Naturalization Interview and the Civics, Speaking, Reading, and Writing components of the Naturalization Test
- Part III: The Naturalization Post-Interview

Student progress through the course is measured by attainment of the competencies listed in each level. One Literacy Completion Point (LCP) is awarded for completion of the course.

This course is offered in an online format. Students must take this course simultaneously with the course Citizenship Low Intermediate (Face-to-Face).


IMPLEMENTATION DATE: Fall Term, 2017 (2178) – Sept CC 2017 Information Item
REVIEW OR MODIFICATION DATE: Spring Term 2018 (2181) – Proposal 2017-05 Summer Term 2019 (2195) – Proposal 2019-02
COURSE TOPICS:

I. PURPOSE:
The purpose of this course is to prepare students for success in the Naturalization process required for all who have United States Citizenship as a goal. The content includes preparation for the Citizenship Test, by studying U.S. History, government, culture and symbols with specific emphasis on rights and responsibilities under the Constitution of the United States of America.

II. LABORATORY ACTIVITIES: None Required

III. PROGRAM STRUCTURE:
Citizenship is a course that is part of the English for Limited English Proficient Adults Program.

Other courses in this program include Adult English for Speakers of Other Languages (ESOL), Adult ESOL Academic Skills, and English Literacy for Career and Technical Education (ELCATE).

IV. SPECIAL NOTES: This course is intended for immigrants who are on a path to take the U.S. Bureau of Citizenship and Immigration Services (CIS) Citizenship Interview and Civics Examination. Immigrants who need to acquire the English language skills of speaking, reading, writing, and comprehension in order to pass the Citizenship Interview and Examination will benefit from this course. Immigrants who have already acquired these language skills may also enroll in this course.

Curriculum Standards:
The standards of this course cover U.S. history, government, culture, and symbols. The course puts emphasis on the rights and responsibilities of citizens stated in the U.S. Constitution. The standards for this course cover the 100 test questions used by CIS examiners in the Citizenship Interview and Examination.

Accommodations:
Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access.

Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Assessment:
Students wishing to enroll in the citizenship course must take a state-approved standardized assessment that measures their language skills. In order to ensure that students are prepared to successfully complete the Citizenship Course, it is recommended that students score into the ESOL Low Intermediate level, or the ABE Basic Beginning level. If students obtain a lower score than the recommended level, other factors may be taken into consideration, such as a portfolio of work. Programs are strongly advised against enrolling students that score lower than the recommended level. The language skills required for successful completion of the naturalization interview and exam are such that students with scores lower than the recommended level will likely not be able to pass the interview and exam.
Instruction:
The course may be offered through face-to-face instruction, computer-assisted instruction, online, or independent study formats. Instructional content may be derived from commercial textbooks and/or resources provided by USCIS. In the independent study format, students may utilize a study guide and/or textbooks/workbooks correlated to the curriculum frameworks. Using independent study, students complete assignments at their own pace, with assistance provided by the instructor as needed.

Progression:
Students complete the competencies included in the course standards to show progression. As the instructor goes through the competencies of the course, he or she will document the student’s progress on the Citizenship Course Progress Report. The items listed in the Progress Report are based upon the course competencies.

Completion:
Students will exit the Citizenship Course upon satisfactory completion of the Progress Report. The instructor and the program director will sign off on the Progress Report.

PROGRAM TITLE: Citizenship
COURSE TITLE: Citizenship Low Intermediate (Online)
CIP NUMBER: 1533010200

Program Frameworks can be found at the following website:

Per the FLDOE, any Adult Education and/or ESOL course offered via a hybrid modality must be reported as two separate sections to the state for the purpose of tracking student attendance hours. To satisfy state reporting requirements, courses have been developed as companion co-requisites with instructional contact hours specified by modality.
FLORIDA STATE COLLEGE AT JACKSONVILLE
ADULT EDUCATION COURSE OUTLINE

COURSE NUMBER: ELL 0650
COURSE TITLE: Citizenship High Intermediate (Face-to-Face)
PREREQUISITE(S): Appropriate placement test score
COREQUISITE(S): ELL 0651
CONDITIONS: Face to Face
STUDENT CONTACT HOURS: 60
FACULTY WORKLOAD POINTS: 2.4 (Calculated by formula per CBA)
STANDARDIZED CLASS SIZE ALLOCATION: 24

CATALOG COURSE DESCRIPTION:

This course is designed to prepare eligible permanent residents to successfully complete the process of becoming a naturalized U.S. citizen. It is designed for adult English language learner (ELL) students or Native or Fluent English–speaking students. The course has three parts:

- Part I: The Naturalization Pre-Interview
- Part II: The Naturalization Interview and the Civics, Speaking, Reading, and Writing components of the Naturalization Test
- Part III: The Naturalization Post-Interview

Student progress through the course is measured by attainment of the competencies listed in each level. One Literacy Completion Point (LCP) is awarded for completion of the course.

