



ST. JOHNS RIVER STATE COLLEGE

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EQUAL OPPORTUNITY/EQUAL ACCESS COLLEGE

MEMORANDUM

TO: All Trustees

FROM: Joe H. Pickens, J.D.

DATE: February 12, 2025

RE: February Board Meeting

The St. Johns River State College District Board of Trustees Meeting will be held on **Wednesday, February 19, beginning at 2:00 pm** at the **Orange Park Campus** in the Thrasher-Horne Center, Suites C & D.

Please review the enclosed material and if you have any questions, do not hesitate to call me. If you are unable to attend, please call me before noon on that date.

Thank you.

JHP/sms

Enclosure



ST. JOHNS RIVER STATE COLLEGE DISTRICT BOARD OF TRUSTEES

Meeting, Wednesday, February 19, 2025,
2:00 p.m., **Orange Park Campus**,
Thrasher-Horne Center, Suites C & D

MISSION STATEMENT

St. Johns River State College, an open-access, public institution of higher education in Northeast Florida, promotes excellence in teaching and learning to enrich the lives of its students and strengthen its community. The College offers certificates, associate and baccalaureate degrees, and provides high-quality education, training, and cultural opportunities to encourage scholarly achievement. St. Johns River State College delivers high-quality instruction through face-to-face and distance education modalities and creates a supportive learning environment that includes services and resources to enable all students to reach their educational goals.

**Note: At the discretion of the Chair or any other Board member, items may be taken out of order for action and/or discussion.*

I. Call to Order

II. Public Comment

III. Old Business

IV. Consent Agenda – Chairperson Rich Komando Action

The items on the consent agenda are routine business and are not expected to require discussion before action. Items will be enacted by one motion. Any Trustee can request a topic to be removed from the consent agenda and discussed further for separate action.

A. Minutes

1. Approval of Minutes of January 22, 2025, Board Workshop and Meeting

B. Chief Operating Officer/Senior Vice President – Dr. Melanie Brown *(If you have any questions, please call Dr. Brown's direct #386-312-4202.)*

1. Approval of Personnel Matters

C. Vice President for Finance/CFO – VP Randy Peterson *(If you have any questions, please call VP Peterson's direct #386-312-4022.)*

1. Facilities Usage Report – January 2025

2. Approval of Monthly Financial Report – January 2025

D. Vice President for Academic & Student Affairs – Dr. Ed Jordan *(If you have any questions, please call Dr. Jordan's direct #386-312-4151.)*

1. Approval of the following curriculum revisions effective Fall 2025 for the Arts and Sciences Department:

A. New Courses

Biological Sciences

1. BCH 4053 Biochemistry I
2. BCH 4053L Laboratory for Biochemistry I
3. BOT 3015 Plant Biology

4. BSC 3312 Principles of Marine Biology
5. BSC 3464 Biotechnology I
6. BSC 3464L Laboratory for Biotechnology I
7. BSC 4848 Scientific Communication
8. BSC 4900 Senior Capstone
9. BSC 4905 Supervised Research in Biology
10. MCB 4503 Virology
11. PCB 3023 Cell Biology
12. PCB 3023L Laboratory for Cell Biology
13. PCB 3043 Ecology
14. PCB 3043L Laboratory for Ecology
15. PCB 3063 Genetics
16. PCB 3063L Laboratory for Genetics
17. PCB 3674 Evolutionary Biology
18. PCB 4024 Molecular Biology
19. ZOO 3713C Comparative Vertebrate Anatomy

English

1. LIT 2000 Introduction to Literature
2. LIT 2000 Honors Introduction to Literature

Humanities

1. PHI 2600 Introduction to Ethics

Social Science

1. HUS 1001 Introduction to Human Services
2. HUS 3201 Group Dynamics
3. HUS 3304 Intra and Interpersonal Techniques
4. HUS 3314 Cognitive and Behavioral Therapy
5. HUS 3323 Introduction to Crisis Intervention
6. HUS 3340 Trauma and Post Traumatic Stress Disorder
7. HUS 3350 Issues in Domestic Violence
8. HUS 3505 Ethics in Human Services
9. HUS 3650 Administration in Human Services
10. HUS 4321 Case Management and Problem Solving
11. HUS 4442 Drug Awareness and Education
12. HUS 4526 Current Issues in Mental Health
13. HUS 4700 Diagnosis and Treatment Planning in Human Services
14. HUS 4722 Research Methods in Human Services
15. HUS 4951 Human Services Capstone

B. Revised Courses

English

1. AML 2010 American Literature I
2. AML 2010 Honors American Literature I
3. AML 2020 American Literature II
4. AML 2020 Honors American Literature I
5. AML 2601 African American Literature I
6. AML 2601 Honors African American Literature I
7. ENC 1101 Composition I
8. ENC 1101 Honors Composition I
9. ENL 2012 English Literature I
10. ENL 2012 Honors English Literature I

11. ENL 2022 English Literature II
12. ENL 2022 Honors English Literature II
13. ENL 2330 Introduction to Shakespeare
14. ENL 2330 Honors Introduction to Shakespeare
15. LIT 2182 Modern Irish Literature
16. LIT 2182 Honors Modern Irish Literature
17. LIT 2380 Literature by Women
18. LIT 2380 Honors Literature by Women

Humanities

1. ARH 2050 Art History I
2. ARH 2050 Honors Art History I
3. ARH 2051 Art History II
4. ARH 2051 Honors Art History II
5. DAN 2100 Survey of Dance
6. HUM 2220 Greek and Roman Humanities
7. HUM 2220 Honors Greek and Roman Humanities
8. HUM 2223 Late Roman and Medieval Humanities
9. HUM 2223 Honors Late Roman and Medieval Humanities
10. HUM 2232 Renaissance and Baroque Humanities
11. HUM 2232 Honors Renaissance and Baroque Humanities
12. HUM 2234 Enlightenment and Romanticism Humanities
13. HUM 2234 Honors Enlightenment and Romanticism Humanities
14. HUM 2250 20th Century Humanities
15. HUM 2250 Honors 20th Century Humanities
16. HUM 2310 Mythology in Art, Literature, and Music
17. HUM 2310 Honors Mythology in Art, Literature, and Music
18. MUH 2110 Songs for the Dead: An Introduction to Music History and Literature
19. PHI 2630 Contemporary Ethics
20. PHI 2630 Honors Contemporary Ethics
21. THE 1020 Introduction to Theater History

Mathematics

1. MAT 0022 Developmental Mathematics Combined
2. MAT 1033 Intermediate Algebra

Physical Sciences

1. CHM 2211 Organic Chemistry II
2. PHY 1020 Introduction to Physics

Social Science

1. AMH 2020 United States History since 1877
2. AMH 2020 Honors United States History since 1877
3. SYG 1000 Introduction to Sociology
4. SYG 1000 Honors Introduction to Sociology
5. SYG 1430 Marriage and the Family

Student Life Skills

1. IDS 1110 Honors Explorations
2. SLS 1122 Academic Pathways for College Success

- C. Courses to Delete
 - Student Life Skills
 - 1. SLS 1401 Comprehensive Career Explorations
- D. New Programs
 - 1. Bachelor of Science in Biological Sciences
 - 2. Bachelor of Science in Social and Human Services
- E. Revised Programs
 - 1. Honors Program
 - 2. General Education
 - 3. Associate in Arts
- 2. Approval of the following curriculum revisions effective Fall 2025 for the Florida School of the Arts:
 - A. New Courses
 - Performing Arts and Production/Design
 - 1. THE 3213 World Theatre History I
 - 2. THE 4284 Period Costume, Architecture, and Décor I
 - 3. TPA 3227C Stage Electronics and Networking
 - 4. TPA 3231 Costuming and Wardrobe
 - 5. TPA 3351C Lighting and Projection Technology and Programming
 - 6. TPA 3401 Professional Practice in the Arts
 - 7. TPA 4003 Design Seminar
 - 8. TPA 4206C Advanced Stagecraft
 - 9. TPA 4400 Production Management
 - 10. TPA 4946 Production Practicum
 - 11. TPA 4993 Production Portfolio Capstone
 - 12. TPP 3251C Music Theatre Performance
 - 13. TPP 3257 Music Theatre Voice
 - 14. TPP 4310 Directing I
 - Visual Arts
 - 1. CAP 3052 Game Design I
 - 2. CAP 4056 Game Design II
 - 3. DIG 3253 Digital Media Audio Production
 - 4. DIG 3354 3D Character Animation
 - 5. DIG 3433 Multimedia Video Production
 - 6. DIG 4354 Advanced Animation Techniques
 - 7. DIG 4359 Artificial Environments
 - 8. DIG 4950 Senior Capstone Seminar
 - 9. GRA 3001 Visual Communication
 - 10. GRA 3154 Illustration Concepts and Techniques
 - 11. GRA 3209 Applied Typography
 - 12. GRA 3586 Interactive Web Design
 - 13. GRA 3837 Motion Graphics
 - 14. PGY 3204 Digital Video Production Lighting
 - B. Revised Courses
 - 1. DAA 2661 Contemporary Repertory
 - 2. DIG 2100 Web Design
 - 3. PGY 2220C Commercial Photography

4. TPA 2220 Lighting Design

C. Courses to Delete

1. ART 2210C Ideas and Concepts
2. ART 2302C Experimental Drawing
3. ART 2503C Painting IV
4. ART 2954C Graphic Design Portfolio
5. DAA 2682 Dance Ensemble III
6. DAA 2683 Dance Ensemble IV
7. GRA 1100C Computer Based Images
8. MVS 1116 Class Guitar
9. MVS 1416 Applied Guitar
10. MVV 2522 Musical Theatre Repertory I
11. MVV 2523 Musical Theatre Repertory II
12. PGY 2802C Digital Imaging II
13. TPA 1090 Theatre Design Basics
14. TPA 2343 CAD for Theatre

D. New Programs

1. Bachelor of Applied Science in Digital Art and Media
2. Bachelor of Applied Science in Performance Design and Production

E. Revised Programs

1. Associate in Science in Stage Management

3. Approval of the following curriculum revisions effective Fall 2025 for the Teacher Education Department:

A. New Courses

Exceptional Student Education

1. EDF 4943 Student Internship
2. EDG 4323 Professional Teaching Practices
3. EEX 4221 Assessment of Exceptional Education Students
4. EEX 4265 Curriculum and Instruction for Students with Disabilities 6-12
5. ESE 4945 Senior Seminar
6. LAE 4314 Teaching Language Arts
7. MAE 4326 How Children Learn Mathematics
8. SCE 3310 Teaching Science in the Elementary School
9. SSE 3312 Teaching Social Studies

EPI and Teacher Recertification

1. EDF 3940 Clinical Field Experience in Curriculum and Instruction
2. EDF 4603 Critical Issues in Classroom Management, Ethics, Law, and Safety
3. RED 4319 Diagnosis and Instructional Intervention in Reading
4. RED 4844 Reading Practicum

B. Revised Courses

1. RED 4342 Foundations of Research Practice in Reading Education

C. New Programs

1. Bachelor of Science in Exceptional Student Education

- D. Revised Programs
 - 1. The Educator Preparatory Institute (EPI)
 - 2. Teacher Recertification
- 4. Approval of the following curriculum revisions effective Fall 2025 for Allied Health:
 - A. Revised Programs
 - 1. Emergency Medical Services (0085)
 - 2. Health Services Management (0133)
 - 3. Information Technology (0350/0351)
 - 4. Office Administration - Medical (2149)
 - 5. Radiologic Technology (2155/2156)
 - 6. Respiratory Care (2125/2126)
 - 7. Diagnostic Medical Sonography Technology (2135/2136)
- 5. Approval of the following curriculum revisions effective Fall 2025 for Criminal Justice & Public Safety:
 - A. New Courses
 - 1. PLA 2872 Artificial Intelligence and the Law
 - B. Revised Courses
 - 1. CJE 4692 Technology and Crime
 - C. Revised Programs
 - 1. Criminal Justice Technology (0080)
 - 2. Criminal Justice Technology – Corrections Track (0089)
 - 3. Criminal Justice Technology – Law Enforcement Track (0089)
 - 4. Paralegal Studies (0170)
- 6. Approval of the following curriculum revisions effective Fall 2025 for Business:
 - A. Courses to Delete
 - 1. BUL 2242
 - 2. FIN 1122
 - 3. MAN 2043
 - 4. MAN 2500
 - 5. TRA 2010
 - B. Revised Programs
 - 1. Accounting Technology (0093)
 - 2. Business Administration (0202)
- 7. Approval of the following curriculum revisions effective Fall 2025 for Computer Information Technology:
 - A. Revised Courses
 - 1. CTS 2358C Identity with Windows Server 2016
 - B. Courses to Delete
 - 1. CAP 1760
 - 2. CAP 2023
 - 3. CAP 2047
 - 4. CAP 2741
 - 5. CAP 2762
 - 6. CAP 2883C

7. CGS 2514
8. CGS 2545
9. CGS 2554
10. CGS 2811C
11. CGS 2820
12. CGS 2871
13. CGS 2930
14. CGS 2949
15. CIS 2252
16. CIS 2621
17. COP 1700
18. COP 2701
19. COP 2801
20. COP 2805
21. COP 2822
22. COP 2837
23. CTS 1142
24. CTS 211C
25. CTS 2155
26. CTS 2370
27. DIG 1109
28. DIG 2102

C. Revised Programs

1. Computer Programming and Analysis (2011)
2. Network Systems Technology (0193)

8. Approval of the following curriculum revisions effective Fall 2025 for Engineering Technology:

A. Revised Programs

1. Engineering Technology (4300)

9. Approval of the following curriculum revisions effective Fall 2025 for Nursing:

A. Revised Courses

1. PRN 0290 Medical Surgical Nursing I
2. PRN 0291 Medical Surgical Nursing II
3. NUR 1212C Adult Health Nursing II
4. NUR 2244C Adult Health Nursing III

B. Revised Programs

1. Nursing (0208/0299)
2. Nursing – LPN Bridge to ASN (0208/0298)

V. New Business

- A. Chief Operating Officer/Senior Vice President – Dr. Melanie Brown – Action/Information Agenda Items *(If you have any questions, please call Dr. Brown's direct #386-312-4202.)*

1. Chief Operating Officer – Presented by Dr. Melanie Brown
 - a. Information Only: Amendment to SJR Board Rule 7.21 (R1) Acceleration Programs Information
2. Facilities Management & Planning – Presented by Terry Thomas, AVP of Facilities, Planning, and Capital Projects (*If you have any questions, please call AVP Thomas' direct #386-312-4110.*)
 - a. Information Item: Change Order #001 to Foresight Construction Contract Information
 - b. Action to Declare an Emergency for Remodel and Addition to the FloArts Building Project Bid, Palatka Campus Action
 - c. Information Item: Update on the Student Housing Project, Palatka Campus Information
- B. Vice President for Finance/CFO – VP Randy Peterson – Action Agenda Items (*If you have any questions, please call VP Peterson's direct #386-312-4022.*)
 1. Action to Approve the 2024 Annual Property Inventory Action
 2. Action to Approve a Transfer from Board Designated Operating Reserves to Unexpended Plant Fund Action
- C. Vice President for Academic & Student Affairs – Dr. Ed Jordan (*If you have any questions, please call Dr. Jordan's direct #386-312-4151.*)
 1. Action to Approve Closing the Network Security CCC (4127) and Plan a Teach-Out Period Action
- D. VP/Chief Institutional Research Officer – Dr. Ros Humerick – Action/Information Agenda Items (*If you have any questions, please call Dr. Humerick's direct #386-312-4212.*)
 1. Information Only: Presentation: SJR State Evaluation and Recommendation for Institutional Accreditor Information
 2. Action to Approve the College to Seek Accreditation with the Higher Learning Commission (HLC) and if a member of HLC, to Accept the Obligations of Membership Action
 3. Action to Approve the College to Request a Change in Primary Accreditor with the United States Department of Education, Office of Federal Student Aid Action

VI. President's Report

A. Board Liaison to the St. Johns River State College Foundation Information

VII. Trustees' Comments

VIII. Adjournment

ST. JOHNS RIVER STATE COLLEGE
DISTRICT BOARD OF TRUSTEES
BOARD WORKSHOP
NEW TRUSTEES ORIENTATION

January 22, 2025

MEMBERS PRESENT:

Mr. Rich Komando, Chairman
Mr. Nick Primrose
Ms. Chereese Stewart
Mr. Cyrus Zomorodian

OTHERS PRESENT:

Joe H. Pickens, J.D., Executive Secretary
Jeremiah Blocker, Attorney for the Board

The workshop was held at the St. Augustine Campus in the Viking Center Multipurpose Room V-112. Chairman Komando called the workshop to order at 2:05 p.m. He and President Joe Pickens welcomed the new Trustees and introductions were made.

President Pickens discussed the role of the Trustee, referencing the following documents:

- AFC (Association of Florida Colleges) Trustee Commission Update: Overview of the Florida College System and Board Governance and Legal Considerations
- District Board of Trustees Handbook Updated January 2025
- Open Government Overview: Sunshine Law and Public Records Law
- Guide to the Sunshine Amendment and Code of Ethics for Public Officers and Employees 2024

Next, President Pickens referred the Trustees to the Board Meeting schedule. He explained that Board workshops are scheduled in the spring for the annual budget and as needed for Collective Bargaining. He noted the dates for a tour of each campus.

President Pickens concluded his portion of the agenda by referring the Trustees to the SJR State College organizational chart and a list of contact information.

Senior Vice President/Chief Operating Officer Dr. Melanie Brown informed the Trustees about the *SJR State District Board of Trustees Policy Manual* and the *Operating Guidelines and Procedures Manual* and the requirement for the Trustees to annually approve the Board Policy Manual.

Dr. Brown explained about the President's Leadership Cabinet and the Instructional Planning Committee. She then overviewed the organizational chart for her departments. Next, she highlighted information for each of the following departments: Facilities, Human Resources, Information Technology (IT), Institutional Advancement & Strategic Communications, and Thrasher-Horne Center. She introduced the leadership for each department: Terry Thomas, AVP Facilities, Planning, & Capital Projects; Chuck Romer, Chief Human Resources Officer; Richard Anderson, Chief Information Officer; Michelle Sjogren, AVP Institutional Advancement & Strategic Communication; and she noted that Bob Olson is the Thrasher-Horne Center Executive Director.

Vice President for Academic and Student Affairs/Chief Academic Officer Dr. Edward Jordan introduced his leadership team: Mike Keller, AVP Academic Affairs; Jack Hall, AVP Student Affairs; and Dr. Jay Paterson, AVP Workforce Education.

Dr. Jordan gave an overview on the Division of Academic & Student Affairs, including contact information for Academic Affairs, Workforce Development, and Student Affairs. He highlighted Florida School of the Arts, Library & Tutoring Resources, as well as Dual Enrollment, Early Admission, and the Early College Program.

The New Employees Orientation Workshop concluded at 2:55 pm since the regular Board Meeting was scheduled to begin at 3:00 pm.

ST. JOHNS RIVER STATE COLLEGE
DISTRICT BOARD OF TRUSTEES

January 22, 2025

MEMBERS PRESENT:

Mr. Rich Komando, Chairperson
Mr. Nick Primrose
Mr. Jud Sapp
Ms. Chereese Stewart
Mr. Cyrus Zomorodian

MEMBERS ABSENT:

Mr. Wendell Davis (excused)

OTHERS PRESENT:

Joe H. Pickens, J.D., Executive Secretary
Jeremiah Blocker, Board Attorney

Chairperson Komando called the meeting to order at 3:00 pm. He expressed appreciation to Trustee Jim Reid for his service to the Board. He welcomed new Trustees Nick Primrose, Chereese Stewart, and Cyrus Zomorodian.

Meeting Call to Order

The floor was open to Public Comments. Hearing none, the floor was closed to Public Comments.

Public Comment

There was no Old Business.

Old Business

The New Trustees Orientation workshop continued. Vice President/Chief Institutional Research Officer Dr. Rosalind (Ros) Humerick introduced Dr. Ellen Burns, AVP for Assessment, Research, and Grants, and Dr. Christina Will, AVP for Learning Culture and Innovation. She overviewed the contact information for her department. She overviewed accreditation/SACSCOC and highlighted the Principles of Accreditation.

New Trustees
Orientation Workshop
continued

Next, Dr. Humerick explained the Board Self-Evaluation instrument that is required annually. She referred the Trustees to the SJR State Mission, Vision, Values and Goals, the 2022-2027 Strategic Plan, and the 2024 Fact Book and Facts at a Glance.

Vice President/Chief Financial Officer Randy Peterson introduced Logan Becker, Controller. He gave an overview of Ms. Becker's responsibilities and contact information for the Business Office. He discussed the fund accounting structure and gave a brief Financial History. He discussed the Operating Revenue and

Expenses by Type, Operating Fund Reserves, and the Board Designated Reserves for 2023-24. Mr. Peterson then referred the Trustees to the current financial report. He gave an overview of the budget process. He discussed the financial audit and subsequent report.

Mr. Peterson next introduced Shelly Averett, Director of Bookstores & Mail Operations and discussed the Bookstores. He introduced Shelly Vongchanta, Director of Purchasing & Auxiliary Services, and overviewed the Purchasing Department.

Mr. Peterson introduced Brian Keith, Director of Safety & Security, and discussed safety and security. He referred the Trustees to the Annual Security Report.

Chairman Komando opened the floor for nominations for Vice-Chairperson of the Board for the remainder of 2024-2025.

Ms. Stewart nominated Mr. Davis to serve as Vice-Chairperson and Mr. Sapp seconded the nomination. There were no other nominations. Motion carried (Komando, Primrose, Sapp, Stewart, Zomorodian – Yes).

Appointment of Board
Chair Remainder of
2024-2025

Chairperson Komando requested approval of the Consent Agenda Items V.A-D:

Consent Agenda
Items

A.1 - Minutes of November 20, 2024, Board Meeting

B.1 - Chief Operating Officer – Dr. Melanie Brown:
Personnel Matters

C.1-4 - Vice President for Finance/CFO – Randy Peterson: Facilities Usage Report for November & December 2024; Write-Offs of Tangible Personal Property; Budget Amendments (Operating Fund 1, Restricted Fund 2, Auxiliary Fund 3, and Capital Outlay/Plant Fund 7); and Monthly Financial Report – December 2024

D.1-2 - Vice President for Academic & Student Affairs – Dr. Ed Jordan: 2025-2026 Early College Articulation Agreements between the District Board of Trustees of St. Johns River State College and District School Boards of Clay, St. Johns, and Putnam Counties and New Continuing Workforce Education Course CWL ##### - Understanding and Investigating Terrorism.

Mr. Primrose noted a correction to item V.D.2. This item was pulled to be voted on separately.

Mr. Primrose moved approval of Consent Agenda Item V.D.2 with the correction. Mr. Sapp seconded the motion. Motion carried (Komando, Primrose, Sapp, Stewart, Zomorodian – Yes).

Approved Consent
Agenda Item V.D.2

Mr. Primrose moved approval of Consent Agenda Items V.A-D.1. Mr. Sapp seconded the motion. Motion carried (Komando, Primrose, Sapp, Stewart, Zomorodian – Yes).

Approved Consent
Agenda Items V.A-D.1

Chairperson Komando called a public hearing for New SJR State Board Rule 3.04(D) Naming Policy. There being no comments, Chairperson Komando adjourned the public hearing.

Public Hearing

Dr. Melanie Brown reviewed and requested approval of New SJR State Board Rule 3.04(D) Naming Policy. Mr. Primrose asked for clarification. Following discussion, the rule will be amended to add “in compliance with Florida Statute.”

Ms. Stewart moved approval with the amendment, and it was seconded by Mr. Primrose, to approve Chief Operating Officer Item VI.A.1.b as amended (a detailed listing is contained in the material submitted by the Office of Chief Operating Officer). Motion carried (Komando, Primrose, Sapp, Stewart, Zomorodian – Yes).

Approved Chief
Operating Officer Item
VI.A.1.b as amended

Chairperson Komando called a public hearing for Amendment to SJR State Board Rule 6.07 (R2) Student Organizations and Clubs. There being no comments, Chairperson Komando adjourned the public hearing.

Public Hearing

Dr. Melanie Brown reviewed and requested approval of Amendment to SJR State Board Rule 6.07 (R2) Student Organizations and Clubs.

Mr. Primrose moved, seconded by Ms. Stewart, to approve Chief Operating Officer Item VI.A.1.d as submitted (a detailed listing is contained in the material submitted by the Office of Chief Operating Officer). Motion carried (Komando, Primrose, Sapp, Stewart, Zomorodian – Yes).

Approved Chief
Operating Officer Item
VI.A.1.d

Dr. Brown updated the Board on the approval by the State Board of Education of two (2) new Bachelor's degrees - Bachelor of Science in Biological Sciences and Bachelor of Science in Social and Human Services.

Dr. Brown noted that this Friday Vikings Days of Service will be held. There are twenty-five (25) service projects across the three (3) service counties, many of which are a partnership with community agencies. Over 200 volunteers are registered.

Dr. Brown informed the Trustees that the annual Professional Development Institute for all college employees is scheduled on Friday, February 7. Trustees are invited.

AVP Terry Thomas reviewed and requested approval to Award RFQ-SJR-07-2024 for New Prequalified Contractor Status.

Mr. Sapp moved, seconded by Mr. Zomorodian, to approve Chief Operating Officer Item VI.A.2.a as submitted (a detailed listing is contained in the material submitted by the Office of Chief Operating Officer). Motion carried (Komando, Primrose, Sapp, Stewart, Zomorodian – Yes).

Approved Chief
Operating Officer Item
VI.A.2.a

Ms. Thomas reviewed and requested approval to Award RFQ-SJR-08-2024 for Renewal of Prequalified Contractor Status.

Mr. Sapp moved, seconded by Mr. Primrose, to approve Chief Operating Officer Item VI.A.2.b as submitted (a detailed listing is contained in the material submitted by the Office of Chief Operating Officer). Motion carried (Komando, Primrose, Sapp, Stewart, Zomorodian – Yes).

Approved Chief
Operating Officer Item
VI.A.2.b

Dr. Ros Humerick began by reviewing for information only: Strategic Plan Scorecards; Strategic Plan Performance Measures: 2023-2024 Updates; and Supplemental Data 2023-2024 Update.

VP/Chief Institutional
Research Officer Item
VI.B.3

Dr. Humerick then reviewed and requested approval to Reaffirm the College Mission, Vision and Values for the 2022-2027 Strategic Plan.

Mr. Sapp moved, seconded by Mr. Primrose, to approve VP/Chief Institutional Research Officer Item VI.B.1 as submitted (a detailed listing is contained in

Approved VP/Chief
Institutional Research
Officer Item VI.B.1

the material submitted by the Office of VP/Chief Institutional Research Officer). Motion carried (Komando, Primrose, Sapp, Stewart, Zomorodian – Yes).

Dr. Ros Humerick reviewed and requested approval to Reaffirm the College Goals and Objectives for the 2022-2027 Strategic Plan.

Mr. Primrose moved, seconded by Mr. Sapp, to approve VP/Chief Institutional Research Officer Item VI.B.2 as submitted (a detailed listing is contained in the material submitted by the Office of VP/Chief Institutional Research Officer). Motion carried (Komando, Primrose, Sapp, Stewart, Zomorodian – Yes).

Approved VP/Chief Institutional Research Officer Item VI.B.2

Dr. Ros Humerick reviewed for information only Board Self-Evaluation Procedures. She will email the survey on Monday. The members of the President's Cabinet will also complete the survey.

VP/Chief Institutional Research Officer Item VI.B.4

Dr. Ros Humerick reviewed for information only an update on Changing Institutional Accreditors. She noted that the Research and I/E staff have been researching the three potential accreditors. She will present the findings and request approval at the February Board meeting. She will also request approval of a letter to the US DOE as part of the process.

VP/Chief Institutional Research Officer Item VI.B.5

President Pickens reviewed and requested approval to cancel the Board of Trustees Meeting scheduled on Wednesday, March 12, 2025.

Mr. Sapp moved, seconded by Ms. Stewart, to approve President's Report Item VII.A as submitted (a detailed listing is contained in the material submitted by the Office of the President). Motion carried (Komando, Primrose, Sapp, Stewart, Zomorodian – Yes).

Approved President's Report Item VII.A

President Pickens informed the Trustees of a Legislative Reception being held at the Governor's Club in Tallahassee on February 3. He asked that if anyone has an interest in attending to let him or Susan Sutliff know as soon as possible.

President's Report continued

President Pickens stated that the Professional Development Institute and graduation are the two (2) most uplifting occurrences each year.

President Pickens explained for the benefit of the new Trustees that there are two (2) organizations that evaluate the College as an institution – SACSCOC, the accrediting agency to which Dr. Humerick referred, and the Aspen Institute. The Aspen Institute conducts a rigorous examination every other year of the 1500 community colleges in the nation. SJR State is perennially on the list as one of the Top 150.

President Pickens gave an update on athletics. The baseball team begins the season ranked #3 nationally and last year had an average GPA of 3.29. The softball team is the defending NJCAA Division II World Series champions and begins the season ranked #1 nationally. Their average GPA was 3.67. The volleyball team is in transition with a new head and assistant coach beginning soon. Their average GPA was 3.11.


Trustee comments were made.

Trustee Comments

Chairperson Komando adjourned the meeting at 4:25 p.m.

Adjournment

TO: Joe Pickens, J.D.
College President

FROM: Melanie Rosen Brown, Ph.D. 
Chief Operating Officer/Senior Vice President

DATE: February 11, 2025

RE: **CONSENT** Agenda Items
February 19, 2025, District Board of Trustees Meeting

The following item is submitted for the Board of Trustees' consideration at the February 19, 2025, meeting:

1. *Approval of Personnel Matters*

DISTRICT BOARD OF TRUSTEES					
PERSONNEL MATTERS					
BOARD MEETING: February 19, 2025					
	NAME	JOB CLASSIFICATION	TYPE OF PAY OR ACTION	PAY SCALE OR RATE	DATES
Myrna	Allen	FT - Administrator	Part-Time Instructional	Doctorate	01/08 - 04/25/2025
Royce	Bass	FT - Administrator	Part-Time Instructional	Master's	01/08 - 04/25/2025
Jack	Hall	FT - Administrator	Part-Time Instructional	Master's	01/08 - 04/25/2025
Anastacia	Hohrath	FT - Administrator	Part-Time Instructional	Master's	01/08 - 04/25/2025
Mary	Kester	FT - Administrator	Part-Time Instructional	Doctorate	01/08 - 04/25/2025
Dustin	Latta	FT - Administrator	Part-Time Instructional	Master's	01/08 - 04/25/2025
Renee	Ruffalo	FT - Administrator	Part-Time Instructional	Master's	01/08 - 04/25/2025
Terry	Thomas	FT - Administrator	Part-Time Instructional	Master's	01/08 - 04/25/2025
William	Veczko Keane	FT - Administrator	Part-Time Instructional	Master's	01/08 - 04/25/2025
Jean	Wondell	FT - Administrator	Part-Time Instructional	Master's	01/08 - 04/25/2025
	NAME	JOB CLASSIFICATION	TYPE OF PAY OR ACTION	PAY SCALE OR RATE	DATES
Rebecca	Alexander	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Alexandra	Asbille	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Daniel	Askew	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Joanna	Bacon	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Kristina	Barnes	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Cortnie	Beatty	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Norval	Bell	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Eric	Berg	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Stephanie	Bernard	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Julie	Blanco-Davila	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Keyshmarie	Boshell	FT - Faculty	Overload	Associates	01/08 - 04/25/2025
Elizabeth	Braswell	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Herman	Bryant Jr	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Chandler	Caroccio	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Timothy	Castell	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Chad	Collins	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Holly	Coulliette	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Erika	Dalton	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Stacey	Daniels	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Deborah	Eckhardt	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Tekaylor	Etienne	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Nefitiri	Fellows	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Thomas	Flanagan	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Bruce	Fox	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Susan	Frandsen	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Russell	Franks	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Cristy	Furr	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Jocelyn	Gaffney	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025

NAME		JOB CLASSIFICATION	TYPE OF PAY OR ACTION	PAY SCALE OR RATE	DATES
Cheryl	Giacomelli	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Jennifer	Gibson	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Matthew	Giddings	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Ben	Gil	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Jessica	Greer	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Melody	Hargraves	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Michael	Harris	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Anna	Harvey	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Ransom	Hicks	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Brian	Holbert	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Colleen	Hollister	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Tyler	Hudson	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Brittany	Jackson	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Aleia	Jureski	FT - Faculty	Overload	Bachelor's	01/08 - 04/25/2025
Maisoun	Kawwaff	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Kevin	Kelly	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Sarah	Kelly	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Catrena	King	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Breanna	Korsman Thomas	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Viswanathan	Krishnamurthi	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Earl	Larson	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Jill	Leggett	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Patrick	Lewis	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Shari	Little	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Charlene	Livaudais	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Philip	Lyons Jr	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Andrew	Macfarlane	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Linda	Mackie	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Ryan	Mahannah	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Charles	Marsh III	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Christy	Mauel	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Jessica	Mayhew-Borrero	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Matthew	McAllister	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Deborah	McCarley	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
James	McCaughern-Carucci	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Kendall	McCurley	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Dawn	McLane	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Cindy	McLeod	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Kristen	McLeod	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
John	Metcalf	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Karen	Meyer	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Douglas	Mikutel	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
David	Miller	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Andrea	Montez	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Claybourne	Moore	FT - Faculty	Overload	Master's	01/08 - 04/25/2025

NAME		JOB CLASSIFICATION	TYPE OF PAY OR ACTION	PAY SCALE OR RATE	DATES
Karen	Moore	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Jeannine	Morgan	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
April	Murdaugh	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Justin	Murphy	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Jill	Nawrocki	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Brian	Niece	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Nahed	Okasha	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Daniel	Ray	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
David	Red	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Traci	Reed	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Antionette	Richardson	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Cory	Roberts	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Joseph	Savage	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Lisa	Schaefer	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Jeffry	Seirup	FT - Faculty	Overload	Bachelor's	01/08 - 04/25/2025
Jerry	Skelton	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Christina	Smith	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Joyce	Smith	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Kandie	Smith	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Dana	Smith Jr	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Angela	Sockwell	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Rebecca	Sullivan	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Misty	Sutton	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Donna	Terry	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Roger	Vaccaro	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Kim	Van Vliet	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Charlene	Velasco	FT - Faculty	Overload	Doctorate	01/08 - 04/25/2025
Paul	Voutsinas Jr	FT - Faculty	Overload	Bachelor's	01/08 - 04/25/2025
Tracy	Wallace	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Jason	Whitmarsh	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Werner	Williams	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Mark	Wilson	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
James	Wray	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
Jarvis	Wright	FT - Faculty	Overload	Master's	01/08 - 04/25/2025
NAME		JOB CLASSIFICATION	TYPE OF PAY OR ACTION	PAY SCALE OR RATE	DATES
Sarah	Alexander	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Morgan	Barnett	Adjunct Salary	Part-Time Instructional	Doctorate	01/08 - 04/25/2025
Anna	Bartlett	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Carless	Boatwright II	Adjunct Salary	Part-Time Instructional	Doctorate	01/08 - 04/25/2025
Corey	Booth	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
William	Bradley	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Richard	Brady	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Mallory	Branco	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Andrew	Brandler	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025

NAME		JOB CLASSIFICATION	TYPE OF PAY OR ACTION	PAY SCALE OR RATE	DATES
Susanna	Brice	Adjunct Salary	Part-Time Instructional	Doctorate	01/08 - 04/25/2025
Annette	Broadfoot	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Cynthia	Brown	Adjunct Salary	Part-Time Instructional	Bachelor's	01/08 - 04/25/2025
Martin	Brown III	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Mary	Buskohl-Coulton	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Shalisha	Bynoe	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Virgil	Carter	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Kathryn	Catron	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Alyssa	Chen	Adjunct Salary	Part-Time Instructional	Doctorate	01/08 - 04/25/2025
Benjamin	Clark	Adjunct Salary	Part-Time Instructional	Doctorate	01/08 - 04/25/2025
Trevor	Clark	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Rebecka	Cloud	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Sarah	Courey	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Michael	Crear	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Angela	Davis	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Matthew	Davis	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Bethany	Derousie	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Mary	DiGregorio	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Jennifer	Dournaux	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Alina	Dragne	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Christine	Dumars	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Joseph	Eakins	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Tonia	Eastman	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Angela	Fae	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Clint	Finlay	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Pamela	Flagg	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Dana	Ford	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Randall	Fuchs	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Christina	Gibbs	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Karen	Glover	Adjunct Salary	Part-Time Instructional	Doctorate	01/08 - 04/25/2025
Brittany	Goodwin	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
James	Gordon	Adjunct Salary	Part-Time Instructional	Doctorate	01/08 - 04/25/2025
Erin	Guillory	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Mary	Hall	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Stephanie	Hall	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Bria	Havener	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Libby	Heineken	Adjunct Salary	Part-Time Instructional	Doctorate	01/08 - 04/25/2025
Geoffrey	Hendricks	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Jennifer	Heneghan	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Katya	Hingson	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Todd	Hohrath	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
James	Holeman	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Gaylene	Hollis	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Natasha	Horne	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
James	Howell	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025

NAME		JOB CLASSIFICATION	TYPE OF PAY OR ACTION	PAY SCALE OR RATE	DATES
Andrea	Hutchinson	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Joseph	Iuso	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Parrish	Jones	Adjunct Salary	Part-Time Instructional	Doctorate	01/08 - 04/25/2025
Arif	Kidwai	Adjunct Salary	Part-Time Instructional	Doctorate	01/08 - 04/25/2025
Laura	Kirk	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Margarette	Knutsen	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Walter	Lara	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Kyle	LaValley	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Dennis	Locke	Adjunct Salary	Part-Time Instructional	Doctorate	01/08 - 04/25/2025
Lincoln	Lowe	Adjunct Salary	Part-Time Instructional	Doctorate	01/08 - 04/25/2025
Charles	Lutz III	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Paul	Maass	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Lisa	McDonald	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Lori	McGuffin	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Maegan	McRee	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Heather	Milam	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Caleb	Milligan	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Kelly	Morris	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Cynthia	Morrison	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Giorgio	Mugno	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Jose	Munoz	Adjunct Salary	Part-Time Instructional	Doctorate	01/08 - 04/25/2025
Kristi	Nash Baldwin	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Maria	Oehler	Adjunct Salary	Part-Time Instructional	Doctorate	01/08 - 04/25/2025
Christopher	Otero	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Richard	Patterson	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Michael	Pawlukiewicz	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Thomas	Platt	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Tracy	Pretorius	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Stuart	Riggs	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Dalton	Ringey	Adjunct Salary	Part-Time Instructional	Doctorate	01/08 - 04/25/2025
Laura	Rogers	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Abigail	Rosado-Metz	Adjunct Salary	Part-Time Instructional	Doctorate	01/08 - 04/25/2025
David	Rowan	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Marsha	Sanford	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Lloyd	Savage	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Jill	Semento	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
William	Sims III	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Renato	Sindicic	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Deena	Sjoberg	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Jeremy	Smith	Adjunct Salary	Part-Time Instructional	Doctorate	01/08 - 04/25/2025
Kelli	Stephenson	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Ruth	Swartz	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
David	Tarbert	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Carla	Tierney	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Troy	Todd	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025

NAME		JOB CLASSIFICATION	TYPE OF PAY OR ACTION	PAY SCALE OR RATE	DATES
Lori	Wagner	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Lynn	Walsh	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
William	Weeks	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Sally	Weerts	Adjunct Salary	Part-Time Instructional	Doctorate	01/08 - 04/25/2025
Danielle	Weinstein Heric	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Donald	White	Adjunct Salary	Part-Time Instructional	Doctorate	01/08 - 04/25/2025
Felicia	Wider Lewis	Adjunct Salary	Part-Time Instructional	Doctorate	01/08 - 04/25/2025
Rebah	Woods	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Patricia	Wooten	Adjunct Salary	Part-Time Instructional	Doctorate	01/08 - 04/25/2025
Kris	Wykoff	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Kathy	Zimardo	Adjunct Salary	Part-Time Instructional	Master's	01/08 - 04/25/2025
Billie	Accurso	Adjunct Hourly	Part-Time Instructional	\$48/hr	01/08 - 04/25/2025
Baily	Bellamy	Adjunct Hourly	Part-Time Instructional	\$46/hr	01/08 - 04/25/2025
Anthony	Bennett	Adjunct Hourly	Part-Time Instructional	\$46/hr	01/08 - 04/25/2025
Robert	Bland	Adjunct Hourly	Part-Time Instructional	\$48/hr	01/08 - 04/25/2025
Lisa	Brasiel	Adjunct Hourly	Part-Time Instructional	\$46/hr	01/08 - 04/25/2025
Jeri	Cancel	Adjunct Hourly	Part-Time Instructional	\$48/hr	01/08 - 04/25/2025
Taylor	Cassidy	Adjunct Hourly	Part-Time Instructional	\$46/hr	01/08 - 04/25/2025
April	Cobreiro	Adjunct Hourly	Part-Time Instructional	\$48/hr	01/08 - 04/25/2025
Misti	Craig	Adjunct Hourly	Part-Time Instructional	\$46/hr	01/08 - 04/25/2025
Casey	Duck	Adjunct Hourly	Part-Time Instructional	\$46/hr	01/08 - 04/25/2025
Taylor	Dwyer	Adjunct Hourly	Part-Time Instructional	\$46/hr	01/08 - 04/25/2025
Catherine	Elliott	Adjunct Hourly	Part-Time Instructional	\$48/hr	01/08 - 04/25/2025
Garrett	Fairbanks	Adjunct Hourly	Part-Time Instructional	\$46/hr	01/08 - 04/25/2025
Joseph	Fitzpatrick	Adjunct Hourly	Part-Time Instructional	\$46/hr	01/08 - 04/25/2025
Jeffrey	Gruentzel	Adjunct Hourly	Part-Time Instructional	\$46/hr	01/08 - 04/25/2025
Michael	Hackney	Adjunct Hourly	Part-Time Instructional	\$46/hr	01/08 - 04/25/2025
Kevin	Harris	Adjunct Hourly	Part-Time Instructional	\$46/hr	01/08 - 04/25/2025
Lauren	Harting	Adjunct Hourly	Part-Time Instructional	\$48/hr	01/08 - 04/25/2025
Helen	Hayes	Adjunct Hourly	Part-Time Instructional	\$25/hr	01/08 - 04/25/2025
Lowery	Johnson	Adjunct Hourly	Part-Time Instructional	\$46/hr	01/08 - 04/25/2025
Mary	Johnson	Adjunct Hourly	Part-Time Instructional	\$46/hr	01/08 - 04/25/2025
Carol	Jones	Adjunct Hourly	Part-Time Instructional	\$48/hr	01/08 - 04/25/2025
Kenneth	Jones	Adjunct Hourly	Part-Time Instructional	\$48/hr	01/08 - 04/25/2025
Arrianna	Luzunaris	Adjunct Hourly	Part-Time Instructional	\$46/hr	01/08 - 04/25/2025
Sheri	Medlar	Adjunct Hourly	Part-Time Instructional	\$46/hr	01/08 - 04/25/2025
Kevin	Meeks	Adjunct Hourly	Part-Time Instructional	\$48/hr	01/08 - 04/25/2025
Mary	Melfi	Adjunct Hourly	Part-Time Instructional	\$48/hr	01/08 - 04/25/2025
Jennifer	Mueller	Adjunct Hourly	Part-Time Instructional	\$46/hr	01/08 - 04/25/2025
Cameron	ORourke	Adjunct Hourly	Part-Time Instructional	\$46/hr	01/08 - 04/25/2025
Rashonda	Phillips	Adjunct Hourly	Part-Time Instructional	\$48/hr	01/08 - 04/25/2025
Zachary	Prioletti	Adjunct Hourly	Part-Time Instructional	\$46/hr	01/08 - 04/25/2025
Dianna	Pucci	Adjunct Hourly	Part-Time Instructional	\$48/hr	01/08 - 04/25/2025
Karen	Robeson	Adjunct Hourly	Part-Time Instructional	\$46/hr	01/08 - 04/25/2025
Cheryl	Rogers	Adjunct Hourly	Part-Time Instructional	\$48/hr	01/08 - 04/25/2025

NAME		JOB CLASSIFICATION	TYPE OF PAY OR ACTION	PAY SCALE OR RATE	DATES
Kathleen	Thomas	Adjunct Hourly	Part-Time Instructional	\$48/hr	01/08 - 04/25/2025
Kaleigh	Tibbs	Adjunct Hourly	Part-Time Instructional	\$46/hr	01/08 - 04/25/2025
Loretta	Watson	Adjunct Hourly	Part-Time Instructional	\$48/hr	01/08 - 04/25/2025
Patrick	Welch	Adjunct Hourly	Part-Time Instructional	\$46/hr	01/08 - 04/25/2025
Matthew	Wolfe	Adjunct Hourly	Part-Time Instructional	\$46/hr	01/08 - 04/25/2025
Sarah	Woolever	Adjunct Hourly	Part-Time Instructional	\$46/hr	01/08 - 04/25/2025
NAME		JOB CLASSIFICATION	TYPE OF PAY OR ACTION	PAY SCALE OR RATE	DATES
Russell	Berger	FT - Professional Support	Part-Time Instructional	Master's	01/08 - 04/25/2025
Rebecca	Davis	FT - Professional Support	Part-Time Instructional	Master's	01/08 - 04/25/2025
Shaun	Dryden	FT - Professional Support	Hire	PS - Grade 120	2/1/2025
Heather	Jones	FT - Professional Support	Part-Time Instructional	Master's	01/08 - 04/25/2025
Kirby	Kloepfel	FT - Professional Support	Promotion	PS - Grade 120	1/1/2025
Michelle	Mancil	FT - Professional Support	Part-Time Instructional	Bachelor's	01/08 - 04/25/2025
Joseph	Pound Jr	FT - Professional Support	Part-Time Instructional	Bachelor's	01/08 - 04/25/2025
Cindy	Reed	FT - Professional Support	Part-Time Instructional	Master's	01/08 - 04/25/2025
NAME		JOB CLASSIFICATION	TYPE OF PAY OR ACTION	PAY SCALE OR RATE	DATES
Rachael	Carroll	FT-Para-professional	Hire	PP - Grade 114	2/12/2025
Stephanie	Champine	FT-Para-professional	Hire	PP - Grade 112	2/1/2025
Tamara	Crews	FT-Para-professional	Hire	PP - Grade 112	2/18/2025
Michelle	Mancil	FT-Para-professional	Part-Time Instructional	Bachelors	01/08 - 04/25/2025
Lauren	Walsh	FT-Para-professional	Part-Time Instructional	Master's	01/08 - 04/25/2025
Lauren	Walsh	FT-Para-professional	Promotion	PP - Grade 115	1/1/2025
NAME		JOB CLASSIFICATION	TYPE OF PAY OR ACTION	PAY SCALE OR RATE	DATES
Caleb	Black	PT-Para-professional	Rehire	\$16.65/hr	01/08 - 04/25/2025
Logan	Bowser	PT-Para-professional	Rehire	\$17.93/hr	01/06 - 06/14/2025
Rachael	Carroll	PT-Para-professional	Rehire	\$16.65/hr	01/08 - 02/11/2025
Jason	Forbis	PT-Para-professional	Rehire	\$16.65/hr	01/08 - 04/25/2025
Evan	Godfrey	PT-Para-professional	Rehire	\$16.65/hr	01/08 - 04/25/2025
Candice	Griffin	PT-Para-professional	Rehire	\$25/hr	01/08 - 04/25/2025
Michael	Jean-Francois	PT-Para-professional	Rehire	\$16.65/hr	01/08 - 04/25/2025
Alex	Pedraza	PT-Para-professional	Rehire	\$16.65/hr	01/08 - 04/25/2025
Christian	Rios	PT-Para-professional	Rehire	\$16.65/hr	01/08 - 04/25/2025
Joseph	Stewart	PT-Para-professional	Rehire	\$16.65/hr	01/08 - 04/25/2025
Caleb	Strite	PT-Para-professional	Rehire	\$16.65/hr	01/08 - 04/25/2025
NAME		JOB CLASSIFICATION	TYPE OF PAY OR ACTION	PAY SCALE OR RATE	DATES
Carrie	Largacci	FT - Career Service	Hire	CS - Grade 110	02/12/25
Erica	Wilson	FT - Career Service	Hire	CS - Grade 107	02/12/25
NAME		JOB CLASSIFICATION	TYPE OF PAY OR ACTION	PAY SCALE OR RATE	DATES
Keith	Ainley	PT - Career Service	Rehire	\$16.40/hr	12/20 - 06/14/2025
Amanda	Blaine	PT - Career Service	Rehire	\$16.65/hr	12/20 - 06/14/2025