This course is offered in a face-to-face format. Students must take this course simultaneously with the course Citizenship High Intermediate (Online).

SUGGESTED TEXT(S):

IMPLEMENTATION DATE:
Fall Term 2013 (20141) – Proposals 2013-33

REVIEW OR MODIFICATION DATE:
Fall Term, 2017 (2178) - Proposal 2017-02
Fall Term, 2017 (2178) – Sept CC 2017 Information Item
COURSE TOPICS:

I. PURPOSE:
The purpose of this course is to prepare students for success in the Naturalization process required for all who have United States Citizenship as a goal. The content includes preparation for the Citizenship Test, by studying U.S. History, government, culture and symbols with specific emphasis on rights and responsibilities under the Constitution of the United States of America.

II. LABORATORY ACTIVITIES: None Required

III. PROGRAM STRUCTURE:
Citizenship is a course that is part of the English for Limited English Proficient Adults Program.

Other courses in this program include Adult English for Speakers of Other Languages (ESOL), Adult ESOL Academic Skills, and English Literacy for Career and Technical Education (ELCATE).

IV. SPECIAL NOTES: This course is intended for immigrants who are on a path to take the U.S. Bureau of Citizenship and Immigration Services (CIS) Citizenship Interview and Civics Examination. Immigrants who need to acquire the English language skills of speaking, reading, writing, and comprehension in order to pass the Citizenship Interview and Examination will benefit from this course. Immigrants who have already acquired these language skills may also enroll in this course.

Curriculum Standards:
The standards of this course cover U.S. history, government, culture, and symbols. The course puts emphasis on the rights and responsibilities of citizens stated in the U.S. Constitution. The standards for this course cover the 100 test questions used by CIS examiners in the Citizenship Interview and Examination.

Accommodations:
Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access.

Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Assessment:
Students wishing to enroll in the citizenship course must take a state-approved standardized assessment that measures their language skills. In order to ensure that students are prepared to successfully complete the Citizenship Course, it is recommended that students score into the ESOL High Intermediate level. If students obtain a lower score than the recommended level, other factors may be taken into consideration, such as a portfolio of work. Programs are strongly advised against enrolling students that score lower than the recommended level. The language skills required for successful completion of the naturalization interview and exam are such that students with scores lower than the recommended level will likely not be able to pass the interview and exam.
Instruction:
The course may be offered through face-to-face instruction, computer-assisted instruction, online, or independent study formats. Instructional content may be derived from commercial textbooks and/or resources provided by USCIS. In the independent study format, students may utilize a study guide and/or textbooks/workbooks correlated to the curriculum frameworks. Using independent study, student’s complete assignments at their own pace, with assistance provided by the instructor as needed.

Progression:
Students complete the competencies included in the course standards to show progression. As the instructor goes through the competencies of the course, he or she will document the student’s progress on the Citizenship Course Progress Report. The items listed in the Progress Report are based upon the course competencies.

Completion:
Students will exit the Citizenship Course upon satisfactory completion of the Progress Report. The instructor and the program director will sign off on the Progress Report.

PROGRAM TITLE: Citizenship
COURSE TITLE: Citizenship High Intermediate (Face-to-Face)
CIP NUMBER: 1533010200

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

Per the FLDOE, any Adult Education and/or ESOL course offered via a hybrid modality must be reported as two separate sections to the state for the purpose of tracking student attendance hours. To satisfy state reporting requirements, courses have been developed as companion co-requisites with instructional contact hours specified by modality.
INACTIVATE COURSE SUMMER TERM 2019 (2195)

COURSE NUMBER: ELL 0651
COURSE TITLE: Citizenship High Intermediate (Online)
PREREQUISITE(S): Appropriate placement test score
COREQUISITE(S): ELL 0650
CONDITIONS: Online
STUDENT CONTACT HOURS: 36
FACULTY WORKLOAD POINTS: 1.44 (Calculated by formula per CBA)
STANDARDIZED CLASS SIZE ALLOCATION: 24

CATALOG COURSE DESCRIPTION:

This course is designed to prepare eligible permanent residents to successfully complete the process of becoming a naturalized U.S. citizen. It is designed for adult English language learner (ELL) students or Native or Fluent English-speaking students. The course has three parts:

- Part I: The Naturalization Pre-Interview
- Part II: The Naturalization Interview and the Civics, Speaking, Reading, and Writing components of the Naturalization Test
- Part III: The Naturalization Post-Interview

Student progress through the course is measured by attainment of the competencies listed in each level. One Literacy Completion Point (LCP) is awarded for completion of the course.