NAME		JOB CLASSIFICATION	TYPE OF PAY OR ACTION	PAY SCALE OR RATE	DATES
Samuel	Boyer	PT - Career Service	Rehire	\$16.65/hr	12/20 - 06/14/2025
Travonda	Browning	PT - Career Service	Rehire	\$15.69/hr	01/08 - 04/25/2025
Sydney	Carroll	PT - Career Service	Rehire	\$16.16/hr	01/08 - 04/25/2025
Autumn	Chinsio	PT - Career Service	Rehire	\$15.69/hr	01/08 - 04/25/2025
Paula	Denaro-Kepple	PT - Career Service	Rehire	\$16.65/hr	12/20 - 06/14/2025
Cynthia	Gullo	PT - Career Service	Rehire	\$15.92/hr	12/02 - 01/24/2025
Caitlynn	Honeycutt	PT - Career Service	Rehire	\$15.69/hr	01/08 - 04/25/2025
Samantha	Ledyard	PT - Career Service	Rehire	\$15.92/hr	01/06 - 06/14/2025
Mary	McMinn	PT - Career Service	Rehire	\$15.69/hr	01/08 - 04/25/2025
Cynthia	Morrell	PT - Career Service	Rehire	\$15.45/hr	01/06 - 06/14/2025
Katelynn	Patterson	PT - Career Service	Rehire	\$15.23/hr	11/22/2024 - 04/25/2025
Deborah	Pugh	PT - Career Service	Rehire	\$16.16/hr	01/08 - 04/25/2025
Kylie	Stanley	PT - Career Service	Rehire	\$15.69/hr	01/08 - 04/25/2025
Dreama	Trevorah	PT - Career Service	Rehire	\$15.69/hr	01/08 - 04/25/2025
Stephanie	Young	PT - Career Service	Rehire	\$15.92/hr	12/20 - 06/14/2025
MISCELLANEOUS					
1. Request approval for the below to volunteer for Thrasher Horne beginning 2/01/2025:					
Maryann Ball					
Tracy Cooper					



Memorandum

TO: Joe Pickens, J.D.
President

FROM: Randy Peterson 
Vice President/CFO

DATE: February 10, 2025

RE: Consent Agenda Items: February 19, 2025, District Board of Trustees Meeting

The following Consent items are submitted for the Board of Trustees' consideration at the February 19, 2025, meeting:

CONSENT AGENDA ITEMS:

1. Facilities Usage Report – January 2025
2. Approval of Monthly Financial Report – January 2025



ST. JOHNS RIVER

S T A T E C O L L E G E

MEMORANDUM

To: Mr. Randy Peterson
VP for Finance

From: Amy Tincher *act*
Senior Accountant

Date: February 10, 2025

Subject: Report on Facilities Use for January 2025

For the month of January 2025:

Putnam Republican Club	Palatka
Daytona State College – DCF exams	Palatka
CC's Motorcycle Training	Palatka
Fellowship of Christian Athletes	Palatka
Putnam County Supervisor of Elections	Palatka
Ross Jones Baseball Academy	Palatka
Putnam County Chamber of Commerce	Palatka
Babe Ruth of Palatka	Palatka
Florida Gas Transmission	Palatka
United Way of St. Johns County	St Augustine
Oath Law	St. Augustine
United Way of Northeast FL	Orange Park



ST. JOHNS RIVER
STATE COLLEGE

Monthly Financial Report

January 2025

ST. JOHNS RIVER STATE COLLEGE
BALANCE SHEET
As of January 31, 2025

			FUND TYPE					
TOTAL			GENERAL CURRENT	RESTRICTED CURRENT	AUXILIARY	SCHOLARSHIP	AGENCY	UNEXPENDED PLANT
Assets								
1	Cash	\$ 23,036,964	\$ 1,947,718	\$ 546,995	\$ 7,297,119	\$ 451,971	\$ 1,979,451	\$ 10,813,710
2	Cash Equivalents	541	541	-	-	-	-	-
3	Certificates of Deposit	20,000,000	20,000,000	-	-	-	-	-
4	Accounts Receivable	1,489,851	1,352,660	30,222	39,651	16,326	-	50,993
5	Inventories	215,983	-	-	215,983	-	-	-
6	Due From Component Unit	-	-	-	-	-	-	-
7	Prepaid Assets	-	-	-	-	-	-	-
8	Other Assets	2,600	2,600	-	-	-	-	-
9	Due from State	14,323,600	-	-	-	-	-	14,323,600
10	Total Assets	59,069,539	23,303,519	577,217	7,552,753	468,296	1,979,451	25,188,303
11	Deferred Outflow of Resources	7,213,565	7,213,565	-	-	-	-	-
Liabilities								
12	Net Pension Liability	23,894,223	23,894,223	-	-	-	-	-
13	Compensated Absences Payable	2,681,975	2,681,975	-	-	-	-	-
14	Other Post Employment Benefit Payable	1,653,783	1,653,783	-	-	-	-	-
15	Deferred Revenue	1,282	-	-	729	-	-	552
16	Payables	2,453,340	16,094	11	69,539	388,246	1,979,451	-
17	Due to Other Funds	8,580	8,580	-	-	-	-	-
18	Total Liabilities	30,693,183	28,254,654	11	70,268	388,246	1,979,451	552
19	Deferred Inflow of Resources	3,567,390	3,567,390	-	-	-	-	-
20	Fund Balance	32,022,532	(1,304,960)	577,206	7,482,485	80,050	0	25,187,751
21	Amount Expected to be Financed in Future Years	24,583,806	24,583,806	-	-	-	-	-
22	Adjusted Fund Balance	56,606,338	23,278,846	577,206	7,482,485	80,050	0	25,187,751


ST. JOHNS RIVER STATE COLLEGE
SUMMARY OF INCOME AND EXPENDITURES
UNRESTRICTED CURRENT FUND
For the Month Ended January 31, 2025

CURRENT YEAR 2024-2025				FY % 58.3%	PRIOR YEAR 2023-2024
	Current Budget	Year to Date Activity	Unobligated Balance	Act %	Year to Date Activity
Revenue:					
1 Tuition and Fees	\$ 10,019,491	\$ 8,925,596	\$ 1,093,895	89.1%	\$ 7,967,399
2 State Support	40,189,092	20,974,300	19,214,792	52.2%	18,823,897
3 Local Support	1,900,000	1,327,686	572,314	69.9%	1,215,463
4 Other Sources	1,491,000	1,231,140	259,860	82.6%	924,768
5 Total Revenue	53,599,583	32,458,722	21,140,861	60.6%	28,931,527
Expenditures:					
6 Salaries	26,600,729	15,669,726	10,931,004	58.9%	14,332,504
7 Benefits	8,931,890	5,392,146	3,539,744	60.4%	4,922,735
8 Total Salaries & Benefits	35,532,619	21,061,872	14,470,748	59.3%	19,255,239
9 Materials and Supplies	2,487,313	1,470,516	1,016,798	59.1%	1,464,706
10 Contracted Non Instructional	1,727,014	830,631	896,383	48.1%	879,731
11 Utilities	1,363,086	643,422	719,665	47.2%	639,538
12 Repairs and Maintenance	1,474,376	855,686	618,690	58.0%	824,139
13 Professional Fees	286,677	135,982	150,695	47.4%	89,154
14 Insurance	1,129,200	594,026	535,174	52.6%	608,927
15 Technology Services	207,781	131,830	75,951	63.4%	100,501
16 Travel	454,466	118,748	335,719	26.1%	117,851
17 Advertising	119,949	45,646	74,303	38.1%	69,244
18 Other Services	888,997	477,813	411,183	53.7%	394,560
19 Other Current Charges	1,043,500	652,125	391,375	62.5%	638,306
20 Total Current Expenses	11,182,361	5,956,425	5,225,936	53.3%	5,826,658
21 Capital Outlay	2,143,336	438,334	1,705,002	20.5%	837,241
22 Transfers	1,000,000	1,000,000	-	100.0%	-
23 Total Expenditures	49,858,316	28,456,630	21,401,686	57.1%	25,919,138
24 Net Revenues and Expenditures	\$ 3,741,267	\$ 4,002,092			\$ 3,012,390
25 Budgeted Ending Adjusted Fund Balance *	\$ 22,976,472				
* excludes Amount to be Financed in Future Years of \$24,583,806					

ST. JOHNS RIVER STATE COLLEGE
SUMMARY OF INCOME AND EXPENDITURES
RESTRICTED CURRENT FUND
For the Month Ended January 31, 2025

CURRENT YEAR 2024-2025				FY % 58.3%	PRIOR YEAR 2023-2024
	Current Budget	Year to Date Activity	Unobligated Balance	Act %	Year to Date Activity
Revenue:					
1 Federal Support	\$ 694,043	\$ 332,859	\$ 361,185	48.0%	\$ 279,815
2 Student Fees	719,652	638,249	81,403	88.7%	565,362
3 State Support	111,407	73,693	37,714	66.1%	73,308
4 Other Sources	-	-	-	0.0%	-
5 Total Revenue	1,525,102	1,044,801	480,302	68.5%	918,485
Expenditures:					
6 Salaries	685,799	384,485	301,314	56.1%	341,406
7 Benefits	263,497	122,290	141,208	46.4%	101,108
8 Total Salaries & Benefits	949,296	506,774	442,522	53.4%	442,514
9 Materials and Supplies	280,849	171,938	108,912	61.2%	145,757
10 Contracted Non Instructional	44,820	28,955	15,865	64.6%	-
11 Repairs and Maintenance	2,691	2,691	-	0.0%	3,264
12 Professional Fees	29,426	18,716	10,710	63.6%	22,400
13 Technology Services	15,500	-	15,500	0.0%	18,470
14 Travel	119,467	40,970	78,497	34.3%	45,908
15 Advertising	649	649	-	0.0%	-
16 Other Services	127,617	62,130	65,487	48.7%	64,640
17 Other Current Charges	1,067	-	1,067	0.0%	10,365
18 Total Current Expenses	622,086	326,049	296,037	52.4%	310,803
19 Capital Outlay	4,788	4,465	323	93.3%	1,357
20 Total Expenditures	1,576,170	837,289	738,881	53.1%	754,674
21 Net Revenues and Expenditures	\$ (51,067)	\$ 207,512			\$ 163,812

TO: Joe Pickens, J.D.
College President

FROM: Edward P. Jordan, Ph.D. 
Vice President for Academic and Student Affairs

DATE: February 10, 2025

RE: Agenda Items: February 19, 2025, District Board of Trustees Meeting

The following items are submitted for the Board of Trustees' consideration at the February 19, 2025, meeting:

Consent Agenda Items:

I. Approval of the following curriculum revisions effective Fall 2025 for the Arts and Sciences Department:

A. New Courses:

Biological Sciences

1. BCH 4053 Biochemistry I
2. BCH 4053L Laboratory for Biochemistry I
3. BOT 3015 Plant Biology
4. BSC 3312 Principles of Marine Biology
5. BSC 3464 Biotechnology I
6. BSC 3464L Laboratory for Biotechnology I
7. BSC 4848 Scientific Communication
8. BSC 4900 Senior Capstone
9. BSC 4905 Supervised Research in Biology
10. MCB 4503 Virology
11. PCB 3023 Cell Biology
12. PCB 3023L Laboratory for Cell Biology
13. PCB 3043 Ecology
14. PCB 3043L Laboratory for Ecology
15. PCB 3063 Genetics
16. PCB 3063L Laboratory for Genetics
17. PCB 3674 Evolutionary Biology
18. PCB 4024 Molecular Biology
19. ZOO 3713C Comparative Vertebrate Anatomy

English

1. LIT 2000 Introduction to Literature
2. LIT 2000 Honors Introduction to Literature

Humanities

1. PHI 2600 Introduction to Ethics

Social Science

1. HUS 1001 Introduction to Human Services
2. HUS 3201 Group Dynamics
3. HUS 3304 Intra and Interpersonal Techniques
4. HUS 3314 Cognitive and Behavioral Therapy
5. HUS 3323 Introduction to Crisis Intervention
6. HUS 3340 Trauma and Post Traumatic Stress Disorder
7. HUS 3350 Issues in Domestic Violence
8. HUS 3505 Ethics in Human Services
9. HUS 3650 Administration in Human Services
10. HUS 4321 Case Management and Problem Solving
11. HUS 4442 Drug Awareness and Education
12. HUS 4526 Current Issues in Mental Health
13. HUS 4700 Diagnosis and Treatment Planning in Human Services
14. HUS 4722 Research Methods in Human Services
15. HUS 4951 Human Services Capstone

B. Revised Courses:

English

1. AML 2010 American Literature I
2. AML 2010 Honors American Literature I
3. AML 2020 American Literature II
4. AML 2020 Honors American Literature I
5. AML 2601 African American Literature I
6. AML 2601 Honors African American Literature I
7. ENC 1101 Composition I
8. ENC 1101 Honors Composition I
9. ENL 2012 English Literature I
10. ENL 2012 Honors English Literature I
11. ENL 2022 English Literature II
12. ENL 2022 Honors English Literature II
13. ENL 2330 Introduction to Shakespeare
14. ENL 2330 Honors Introduction to Shakespeare
15. LIT 2182 Modern Irish Literature
16. LIT 2182 Honors Modern Irish Literature
17. LIT 2380 Literature by Women
18. LIT 2380 Honors Literature by Women

Humanities

1. ARH 2050 Art History I
2. ARH 2050 Honors Art History I
3. ARH 2051 Art History II
4. ARH 2051 Honors Art History II

5. DAN 2100 Survey of Dance
6. HUM 2220 Greek and Roman Humanities
7. HUM 2220 Honors Greek and Roman Humanities
8. HUM 2223 Late Roman and Medieval Humanities
9. HUM 2223 Honors Late Roman and Medieval Humanities
10. HUM 2232 Renaissance and Baroque Humanities
11. HUM 2232 Honors Renaissance and Baroque Humanities
12. HUM 2234 Enlightenment and Romanticism Humanities
13. HUM 2234 Honors Enlightenment and Romanticism Humanities
14. HUM 2250 20th Century Humanities
15. HUM 2250 Honors 20th Century Humanities
16. HUM 2310 Mythology in Art, Literature, and Music
17. HUM 2310 Honors Mythology in Art, Literature, and Music
18. MUH 2110 Songs for the Dead: An Introduction to Music History and Literature
19. PHI 2630 Contemporary Ethics
20. PHI 2630 Honors Contemporary Ethics
21. THE 1020 Introduction to Theater History

Mathematics

1. MAT 0022 Developmental Mathematics Combined
2. MAT 1033 Intermediate Algebra

Physical Sciences

1. CHM 2211 Organic Chemistry II
2. PHY 1020 Introduction to Physics

Social Science

1. AMH 2020 United States History since 1877
2. AMH 2020 Honors United States History since 1877
3. SYG 1000 Introduction to Sociology
4. SYG 1000 Honors Introduction to Sociology
5. SYG 1430 Marriage and the Family

Student Life Skills

1. IDS 1110 Honors Explorations
2. SLS 1122 Academic Pathways for College Success

C. Courses to Delete:

Student Life Skills

1. SLS 1401 Comprehensive Career Explorations

D. New Programs:

1. Bachelor of Science in Biological Sciences
2. Bachelor of Science in Social and Human Services

E. Revised Programs:

1. Honors Program
2. General Education
3. Associate in Arts

II. Approval of the following curriculum revisions effective Fall 2025 for the Florida School of the Arts:

A. New Courses:

Performing Arts and Production/Design

1. THE 3213 World Theatre History I
2. THE 4284 Period Costume, Architecture, and Décor I
3. TPA 3227C Stage Electronics and Networking
4. TPA 3231 Costuming and Wardrobe
5. TPA 3351C Lighting and Projection Technology and Programming
6. TPA 3401 Professional Practice in the Arts
7. TPA 4003 Design Seminar
8. TPA 4206C Advanced Stagecraft
9. TPA 4400 Production Management
10. TPA 4946 Production Practicum
11. TPA 4993 Production Portfolio Capstone
12. TPP 3251C Music Theatre Performance
13. TPP 3257 Music Theatre Voice
14. TPP 4310 Directing I

Visual Arts

1. CAP 3052 Game Design I
2. CAP 4056 Game Design II
3. DIG 3253 Digital Media Audio Production
4. DIG 3354 3D Character Animation
5. DIG 3433 Multimedia Video Production
6. DIG 4354 Advanced Animation Techniques
7. DIG 4359 Artificial Environments
8. DIG 4950 Senior Capstone Seminar
9. GRA 3001 Visual Communication
10. GRA 3154 Illustration Concepts and Techniques
11. GRA 3209 Applied Typography
12. GRA 3586 Interactive Web Design
13. GRA 3837 Motion Graphics
14. PGY 3204 Digital Video Production Lighting

B. Revised Courses:

1. DAA 2661 Contemporary Repertory
2. DIG 2100 Web Design
3. PGY 2220C Commercial Photography
4. TPA 2220 Lighting Design

C. Courses to Delete:

1. ART 2210C Ideas and Concepts
2. ART 2302C Experimental Drawing
3. ART 2503C Painting IV
4. ART 2954C Graphic Design Portfolio
5. DAA 2682 Dance Ensemble III
6. DAA 2683 Dance Ensemble IV
7. GRA 1100C Computer Based Images
8. MVS 1116 Class Guitar
9. MVS 1416 Applied Guitar

10. MVV 2522 Musical Theatre Repertory I
11. MVV 2523 Musical Theatre Repertory II
12. PGY 2802C Digital Imaging II
13. TPA 1090 Theatre Design Basics
14. TPA 2343 CAD for Theatre

D. New Programs:

1. Bachelor of Applied Science in Digital Art and Media
2. Bachelor of Applied Science in Performance Design and Production

E. Revised Programs:

1. Associate in Science in Stage Management

III. Approval of the following curriculum revisions effective Fall 2025 for the Teacher Education Department:

A. New Courses:

Exceptional Student Education

1. EDF 4943 Student Internship
2. EDG 4323 Professional Teaching Practices
3. EEX 4221 Assessment of Exceptional Education Students
4. EEX 4265 Curriculum and Instruction for Students with Disabilities 6-12
5. ESE 4945 Senior Seminar
6. LAE 4314 Teaching Language Arts
7. MAE 4326 How Children Learn Mathematics
8. SCE 3310 Teaching Science in the Elementary School
9. SSE 3312 Teaching Social Studies

EPI and Teacher Recertification

1. EDF 3940 Clinical Field Experience in Curriculum and Instruction
2. EDF 4603 Critical Issues in Classroom Management, Ethics, Law, and Safety
3. RED 4319 Diagnosis and Instructional Intervention in Reading
4. RED 4844 Reading Practicum

B. Revised Courses:

1. RED 4342 Foundations of Research Practice in Reading Education

C. New Programs:

1. Bachelor of Science in Exceptional Student Education

D. Revised Programs:

1. The Educator Preparatory Institute (EPI)
2. Teacher Recertification

IV. Approval of the following curriculum revisions effective Fall 2025 for Allied Health:

A. Revised Programs:

1. Emergency Medical Services (0085)
2. Health Services Management (0133)
3. Information Technology (0350/0351)
4. Office Administration - Medical (2149)
5. Radiologic Technology (2155/2156)
6. Respiratory Care (2125/2126)
7. Diagnostic Medical Sonography Technology (2135/2136)

V. Approval of the following curriculum revisions effective Fall 2025 for **Criminal Justice & Public Safety:**

A. New Courses:

1. PLA 2872 Artificial Intelligence and the Law

B. Revised Courses:

1. CJE 4692 Technology and Crime

C. Revised Programs:

1. Criminal Justice Technology (0080)
2. Criminal Justice Technology – Corrections Track (0089)
3. Criminal Justice Technology – Law Enforcement Track (0089)
4. Paralegal Studies (0170)

VI. Approval of the following curriculum revisions effective Fall 2025 for **Business:**

A. Courses to Delete:

1. BUL 2242
2. FIN 1122
3. MAN 2043
4. MAN 2500
5. TRA 2010

B. Revised Programs:

1. Accounting Technology (0093)
2. Business Administration (0202)

VII. Approval of the following curriculum revisions effective Fall 2025 for **Computer Information Technology:**

A. Revised Courses:

1. CTS 2358C Identity with Windows Server 2016

B. Courses to Delete:

1. CAP 1760
2. CAP 2023
3. CAP 2047
4. CAP 2741
5. CAP 2762
6. CAP 2883C
7. CGS 2514
8. CGS 2545
9. CGS 2554
10. CGS 2811C
11. CGS 2820
12. CGS 2871
13. CGS 2930
14. CGS 2949
15. CIS 2252
16. CIS 2621
17. COP 1700
18. COP 2701
19. COP 2801
20. COP 2805
21. COP 2822
22. COP 2837
23. CTS 1142
24. CTS 211C
25. CTS 2155
26. CTS 2370
27. DIG 1109

28. DIG 2102

C. Revised Programs:

1. Computer Programming and Analysis (2011)
2. Network Systems Technology (0193)

VIII. Approval of the following curriculum revisions effective Fall 2025 for **Engineering Technology:**

A. Revised Programs:

1. Engineering Technology (4300)

IX. Approval of the following curriculum revisions effective Fall 2025 for **Nursing:**

A. Revised Courses:

1. PRN 0290 Medical Surgical Nursing I
2. PRN 0291 Medical Surgical Nursing II
3. NUR 1212C Adult Health Nursing II
4. NUR 2244C Adult Health Nursing III

B. Revised Programs:

1. Nursing (0208/0299)
2. Nursing – LPN Bridge to ASN (0208/0298)

<u>Physical Sciences</u> CHM 2211 Organic Chemistry II PHY 1020 Introduction to Physics <u>Social Science</u> AMH 2020 United States History since 1877 AMH 2020 Honors United States History since 1877 SYG 1000 Introduction to Sociology SYG 1000 Honors Introduction to Sociology SYG 1430 Marriage and the Family <u>Student Life Skills</u> IDS 1110 Honors Explorations SLS 1122 Academic Pathways for College Success	December 18, 2024 January 13, 2025 December 17, 2024 December 17, 2024
Courses to Delete: <u>Student Life Skills</u> SLS 1401 Comprehensive Career Explorations	Date Approved by Department: December 17, 2024
New Programs: Bachelor of Science in Biological Sciences Bachelor of Science in Social and Human Services	Date Approved by Department: December 18, 2024 / January 10, 2025 December 17, 2024
Revised Programs: Honors Program General Education Associate in Arts Degree	Date Approved by Department: December 17, 2024 December 17-18, 2024 December 17-18, 2024
<p style="text-align: center;">REMINDERS:</p> <ul style="list-style-type: none"> • After approval by the Instructional Curriculum Committee, submit SCNS and Catalog/Student Handbook Change forms for all changes listed on this form. • Changes to degree requirements and new and terminated programs will be communicated to Academic Advising in late Spring. • New programs and program terminations require modifications to the SJR State Application as soon as possible—December ideally. 	

A. New Courses

Biological Sciences

Rationale: The following courses support the proposed Bachelor of Science Degree in Biological Sciences.

1. **BCH 4053 Biochemistry I**

Catalog Description

(3 credits, 3 hours) Prerequisite: BSC 2011, BSC 2011L, CHM 2011, CHM 2011L, PCB 3063, and PCB 3063L with a grade of "C" or higher. Corequisite: BCH 4053L. This course examines the structure and function of proteins, membranes and cellular constituents, enzyme catalysts, and basic metabolic pathways.