This course is offered in an online format. Students must take this course simultaneously with the course Citizenship High Intermediate (Face-to-Face).


IMPLEMENTATION DATE: Fall Term, 2017 (2178) – Sept CC 2017 Information Item

REVIEW OR MODIFICATION DATE: Spring Term 2018 (2181) – Proposal 2017-05
Summer Term 2019 (2195) – Proposal 2019-02
COURSE TOPICS:

I. PURPOSE:
The purpose of this course is to prepare students for success in the Naturalization process required for all who have United States Citizenship as a goal. The content includes preparation for the Citizenship Test, by studying U.S. History, government, culture and symbols with specific emphasis on rights and responsibilities under the Constitution of the United States of America.

II. LABORATORY ACTIVITIES: None Required

III. PROGRAM STRUCTURE:
Citizenship is a course that is part of the English for Limited English Proficient Adults Program.

Other courses in this program include Adult English for Speakers of Other Languages (ESOL), Adult ESOL Academic Skills, and English Literacy for Career and Technical Education (ELCATE).

IV. SPECIAL NOTES: This course is intended for immigrants who are on a path to take the U.S. Bureau of Citizenship and Immigration Services (CIS) Citizenship Interview and Civics Examination. Immigrants who need to acquire the English language skills of speaking, reading, writing, and comprehension in order to pass the Citizenship Interview and Examination will benefit from this course. Immigrants who have already acquired these language skills may also enroll in this course.

Curriculum Standards:
The standards of this course cover U.S. history, government, culture, and symbols. The course puts emphasis on the rights and responsibilities of citizens stated in the U.S. Constitution. The standards for this course cover the 100 test questions used by CIS examiners in the Citizenship Interview and Examination.

Accommodations:
Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access.

Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Assessment:
Students wishing to enroll in the citizenship course must take a state-approved standardized assessment that measures their language skills. In order to ensure that students are prepared to successfully complete the Citizenship Course, it is recommended that students score into the ESOL High Intermediate level. If students obtain a lower score than the recommended level, other factors may be taken into consideration, such as a portfolio of work. Programs are strongly advised against enrolling students that score lower than the recommended level. The language skills required for successful completion of the naturalization interview and exam are such that students with scores lower than the recommended level will likely not be able to pass the interview and exam.
Instruction:
The course may be offered through face-to-face instruction, computer-assisted instruction, online, or independent study formats. Instructional content may be derived from commercial textbooks and/or resources provided by USCIS. In the independent study format, students may utilize a study guide and/or textbooks/workbooks correlated to the curriculum frameworks. Using independent study, student’s complete assignments at their own pace, with assistance provided by the instructor as needed.

Progression:
Students complete the competencies included in the course standards to show progression. As the instructor goes through the competencies of the course, he or she will document the student’s progress on the Citizenship Course Progress Report. The items listed in the Progress Report are based upon the course competencies.

Completion:
Students will exit the Citizenship Course upon satisfactory completion of the Progress Report. The instructor and the program director will sign off on the Progress Report.

PROGRAM TITLE: Citizenship
COURSE TITLE: Citizenship High Intermediate (Online)
CIP NUMBER: 1533010200

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

Per the FLDOE, any Adult Education and/or ESOL course offered via a hybrid modality must be reported as two separate sections to the state for the purpose of tracking student attendance hours. To satisfy state reporting requirements, courses have been developed as companion co-requisites with instructional contact hours specified by modality.
INACTIVATE COURSE SUMMER TERM 2019 (2195)

FLORIDA STATE COLLEGE AT JACKSONVILLE
ADULT EDUCATION COURSE OUTLINE

COURSE NUMBER: ELL 0750
COURSE TITLE: Citizenship Advanced (Face-to-Face)
PREREQUISITE(S): Appropriate placement test score
COREQUISITE(S): ELL 0751
CONDITIONS: Face-to-Face
STUDENT CONTACT HOURS: 60
FACULTY WORKLOAD POINTS: 2.4 (Calculated by formula per CBA)
STANDARDIZED CLASS SIZE ALLOCATION: 24

CATALOG COURSE DESCRIPTION:

This course is designed to prepare eligible permanent residents to successfully complete the process of becoming a naturalized U.S. citizen. It is designed for adult English language learner (ELL) students or Native or Fluent English–speaking students. The course has three parts:

- Part I: The Naturalization Pre-Interview
- Part II: The Naturalization Interview and the Civics, Speaking, Reading, and Writing components of the Naturalization Test
- Part III: The Naturalization Post-Interview

Student progress through the course is measured by attainment of the competencies listed in each level. One Literacy Completion Point (LCP) is awarded for completion of the course.

This course is offered in a face-to-face format. Students must take this course simultaneously with the course Citizenship Advanced (Online).


IMPLEMENTATION DATE: Fall Term 2013 (20141) – Proposal 2013-33
REVIEW OR MODIFICATION DATE: Fall Term, 2017 (2178) - Proposal 2017-02
Fall Term, 2017 (2178) – Sept CC 2017 Information Item
COURSE TOPICS:

I. PURPOSE:
The purpose of this course is to prepare students for success in the Naturalization process required for all who have United States Citizenship as a goal. The content includes preparation for the Citizenship Test, by studying U.S. History, government, culture and symbols with specific emphasis on rights and responsibilities under the Constitution of the United States of America.

II. LABORATORY ACTIVITIES: None Required

III. PROGRAM STRUCTURE:
Citizenship is a course that is part of the English for Limited English Proficient Adults Program.

Other courses in this program include Adult English for Speakers of Other Languages (ESOL), Adult ESOL Academic Skills, and English Literacy for Career and Technical Education (ELCATE).

IV. SPECIAL NOTES:
This course is intended for immigrants who are on a path to take the U.S. Bureau of Citizenship and Immigration Services (CIS) Citizenship Interview and Civics Examination. Immigrants who need to acquire the English language skills of speaking, reading, writing, and comprehension in order to pass the Citizenship Interview and Examination will benefit from this course. Immigrants who have already acquired these language skills may also enroll in this course.

Curriculum Standards:
The standards of this course cover U.S. history, government, culture, and symbols. The course puts emphasis on the rights and responsibilities of citizens stated in the U.S. Constitution. The standards for this course cover the 100 test questions used by CIS examiners in the Citizenship Interview and Examination.

Accommodations:
Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access.

Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Assessment:
Students wishing to enroll in the citizenship course must take a state-approved standardized assessment that measures their language skills. In order to ensure that students are prepared to successfully complete the Citizenship Course, it is recommended that students score into the ESOL Advanced level. If students obtain a lower score than the recommended level, other factors may be taken into consideration, such as a portfolio of work. Programs are strongly advised against enrolling students that score lower than the recommended level. The language skills required for successful completion of the naturalization interview and exam are such that students with scores lower than the recommended level will likely not be able to pass the interview and exam.
Instruction:
The course may be offered through face-to-face instruction, computer-assisted instruction, online, or independent study formats. Instructional content may be derived from commercial textbooks and/or resources provided by USCIS. In the independent study format, students may utilize a study guide and/or textbooks/workbooks correlated to the curriculum frameworks. Using independent study, students complete assignments at their own pace, with assistance provided by the instructor as needed.

Progression:
Students complete the competencies included in the course standards to show progression. As the instructor goes through the competencies of the course, he or she will document the student’s progress on the Citizenship Course Progress Report:
The items listed in the Progress Report are based upon the course competencies.

Completion:
Students will exit the Citizenship Course upon satisfactory completion of the Progress Report. The instructor and the program director will sign off on the Progress Report.

PROGRAM TITLE: Citizenship
COURSE TITLE: Citizenship Advanced (Face-to-Face)
CIP NUMBER: 1533010200

Program Frameworks can be found at the following website:

Per the FLDOE, any Adult Education and/or ESOL course offered via a hybrid modality must be reported as two separate sections to the state for the purpose of tracking student attendance hours. To satisfy state reporting requirements, courses have been developed as companion co-requisites with instructional contact hours specified by modality.
INACTIVATE COURSE SUMMER TERM 2019 (2195)