Student Learning Outcomes

- A. Explain the chemical structure and properties of carbohydrates, lipids, proteins, and nucleic acids, including their functional groups and stereochemistry.
- B. Describe how the structure of biomolecules relates to their biological functions, including protein folding, enzyme catalysis, and DNA replication.
- C. Apply concepts of thermodynamics and kinetics to biochemical reactions, including calculating free energy changes, reaction rates, and enzyme kinetics.
- D. Describe the role of water in biological systems and how pH affects biomolecule structure and function.
- E. Describe major metabolic pathways including glycolysis, the citric acid cycle, and the electron transport chain, including the regulation and energy conservation mechanisms.
- F. Explain the principles of signal transduction and cellular communication pathways.
- G. Evaluate primary literature in the field of biochemistry and dissect this literature through written and oral discussions.

2. **BCH 4053L Laboratory for Biochemistry I**

Catalog Description

(1 credit, 3 hours) Prerequisite: BSC 2011, BSC 2011L, CHM 2011, CHM 2011L, PCB 3063, and PCB 3063L with a grade of "C" or higher. Corequisite: BCH 4053. This course is the laboratory component for BCH 4053 and examines the structure and function of proteins, membranes and cellular constituents, enzymes catalysis and carbohydrate metabolism. Fundamental laboratory approaches and techniques in protein biochemistry, molecular biology, and DNA manipulation will be performed. This course will cover techniques including protein purification, quantification and analysis, DNA manipulation and molecular cloning, and immunobiochemistry.

Student Learning Outcomes

- A. Describe the preparation and application of buffer solutions in maintaining pH stability during biochemical experiments.
- B. Conduct various biochemical assays to quantify proteins, nucleic acids, and other biomolecules.
- C. Perform techniques for detecting and analyzing specific proteins.
- D. Describe the principles and techniques of salting out proteins and other biomolecules, optimizing conditions for maximum yield.
- E. Perform techniques for the separation and purification of biomolecules, including column chromatography.
- F. Describe techniques for protein characterization and be able to explain methods to purify, concentrate, and analyze protein using techniques like polyacrylamide gel electrophoresis (PAGE).
- G. Explain enzyme kinetics, including Michaelis-Menten and multisubstrate kinetics, and the mechanisms of enzyme inhibition.
- H. Utilized bioinformatics tools to study the evolution of proteins and understand the application of in silico methods in biochemistry.

3. BOT 3015 Plant Biology

Catalog Description

(3 credits, 3 hours) Prerequisite: BSC 2011, BSC 2011L, CHM 1046, and CHM 1046L with a grade of "C" or higher. This course covers the history and impact of plants on people and the environment. Structural and functional relationships of structures, and ecological adaptations of plants are emphasized. The evolutionary relationships among plants, fungi, selected protists, and prokaryotes are also discussed.

Student Learning Outcomes

- A. Identify and discuss the significance of plants, including nonvascular and vascular plants, as well as the significance of algae in the evolution of plants.
- B. Recognize tissue, leaf structure and overall development of plants and evolution.
- C. Identify structure, development, and modification of plant organs.
- D. Identify and recognize plant reproduction including pollination and seed dispersal.
- E. Identify and recognize secondary growth of plants.
- F. Identify the significance of plant metabolism, and the important roles of secondary metabolites.
- G. Recognize the impact of the environment on plant development.
- H. Recognize and summarize the way a cladogram is used to classify and show evolution of plants.

4. BSC 3312 Principles of Marine Biology

Catalog Description

(3 credits, 3 hours) Prerequisite: BSC 2011 and BSC 2011L with a grade of "C" or higher. This course examines the ocean environment, the abiotic and biotic factors that control marine populations, and the physical and behavioral adaptations of various organisms to their liquid environment.

Student Learning Outcomes

- A. Describe how abiotic factors including waves, tides, wind, pressure, salinity, oxygen exchange, and climate change determine marine life distribution patterns.
- B. Evaluate the physical, genetic, and behavioral traits of marine organisms in order to organize and classify them.
- C. Compare and contrast organisms' unique adaptations in relation to the physical environments in which they live.
- D. Describe the ecological role of various organisms in marine ecosystems including their fitness for their environment and interactions within and between species.
- E. Produce a research paper or class presentation related to a marine biology topic.

5. BSC 3464 Biotechnology I

Catalog Description

(3 credits, 3 hours) Prerequisite: BSC 2010, BSC 2010L, CHM 1045, CHM 1045L, PCB 3063, and PCB 3063L with a grade of "C" or higher. Corequisite: BSC 3464L. This course examines the gene and genetics, molecular biotechnology, theories and applications of biotechnology research, genome analysis and bioinformatics. Also discussed are biotechnology of microbial systems used in diagnosis, therapeutics, and vaccines.

Student Learning Outcomes

- A. Evaluate and describe principles, models, and process of biotechnology.
- B. Compare and contrast gene expression and control of gene expression in prokaryotes and eukaryotes.
- C. Describe and compare various techniques of DNA and RNA based technology.
- D. Describe and compare various techniques of functional genomics.
- E. Describe and compare various techniques of proteomics, including protein expression and protein engineering.
- F. Demonstrate knowledge and use of biotechnology in research such as diagnostics, therapeutics, and environmental applications.

6. BSC 3464L Laboratory for Biotechnology I

Catalog Description

(1 credit, 3 hours) Prerequisite: BSC 2010, BSC 2010L, CHM 1045, CHM 1045L, PCB 3063, and PCB 3063L with a grade of "C" or higher. Co-requisite: BSC 3464. Students examine techniques and applications of biotechnology, recombinant DNA technology, with applications in plant and animal systems, and the impacts of biotechnology on society in a laboratory setting.

Student Learning Outcomes

- A. Describe laboratory safety protocols regarding chemicals and equipment in the laboratory.
- B. Obtain information of the chemicals used in the laboratory from MSDS.
- C. Perform quantification of DNA and protein
- D. Perform plant DNA isolation and gel electrophoresis.
- E. Perform polymerase chain reaction and purification of a specific gene.
- F. Successfully clone a specific gene into a plasmid vector and perform transformation.
- G. Perform research techniques including protein isolation, western blot analysis, ELISA, gene sequencing, mutagenesis and real-time PCR.
- H. Conduct genomic analysis and the use of bioinformatics to answer biological questions.
- I. Apply effective strategies for maintaining accurate record-keeping and generating comprehensive results.

7. BSC 4848 Scientific Communication

Catalog Description

(3 credits, 3 hours) Introduces students interested in scientific research to various techniques and software important for data processing and presentation of research data. Students learn to effectively present research to the general public and to the scientific community in written form, such as research proposals, conference presentations, seminars and publications.

Student Learning Outcomes

- A. Access, search, archive and cite scientific literature.
- B. Convey scientific information via oral communication.
- C. Write and prepare scientific reports, documents, and manuscripts.
- D. Understand the various pathways for publication of scientific work.
- E. Understand and execute acceptable methods of establishing contact and communicating with peers and collaborators.
- F. Recall skills beneficial to attaining employment.

8. BSC 4900 Senior Capstone

Catalog Description

(2 credits, 2 hours) Prerequisite: BSC 2086 and BSC 2086L with a grade of "C" or higher. Special topic supervised study or research participation in the area of the faculty member's research.

Student Learning Outcomes

- A. Demonstrate an understanding of how research is conducted in the field of biological science.
- B. Perform laboratory research techniques and demonstrate an understanding of how research is conducted through experimental design and data analysis.
- C. Demonstrate effective problem solving and communication skills.

9. BSC 4905 Supervised Research in Biology

Catalog Description

(2 credits, 2 hours) Prerequisites: BSC 2011, BSC 2011L, CHM 1046, and CHM 1046L with a grade of "C" or higher. This course is designed to allow students to participate in a supervised study or research participation in a specific science-related area in biology. Students must have instructor approval of the topic before enrolling in the course. This course is only open to Biology majors.

Student Learning Outcomes

- A. Review current literature to research what is known about their specific project topic.
- B. Conduct scientific research on a specific project topic driven by a specific hypothesis.
- C. Analyze data and formulate conclusions based on data collected under the instructor's supervision.
- D. Communicate results of the research project.

10. MCB 4503 Virology

Catalog Description

(3 credits, 3 hours) Prerequisite: MCB 2010, MCB 2010L, PCB 3023, and PCB 3023L with a grade of "C" or higher. This course is a study of the biological basis of viral structure and life cycle. It will emphasize viral infections, the principles of the host-parasite relationship, the pathogenic characteristics and virulence factors of viruses, and the various modes of action of antiviral agents.

Student Learning Outcomes

- A. Demonstrate knowledge of the structure, function, and nomenclature of viruses.
- B. Demonstrate knowledge of viral identification and diagnostic methodologies.
- C. Demonstrate knowledge of the virulence mechanisms of viruses.
- D. Demonstrate knowledge of the basic concepts of viral life cycles.
- E. Demonstrate the application of interdisciplinary natural science curricula to biomedical sciences.
- F. Evaluate experiments for proper use of the scientific method and be able to distinguish between scientific and non-scientific explanations.
- G. Identify unifying principles and repeatable patterns in nature, the values of natural diversity, and apply them to problems or issues of a scientific nature.
- H. Analyze and discuss the impact of scientific discovery on human thought and behavior.

11. PCB 3023 Cell Biology

Catalog Description

(3 credits, 3 hours) Prerequisite: BSC 2011, BSC 2011L, BCH 4053, and BCH 4053L with a grade of "C" or higher. Corequisite: PCB 3023L. This course is a study of cell structure and function of prokaryotic and eukaryotic cells, with emphasis on intracellular processes. Structure and functions of the different sub-cellular components are covered. Topics include exocytosis, endocytosis, membrane transport, the cytoskeleton, protein targeting, organelle structure and function, protein sorting, motility, and cell-to-cell interactions. Significant emphasis is placed on the process of signal transduction and cellular functions that are required for cell growth and programmed cell death, as well as how perturbations in these processes can result in human diseases.

Student Learning Outcomes

- A. Identify the historical events that resulted in the development of contemporary cell biology.
- B. Identify the basic organization of cell structures.
- C. Explain the structure and function of cell membranes.
- D. Explain the role of cellular processes as they relate to cell structure and function: bioenergetics, metabolism, signal transduction, and protein functions.
- E. Explain the steps and regulation of gene expression in different types of cells.
- F. Illustrate the diversity of pathways associated with normal control and regulation of the cell cycle.

12. PCB 3023L Laboratory for Cell Biology

Catalog Description

(1 credit, 3 hours) Prerequisite: BSC 2011, BSC 2011L, BCH 4053, and BCH 4053L with a grade of "C" or higher. Co-requisite: PCB 3023. This laboratory course will consist of experiments that teach and apply fundamental techniques used in cell biology such as isolation and study of cellular organelles, sub-cellular fractionation, protein isolation, detection, and activity.

Student Learning Outcomes

- A. Illustrate advanced techniques of microscopy that provide an understanding of various cell types and methods of identification.
- B. Perform standard cell biology protocols that focus on cellular protein isolation and analysis of protein activity.
- C. Analyze and interpret scientific data to gain confidence and skill in problem solving techniques.

13. PCB 3043 Ecology

Catalog Description

(3 credits, 3 hours) Prerequisite: BSC 2011 and BSC 2011L with a grade of "C" or higher. Co-requisite: PCB 3043L. This course is an examination of the interrelationships between living things and the physical environment. It includes a survey of the characteristics of ecosystems, properties and principles that impact population structure and fluctuations within them, the development and structure of communities, intra-specific and inter-specific relations, issues in conservation biology and global sustainability. Basic principles of ecology at the ecosystem, community, population levels are covered. This course includes a survey of nutrient cycling, energy flow and ecological modeling of ecosystems. This course addresses both theoretical and empirical ecology as well as applied ecology with special emphasis on Florida's ecosystems and human impacts on them.

Student Learning Outcomes

- A. Explain the history of ecology and the techniques used to study ecology.
- B. Distinguish the physical (abiotic) factors within an environment.
- C. Analyze organismic ecology, including behavioral and physiological adaptations to the physical environment.
- D. Summarize population ecology, including properties of populations, characteristics of population growth, and interactions within a population.
- E. Summarize the concept of community ecology, including interactions between populations, community structure, community dynamics and control processes and the causes and consequences of spatial patterns of communities.
- F. Summarize the ecosystem ecology, including ecosystem energetics, nutrient cycling, and comparison of types of biomes.
- G. Summarize landscape ecology and conservation.

14. PCB 3043L Laboratory for Ecology

Catalog Description

(1 credit, 3 hours) Prerequisite: BSC 2011 and BSC 2011L with a grade of "C" or higher. Co-requisite: PCB 3043. This course is designed to provide experience in scientific methods in the field of ecology. Students will interrelate the different levels of ecological study and unify these via evolutionary and behavioral ecology. This course will address both theoretical and empirical ecology as well as applied ecology with special emphasis on Florida's ecosystems and human impacts on them.

Student Learning Outcomes

- A. Demonstrate their knowledge of the history of ecology and practice the techniques used to study ecology.
- B. Discriminate the physical (abiotic) factors within an environment.
- C. Compare organismic ecology, including behavioral and physiological adaptations of plants and animals in response to the physical environment.
- D. Summarize population ecology, including properties of populations, characteristics of population growth and interactions within a population.
- E. Summarize the concept of community ecology, including interactions between populations, community structure, community dynamics and control processes.
- F. Summarize the ecosystem ecology, including ecosystem energetics, nutrient cycling, and comparison of types of biomes.

15. PCB 3063 Genetics

Catalog Description

(3 credits, 3 hours) Prerequisite: BSC 2010, BSC 2010L, CHM 2210, and CHM 2210L with a grade of "C" or higher. Co-requisite: PCB 3063L. This course covers fundamental properties of inheritance in eukaryotic organisms emphasizing examples in man. Basic concepts are developed for the nature, organization, transmission, expression, recombination, and function of genetic materials, and principles are derived for genetically characterizing populations.

Student Learning Outcomes

- A. Compare and describe different patterns of inheritance as well as to perform genetic mapping.
- B. Describe the molecular structure of nucleic acids, chromosomes, the principles of gene expression, and the various types of mutations.
- C. Outline the types and effects of recombination as well as to list the various tools and techniques used in biotechnology.
- D. Explain various types of gene and cell cycle regulation in eukaryotic and prokaryotic organisms.
- E. Describe several tools available to analyze and compare genomes.
- F. Describe the importance and function of genetics in populations and evolution.

16. PCB 3063L Laboratory for Genetics

Catalog Description

(1 credit, 3 hours) Prerequisite: BSC 2010, BSC 2010L, CHM 2210, and CHM 2210L with a grade of "C" or higher. Co-requisite: PCB 3063. This course focuses on the laboratory methods employed in the field of genetics. Topics include genes, genomes, linkage, inheritance, mutations and population genetics. The laboratory emphasizes basic principles and practice of hands-on methods and techniques, including the application of current instrumental approaches.

Student Learning Outcomes

- A. Perform monohybrid and dihybrid crosses in plants and/or animals and to complete statistical analysis of the crosses.
- B. Draw and analyze pedigree charts, perform blood group crosses, and demonstrate polygenic inheritance.
- C. List the causes and types of mutations and analyze selected mutants.
- D. Perform experiments that demonstrate horizontal gene transfer such as transformation, conjugation and/or transduction.

17. PCB 3674 Evolutionary Biology

Catalog Description

(3 credits, 3 hours) Prerequisite: BSC 2011, BSC 2011L, PCB 3063, and PCB 3063L with a grade of "C" or higher. This course is an introduction to modern evolutionary theory. Population genetics, adaptation, speciation, phylogeny, human evolution, and evolutionary genetics are covered.

Student Learning Outcomes

- A. Discuss the scientific foundations of evolution.
- B. Analyze scientific research papers for the application of scientific theory.
- C. Discuss mechanisms of evolution, including natural selection, genetic drift, sexual selection, gene flow and mutation.
- D. Communicate major evolutionary concepts and relate how these are connected within various areas of the biological and physical sciences.
- E. Analyze experimental methods of assessing selection, gene flow and hybridization.
- F. Analyze the medical implications of human evolution, agriculture, and parasites.
- G. Analyze the influence of selection and drift on haplotypes, haplogroups and haploblocks.

18. PCB 4024 Molecular Biology

Catalog Description

(3 credits, 3 hours) Prerequisite: BSC 2011, BSC 2011L, PCB 3063, and PCB 3063L with a grade of "C" or higher. This course provides a detailed overview of molecular biology. Course content focuses on transcription, translation and DNA replication in prokaryotes and eukaryotes. The features that control and influence these cellular activities are examined in detail.

Student Learning Outcomes

- A. Explain the mechanisms of transcription and translation.
- B. Recall the history of molecular biology.
- C. Summarize how nucleic acids convey genetic information, including gene expression and gene regulation.
- D. Identify and explain the structure, function, synthesis, and packaging of DNA in eukaryotic cells.
- E. Describe how post-transcriptional mechanisms modulate gene expression.
- F. Compare and contrast transcription and translation mechanisms in prokaryotes and eukaryotes.
- G. Apply appropriate vocabulary, primary literature, and published scientific methods to study molecular biology.

19. ZOO 3713C Comparative Vertebrate Anatomy

Catalog Description

(3 credits, 5 hours) Prerequisite: BSC 2011 and BSC 2011L with a grade of "C" or higher. This course covers the anatomy of selected vertebrate types emphasizing evolutionary trends. The course is designed for biology or other natural sciences majors and will cover the chordate origins and phylogeny, skeletal system, muscle system, digestive system, respiratory system, circulatory system, urogenital system, and nervous system of selected vertebrates. Laboratory work will include the dissection and identification of anatomical structures of selected vertebrates, comparing between structures and their development emphasizing the details of the organ systems and comparing across taxa.

Student Learning Outcomes

- A. Demonstrate knowledge of chordate origins and phylogeny.
- B. Demonstrate knowledge and comparison of vertebrate origins and embryologic design.
- C. Demonstrate knowledge and comparison of biological design and biomechanics demonstrate knowledge of and comparisons between systems between vertebrate species.
- D. Demonstrate knowledge and comparison of biological design and biomechanics demonstrate knowledge of and comparisons between systems between vertebrate species.
- E. Conduct an experiment, collect, and analyze data, and interpret results in a laboratory setting.
- F. Use basic scientific language and processes and be able to distinguish between scientific and non-scientific explanations.
- G. Identify unifying principles and repeatable patterns in nature, the values of natural diversity, and apply them to problems or issues of a scientific nature.

English

1. LIT 2000 Introduction to Literature and Honors Introduction to Literature

Catalog Description

(3 credits, 3 hours) Prerequisite: ENC 1101. In this course, students will be assigned readings representative of a broad range of literary genres and cultures. These readings will cover a variety of literary movements and historical eras. The readings will include, but are not limited to, selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation.

Honors course includes the sentence "This course involves significant reading, writing, discussion, challenge problems and/or student participation" in the course description.

Student Learning Outcomes

- A. Students will identify a variety of literary movements, historical eras, and/or cultural contexts.
- B. Students will demonstrate critical thinking and analytical skills.

Rationale

LIT 2000 is a general education core course, is offered at 23 other FCS and 8 SUS institutions, and was previously offered at SJR State. Although LIT 2000 will be taught by the English faculty, the Division of Florida Colleges designates that LIT 2000 is a humanities course.

Humanities

1. PHI 2600 Introduction to Ethics

Catalog Description

(3 credits, 3 hours) This course is an introduction to the study of ethics, ethical theories, and specific ethical issues including selections from the Western philosophical tradition (the Western canon). Students will be introduced to a wide range of moral theorists whose ideas will be examined within the cultural contexts that gave them birth. PHI 2600 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

Student Learning Outcomes

- A. Explain, in discussion and writing, the nature of ethics and how to address moral issues.
- B. Explain and evaluate various ethical theories.
- C. Identify, analyze, and evaluate various ethical problems and moral debates.
- D. Apply various ethical theories to the ethical problems and moral dilemmas using either writing or classroom discussion.

Rationale

Upon review by the Division of Florida Colleges (DFC), our current ethics course (PHI 2630 Contemporary Ethics) was "found to be not foundational because it is a specific application of the field of applied ethics, which is a subset of ethics, which is a subset of philosophy." Therefore, PHI 2630 must be removed from our list of General Education Institutional Courses (i.e., PHI 2630 cannot be used as a second humanities course). However, DFC advised colleges to offer PHI 2600 Introduction to Ethics instead.

Social Sciences

Rationale: The following courses support the proposed Bachelor of Science Degree in Social and Human Services.

1. HUS 1001 Introduction to Human Services

Catalog Description

(3 credits, 3 hours) This course provides an interdisciplinary approach to understanding community human services agencies and systems. It introduces students to the skills necessary for entry-level and professional work in education, social work, mental health, human services administration, and related fields. Students examine the dynamics of the human services delivery system, explore the implementation of social services policies, and describe the roles, duties, and training required of human services workers. The course also addresses key issues faced by human services personnel and the populations they serve, fostering an understanding of the challenges and rewards inherent in the field.

Student Learning Outcomes

- A. Explain the roles, functions, and responsibilities of human services workers.
- B. Analyze the populations and systems targeted by human services professionals.
- C. Identify and discuss human services-related problems and approaches to case management.
- D. Evaluate the major elements of counseling and crisis management theories.
- E. Identify and explain the rights of clients and evaluate ethical considerations in the human services delivery system.

2. HUS 3201 Group Dynamics

Catalog Description

(3 credits, 3 hours) This course focuses on understanding the dynamics of group behavior and the processes involved in facilitating effective group interactions in human services. Students learn theoretical frameworks, practical skills for leading groups, and strategies for addressing challenges in group settings. Emphasis is placed on understanding group roles, communication patterns, decision-making, conflict resolution, and the application of group work in human services.

Student Learning Outcomes

- A. Analyze the stages of group development and their influence on group behavior using established theoretical frameworks.
- B. Evaluate the impact of group roles, norms, and communication styles on group dynamics within different settings.
- C. Apply conflict resolution, problem-solving strategies, and intervention techniques to address challenges in group interactions based on best practices and theoretical insights.
- D. Develop tailored group interventions while incorporating evidence-based practices and cultural competence.

3. HUS 3304 Intra and Interpersonal Techniques

Catalog Description

(3 credits, 3 hours) Prerequisite: PSY 2012 with a grade of "C" or higher. This course provides students with the skills needed to effectively address intrapersonal and interpersonal dynamics within the field of human services. Students gain a comprehensive understanding of self-awareness, empathy, and effective communication. By the end of the course, students will be able to apply these skills to enhance their professional practice and build strong relationships with clients and colleagues.

Student Learning Outcomes

- A. Examine intrapersonal values and explain their impact on delivery of services.
- B. Analyze and evaluate interpersonal skills, including listening, summarizing and empathy.
- C. Critique case studies that address interpersonal conflicts and identify the underlying causes, such as cultural differences, communication breakdowns, or emotional triggers.

4. HUS 3314 Cognitive and Behavioral Therapy

Catalog Description

(3 credits, 3 hours) Prerequisite: PSY 2012 with a grade of "C" or higher. This course provides an in-depth understanding of cognitive and behavioral therapy (CBT), focusing on its theoretical foundations, techniques, and applications. Students learn evidence-based strategies for addressing psychological and behavioral challenges across diverse populations. Practical exercises and case studies enhance students' ability to integrate CBT techniques into human services settings.

Student Learning Outcomes

- A. Understand the theoretical principles of cognitive and behavioral therapy.
- B. Apply CBT techniques when analyzing case studies.
- C. Create CBT-based treatment plans.
- D. Evaluate the effectiveness of CBT in various contexts through evidence-based research.

5. HUS 3323 Introduction to Crisis Intervention

Catalog Description

(3 credits, 3 hours) This course provides an overview of crisis intervention theories, models, and techniques, emphasizing the skills needed to effectively assess and respond to individuals in crisis. Students explore various types of crises, including personal, societal, and natural disasters, and examine the role of human services professionals in providing immediate support and long-term recovery planning.

Student Learning Outcomes

- A. Explain the theoretical foundations and models of crisis intervention.
- B. Assess the immediate needs of individuals experiencing a crisis.
- C. Demonstrate practical skills for effective communication and de-escalation during crises.
- D. Design intervention strategies tailored to specific types of crises and populations.
- E. Analyze the ethical, cultural, and legal considerations involved in crisis intervention.

6. HUS 3340 Trauma and Post Traumatic Stress Disorder

Catalog Description

(3 credits, 3 hours) This course explores the various causes of PTSD including child abuse, war, and domestic violence. Focus includes the development of interviewing, evaluation, and networking skills necessary for working effectively with clients who have suffered traumas. The course also examines the connection between PTSD and substance abuse.

Student Learning Outcomes

- A. Recognize the signs and symptoms of trauma.
- B. Explain various theories related to the treatment of PTSD.
- C. Conduct internet-based research to explore risk factors for developing PTSD.
- D. Apply appropriate techniques for interviewing and evaluating individuals who have experienced trauma.
- E. Analyze the relationship between PTSD, substance abuse, and domestic violence.

7. HUS 3350 Issues in Domestic Violence

Catalog Description

(3 credits, 3 hours) Prerequisite: HUS 1001 with a grade of "C" or higher. This course explores theories explaining familial abuse and teaches evaluation and outreach skills. The dynamics of partner violence, child abuse, elder abuse, and sibling violence are examined. Legal issues related to family violence are also addressed.

Student Learning Outcomes

- A. Analyze the causes and dynamics of domestic violence using theoretical frameworks.
- B. Develop skills for providing trauma-informed support and advocacy for survivors.
- C. Assess the impact of domestic violence on survivors, families, and communities.
- D. Evaluate the effectiveness of legal, social, and community responses to domestic violence.

8. HUS 3505 Ethics in Human Services

Catalog Description

(3 credits, 3 hours) This course explores the ethical principles, frameworks, and dilemmas encountered in human services including confidentiality, informed consent, competence, privileged communication, non-discrimination, compliance, ethics in technology, due care and professional boundaries. Students examine professional codes of ethics, legal requirements, and strategies for resolving ethical issues in diverse practice settings. Through case studies, discussions, and applied exercises, students enhance their ability to navigate complex ethical challenges.

Student Learning Outcomes

- A. Analyze and apply professional codes of ethics to various scenarios.
- B. Develop strategies for managing ethical dilemmas
- C. Evaluate legal and regulatory requirements affecting human services professionals.
- D. Design ethical decision-making frameworks to address complex challenges in human services practice.

9. HUS 3650 Administration in Human Services

Catalog Description

(3 credits, 3 hours) Prerequisite: HUS 1001 with a grade of "C" or higher. This course explores the principles and practices of administration in human services organizations. Students learn about leadership, organizational management, strategic planning, and clinical and non-clinical support services related to human services. The course prepares students for administrative roles by integrating theory with practical application through case studies and collaborative activities.

Student Learning Outcomes

- A. Understand the roles and responsibilities of administrators in human services.
- B. Apply leadership and organizational theories to real-world scenarios.
- C. Develop strategies for effective program planning, implementation, and evaluation.
- D. Evaluates challenges related to staffing, supervision, and organizational culture.

10. HUS 4321 Case Management and Problem Solving

Catalog Description

(3 credits, 3 hours) Prerequisite: HUS 3505 with a grade of "C" or higher. This course explores the principles and practices of case management in human services, related to various populations including children and families, elderly, chronically mentally ill, developmentally and physically disabled, and those in health care settings. Students learn to assess client needs, develop service plans, coordinate resources, and evaluate outcomes. Ethical considerations, cultural competence, and client empowerment are integrated throughout the course.

Student Learning Outcomes

- A. Evaluate the role and responsibilities of case managers in human services.
- B. Apply problem-solving models to address client challenges effectively.
- C. Develop comprehensive and individualized service plans based on theory.
- D. Design case management plans and evaluate case outcomes using case studies.

11. HUS 4442 Drug Awareness and Education

Catalog Description

(3 credits, 3 hours) Prerequisite: HUS 1001 with a grade of "C" or higher. This course explores substance use, abuse, and addiction. The course focuses on the physiological, psychological, and social impacts of drug use, as well as prevention and education strategies. Students gain knowledge about various substances, treatment modalities, and the role of human services professionals in addressing substance-related issues.

Student Learning Outcomes

- A. Identify the effects of commonly abused substances on the body and mind.
- B. Evaluate societal, cultural, and economic factors contributing to substance use and abuse.
- C. Develop and evaluate prevention and education strategies tailored to all who are affected by substance use, abuse, and addiction.
- D. Examine treatment approaches and the continuum of care for individuals with substance use disorders.

12. HUS 4526 Current Issues in Mental Health

Catalog Description

(3 credits, 3 hours) Prerequisite: HUS 1001 and PSY 2012 with a grade of "C" or higher. This course examines contemporary issues and trends in mental health, focusing on societal, cultural, and systemic influences. Topics include mental health policy, stigma, access to care, innovations in treatment, etiology and the role of human services professionals in addressing mental health challenges. Students explore case studies, empirical research, and current events to develop a nuanced understanding of mental health in today's world.

Student Learning Outcomes

- A. Analyze current trends and challenges in the mental health field.
- B. Investigate the impact of stigma, cultural factors, and social determinants on mental health.
- C. Critique mental health policies and their implications for service delivery.
- D. Evaluate emerging treatment modalities and their effectiveness.

13. HUS 4700 Diagnosis and Treatment Planning in Human Services

Catalog Description

(3 credits, 3 hours) Prerequisite: HUS 1001 and PSY 2012 with a grade of "C" or higher. This course explores principles and practices of diagnosis and treatment planning within human services. Students gain an understanding of which professionals can make a diagnosis and the collaborative roles of human service practitioners in the diagnostic process. The course includes an exploration of etiology models and equips students to assess client needs, utilize diagnostic tools like the DSM-5, and develop evidence-based treatment plans tailored to diverse populations.

Student Learning Outcomes

- A. Understand the role of diagnosis and treatment planning in human services.
- B. Evaluate the effectiveness of diagnostic tools and treatment plans by analyzing case studies and applying evidence-based research to real-world scenarios.
- C. Design collaborative strategies for interdisciplinary team coordination that enhance the accuracy of diagnoses and the effectiveness of treatment plans.

14. HUS 4722 Research Methods in Human Services

Catalog Description

(3 credits, 3 hours) This course examines the methods and techniques used for research in human services, with an emphasis on evidence-based practices. Students will learn about and apply the scientific method and problem formation, research methods and design, research ethics, and qualitative and quantitative methods to analyze data. Students will develop the basic skills needed to evaluate program effectiveness and integrate research with practice.

Student Learning Outcomes

- A. Identify and describe the steps of the research process.
- B. Discuss the role of ethics in research.
- C. Describe various types of research methods and the strengths and limitations of each.
- D. Collect and analyze research literature.
- E. Design a basic research study.

15. HUS 4951 Human Services Capstone

Catalog Description

(3 credits, 3 hours) Prerequisite: DEP 2402, SYG 1000, SYG 1430, and SYG 2010 with a grade of "C" or higher. The human services capstone course requires students to produce a project, proposal, portfolio, or research activity that evidences ability to integrate, synthesize, and apply knowledge and skills grounded in the human services curriculum to a problem or issue relating to development, delivery, or evaluation of social services. Topics are selected on the basis of what is new or currently relevant in the field.

Student Learning Outcomes

- A. Integrate knowledge and skills acquired throughout the human services curriculum to address a complex problem or issue in social services development, delivery, or evaluation.
- B. Apply critical thinking and problem-solving skills to develop innovative solutions or approaches to current and emerging issues in the field of human services.
- C. Demonstrate professional communication and presentation skills by articulating project findings and solutions to diverse audiences.
- D. Reflect on personal and professional growth through the application of human services principles to real-world challenges.

B. Revised Courses

Note 1: Honors courses include the sentence "This course involves significant reading, writing, discussion, challenge problems and/or student participation" in the course description.

Note 2: Per Florida Statutes 1007.55 and 1007.25, general education courses were submitted to the Division of Florida Colleges (DFC) for review. Unless otherwise noted, the proposed changes to course descriptions, student learning outcomes, and general education area are in response to findings from the DFC.

Note 3: Deletions are in red strikethrough and additions are in yellow highlight.

English

1. AML 2010 American Literature I and AML 2010 Honors American Literature I

Catalog Description

(3 credits, 3 hours) Prerequisite: ENC 1102 with a grade of "C" or higher. AML 2010 is a study of selected American writers and literary trends from colonial times to the mid-19th century. The readings will include selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation. AML 2010 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

Student Learning Outcomes

- C. ~~Express working knowledge~~ Master fundamentals of various literary technical devices:
1. Metaphor
 2. Simile
 3. Personification
 4. Allusion
 5. Symbolism
 6. Poetical metrical systems
 7. Rhyme schemes
 8. Structural devices found in the novel, short story, and poetry

General Education: This course satisfies 3 credit hours in the area of ~~communications~~ humanities.

2. AML 2020 American Literature II and AML 2020 Honors American Literature II

Catalog Description

(3 credits, 3 hours) Prerequisite: ENC 1102 with a grade of "C" or higher. AML 2020 is a study of selected American writers and literary trends from mid-19th century to the present. The readings will include selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation. AML 2020 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

Student Learning Outcomes

- C. ~~Express working knowledge~~ Master fundamentals of various literary technical devices:
1. Metaphor
 2. Simile
 3. Personification
 4. Allusion
 5. Symbolism
 6. Poetical metrical systems
 7. Rhyme schemes
 8. Structural devices found in the novel, short story, and poetry

General Education: This course satisfies 3 credit hours in the area of ~~communications~~ humanities.

3. AML 2601 African American Literature I and AML 2601 Honors African American Literature I

Student Learning Outcomes

- A. Express knowledge of African-American literature through writing and analyze, evaluate, and critique various aspects of literary genres: Speeches, Narratives, Poetry, Folklore, Fiction, Short stories, Novels, Sermons, Music lyrics, Spirituals, Drama, Essays, Protest writings, Film, ~~Literacy~~ **Literary** criticism, and African American Literary Theory.
- B. ~~Express a working knowledge~~ **Master fundamentals** of various literary technical devices: Metaphor, Simile, Personification, Allusion, Symbolism, Irony, Motifs, Illusion, Allusion, Foreshadowing, Flashback, ~~Intertextuality~~ **Intertextuality**, Style, and Syntax.

General Education: ~~This course satisfies 3 credit hours in the area of communications.~~ This course cannot be used to satisfy the general education requirements for the A.A. degree but may be used as an elective credit toward graduation.

4. ENC 1101 Composition I

Prerequisite: College-ready status, a satisfactory score on a placement test, or completion of developmental reading and writing with a grade of "C" or higher or enrollment in a corequisite developmental education course as applicable (**ENC 0056C**).

Rationale: State the applicable co-requisite courses.

5. ENC 1101 Honors Composition I

Prerequisite: College-ready status, a satisfactory score on a placement test, or completion of developmental reading and writing with a grade of "C" or higher ~~or enrollment in a corequisite developmental education course as applicable.~~

Rationale: Students must be college-ready to be in the Honors Program.

6. ENL 2012 English Literature I and ENL 2012 Honors English Literature I

Catalog Description

(3 credits, 3 hours) Prerequisite: ENC 1102 with a grade of "C" or higher. ENL 2012 is a study of English Literature from Anglo-Saxon times through the 18th century. **The readings will include selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation.** ENL 2012 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

Student Learning Outcomes

- C. ~~Express working knowledge~~ **Master fundamentals** of various literary technical devices:
 - 1. Metaphor
 - 2. Simile
 - 3. Personification
 - 4. Allusion
 - 5. Symbolism
 - 6. Poetical metrical systems
 - 7. Rhyme schemes
 - 8. Structural devices found in the novel, short story, and poetry

General Education: This course satisfies 3 credit hours in the area of ~~communications~~ **humanities**.

7. ENL 2022 English Literature II and ENL 2022 Honors English Literature II

Catalog Description

(3 credits, 3 hours) Prerequisite: ENC 1102 with a grade of "C" or higher. ENL 2022 is a study of English Literature from the close of the 18th century to the present. The readings will include selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation. ENL 2022 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

Student Learning Outcomes

A. ~~Express working knowledge~~ Master fundamentals of various literary technical devices:

1. Metaphor
2. Simile
3. Personification
4. Allusion
5. Symbolism
6. Poetical metrical systems
7. Rhyme schemes
8. Structural devices found in the novel, short story, and poetry

General Education: This course satisfies 3 credit hours in the area of ~~communications~~ humanities.

8. ENL 2330 Introduction to Shakespeare and ENL 2330 Honors Introduction to Shakespeare

Catalog Description

(3 credits, 3 hours) Prerequisite: ENC 1102 with a grade of "C" or higher. ENL 2330 is a study of selected works by William Shakespeare. The readings will include selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation. ENL 2330 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

Student Learning Outcomes

C. ~~Express working knowledge~~ Master fundamentals of various literary technical devices:

1. Metaphor
2. Simile
3. Personification
4. Allusion
5. Symbolism
6. Poetical metrical systems
7. Rhyme schemes
8. Structural devices found in poems and plays

General Education: This course satisfies 3 credit hours in the area of ~~communications~~ humanities.

9. LIT 2182 Modern Irish Literature and LIT 2182 Honors Modern Irish Literature

Student Learning Outcomes

C. ~~Express working knowledge~~ Master fundamentals of various literary technical devices:

1. Metaphor
2. Simile
3. Personification
4. Allusion
5. Symbolism
6. Poetical metrical systems
7. Rhyme schemes
8. Structural devices found in the novel, short story, and poetry

General Education: ~~This course satisfies 3 credit hours in the area of communications.~~ This course cannot be used to satisfy the general education requirements for the A.A. degree but may be used as an elective credit toward graduation.

10. LIT 2380 Literature by Women and LIT 2380 Honors Literature by Women

General Education: ~~This course satisfies 3 credit hours in the area of communications.~~ This course cannot be used to satisfy the general education requirements for the A.A. degree but may be used as an elective credit toward graduation.

Humanities

1. ARH 2050 Art History I and ARH 2050 Honors Art History I

Catalog Description

(3 credits, 3 hours) A study of the main developments of the visual art forms (architecture, sculpture, and painting) from the Paleolithic period through the Renaissance. The course will include artistic styles and expressions from the Western canon and may also include expressions from around the globe. ARH 2050 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

2. ARH 2051 Art History II and ARH 2051 Honors Art History II

Catalog Description

(3 credits, 3 hours) An integrated study of the main developments of the visual art forms (architecture, sculpture and painting) from the 17th century to the present. The course will include artistic styles and expressions from the Western canon and may also include expressions from around the globe. ARH 2051 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

3. DAN 2100 Survey of Dance

Catalog Description

(3 credits, 3 hours) ~~This course is designed as an introduction into the multicultural world of dance. It~~ This course is designed as an appreciation of dance and will include aesthetic, social, and historical aspects of the Western canon. The course will include information on history, cultures and performance aspects of dance as an art form. DAN 2100 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030.

4. HUM 2220 Greek and Roman Humanities and HUM 2220 Honors Greek and Roman Humanities

Catalog Description

(3 credits, 3 hours) Prerequisite: ENC 1101 with a grade of "C" or higher. An integrated examination of dominant ideas in Western culture as expressed in art, literature, music, philosophy, and religion, HUM 2220 covers the period from the Aegean Civilizations through the Roman era, emphasizing the development and influence of classical ideas. The course will focus on cultural expressions from the Western canon. HUM 2220 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030.

5. HUM 2223 Late Roman and Medieval Humanities and HUM 2223 Honors Late Roman and Medieval Humanities

Catalog Description

(3 credits, 3 hours) Prerequisite: ENC 1101 with a grade of "C" or higher. An integrated examination of dominant ideas in Western culture expressed in art, literature, music, philosophy, and religion, HUM 2223 covers the period from the Late Roman Empire through the Middle Ages, emphasizing the development and historical influence of Christianity. The course will include cultural expressions from the Western canon and may also include expressions from around the globe. HUM 2223 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030.

6. HUM 2232 Renaissance and Baroque Humanities and HUM 2232 Honors Renaissance and Baroque Humanities

Catalog Description

(3 credits, 3 hours) Prerequisite: ENC 1101 with a grade of "C" or higher. An integrated examination of dominant ideas in Western culture expressed in art, literature, music, philosophy and religion, HUM 2232 covers the period from the Renaissance through the Baroque, emphasizing the development and historical influences of these periods. The course will focus on cultural expressions from the Western canon and may also include expressions from around the globe. HUM 2232 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030.

7. HUM 2234 Enlightenment and Romanticism Humanities and HUM 2224 Honors Enlightenment and Romanticism Humanities

Catalog Description

(3 credits, 3 hours) Prerequisite: ENC 1101 with a grade of "C" or higher. An integrated examination of dominant ideas in Western culture expressed in art, literature, music, philosophy, and religion, HUM 2234 covers the period from the Enlightenment through the 19th century, emphasizing the emergence of rationalism and modern science and the Romantic rebellion. The course will include cultural expressions from the Western canon and may also include expressions from around the globe. HUM 2234 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030.

8. HUM 2250 20th Century Humanities and HUM 2250 Honors 20th Century Humanities

Catalog Description

(3 credits, 3 hours) Prerequisite: ENC 1101 with a grade of "C" or higher. An integrated examination of the dominant ideas in Western culture expressed in art, literature, music, philosophy, and religion, HUM 2250 covers the period from the turn of the 20th century to the present. The course focuses on creative forces which have shaped contemporary consciousness from the pioneering work of Einstein, Picasso, Stravinsky, and Wright through the dominance of objective consciousness to newly emerging guiding myths of today. The course will include cultural expressions from the Western canon and may also include expressions from around the globe. HUM 2250 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030.

9. HUM 2310 Mythology in Art, Literature, and Music and HUM 2310 Honors Mythology in Art, Literature and Music

Catalog Description

(3 credits, 3 hours) Prerequisite: ENC 1102 with a grade of "C" or higher. An introduction to mythology and an examination of its continued influence to the present. Major emphasis is placed on Classical mythology, though attention will be given to other world mythologies, as well. The course will include cultural expressions from the Western canon and may also include expressions from around the globe. HUM 2310 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

10. MUH 2110 Songs of the Dead: An Introduction to Music History and Literature

Catalog Description

(3 credits, 3 hours) This is a survey course in music history and literature from the Middle Ages to the present. There will be an emphasis placed on the development of musical forms and performing mediums as they relate to Western art music used for memorialization, representation, and remembrance of the dead and death through the ages. MUH 2110 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

11. PHI 2630 Contemporary Ethics and PHI 2630 Honors Contemporary Ethics

General Education: ~~This course satisfies 3 credit hours in the area of humanities.~~ This course cannot be used to satisfy the general education requirements for the A.A. degree but may be used as an elective credit toward graduation.

12. THE 1020 Introduction to Theater History

Catalog Description

(3 credits, 3 hours) A survey of theater history in the western hemisphere from its origins in ancient Egypt and Greece to the present. Topics include major plays and playwrights, other influential theatrical personalities, theater architecture and types of stages, developments in technical theater, costuming and makeup, significant actors and acting techniques, and theatrical styles from the Western canon; the course may also include expressions from around the globe. The relationship between theater and significant political and social events of the culture it represents is also examined. THE 1020 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030.

Mathematics

1. MAT 0022 Developmental Mathematics Combined

Catalog Description

(4 Developmental Education Credits, 4 hours) This is a course designed to improve mathematical skills needed to be successful in the first college level mathematics course. Topics include arithmetic, linear equations, proportions, ~~geometry~~, graphing, exponents, polynomials, and factoring.

Rationale: Geometry is no longer taught in the course.

2. MAT 1033 Intermediate Algebra

Prerequisite: College-ready status, a satisfactory score on a placement test, or completion of developmental mathematics with a grade of "C" or higher or enrollment in a corequisite developmental education course as applicable (MAT 0055 or MAT 0056).

Rationale: State the applicable co-requisite courses.

Physical Sciences

1. CHM 2211 Organic Chemistry II

Prerequisite: CHM 2210 and CHM 2210L with a grade of "C" or higher.

Co-requisite: CHM 2211L ~~and CHM 1046 and CHM 1046L~~

Prerequisite or corequisite: CHM 1046 and CHM 1046L

Rationale: Students who completed CHM 1046 and CHM 1046L were not able to register for CHM 2211.

2. PHY 1020 Introduction to Physics

~~Prerequisite: Satisfactory score on math placement tests, or MAT 1033 with a grade of "C" or higher.~~

Prerequisite: MAT 1033 or any general education mathematics course with a grade of "C" or higher or satisfactory score on a mathematics placement test at the college algebra level.

Rationale: MAT 1033 is no longer a prerequisite for some general education mathematics courses (e.g., MGF 1130).

Social Science

1. AMH 2020 United States History since 1877 and AMH 2020 Honors United States History since 1877

Catalog Description

(3 credits, 3 hours) In this course, students will trace the history of the United States from the end of the Reconstruction Era to the contemporary era. Topics will include but are not limited to the rise of industrialization, the United States' emergence as an actor on the world stage, constitutional amendments and their impact, the Progressive Era, World War I, the Great Depression and New Deal, World War II, ~~issues of civil and minority rights~~ the civil rights era, the Cold War, and the United States since 1989.

2. SYG 1000 Introduction to Sociology and SYG 1000 Introduction to Sociology

Catalog Description

(3 credits, 3 hours) In this course, students will gain an understanding of the basic sociological concepts and vocabulary, including the methodological tools, sociological perspectives, and scientific procedures used by social scientists to collect data and conduct research. Topics generally include: society and culture, institutions, socialization, ~~social control~~ influences, crime, ~~social~~ change, ~~social~~ groups, sex ~~and gender~~, race and ethnicity, family, ~~social~~ class ~~and social mobility~~, and population.

Student Learning Outcomes

- A. Students will apply multiple sociological perspectives.
- B. Students will identify methodological tools used to evaluate sociological research questions.
- C. ~~Students will identify patterned differences across social groups and changes over time.~~
- D. Students will understand dynamics between individual ~~agencies~~ agency and social ~~structural forces~~ influences.

3. SYG 1430 Marriage and the Family

General Education: ~~This course satisfies 3 credit hours in the area of social science.~~ This course cannot be used to satisfy the general education requirements for the A.A. degree but may be used as an elective credit toward graduation.

Student Life Skills

1. IDS 1110 Honors Explorations

General Education: ~~This course satisfies 3 credit hours in the area of communications (academic pathways).~~ This course cannot be used to satisfy the general education requirements for the A.A. degree but may be used as an elective credit toward graduation.

2. SLS 1122 Academic Pathways for College Success

General Education: ~~This course satisfies 3 credit hours in the area of communications (academic pathways).~~ This course cannot be used to satisfy the general education requirements for the A.A. degree but may be used as an elective credit toward graduation.

C. Courses to Delete

Student Life Skills

1. **SLS 1401 Comprehensive Career Explorations**

Rationale The main difference between SLS 1401 and SLS 1301 Life and Career Development was an assessment that resulted in a special course fee. A free online assessment was found so now only one course is needed. SLS 1301 is offered at 13 FCS institutions. SLS 1401 is offered at 6 FCS institutions.

D. New Programs

1. **Bachelor of Science in Biological Sciences**

The Bachelor of Science in Biological Sciences program equips students with a comprehensive understanding of biology, including molecular, cellular, organismal, and ecological. Through rigorous coursework and hands-on laboratory experiences, the program fosters critical thinking, scientific inquiry, and problem-solving skills. This degree provides students with the skills and credentials required to enter the workforce or pursue graduate studies. The program has a biology concentration track and a teaching concentration track. Additionally, the curriculum is aligned to articulate into local graduate programs in biological science, biotechnology, environmental science, physical therapy, and physician assistant.

This degree was approved at the State Board of Education meeting on January 15, 2025. See attached Catalog/Student Handbook pages.