FLORIDA STATE COLLEGE AT JACKSONVILLE
ADULT EDUCATION COURSE OUTLINE

COURSE NUMBER: ELL 0751
COURSE TITLE: Citizenship Advanced (Online)
PREREQUISITE(S): Appropriate placement test score
COREQUISITE(S): ELL 0750
CONDITIONS: Online
STUDENT CONTACT HOURS: 36
FACULTY WORKLOAD POINTS: 1.44 (Calculated by formula per CBA)
STANDARDIZED CLASS SIZE ALLOCATION: 24

CATALOG COURSE DESCRIPTION:

This course is designed to prepare eligible permanent residents to successfully complete the process of becoming a naturalized U.S. citizen. It is designed for adult English language learner (ELL) students or Native or Fluent English–speaking students. The course has three parts:

- Part I: The Naturalization Pre-Interview
- Part II: The Naturalization Interview and the Civics, Speaking, Reading, and Writing components of the Naturalization Test
- Part III: The Naturalization Post-Interview

Student progress through the course is measured by attainment of the competencies listed in each level. One Literacy Completion Point (LCP) is awarded for completion of the course.

This course is offered in an online format. Students must take this course simultaneously with the course Citizenship Advanced (Face-to-Face).


IMPLEMENTATION DATE: Fall Term, 2017 (2178) – Sept CC 2017 Information Item

REVIEW OR MODIFICATION DATE: Spring Term 2018 (2181) – Proposal 2017-05
COURSE TOPICS:

I. PURPOSE:
The purpose of this course is to prepare students for success in the Naturalization process required for all who have United States Citizenship as a goal. The content includes preparation for the Citizenship Test, by studying U.S. History, government, culture and symbols with specific emphasis on rights and responsibilities under the Constitution of the United States of America.

II. LABORATORY ACTIVITIES: None Required

III. PROGRAM STRUCTURE:
Citizenship is a course that is part of the English for Limited English Proficient Adults Program.

Other courses in this program include Adult English for Speakers of Other Languages (ESOL), Adult ESOL Academic Skills, and English Literacy for Career and Technical Education (ELCATE).

IV. SPECIAL NOTES:
This course is intended for immigrants who are on a path to take the U.S. Bureau of Citizenship and Immigration Services (CIS) Citizenship Interview and Civics Examination. Immigrants who need to acquire the English language skills of speaking, reading, writing, and comprehension in order to pass the Citizenship Interview and Examination will benefit from this course. Immigrants who have already acquired these language skills may also enroll in this course.

Curriculum Standards:
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Instruction:
The course may be offered through face-to-face instruction, computer-assisted instruction, online, or independent study formats. Instructional content may be derived from commercial textbooks and/or resources provided by USCIS. In the independent study format, students may utilize a study guide and/or textbooks/workbooks correlated to the curriculum frameworks. Using independent study, students complete assignments at their own pace, with assistance provided by the instructor as needed.

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The items listed in the Progress Report are based upon the course competencies.

Completion:
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PROGRAM TITLE: Citizenship
COURSE TITLE: Citizenship Advanced (Online)
CIP NUMBER: 1533010200

Program Frameworks can be found at the following website:

Per the FLDOE, any Adult Education and/or ESOL course offered via a hybrid modality must be reported as two separate sections to the state for the purpose of tracking student attendance hours. To satisfy state reporting requirements, courses have been developed as companion co-requisites with instructional contact hours specified by modality.
VIII. Addenda

Identify any addenda that will enhance the proposal submission.

Key Topics

- Faculty Support (Optional)
- Program Advisory Committee Meeting Minutes
- Notice to Students of Program Inactivation
### ADDENDUM A

**Faculty Support (Optional)**

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](mailto:curriculum@fscj.edu). Please note that obtaining additional faculty members’ support is highly recommended but not required as part of the signatory process.

### Faculty Correspondence

- **Was the proposal submitted electronically to faculty members for review and feedback?**
  - Yes [☑️]
  - No [☐]
- **Date**
  - 1/8/19

### Faculty Meeting(s)

- **Was a disciplinary, departmental and/or programmatic meeting held to review the actions identified in the proposal?**
  - Yes [☑️]
  - No [☐]
- **Date**
- **If a vote was taken during the meeting, please provide the number of faculty votes for “yes,” “no,” or “abstention.”**
  - # Yes Votes
  - # No Votes
  - # Abstention

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>
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If additional space is required for faculty comments, please insert additional pages as needed.
Notice to Program Advisory Committee Members

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

Notice to Students of Program Inactivation

Date

Student Name
Address
City, State, Zip

Dear Student Name:

Florida State College at Jacksonville administration, faculty and staff in response to the Florida Department of Education requirement, have decided to inactivate the Citizenship (8520) (N.C.) program of study. The program inactivation will be effective with the spring term 2019 with no new enrollments beginning with the summer term 2019, per state mandate.