2. **Bachelor of Social and Human Services**

The Bachelor of Science in Social and Human Services program prepares students for human services careers by fostering critical thinking, ethical practice, effective communication, and foundational knowledge to positively impact clients. Through a variety of learning experiences, students build on prior knowledge to enhance their skills and understanding, enabling them to address local community needs and drive meaningful change. This degree provides students with the skills and credentials required to enter the workforce or pursue graduate studies. The program has a social and human services concentration track and a teaching concentration track. Additionally, the curriculum is aligned to articulate into local graduate programs in social and human services.

This degree was approved at the State Board of Education meeting on January 15, 2025. See attached Catalog/Student Handbook pages.

E. Revised Programs

1. Honors Program

Add LIT 2000 Honors Introduction to Literature

See attached Catalog/Student Handbook pages.

2. General Education

a. Core Courses

- Add LIT 2000 Introduction to Literature to Humanities

b. Institutional Courses

- Move AML 2010, AML 2020, ENL 2012, ENL 2022, and ENL 2330 from Communications to Humanities
- Remove AML 2601, LIT 2182, and LIT 2380 from Communications
- Add PHI 2600 to Humanities
- Remove PHI 2630 from Humanities
- Remove SYG 1430 from Social Science
- Remove SLS 1122 and IDS 1110 from Academic Pathways

See attached Catalog/Student Handbook pages.

3. Associate in Arts degree

- Communication: reduce the credit hours from 9 to 6.
- Humanities: increase the credit hours from 6 to 9; add a third list of courses (literature).
- Academic Pathways: replace with general education electives.
- Remove SLS 1122 and IDS 1110 from Academic Pathways

See attached Catalog/Student Handbook pages.

BIOLOGICAL SCIENCES

BACHELOR OF SCIENCE DEGREE

The Bachelor of Science in Biological Sciences program equips students with a comprehensive understanding of biology, including molecular, cellular, organismal, and ecological. Through rigorous coursework and hands-on laboratory experiences, the program fosters critical thinking, scientific inquiry, and problem-solving skills. This degree provides students with the skills and credentials required to enter the workforce or pursue graduate studies. The program has a biology concentration track and a teaching concentration track. Additionally, the curriculum is aligned to articulate into local graduate programs in biological science, biotechnology, environmental science, physical therapy, and physician assistant.

This degree will require a total of 120 semester credits and be a 2+2 program articulating from the Associate in Arts (AA) degree. All applicants will be required to have an earned associates degree prior to admission to include a total of 36 credits of general education coursework and 24 baccalaureate prerequisite and elective credits. The required prerequisite coursework will align with Florida's Common Prerequisite Manual and will also be completed before being admitted into the program.

For additional information, visit our website at SJRstate.edu/bachelors or send an email to BachelorsDegrees@SJRstate.edu.

GENERAL EDUCATION COURSES

60

(Refer to Associate in Arts general education requirements)

LOWER-LEVEL PREREQUISITE COURSES

30-32

+	BSC	2010	General Biology I	3
+	BSC	2010L	Laboratory for General Biology I	1
+	BSC	2011	General Biology II	3
+	BSC	2011L	Laboratory for General Biology II	1
+	CHM	1045	General Chemistry I	3
+	CHM	1045L	Laboratory for General Chemistry I	1
+	CHM	1046	General Chemistry II	3
+	CHM	1046L	Laboratory for General Chemistry II	1
Choose one mathematics sequence:				
+	MAC	2233	Survey of Calculus	3
+	STA	2023	Elementary Statistics	3
OR				
+	MAC	2311	Analytic Geometry and Calculus I	4
+	MAC	2312	Analytic Geometry and Calculus II	4
Choose one physics sequence:				
+	PHY	1053	General Physics I	3
+	PHY	1053L	Laboratory for General Physics I	1
+	PHY	1054	General Physics II	3
+	PHY	1054L	Laboratory for General Physics II	1
OR				
+	PHY	2048	Physics I with Calculus	3
+	PHY	2048L	Laboratory for Physics I with Calculus	1
+	PHY	2049	Physics II with Calculus	3
+	PHY	2049L	Laboratory for Physics II with Calculus	1

LOWER-LEVEL CORE COURSES

20

+	BSC	2085	Human Anatomy and Physiology I	3
+	BSC	2085L	Laboratory for Human Anatomy and Physiology I	1
+	BSC	2086	Human Anatomy and Physiology II	3
+	BSC	2086L	Laboratory for Human Anatomy and Physiology II	1
+	CHM	2210	Organic Chemistry I	3
+	CHM	2210L	Laboratory for Organic Chemistry I	1
+	CHM	2211	Organic Chemistry II	3
+	CHM	2211L	Laboratory for Organic Chemistry II	1
+	MCB	2010	Microbiology	3
+	MCB	2010L	Laboratory for Microbiology	1

BIOLOGICAL SCIENCES

BACHELOR OF SCIENCE DEGREE

UPPER-LEVEL COURSES

40

All students must complete the 25 credit hours of upper-level core courses. Students may take the biology concentration courses or the teaching concentration courses to fulfil the remaining 15 hours of upper-level course requirements.

UPPER-LEVEL CORE COURSES				25
+	BCH	4053	Biochemistry I	3
+	BCH	4053L	Laboratory for Biochemistry	1
+	BSC	3464	Biotechnology I	3
+	BSC	3464L	Laboratory for Biotechnology I	1
+	PCB	3023	Cell Biology	3
+	PCB	3023L	Laboratory for Cell Biology	1
+	PCB	3043	Ecology	3
+	PCB	3043L	Laboratory for Ecology	1
+	PCB	3063	Genetics	3
+	PCB	3063L	Laboratory for Genetics	1
	BSC	4848	Scientific Communication	2
+	BSC	4905	Undergraduate Research in Biology	1
+	BSC	4900	Senior Capstone	2
BIOLOGY CONCENTRATION COURSES				15
+	BSC	3312	Principles of Marine Biology	3
+	BOT	3015	Plant Biology	3
+	MCB	4503	Virology	3
+	PCB	3674	Evolutionary Biology	3
+	PCB	4024	Molecular Biology	3
+	ZOO	3713C	Comparative Vertebrate Anatomy	3
TEACHING CONCENTRATION COURSES				15
	EDF	4444	Assessment of Learning and Behavior	3
	EDF	4603	Critical Issues in Classroom Management, Ethics, Law, and Safety	3
	EDG	4343	Instructional Strategies	3
	RED	4342	Foundations of Research Practice in Reading Education	3
	TSL	3083	ESOL Issues and Strategies	3

REQUIRED TOTAL CREDIT HOURS

120

+ Prerequisite/Co-requisite courses required. See course descriptions in catalog.

SOCIAL AND HUMAN SERVICES

BACHELOR OF SCIENCE DEGREE

The Bachelor of Science in Social and Human Services program prepares students for human services careers by fostering critical thinking, ethical practice, effective communication, and foundational knowledge to positively impact clients. Through a variety of learning experiences, students build on prior knowledge to enhance their skills and understanding, enabling them to address local community needs and drive meaningful change. This degree provides students with the skills and credentials required to enter the workforce or pursue graduate studies. The program has a social and human services concentration track and a teaching concentration track. Additionally, the curriculum is aligned to articulate into local graduate programs in social and human services.

This degree will require a total of 120 semester credits and be a 2+2 program articulating from the Associate in Arts (AA) degree. All applicants will be required to have an earned associates degree prior to admission to include a total of 36 credits of general education coursework and 24 baccalaureate prerequisite and elective credits. The required prerequisite coursework will align with Florida's Common Prerequisite Manual and will also be completed before being admitted into the program.

For additional information, visit our website at SJRstate.edu/bachelors or send an email to BachelorsDegrees@SJRstate.edu.

GENERAL EDUCATION COURSES

36

(Refer to Associate in Arts general education requirements)

LOWER-LEVEL COURSES

18

REQUIRED LOWER-LEVEL COURSES

18

All students must complete the following lower-level courses, some of which are prerequisites to upper-level Core and Elective courses. These 18 credits are included within the 30 credits of lower-level specialized courses or 36 credits of General Education.

+	DEP	2402	Psychology of Adulthood and Aging	3
	HUS	1001	Introduction to Human Services	3
	PSY	2012	General Psychology	3
	SYG	1000	Introduction to Sociology	3
	SYG	1430	Marriage and the Family	3
	SYG	2010	Contemporary Social Problems	3

LOWER-LEVEL ELECTIVES

12

Students who have already earned credit for any of the required lower-level courses may choose the following lower-level courses. Up to 12 credit hours of lower division electives may count toward the 60 credit hours required.

+	CLP	2140	Abnormal Psychology	3
+	DEP	2002	Child Psychology	3
	DEP	2004	Human Growth and Development	3
+	DEP	2302	Adolescent Psychology	3

UPPER-LEVEL COURSES

42

All students must complete the 27 credit hours of upper-level core courses. Students may take the upper division electives or the teacher concentration courses to fulfil the remaining 15 hours of upper-level course requirements.

SOCIAL AND HUMAN SERVICES CORE UPPER-LEVEL COURSES

27

	HUS	3304	Intra and Interpersonal Techniques	3
+	HUS	3314	Cognitive and Behavioral Therapy	3
	HUS	3323	Introduction to Crisis Intervention	3
	HUS	3505	Ethics in Human Services	3
+	HUS	3650	Administration in Human Services	3
+	HUS	4321	Case Management and Problem Solving	3
+	HUS	4526	Current Issues in Mental Health	3
+	HUS	4700	Diagnosis and Treatment Planning in Human Services	3
+	HUS	4951	Human Services Capstone	3

SOCIAL AND HUMAN SERVICES

BACHELOR OF SCIENCE DEGREE

UPPER-LEVEL ELECTIVE COURSES			15
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	HUS	3201	Group Dynamics	3
	HUS	3340	Trauma and Post Traumatic Stress Disorder	3
+	HUS	3350	Issues in Domestic Violence	3
+	HUS	4442	Drug Awareness and Education	3
+	HUS	4722	Research Methods in Human Services	3

TEACHER EDUCATION CONCENTRATION			15
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	EDF	4444	Assessment of Learning and Behavior	3
	EDF	4603	Critical Issues in Classroom Management, Ethics, Law, and Safety	3
	EDG	4343	Instructional Strategies	3
	RED	4342	Foundations of Research Practice in Reading Education	3
	TSL	3083	ESOL Issues and Strategies	3

REQUIRED TOTAL CREDIT HOURS			120
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- + Prerequisite course required. See course descriptions in catalog.

HONORS PROGRAM

ST. JOHNS RIVER STATE COLLEGE

The Honors Program at St. Johns River State College offers outstanding and motivated students the opportunity to enhance their educational experiences. Students will encounter challenging courses outside the format and expectations of traditional classes. Honors courses offer a different approach to teaching and learning. Through special sections of selected general education courses, the program provides participants an intellectually stimulating academic experience, stressing the development of critical thinking skills, to help prepare students for advanced study in university coursework. The program also offers faculty the opportunity to develop new courses for honors students.

Honors students may have opportunities to participate in activities not usually available in regular sections of these courses. Honors students will be challenged to accept their ethical responsibilities, which include leadership and service to others.

ADMISSION REQUIREMENTS

- First Time in College, High School Graduates
Unweighted cumulative high school GPA of 3.5, or an ACT composite score of 26 or higher or combined math and critical reading SAT of 1170 or higher

AND

be "college ready" in the areas of English, reading, and mathematics; that is, the students do not have to take any developmental education courses.

- Current St. Johns River State College and Transfer Students
A minimum 3.5 cumulative college GPA with a minimum of 9 college-level credit hours

AND

be "college ready" in the areas of English, reading, and mathematics

- Dual Enrollment/Early College Program Students
Dual enrollment students must be "college ready" in the areas of English, reading, and mathematics; be recommended for participation by their high school principal or designee; have permission of the dual enrollment director; and meet one of the following requirements **EITHER**:
a. First time in college Dual Enrollment students:
Unweighted cumulative high school GPA of 3.5, or an ACT composite score of 26 or higher or combined SAT of 1170 or higher

OR

- b. Current SJR State Dual Enrollment or Dual Enrollment transfer students: A minimum cumulative 3.5 college GPA with a minimum of 9 college-level credit hours

HONORS PROGRAM REQUIREMENTS

To complete the honors program and receive graduation and transcript recognition, the student must complete the 3 credit course IDS 1110 Honors Explorations in addition to 9 other credit hours of honors coursework and perform 40 hours of community service which should involve general community service and service to the College community.

HONORS COURSEWORK

IDS 1110 Honors Explorations is a required course and is taken as an honor student's first course in the Honors Program. Students may take IDS 1110 simultaneously with other honors courses during the same term.

IDS 1110 Honors Explorations: This course teaches the nature of knowledge acquisition throughout the general education curriculum. The course is taught by honors faculty and draws

its interdisciplinary content from the fields of communications, social sciences, humanities, and natural sciences/mathematics. The fundamental goal of the course is to help students appreciate the interconnectedness of knowledge across the entire range of academic disciplines while integrating skills for success in both college and the professional world. Required as an orientation course for all students entering the Honors Program. Enrollment requires acceptance into the Honors Program.

In addition to IDS 1110 Honors Explorations, students will choose a minimum of 9 other credit hours of honors coursework from the list below:

AMH	2010	Honors United States History to 1877
AMH	2020	Honors United States History since 1877
AML	2010	Honors American Literature I
AML	2020	Honors American Literature II
AML	2601	Honors African-American Literature I
ARH	2050	Honors Art History I
ARH	2051	Honors Art History II
BSC	2010	Honors General Biology I
BSC	2010L	Honors Laboratory for General Biology I
BSC	2011	Honors General Biology II
BSC	2011L	Honors Laboratory for General Biology II
BSC	2085	Honors Human Anatomy and Physiology I
BSC	2085L	Honors Human Anatomy and Physiology I Lab
BSC	2086	Honors Human Anatomy and Physiology II
BSC	2086L	Honors Human Anatomy and Physiology II Lab
CHM	1045	Honors General Chemistry I
CHM	1045L	Honors General Chemistry I Lab
CHM	1046	Honors General Chemistry II
CHM	1046L	Honors Laboratory for General Chemistry II
DEP	2004	Honors Human Growth and Development
ECO	2013	Honors Macroeconomics
ECO	2023	Honors Microeconomics
ENC	1101	Honors Composition I
ENC	1102	Honors Composition II
ENL	2012	Honors English Literature I
ENL	2022	Honors English Literature II
ENL	2330	Honors Introduction to Shakespeare
HUM	2020	Honors Introduction to Humanities
HUM	2220	Honors Greek and Roman Humanities
HUM	2223	Honors Late Roman and Medieval Humanities
HUM	2232	Honors Renaissance and Baroque Humanities
HUM	2234	Honors Enlightenment & Romanticism Hum
HUM	2250	Honors 20th Century Humanities
HUM	2310	Honors Mythology in Art, Literature, and Music
LIT	2000	Honors Introduction to Literature
LIT	2182	Honors Modern Irish Literature
LIT	2380	Honors Literature by Women
MAC	1147	Honors Precalculus
MAC	2311	Honors Analytic Geometry and Calculus I
MAC	2312	Honors Analytic Geometry and Calculus II
MAC	2313	Honors Analytic Geometry and Calculus III
MCB	2010	Honors Microbiology
MCB	2010L	Honors Microbiology Lab
MUH	2112	Honors Music History
PHI	2630	Honors Contemporary Ethics
PHY	1053	Honors General Physics I
PHY	1053L	Honors Laboratory for General Physics I
PHY	1054	Honors General Physics II
PHY	1054L	Honors Laboratory for General Physics II
PHY	2048	Honors Physics I with Calculus
PHY	2048L	Honors Laboratory for Physics I with Calculus
PHY	2049	Honors Physics II with Calculus
PHY	2049L	Honors Laboratory for Physics II with Calculus

HONORS PROGRAM CONTINUED

ST. JOHNS RIVER STATE COLLEGE

POS	1041	Honors United States Federal Government
PSY	2012	Honors General Psychology
STA	2023	Honors Elementary Statistics
SYG	1000	Honors Introduction to Sociology
WOH	1012	Honors World Civilization to 1600
WOH	1022	Honors World Civilization Since 1600

COMMUNITY SERVICE

For successful completion of the Honors Program, students are required to complete 40 hours of community service. This can be done as part of the IDS course, although students may need to fulfill additional hours beyond what is completed during the IDS course. Students may choose community service based upon their career goals or interest areas, or as part of club participation while attending SJR State. Documentation for community service hours needs to be turned in to the Office of Arts and Sciences.

CONTINUOUS ENROLLMENT IN HONORS PROGRAM

Students will need to maintain a 3.5 or above GPA to remain in the Honors Program. Students will need to reapply for the Honors Program if their GPA drops below 3.5 or if they have a break in enrollment of two years or more.

For more information about SJR State's Honors Program, please visit the Honors website at SJRState.edu/honors or contact the Office of Arts and Sciences at (386) 312-4067

HONORS PROGRAM

ST. JOHNS RIVER STATE COLLEGE

The Honors Program at St. Johns River State College offers outstanding and motivated students the opportunity to enhance their educational experiences. Students will encounter challenging courses outside the format and expectations of traditional classes. Honors courses offer a different approach to teaching and learning. Through special sections of selected general education courses, the program provides participants an intellectually stimulating academic experience, stressing the development of critical thinking skills, to help prepare students for advanced study in university coursework. The program also offers faculty the opportunity to develop new courses for honors students.

Honors students may have opportunities to participate in activities not usually available in regular sections of these courses. Honors students will be challenged to accept their ethical responsibilities, which include leadership and service to others.

ADMISSION REQUIREMENTS

- First Time in College, High School Graduates
Unweighted cumulative high school GPA of 3.5, or an ACT composite score of 26 or higher or combined math and critical reading SAT of 1170 or higher

AND

be "college ready" in the areas of English, reading, and mathematics; that is, the students do not have to take any developmental education courses.

- Current St. Johns River State College and Transfer Students
A minimum 3.5 cumulative college GPA with a minimum

of 9 college-level credit hours

AND

be "college ready" in the areas of English, reading, and mathematics

- Dual Enrollment/Early College Program Students
Dual enrollment students must be "college ready" in the areas of English, reading, and mathematics; be recommended for participation by their high school principal or designee; have permission of the dual enrollment director; and meet one of the following requirements **EITHER**:

- First time in college Dual Enrollment students:
Unweighted cumulative high school GPA of 3.5, or an ACT composite score of 26 or higher or combined SAT of 1170 or higher

OR

- Current SJR State Dual Enrollment or Dual Enrollment transfer students: A minimum cumulative 3.5 college GPA with a minimum of 9 college-level credit hours

HONORS PROGRAM REQUIREMENTS

To complete the honors program and receive graduation and transcript recognition, the student must complete the 3 credit course IDS 1110 Honors Explorations in addition to 9 other credit hours of honors coursework and perform 40 hours of community service which should involve general community service and service to the College community.

HONORS COURSEWORK

IDS 1110 Honors Explorations is a required course and is taken as an honor student's first course in the Honors Program. Students may take IDS 1110 simultaneously with other honors courses during the same term.

IDS 1110 Honors Explorations: This course teaches the nature of knowledge acquisition throughout the general education curriculum. The course is taught by honors faculty and draws

its interdisciplinary content from the fields of communications, social sciences, humanities, and natural sciences/mathematics. The fundamental goal of the course is to help students appreciate the interconnectedness of knowledge across the entire range of academic disciplines while integrating skills for success in both college and the professional world. Required as an orientation course for all students entering the Honors Program. Enrollment requires acceptance into the Honors Program.

In addition to IDS 1110 Honors Explorations, students will choose a minimum of 9 other credit hours of honors coursework from the list below:

AMH	2010	Honors United States History to 1877
AMH	2020	Honors United States History since 1877
AML	2010	Honors American Literature I
AML	2020	Honors American Literature II
AML	2601	Honors African-American Literature I
ARH	2050	Honors Art History I
ARH	2051	Honors Art History II
BSC	2010	Honors General Biology I
BSC	2010L	Honors Laboratory for General Biology I
BSC	2011	Honors General Biology II
BSC	2011L	Honors Laboratory for General Biology II
BSC	2085	Honors Human Anatomy and Physiology I
BSC	2085L	Honors Human Anatomy and Physiology I Lab
BSC	2086	Honors Human Anatomy and Physiology II
BSC	2086L	Honors Human Anatomy and Physiology II Lab
CHM	1045	Honors General Chemistry I
CHM	1045L	Honors General Chemistry I Lab
CHM	1046	Honors General Chemistry II
CHM	1046L	Honors Laboratory for General Chemistry II
DEP	2004	Honors Human Growth and Development
ECO	2013	Honors Macroeconomics
ECO	2023	Honors Microeconomics
ENC	1101	Honors Composition I
ENC	1102	Honors Composition II
ENL	2012	Honors English Literature I
ENL	2022	Honors English Literature II
ENL	2330	Honors Introduction to Shakespeare
HUM	2020	Honors Introduction to Humanities
HUM	2220	Honors Greek and Roman Humanities
HUM	2223	Honors Late Roman and Medieval Humanities
HUM	2232	Honors Renaissance and Baroque Humanities
HUM	2234	Honors Enlightenment & Romanticism Hum
HUM	2250	Honors 20th Century Humanities
HUM	2310	Honors Mythology in Art, Literature, and Music
LIT	2000	Honors Introduction to Literature
LIT	2182	Honors Modern Irish Literature
LIT	2380	Honors Literature by Women
MAC	1147	Honors Precalculus
MAC	2311	Honors Analytic Geometry and Calculus I
MAC	2312	Honors Analytic Geometry and Calculus II
MAC	2313	Honors Analytic Geometry and Calculus III
MCB	2010	Honors Microbiology
MCB	2010L	Honors Microbiology Lab
MUH	2112	Honors Music History
PHI	2630	Honors Contemporary Ethics
PHY	1053	Honors General Physics I
PHY	1053L	Honors Laboratory for General Physics I
PHY	1054	Honors General Physics II
PHY	1054L	Honors Laboratory for General Physics II
PHY	2048	Honors Physics I with Calculus
PHY	2048L	Honors Laboratory for Physics I with Calculus
PHY	2049	Honors Physics II with Calculus
PHY	2049L	Honors Laboratory for Physics II with Calculus

HONORS PROGRAM CONTINUED

ST. JOHNS RIVER STATE COLLEGE

POS	1041	Honors United States Federal Government
PSY	2012	Honors General Psychology
STA	2023	Honors Elementary Statistics
SYG	1000	Honors Introduction to Sociology
WOH	1012	Honors World Civilization to 1600
WOH	1022	Honors World Civilization Since 1600

COMMUNITY SERVICE

For successful completion of the Honors Program, students are required to complete 40 hours of community service. This can be done as part of the IDS course, although students may need to fulfill additional hours beyond what is completed during the IDS course. Students may choose community service based upon their career goals or interest areas, or as part of club participation while attending SJR State. Documentation for community service hours needs to be turned in to the Office of Arts and Sciences.

CONTINUOUS ENROLLMENT IN HONORS PROGRAM

Students will need to maintain a 3.5 or above GPA to remain in the Honors Program. Students will need to reapply for the Honors Program if their GPA drops below 3.5 or if they have a break in enrollment of two years or more.

For more information about SJR State's Honors Program, please visit the Honors website at SJRstate.edu/honors or contact the Office of Arts and Sciences at (386) 312-4067

GENERAL EDUCATION

ST. JOHNS RIVER STATE COLLEGE

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

Students may fulfill the general education requirements using the identified courses or their honors equivalent. For example, a student can use either ENC 1101 Composition I or ENC 1101 Honors Composition I to fulfill their ENC 1101 general education requirement. *A minimum grade of "C" is required in each communications, humanities, and mathematics course for general education credit.*

ASSOCIATE IN ARTS GENERAL EDUCATION REQUIREMENTS

Specifically Associate in Arts students will:

1. Demonstrate effective communication strategies in reading, writing and speaking;
2. Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy or religion;
3. Apply appropriate methods of mathematics to solve problems;
4. Apply the methods, principles and concepts of the natural sciences;
5. Examine human behavior and institutions from political, economic, historical, psychological or sociological perspectives;
6. Use critical thinking to collect, assess, analyze and synthesize information.