Students will have until the mid-summer term (July 1, 2019) to complete their coursework using the existing program of study number. After this time, all courses within the program (see below) will no longer be offered as part of the College’s current inventory.

- ELL 0550 - Citizenship Low Intermediate (Face-to-Face) Contact Hours: 60
- ELL 0551 - Citizenship Low Intermediate (Online) Contact Hours: 36
- ELL 0650 - Citizenship High Intermediate (Face-to-Face) Contact Hours: 60
- ELL 0651 - Citizenship High Intermediate (Online) Contact Hours: 36
- ELL 0750 - Citizenship Advanced (Face-to-Face) Contact Hours: 60
- ELL 0751 - Citizenship Advanced (Online) Contact Hours: 36

If you are not currently an active student within this program of study, you should contact a student success advisor to update your College record.

Please contact your program manager Deana Waite at (904) 632-5033 or d.waite@fscj.edu as soon as possible to ensure your records are up-to-date and to discuss changing your program of study into one of our many other Adult Education program options. Additionally, our student success advisors can provide you with suggestions concerning other program options to assist you in making your future academic and career decisions.

We wish you success as you complete your study at Florida State College at Jacksonville and encourage you to continue moving forward with your educational goals.

Sincerely,

Dr. Linka Crosby
Instructional Program Manager
Florida State College at Jacksonville
101 W. State Street
Jacksonville, FL 32202
(904) 646-2186
linka.crosby@fscj.edu

CC: File
Notice to College District Board of Trustees

Curriculum Services will compile the board item and submit for inclusion on the next available the DBOT agenda.
Notice to/from SACSCOC

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

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

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

Signatures Obtained by Proposal Originator(s)

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

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

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

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Telephone No.</th>
<th>Email</th>
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<tbody>
<tr>
<td>Catherine Rilkin, Aileen Marsh</td>
<td>633-8138</td>
<td><a href="mailto:Catherine.rilkin@fscj.edu">Catherine.rilkin@fscj.edu</a>, <a href="mailto:aileen.marsh@fscj.edu">aileen.marsh@fscj.edu</a></td>
</tr>
</tbody>
</table>

Signature: Aileen Marsh  Date: 12/10/18

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

Instructional Program Manager - or - Department Chair

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Title(s)</th>
<th>Provisions</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Linka Crosby</td>
<td>Adult Education Instructional Program Manager</td>
<td>Support</td>
<td></td>
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</table>

Signature: Linka Crosby  Date: 11/30/18

Director - or - Dean

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<th>Name(s)</th>
<th>Title(s)</th>
<th>Provisions</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Sabrina Mixson</td>
<td>Director Pre-Collegiate Inst Pgm</td>
<td>Support</td>
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</table>

Signature: Sabrina Mixson  Date: 12/11/18

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

<table>
<thead>
<tr>
<th>Provisions</th>
<th>Technical Review Complete</th>
<th>Initials</th>
<th>RN</th>
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<tr>
<td>Provisions</td>
<td>Quality Review Complete</td>
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<th>Comments</th>
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### SACSCOC Accreditation Liaison

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<tr>
<th>Name(s)</th>
<th>Dr. Marie F. Gnage</th>
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<tr>
<th>Provisions</th>
<th>Does not constitute a substantive change; no further information required.</th>
<th>Possibly constitutes a substantive change; liaison will request further information.</th>
<th>Constitutes a substantive change; liaison will request further information.</th>
</tr>
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<tr>
<th>Comments</th>
<th>Per RN conversation with KK, notice will be provided to SACSCOC of program closure, though SACSCOC does not approve or accredit Adult Education programs.</th>
</tr>
</thead>
</table>

| Signature | N/A | Date | N/A |

*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.*

### Associate Provost –or– Associate Vice President –or– Executive Director

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Jana Kooi</th>
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<tr>
<th>Title(s)</th>
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<tr>
<th>Provisions</th>
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<th>Do Not Support</th>
<th>Support with Conditions Noted</th>
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| Signature | Date | 3-21-19 |

| Date | 3-21-19 |
### Curriculum Committee Chair (Faculty Senate President)

<table>
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<tr>
<th>Name(s)</th>
<th>Dr. John Woodward</th>
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<tr>
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<td>Date</td>
<td>3/11/2019</td>
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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>
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<tr>
<td>Provisions</td>
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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.