General education requirements for the Associate in Arts degree, as specified in the program of study, must total a minimum thirty six (36) credit hours that include identified courses in the following academic areas: ~~nine (9)~~ **six (6)** credits in communications, ~~six (6)~~ **nine (9)** credits in humanities, six (6) credits in mathematics, six (6) credits in natural science, six (6) credits in social science and three (3) credits ~~in academic pathways of general education electives~~.

ASSOCIATE IN SCIENCE GENERAL EDUCATION REQUIREMENTS

Specifically Associate in Science students will:

1. Demonstrate effective communication strategies in reading, writing and speaking;
2. Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy or religion;
3. Apply appropriate methods of mathematics to solve problems;
4. Apply the methods, principles and concepts of the natural sciences;
5. Examine human behavior and institutions from political, economic, historical, psychological or sociological perspectives;
6. Use critical thinking to collect, assess, analyze and synthesize information.

General education requirements for the Associate in Science degree, as specified in the individual program information, must total a minimum of fifteen (15) credit hours that include the following: three (3) credits in communications, three (3) credits in humanities, three (3) credits in mathematics, three (3) credits in natural science and three (3) credits in social science. These courses must be selected from the general education core courses listed below.

BACCALAUREATE GENERAL EDUCATION REQUIREMENTS

General education requirements for the Baccalaureate degree mirror that of the Associate in Arts and must total a minimum thirty six (36) credit hours that include identified courses in the following academic areas: ~~nine (9)~~ **six (6)** credits in communications, ~~six (6)~~ **nine (9)** credits in humanities, six (6) credits in mathematics, six (6) credits in natural science and six (6) credits in social science. Please see the Associate in Arts program of study for the list of required general education courses.

GENERAL EDUCATION CORE COURSES

The following are SJR State's general education core course offerings. Degree-seeking students must complete at least one course from each of the five areas. Consult your specific program of study to determine if any specific courses are required for your degree. *A minimum grade of "C" is required in each communications, humanities and mathematics course for general education credit.*

COMMUNICATIONS:

ENC	1101	Composition I
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HUMANITIES:

HUM	2020	Introduction to Humanities
ARH	1000	Art Appreciation
LIT	2000	Introduction to Literature
MUL	1010	Music Appreciation
PHI	2010	Introduction to Philosophy
THE	1000	Theater Appreciation

MATHEMATICS:

MAC	1105	College Algebra
MAC	2311	Analytic Geometry and Calculus I
MGF	1130	Mathematical Thinking
STA	2023	Elementary Statistics

NATURAL SCIENCE:

AST	1002	Introduction to Astronomy
BSC	1005	Introduction to Biology
BSC	2010	General Biology I
BSC	2085	Human Anatomy and Physiology I
CHM	1020	Introduction to Chemistry
CHM	1045	General Chemistry I
ESC	1000	Earth and Space Science
EVR	1001C	Introduction to Environmental Science and Lab
PHY	1020	Introduction to Physics
PHY	1053	General Physics I
PHY	2048	Physics I with Calculus

SOCIAL SCIENCE:

AMH	2010	United States History to 1877
AMH	2020	United States History Since 1877
ANT	2000	General Anthropology
ECO	2013	Macroeconomics
POS	1041	United States Federal Government
PSY	2012	General Psychology

Degree-seeking students must complete AMH 2010, AMH 2020 or POS 1041 as part of the Civic Literacy Requirement. See page 89.

GENERAL EDUCATION CONTINUED

ST. JOHNS RIVER STATE COLLEGE

GENERAL EDUCATION INSTITUTIONAL COURSES

The following are SJR State's general education institutional course offerings. Consult your specific program of study to determine which courses are required for your degree. **A minimum grade of "C" is required in each communications, humanities, and mathematics course for general education credit.**

COMMUNICATIONS:

ENC	1102	Composition II
AML	2010	American Literature I
AML	2020	American Literature II
AML	2601	African American Literature I
ENL	2012	English Literature I
ENL	2022	English Literature II
ENL	2330	Introduction to Shakespeare
LIT	2182	Modern Irish Literature
LIT	2380	Literature by Women

HUMANITIES:

AML	2010	American Literature I
AML	2020	American Literature II
ARH	2050	Art History I
ARH	2051	Art History II
DAN	2100	Survey of Dance
ENL	2012	English Literature I
ENL	2022	English Literature II
ENL	2330	Introduction to Shakespeare
HUM	2220	Greek and Roman Humanities
HUM	2223	Late Roman and Medieval Humanities
HUM	2232	Renaissance and Baroque Humanities
HUM	2234	Enlightenment and Romanticism Humanities
HUM	2250	20th Century Humanities
HUM	2310	Mythology in Art, Literature, and Music
MUH	2110	Songs for the Dead: An Introduction to Music History and Literature
MUH	2112	Music History
PHI	2600	Introduction to Ethics
PHI	2630	Contemporary Ethics
THE	1020	Introduction to Theater History

MATHEMATICS:

MAC	1147	Precalculus
MAC	2233	Survey of Calculus
MAC	2312	Analytic Geometry and Calculus II
MAC	2313	Analytic Geometry and Calculus III
MAP	2302	Elementary Differential Equations
MGF	1131	Mathematics in Context

NATURAL SCIENCE:

BSC	1003	Microbes in Society
BSC	1020C	Human Biology and Laboratory
BSC	2011	General Biology II
BSC	2086	Human Anatomy and Physiology II
CHM	1032	Principles of General Chemistry
CHM	1046	General Chemistry II
MCB	2010	Microbiology
OCB	1000	Marine Biology
PHY	1054	General Physics II
PHY	2049	Physics II with Calculus
ZOO	2010	Zoology

SOCIAL SCIENCE:

DEP	2004	Human Growth and Development
ECO	2023	Microeconomics
POS	1112	State and Local Government
SYG	1000	Introduction to Sociology
SYG	1430	Marriage and the Family
WOH	1012	World Civilization to 1600
WOH	1022	World Civilization Since 1600

ACADEMIC PATHWAYS:

SLS	1122	Academic Pathways for College Success
IDS	1110	Honors Explorations

AA Transfer and baccalaureate students who have completed more than 30 credits with a GPA of 2.5 or higher at the time of transfer are exempt from the Academic Pathways General Education requirement and may choose any college credit course selected from communications, humanities, mathematics, natural science, or social science.

GENERAL EDUCATION

ST. JOHNS RIVER STATE COLLEGE

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

Students may fulfill the general education requirements using the identified courses or their honors equivalent. For example, a student can use either ENC 1101 Composition I or ENC 1101 Honors Composition I to fulfill their ENC 1101 general education requirement. *A minimum grade of "C" is required in each communications, humanities, and mathematics course for general education credit.*

ASSOCIATE IN ARTS GENERAL EDUCATION REQUIREMENTS

Specifically Associate in Arts students will:

1. Demonstrate effective communication strategies in reading, writing and speaking;
2. Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy or religion;
3. Apply appropriate methods of mathematics to solve problems;
4. Apply the methods, principles and concepts of the natural sciences;
5. Examine human behavior and institutions from political, economic, historical, psychological or sociological perspectives;
6. Use critical thinking to collect, assess, analyze and synthesize information.

General education requirements for the Associate in Arts degree, as specified in the program of study, must total a minimum thirty six (36) credit hours that include identified courses in the following academic areas: six (6) credits in communications, nine (9) credits in humanities, six (6) credits in mathematics, six (6) credits in natural science, six (6) credits in social science and three (3) credits of general education electives.

ASSOCIATE IN SCIENCE GENERAL EDUCATION REQUIREMENTS

Specifically Associate in Science students will:

1. Demonstrate effective communication strategies in reading, writing and speaking;
2. Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy or religion;
3. Apply appropriate methods of mathematics to solve problems;
4. Apply the methods, principles and concepts of the natural sciences;
5. Examine human behavior and institutions from political, economic, historical, psychological or sociological perspectives;
6. Use critical thinking to collect, assess, analyze and synthesize information.

General education requirements for the Associate in Science degree, as specified in the individual program information, must total a minimum of fifteen (15) credit hours that include the following: three (3) credits in communications, three (3) credits in humanities, three (3) credits in mathematics, three (3) credits in natural science and three (3) credits in social science. These courses must be selected from the general education core courses listed below.

BACCALAUREATE GENERAL EDUCATION REQUIREMENTS

General education requirements for the Baccalaureate degree mirror that of the Associate in Arts and must total a minimum thirty six (36) credit hours that include identified courses in the following academic areas: six (6) credits in communications, nine (9) credits in humanities, six (6) credits in mathematics, six (6) credits in natural science and six (6) credits in social science. Please see the Associate in Arts program of study for the list of required general education courses.

GENERAL EDUCATION CORE COURSES

The following are SJR State's general education core course offerings. Degree-seeking students must complete at least one course from each of the five areas. Consult your specific program of study to determine if any specific courses are required for your degree. *A minimum grade of "C" is required in each communications, humanities and mathematics course for general education credit.*

COMMUNICATIONS:

ENC	1101	Composition I
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HUMANITIES:

HUM	2020	Introduction to Humanities
ARH	1000	Art Appreciation
MUL	1010	Music Appreciation
LIT	2000	Introduction to Literature
PHI	2010	Introduction to Philosophy
THE	1000	Theater Appreciation

MATHEMATICS:

MAC	1105	College Algebra
MAC	2311	Analytic Geometry and Calculus I
MGF	1130	Mathematical Thinking
STA	2023	Elementary Statistics

NATURAL SCIENCE:

AST	1002	Introduction to Astronomy
BSC	1005	Introduction to Biology
BSC	2010	General Biology I
BSC	2085	Human Anatomy and Physiology I
CHM	1020	Introduction to Chemistry
CHM	1045	General Chemistry I
ESC	1000	Earth and Space Science
EVR	1001C	Introduction to Environmental Science and Lab
PHY	1020	Introduction to Physics
PHY	1053	General Physics I
PHY	2048	Physics I with Calculus

SOCIAL SCIENCE:

AMH	2010	United States History to 1877
AMH	2020	United States History Since 1877
ANT	2000	General Anthropology
ECO	2013	Macroeconomics
POS	1041	United States Federal Government
PSY	2012	General Psychology

Degree-seeking students must complete AMH 2010, AMH 2020 or POS 1041 as part of the Civic Literacy Requirement. See page 89.

GENERAL EDUCATION CONTINUED

ST. JOHNS RIVER STATE COLLEGE

GENERAL EDUCATION INSTITUTIONAL COURSES

The following are SJR State's general education institutional course offerings. Consult your specific program of study to determine which courses are required for your degree. **A minimum grade of "C" is required in each communications, humanities, and mathematics course for general education credit.**

COMMUNICATIONS:

ENC	1102	Composition II
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HUMANITIES:

AML	2010	American Literature I
AML	2020	American Literature II
ARH	2050	Art History I
ARH	2051	Art History II
DAN	2100	Survey of Dance
ENL	2012	English Literature I
ENL	2022	English Literature II
ENL	2330	Introduction to Shakespeare
HUM	2220	Greek and Roman Humanities
HUM	2223	Late Roman and Medieval Humanities
HUM	2232	Renaissance and Baroque Humanities
HUM	2234	Enlightenment and Romanticism Humanities
HUM	2250	20th Century Humanities
HUM	2310	Mythology in Art, Literature, and Music
MUH	2110	Songs for the Dead: An Introduction to Music History and Literature
MUH	2112	Music History
PHI	2000	Introduction to Ethics
THE	1020	Introduction to Theater History

MATHEMATICS:

MAC	1147	Precalculus
MAC	2233	Survey of Calculus
MAC	2312	Analytic Geometry and Calculus II
MAC	2313	Analytic Geometry and Calculus III
MAP	2302	Elementary Differential Equations
MGF	1131	Mathematics in Context

NATURAL SCIENCE:

BSC	1003	Microbes in Society
BSC	1020C	Human Biology and Laboratory
BSC	2011	General Biology II
BSC	2086	Human Anatomy and Physiology II
CHM	1032	Principles of General Chemistry
CHM	1046	General Chemistry II
MCB	2010	Microbiology
OCB	1000	Marine Biology
PHY	1054	General Physics II
PHY	2049	Physics II with Calculus
ZOO	2010	Zoology

SOCIAL SCIENCE:

DEP	2004	Human Growth and Development
ECO	2023	Microeconomics
POS	1112	State and Local Government
SYG	1000	Introduction to Sociology
WOH	1012	World Civilization to 1600
WOH	1022	World Civilization Since 1600

ASSOCIATE IN ARTS (0001) CONTINUED

ST. JOHNS RIVER STATE COLLEGE

COMMUNICATIONS (9 6 CREDIT HOURS):

9 6

ENC	1101	Composition I
ENC	1102	Composition II

And choose one of the following courses:

AML	2010	American Literature I
AML	2020	American Literature II
AML	2601	African-American Literature I
ENL	2012	English Literature I
ENL	2022	English Literature II
ENL	2330	Introduction to Shakespeare
LIT	2182	Modern Irish Literature
LIT	2380	Literature by Women

A minimum grade of "C" in each communications course is required for general education credit.

HUMANITIES (6 9 CREDIT HOURS):

6 9

HUM	2020	Introduction to Humanities
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And choose one of the following courses:

Choose one course from the following list:

ARH	1000	Art Appreciation
ARH	2050	Art History I
ARH	2051	Art History II
DAN	2100	Survey of Dance
HUM	2220	Greek and Roman Humanities
HUM	2223	Late Roman and Medieval Humanities
HUM	2232	Renaissance and Baroque Humanities
HUM	2234	Enlightenment and Romanticism Humanities
HUM	2250	20th Century Humanities
HUM	2310	Mythology in Art, Literature, and Music
MUH	2110	Songs for the Dead: An Introduction to Music History and Literature
MUH	2112	Music History
MUL	1010	Music Appreciation
PHI	2010	Introduction to Philosophy
PHI	2600	Introduction to Ethics
PHI	2630	Contemporary Ethics
THE	1000	Theater Appreciation
THE	1020	Introduction to Theater History

Choose one course from the following list:

AML	2010	American Literature I
AML	2020	American Literature II
ENL	2012	English Literature I
ENL	2022	English Literature II
ENL	2330	Introduction to Shakespeare
LIT	2000	Introduction to Literature

A minimum grade of "C" in each humanities course is required for general education credit.

MATHEMATICS (6 CREDIT HOURS):

6

Course selection should be transfer specific.

Choose one mathematics course from the following list:

MAC	1105	College Algebra
MAC	2311	Analytic Geometry and Calculus I
MGF	1130	Mathematical Thinking
STA	2023	Elementary Statistics

Choose a second mathematics course from the above list or any mathematics course from the following list:

MAC	1147	Precalculus
MAC	2233	Survey of Calculus
MAC	2312	Analytic Geometry and Calculus II
MAC	2313	Analytic Geometry and Calculus III
MAP	2302	Elementary Differential Equations
MGF	1131	Mathematics in Context

A minimum grade of "C" in each mathematics course is required for general education credit.

ASSOCIATE IN ARTS (0001) CONTINUED

ST. JOHNS RIVER STATE COLLEGE

NATURAL SCIENCE (6 CREDIT HOURS):

6

Course selection should be transfer specific. With the exception of CHM 1020, ESC 1001, EVR 1001C, PHY 1020, BSC 1003 and BSC 1020C, General Education Natural Science courses have a corequisite laboratory.

Choose one natural science course from the following list (with certain exceptions indicated with * or **):

AST	1002	Introduction to Astronomy
BSC	1005*	Introduction to Biology
BSC	2010*	General Biology I
BSC	2085**	Human Anatomy and Physiology I
CHM	1020	Introduction to Chemistry
CHM	1045	General Chemistry I
ESC	1000	Earth and Space Science
EVR	1001C	Introduction to Environmental Science and Laboratory
PHY	1020	Introduction to Physics
PHY	1053	General Physics I
PHY	2048	Physics I with Calculus

Choose a second natural science course from the above list or any natural science course from the following list (with certain exceptions indicated with * or **):

BSC	1003	Microbes and Society
BSC	1020C**	Human Biology and Laboratory
BSC	2011	General Biology II
BSC	2086	Human Anatomy and Physiology II
CHM	1032	Principles of General Chemistry
CHM	1046	General Chemistry II
MCB	2010	Microbiology
OCB	1000	Marine Biology
PHY	1054	General Physics II
PHY	2049	Physics II with Calculus
ZOO	2010	Zoology

* Choice of either BSC 1005 or BSC 2010, but not both.

** Choice of either BSC 1020C or BSC 2085, but not both.

SOCIAL SCIENCE (6 CREDIT HOURS):

6

Course selection should be transfer specific.

Choose one social science course from the following list:

AMH	2010	United States History to 1877
AMH	2020	U.S. History Since 1877
POS	1041	United States Federal Government

Choose a second social science course from the above list or any social science course from the following list:

ANT	2000	General Anthropology
DEP	2004	Human Growth and Development
ECO	2013	Macroeconomics
ECO	2023	Microeconomics
POS	1112	State and Local Government
PSY	2012	General Psychology
SYG	1000	Introduction to Sociology
SYG	1430	Marriage and Family
WOH	1012	World Civilization to 1600
WOH	1022	World Civilization Since 1600

ACADEMIC PATHWAYS (3 CREDIT HOURS):

3

Choose one of the following courses:

SLS	1122	Academic Pathways for College Success
IDS	1110	Honors Exploration

AA Transfer and baccalaureate students who have completed more than 30 credits with a GPA of 2.5 or higher at the time of transfer are exempt from the Academic Pathways General Education requirement and may choose any college credit course selected from communications, humanities, mathematics, natural science, or social science.

GENERAL EDUCATION ELECTIVES (3 CREDIT HOURS):

3

Choose any general education core course (page 80) or any general education institutional course (page 81) from the areas of communications, humanities, mathematics, natural science, and social science. Course selection should be transfer specific.

ASSOCIATE IN ARTS (0001) CONTINUED

ST. JOHNS RIVER STATE COLLEGE

BACCALAUREATE TRANSFER PROGRAM PREREQUISITES

(24 CREDIT HOURS)

Choose 24 credit hours of baccalaureate transfer program prerequisites from the courses marked with “♦” in the course description section of this Catalog. Choose your transfer-specific courses carefully, using these credit hours to satisfy the program prerequisites or course requirements for the specific baccalaureate degree into which you plan to articulate. Talk with your SJR State advisor about common prerequisites, and check the baccalaureate program website at the specific institution where you plan to transfer for additional important information about required prerequisite courses for your intended major.

TOTAL CREDIT HOURS

60

DRAFT

ASSOCIATE IN ARTS (0001) CONTINUED

ST. JOHNS RIVER STATE COLLEGE

COMMUNICATIONS (6 CREDIT HOURS):

6

ENC	1101	Composition I
ENC	1102	Composition II

A minimum grade of "C" in each communications course is required for general education credit.

HUMANITIES (9 CREDIT HOURS):

9

HUM	2020	Introduction to Humanities
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Choose one course from the following list:

ARH	1000	Art Appreciation
ARH	2050	Art History I
ARH	2051	Art History II
DAN	2100	Survey of Dance
HUM	2220	Greek and Roman Humanities
HUM	2223	Late Roman and Medieval Humanities
HUM	2232	Renaissance and Baroque Humanities
HUM	2234	Enlightenment and Romanticism Humanities
HUM	2250	20th Century Humanities
HUM	2310	Mythology in Art, Literature, and Music
MUH	2110	Songs for the Dead: An Introduction to Music History and Literature
MUH	2112	Music History
MUL	1010	Music Appreciation
PHI	2010	Introduction to Philosophy
PHI	2600	Introduction to Ethics
THE	1000	Theater Appreciation
THE	1020	Introduction to Theater History

Choose one course from the following list:

AML	2010	American Literature I
AML	2020	American Literature II
ENL	2012	English Literature I
ENL	2022	English Literature II
ENL	2330	Introduction to Shakespeare
LIT	2000	Introduction to Literature

A minimum grade of "C" in each humanities course is required for general education credit.

MATHEMATICS (6 CREDIT HOURS):

6

Course selection should be transfer specific.

Choose one mathematics course from the following list:

MAC	1105	College Algebra
MAC	2311	Analytic Geometry and Calculus I
MGF	1130	Mathematical Thinking
STA	2023	Elementary Statistics

Choose a second mathematics course from the above list or any mathematics course from the following list:

MAC	1147	Precalculus
MAC	2233	Survey of Calculus
MAC	2312	Analytic Geometry and Calculus II
MAC	2313	Analytic Geometry and Calculus III
MAP	2302	Elementary Differential Equations
MGF	1131	Mathematics in Context

A minimum grade of "C" in each mathematics course is required for general education credit.

ASSOCIATE IN ARTS (0001) CONTINUED

ST. JOHNS RIVER STATE COLLEGE

NATURAL SCIENCE (6 CREDIT HOURS):

6

Course selection should be transfer specific. With the exception of CHM 1020, ESC 1001, EVR 1001C, PHY 1020, BSC 1003 and BSC 1020C, General Education Natural Science courses have a corequisite laboratory.

Choose one natural science course from the following list (with certain exceptions indicated with * or **):

AST	1002	Introduction to Astronomy
BSC	1005*	Introduction to Biology
BSC	2010*	General Biology I
BSC	2085**	Human Anatomy and Physiology I
CHM	1020	Introduction to Chemistry
CHM	1045	General Chemistry I
ESC	1000	Earth and Space Science
EVR	1001C	Introduction to Environmental Science and Laboratory
PHY	1020	Introduction to Physics
PHY	1053	General Physics I
PHY	2048	Physics I with Calculus

Choose a second natural science course from the above list or any natural science course from the following list (with certain exceptions indicated with * or **):

BSC	1003	Microbes and Society
BSC	1020C**	Human Biology and Laboratory
BSC	2011	General Biology II
BSC	2086	Human Anatomy and Physiology II
CHM	1032	Principles of General Chemistry
CHM	1046	General Chemistry II
MCB	2010	Microbiology
OCB	1000	Marine Biology
PHY	1054	General Physics II
PHY	2049	Physics II with Calculus
ZOO	2010	Zoology

* Choice of either BSC 1005 or BSC 2010, but not both.

** Choice of either BSC 1020C or BSC 2085, but not both.

SOCIAL SCIENCE (6 CREDIT HOURS):

6

Course selection should be transfer specific.

Choose one social science course from the following list:

AMH	2010	United States History to 1877
AMH	2020	U.S. History Since 1877
POS	1041	United States Federal Government

Choose a second social science course from the above list or any social science course from the following list:

ANT	2000	General Anthropology
DEP	2004	Human Growth and Development
ECO	2013	Macroeconomics
ECO	2023	Microeconomics
POS	1112	State and Local Government
PSY	2012	General Psychology
SYG	1000	Introduction to Sociology
WOH	1012	World Civilization to 1600
WOH	1022	World Civilization Since 1600

GENERAL EDUCATION ELECTIVES (3 CREDIT HOURS):

3

Choose any general education core course (page 80) or any general education institutional course (page 81) from the areas of communications, humanities, mathematics, natural science, and social science. Course selection should be transfer specific.

BACCALAUREATE TRANSFER PROGRAM PREREQUISITES

(24 CREDIT HOURS)

Choose 24 credit hours of baccalaureate transfer program prerequisites from the courses marked with "♦" in the course description section of this Catalog. Choose your transfer-specific courses carefully, using these credit hours to satisfy the program prerequisites or course requirements for the specific baccalaureate degree into which you plan to articulate. Talk with your SJR State advisor about common prerequisites, and check the baccalaureate program website at the specific institution where you plan to transfer for additional important information about required prerequisite courses for your intended major.

TOTAL CREDIT HOURS

60

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

BCH 4053 Biochemistry I

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course examines the structure and function of proteins, membranes and cellular constituents, enzyme catalysts, and basic metabolic pathways.

IV. Prerequisites and/or Co-requisites

Prerequisite: BSC 2011, BSC 2011L, CHM 2011, CHM 2011L, PCB 3063, and PCB 3063L with a grade of "C" or higher.

Corequisite: BCH 4053L

V. Upper Division Core Course

Yes.

VI. Program Mission Statement

The Bachelor of Science in Biological Science program equips students with a comprehensive understanding of biology, including molecular, cellular, organismal, and ecological. Through rigorous coursework and hands-on laboratory experiences, the program fosters critical thinking, scientific inquiry, and problem-solving skills. Graduates will be prepared to pursue advanced studies or careers in biological research, healthcare, education, environmental science, biotechnology, and related fields.

VII. Program Outcomes

- Demonstrate a comprehensive knowledge of the factual and theoretical basis of biology, biological diversity and evolution at the molecular, cellular, organism, and population levels.
- Apply the scientific method to develop testable hypotheses, conduct experiments using standard laboratory or field techniques, record, analyze and communicate data and results.
- Evaluate scientific data, evidence, research methods, and theories.
- Generate new ideas and/or testable hypotheses in the biological sciences.
- Communicate complex scientific concepts, ideas, research, data and logic using sources and evidence in both written and oral formats.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Explain the chemical structure and properties of carbohydrates, lipids, proteins, and nucleic acids, including their functional groups and stereochemistry.
- B. Describe how the structure of biomolecules relates to their biological functions, including protein folding, enzyme catalysis, and DNA replication.
- C. Apply concepts of thermodynamics and kinetics to biochemical reactions, including calculating free energy changes, reaction rates, and enzyme kinetics.
- D. Describe the role of water in biological systems and how pH affects biomolecule structure and function.
- E. Describe major metabolic pathways including glycolysis, the citric acid cycle, and the electron transport chain, including the regulation and energy conservation mechanisms.
- F. Explain the principles of signal transduction and cellular communication pathways.
- G. Evaluate primary literature in the field of biochemistry and dissect this literature through written and oral discussions.

IX. Course Content

- 1. Introduction to Biochemistry
- 2. Chemical and physical foundations of life
- 3. Interactions and reactions of water
- 4. Carbohydrates
- 5. Nucleotides and Nucleic Acids
- 6. Amino acids and peptides
- 7. Lipids and lipid bilayers
- 8. Proteins and protein structure: primary, secondary, tertiary and quaternary.
- 9. Protein functions: hemoglobin, muscle contraction, and antibodies
- 10. Protein function: enzymes and enzyme kinetics
- 11. Glycoproteins
- 12. DNA-protein interactions
- 13. Biological membranes and membrane transport
- 14. Signal transduction
- 15. Metabolism

X. Special Course Requirements

None

XI. Course Support Materials

May include but not be limited to the following: textbook with instructor's resource materials, lab manuals, and reading supplements.

XII. Criteria for Student Evaluations

Items which may be used to evaluate students for grading purposes, but not limited to, are tests, quizzes, homework, projects, presentations or essays.

XIII. Course Assessment Methods

Program learning outcomes for at least one of the PLOs in Section VII will be assessed by multiple-choice and/or essay exams.

XIV. Faculty Review/Revision

Kim Van Vliet, Jennifer Gibson, Breanna Korsman-Thomas, Earl Larson, Linda Mackie, James McCaughern-Carucci, Dawn McLane, Karen Meyer, Clay Moore, Karen Moore, Cory Roberts, Dana Smith, Misty Sutton, Werner Williams, 1/10/2025

XV. Administrator Review/Revision

Billy Veczko, 1/21/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

BCH 4053L Laboratory for Biochemistry I

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

1 credit hour, 3 contact hours

III. Course Description

This course is the laboratory component for BCH 4053 and examines the structure and function of proteins, membranes and cellular constituents, enzymes catalysis and carbohydrate metabolism. Fundamental laboratory approaches and techniques in protein biochemistry, molecular biology, and DNA manipulation will be performed. This course will cover techniques including protein purification, quantification and analysis, DNA manipulation and molecular cloning, and immunobiochemistry.

IV. Prerequisites and/or Co-requisites

Prerequisite: BSC 2011, BSC 2011L, CHM 2011, CHM 2011L, PCB 3063, and PCB 3063L with a grade of "C" or higher.

Corequisite: BCH 4053

V. Upper Division Core Course

Yes.

VI. Program Mission Statement

The Bachelor of Science in Biological Science program equips students with a comprehensive understanding of biology, including molecular, cellular, organismal, and ecological. Through rigorous coursework and hands-on laboratory experiences, the program fosters critical thinking, scientific inquiry, and problem-solving skills. Graduates will be prepared to pursue advanced studies or careers in biological research, healthcare, education, environmental science, biotechnology, and related fields.

VII. Program Outcomes

- Demonstrate a comprehensive knowledge of the factual and theoretical basis of biology, biological diversity and evolution at the molecular, cellular, organism, and population levels.
- Apply the scientific method to develop testable hypotheses, conduct experiments using standard laboratory or field techniques, record, analyze and communicate data and results.
- Evaluate scientific data, evidence, research methods, and theories.
- Generate new ideas and/or testable hypotheses in the biological sciences.

- Communicate complex scientific concepts, ideas, research, data and logic using sources and evidence in both written and oral formats.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Describe the preparation and application of buffer solutions in maintaining pH stability during biochemical experiments.
- B. Conduct various biochemical assays to quantify proteins, nucleic acids, and other biomolecules.
- C. Perform techniques for detecting and analyzing specific proteins.
- D. Describe the principles and techniques of salting out proteins and other biomolecules, optimizing conditions for maximum yield.
- E. Perform techniques for the separation and purification of biomolecules, including column chromatography.
- F. Describe techniques for protein characterization and be able to explain methods to purify, concentrate, and analyze protein using techniques like polyacrylamide gel electrophoresis (PAGE).
- G. Explain enzyme kinetics, including Michaelis-Menten and multisubstrate kinetics, and the mechanisms of enzyme inhibition.
- H. Utilized bioinformatics tools to study the evolution of proteins and understand the application of in silico methods in biochemistry.

IX. Course Content

1. Buffers
2. Assays
3. ELISA and Western Blotting
4. Salting out Proteins and other Biomolecules
5. Isoelectric Point and Effective Charge
6. Column Chromatography
7. Protein Purification, Concentration and Polyacrylamide Gels
8. In silico Biochemistry: the evolution of globins
9. Growing Crystals from pure protein (hemoglobin or lysozyme)
10. Michaelis-Menten Kinetics and Multisubstrate Kinetics
11. Enzyme Inhibition
12. Fluorescence, Denaturation and Fluorescence Studies of Ligand Binding
13. Enzyme Inhibition
14. DNA Restriction Digests

X. Special Course Requirements

None

XI. Course Support Materials

May include but not be limited to the following: textbook with instructor's resource materials, lab manuals, and reading supplements.

XII. Criteria for Student Evaluations

Items which may be used to evaluate students for grading purposes, but not limited to, are tests, quizzes, homework, projects, presentations or essays.

XIII. Course Assessment Methods

Program learning outcomes for at least one of the PLOs in Section VII will be assessed by laboratory reports and multiple-choice and/or essay exams.

XIV. Faculty Review/Revision

Kim Van Vliet, Jennifer Gibson, Breanna Korsman-Thomas, Earl Larson, Linda Mackie, James McCaughern-Carucci, Dawn McLane, Karen Meyer, Clay Moore, Karen Moore, Cory Roberts, Dana Smith, Misty Sutton, Werner Williams, 1/10/2025

XV. Administrator Review/Revision

Billy Veczko, 1/21/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

BOT 3015 Plant Biology

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course covers the history and impact of plants on people and the environment. Structural and functional relationships of structures, and ecological adaptations of plants are emphasized. The evolutionary relationships among plants, fungi, selected protists, and prokaryotes are also discussed.

IV. Prerequisites and/or Co-requisites

Prerequisite: BSC 2011, BSC 2011L, CHM 1046, and CHM 1046L with a grade of "C" or higher.

V. Upper Division Core Course

No. This course is an upper division elective course.

VI. Program Mission Statement

The Bachelor of Science in Biological Science program equips students with a comprehensive understanding of biology, including molecular, cellular, organismal, and ecological. Through rigorous coursework and hands-on laboratory experiences, the program fosters critical thinking, scientific inquiry, and problem-solving skills. Graduates will be prepared to pursue advanced studies or careers in biological research, healthcare, education, environmental science, biotechnology, and related fields.

VII. Program Outcomes

- Demonstrate a comprehensive knowledge of the factual and theoretical basis of biology, biological diversity and evolution at the molecular, cellular, organism, and population levels.
- Apply the scientific method to develop testable hypotheses, conduct experiments using standard laboratory or field techniques, record, analyze and communicate data and results.
- Evaluate scientific data, evidence, research methods, and theories.
- Generate new ideas and/or testable hypotheses in the biological sciences.
- Communicate complex scientific concepts, ideas, research, data and logic using sources and evidence in both written and oral formats.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Identify and discuss the significance of plants, including nonvascular and vascular plants, as well as the significance of algae in the evolution of plants.
- B. Recognize tissue, leaf structure and overall development of plants and evolution.
- C. Identify structure, development, and modification of plant organs.
- D. Identify and recognize plant reproduction including pollination and seed dispersal.
- E. Identify and recognize secondary growth of plants.
- F. Identify the significance of plant metabolism, and the important roles of secondary metabolites.
- G. Recognize the impact of the environment on plant development.
- H. Recognize and summarize the way a cladogram is used to classify and show evolution of plants.

Course Content

- 1. Botany and the Nature of Life
- 2. Plant Cells and Tissues
- 3. Roots and Soils
- 4. Stems and Leaves
- 5. Flowers, Fruits, and Seeds
- 6. Water in Plants
- 7. Plant Metabolism
- 8. Growth and Development
- 9. Meiosis and Alternation of Generations
- 10. Genetics and Molecular Biology
- 11. Plant Breeding, Propagation, and Biotechnology
- 12. Evolution
- 13. Plant Names and Classification
- 14. Introduction to the Plant Kingdom: Bryophytes
- 15. The Seedless Vascular Plants: Ferns and Their Relatives
- 16. Introduction to Seed Plants: Gymnosperms
- 17. Seed Plants: Angiosperms

IX. Special Course Requirements

None

X. Course Support Materials

May include but not be limited to the following: textbook with instructor's resource materials, lab manuals, and reading supplements.

XI. Criteria for Student Evaluations

Items which may be used to evaluate students for grading purposes, but not limited to, are tests, quizzes, homework, projects, presentations or essays.

XII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIII. Faculty Review/Revision

Kim Van Vliet, Jennifer Gibson, Breanna Korsman-Thomas, Earl Larson, Linda Mackie, James McCaughern-Carucci, Dawn McLane, Karen Meyer, Clay Moore, Karen Moore, Cory Roberts, Dana Smith, Misty Sutton, Werner Williams, 1/10/2025

XIV. Administrator Review/Revision

Billy Veczko, 1/10/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

BSC 3312 Principles of Marine Biology

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course examines the ocean environment, the abiotic and biotic factors that control marine populations, and the physical and behavioral adaptations of various organisms to their liquid environment.

IV. Prerequisites and/or Co-requisites

Prerequisite: BSC 2011 and BSC 2011L with a grade of "C" or higher.

V. Upper Division Core Course

No. This course is an upper division elective course.

VI. Program Mission Statement

The Bachelor of Science in Biological Science program equips students with a comprehensive understanding of biology, including molecular, cellular, organismal, and ecological. Through rigorous coursework and hands-on laboratory experiences, the program fosters critical thinking, scientific inquiry, and problem-solving skills. Graduates will be prepared to pursue advanced studies or careers in biological research, healthcare, education, environmental science, biotechnology, and related fields.

VII. Program Outcomes

- Demonstrate a comprehensive knowledge of the factual and theoretical basis of biology, biological diversity and evolution at the molecular, cellular, organism, and population levels.
- Apply the scientific method to develop testable hypotheses, conduct experiments using standard laboratory or field techniques, record, analyze and communicate data and results.
- Evaluate scientific data, evidence, research methods, and theories.
- Generate new ideas and/or testable hypotheses in the biological sciences.
- Communicate complex scientific concepts, ideas, research, data and logic using sources and evidence in both written and oral formats.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Describe how abiotic factors including waves, tides, wind, pressure, salinity, oxygen exchange, and climate change determine marine life distribution patterns.
- B. Evaluate the physical, genetic, and behavioral traits of marine organisms in order to organize and classify them.
- C. Compare and contrast organisms' unique adaptations in relation to the physical environments in which they live.
- D. Describe the ecological role of various organisms in marine ecosystems including their fitness for their environment and interactions within and between species.
- E. Produce a research paper or class presentation related to a marine biology topic.

IX. Course Content

1. The Science of Marine Biology
2. Chemical and Physical Features of the Ocean
3. Marine Microbes
4. Multicellular Primary Producers: Seaweeds and Plants
5. Marine Invertebrates
6. Marine Fishes
7. Marine Reptiles, Birds, and Mammals
8. An Introduction to Marine Ecology
9. Estuaries: Where Rivers Meet the Sea
10. Zonal Marine Life: Intertidal, Continental Shelf, Surface, and Depths
11. Coral Reefs
12. The Impact of Humans on the Marine Environment

X. Special Course Requirements

None

XI. Course Support Materials

May include but not be limited to the following: textbook with instructor's resource materials, lab manuals, and reading supplements.

XII. Criteria for Student Evaluations

Items which may be used to evaluate students for grading purposes, but not limited to, are tests, quizzes, homework, projects, presentations or essays.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Kim Van Vliet, Jennifer Gibson, Breanna Korsman-Thomas, Earl Larson, Linda Mackie, James McCaughern-Carucci, Dawn McLane, Karen Meyer, Clay Moore, Karen Moore, Cory Roberts, Dana Smith, Misty Sutton, Werner Williams, 1/10/2025

XV. Administrator Review/Revision

Billy Veczko, 1/10/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

BSC 3464 Biotechnology I

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course examines the gene and genetics, molecular biotechnology, theories and applications of biotechnology research, genome analysis and bioinformatics. Also discussed are biotechnology of microbial systems used in diagnosis, therapeutics, and vaccines.

IV. Prerequisites and/or Co-requisites

Prerequisite: BSC 2010, BSC 2010L, CHM 1045, CHM 1045L, PCB 3063, and PCB 3063L with a grade of "C" or higher.

Corequisite: BSC 3464L

V. Upper Division Core Course

Yes.

VI. Program Mission Statement

The Bachelor of Science in Biological Science program equips students with a comprehensive understanding of biology, including molecular, cellular, organismal, and ecological. Through rigorous coursework and hands-on laboratory experiences, the program fosters critical thinking, scientific inquiry, and problem-solving skills. Graduates will be prepared to pursue advanced studies or careers in biological research, healthcare, education, environmental science, biotechnology, and related fields.

VII. Program Outcomes

- Demonstrate a comprehensive knowledge of the factual and theoretical basis of biology, biological diversity and evolution at the molecular, cellular, organism, and population levels.
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- Evaluate scientific data, evidence, research methods, and theories.
- Generate new ideas and/or testable hypotheses in the biological sciences.
- Communicate complex scientific concepts, ideas, research, data and logic using sources and evidence in both written and oral formats.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Evaluate and describe principles, models, and process of biotechnology.
- B. Compare and contrast gene expression and control of gene expression in prokaryotes and eukaryotes.
- C. Describe and compare various techniques of DNA and RNA based technology.
- D. Describe and compare various techniques of functional genomics.
- E. Describe and compare various techniques of proteomics, including protein expression and protein engineering.
- F. Demonstrate knowledge and use of biotechnology in research such as diagnostics, therapeutics, and environmental applications.

IX. Course Content

1. Introduction to Biotechnology
2. An Introduction to Genes and Genomes
3. Recombinant DNA Technology and Genomics
4. Proteins as Products
5. Microbial Biotechnology
6. Plant Biotechnology
7. Animal Biotechnology
8. DNA Fingerprinting and Forensic Analysis
9. Bioremediation
10. Aquatic Biotechnology
11. Medical Biotechnology
12. Biotechnology Regulations
13. Ethics and Biotechnology

X. Special Course Requirements

None

XI. Course Support Materials

May include but not be limited to the following: textbook with instructor's resource materials, lab manuals, and reading supplements.

XII. Criteria for Student Evaluations

Items which may be used to evaluate students for grading purposes, but not limited to, are tests, quizzes, homework, projects, presentations or essays.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Kim Van Vliet, Jennifer Gibson, Breanna Korsman-Thomas, Earl Larson, Linda Mackie, James McCaughern-Carucci, Dawn McLane, Karen Meyer, Clay Moore, Karen Moore, Cory Roberts, Dana Smith, Misty Sutton, Werner Williams, 1/10/2025

XV. Administrator Review/Revision

Billy Veczko, 1/10/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

BSC 3464L Laboratory for Biotechnology I

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

1 credit hour, 3 contact hours

III. Course Description

Students examine techniques and applications of biotechnology, recombinant DNA technology, with applications in plant and animal systems, and the impacts of biotechnology on society in a laboratory setting.

IV. Prerequisites and/or Co-requisites

Prerequisite: BSC 2010, BSC 2010L, CHM 1045, CHM 1045L, PCB 3063, and PCB 3063L with a grade of "C" or higher.

Co-requisite: BSC 3464

V. Upper Division Core Course

Yes.

VI. Program Mission Statement

The Bachelor of Science in Biological Science program equips students with a comprehensive understanding of biology, including molecular, cellular, organismal, and ecological. Through rigorous coursework and hands-on laboratory experiences, the program fosters critical thinking, scientific inquiry, and problem-solving skills. Graduates will be prepared to pursue advanced studies or careers in biological research, healthcare, education, environmental science, biotechnology, and related fields.

VII. Program Outcomes

- Demonstrate a comprehensive knowledge of the factual and theoretical basis of biology, biological diversity and evolution at the molecular, cellular, organism, and population levels.
- Apply the scientific method to develop testable hypotheses, conduct experiments using standard laboratory or field techniques, record, analyze and communicate data and results.
- Evaluate scientific data, evidence, research methods, and theories.
- Generate new ideas and/or testable hypotheses in the biological sciences.
- Communicate complex scientific concepts, ideas, research, data and logic using sources and evidence in both written and oral formats.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Describe laboratory safety protocols regarding chemicals and equipment in the laboratory.
- B. Obtain information of the chemicals used in the laboratory from MSDS.
- C. Perform quantification of DNA and protein
- D. Perform plant DNA isolation and gel electrophoresis.
- E. Perform polymerase chain reaction and purification of a specific gene.
- F. Successfully clone a specific gene into a plasmid vector and perform transformation.
- G. Perform research techniques including protein isolation, western blot analysis, ELISA, gene sequencing, mutagenesis and real-time PCR.
- H. Conduct genomic analysis and the use of bioinformatics to answer biological questions.
- I. Apply effective strategies for maintaining accurate record-keeping and generating comprehensive results.

IX. Course Content

1. Lab Safety, laboratory record keeping, micropipetting, bacterial culture techniques, aseptic technique.
2. Knowledge of laboratory equipment use, calibration and validation.
3. Use of scientific notation and significant figures.
4. Transformation or transfection of model organisms.
5. Methods of chromosomal and plasmid DNA isolation, purification, and quantification.
6. Polymerase Chain Reaction (PCR).
7. Recombinant DNA and cloning techniques, including the use of restriction enzymes.
8. DNA sequencing and analysis, Genomic and proteomic databases.
9. Methods of molecule/protein isolation, purification, expression, and quantification.
10. Gel electrophoresis.
11. Immunoassays.
12. Differences between sterilization, decontamination, and disinfection.
13. Laboratory Report Writing.

X. Special Course Requirements

None.

XI. Course Support Materials

May include but not be limited to the following: textbook with instructor's resource materials, lab manuals, and reading supplements.

XII. Criteria for Student Evaluations

Items which may be used to evaluate students for grading purposes, but not limited to, are tests, quizzes, homework, projects, presentations or essays.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Kim Van Vliet, Jennifer Gibson, Breanna Korsman-Thomas, Earl Larson, Linda Mackie, James McCaughern-Carucci, Dawn McLane, Karen Meyer, Clay Moore, Karen Moore, Cory Roberts, Dana Smith, Misty Sutton, Werner Williams, 1/10/2025

XV. Administrator Review/Revision

Billy Veczko, 1/10/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

BSC 4848 Scientific Communication

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

Introduces students interested in scientific research to various techniques and software important for data processing and presentation of research data. Students learn to effectively present research to the general public and to the scientific community in written form, such as research proposals, conference presentations, seminars and publications.

IV. Prerequisites and/or Co-requisites

None.

V. Upper Division Core Course

Yes.

VI. Program Mission Statement

The Bachelor of Science in Biological Science program equips students with a comprehensive understanding of biology, including molecular, cellular, organismal, and ecological. Through rigorous coursework and hands-on laboratory experiences, the program fosters critical thinking, scientific inquiry, and problem-solving skills. Graduates will be prepared to pursue advanced studies or careers in biological research, healthcare, education, environmental science, biotechnology, and related fields.

VII. Program Outcomes

- Demonstrate a comprehensive knowledge of the factual and theoretical basis of biology, biological diversity and evolution at the molecular, cellular, organism, and population levels.
- Apply the scientific method to develop testable hypotheses, conduct experiments using standard laboratory or field techniques, record, analyze and communicate data and results.
- Evaluate scientific data, evidence, research methods, and theories.
- Generate new ideas and/or testable hypotheses in the biological sciences.
- Communicate complex scientific concepts, ideas, research, data and logic using sources and evidence in both written and oral formats.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Access, search, archive and cite scientific literature.
- B. Convey scientific information via oral communication.
- C. Write and prepare scientific reports, documents, and manuscripts.
- D. Understand the various pathways for publication of scientific work.
- E. Understand and execute acceptable methods of establishing contact and communicating with peers and collaborators.
- F. Recall skills beneficial to attaining employment.

IX. Course Content

1. Communicating scientific information: Attributes and principles of scientific communication
2. Writing effectively: Communicating science effectively using plain language principles; using correct words, and crafting sentences and paragraphs
3. Writing manuscripts: Types of scientific manuscripts (analytic and descriptive); components of a scientific manuscript.
4. Writing abstracts: Abstract writing and analysis; ancillary materials (how to write a title, etc.)
5. Publishing manuscripts: Literature review (search engines and databases); plagiarism; journal selection; submission process
6. Data visualization: Qualitative and quantitative data; effective visual display of data
7. Communicating data effectively: Telling a story using data; communicating data to non-scientists
8. The editing process: Understand the editing process; different levels of editing. Draft Outline.
9. Writing persuasive messages: Types of messages (persuasive and informative). Research proposals.
10. Creating effective posters: The principles of poster design
11. Creating effective slides: The principles of slide design and delivering effective presentations: The principles of oral presentations; creating an “elevator speech”; handling questions and answers at conferences
12. Writing for media: The dos and don’ts of social media message creation and blogs. Writing press releases: Engaging with the media; writing a press release. Communication with infographics: Presenting data visually using infographics.

X. Special Course Requirements

None

XI. Course Support Materials

May include but not be limited to the following: textbook with instructor’s resource materials, lab manuals, and reading supplements.

XII. Criteria for Student Evaluations

Items which may be used to evaluate students for grading purposes, but not limited to, are tests, quizzes, homework, projects, presentations or essays.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Kim Van Vliet, Jennifer Gibson, Breanna Korsman-Thomas, Earl Larson, Linda Mackie, James McCaughern-Carucci, Dawn McLane, Karen Meyer, Clay Moore, Karen Moore, Cory Roberts, Dana Smith, Misty Sutton, Werner Williams, 1/10/2025

XV. Administrator Review/Revision

Billy Veczko, 1/10/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

BSC 4900 Senior Capstone

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

2 credit hours, 2 contact hours

III. Course Description

Special topic supervised study or research participation in the area of the faculty member's research.

IV. Prerequisites and/or Co-requisites

Prerequisite: BSC 2086 and BSC 2086L with a grade of "C" or higher.

V. Upper Division Core Course

Yes

VI. Program Mission Statement

The Bachelor of Science in Biological Science program equips students with a comprehensive understanding of biology, including molecular, cellular, organismal, and ecological. Through rigorous coursework and hands-on laboratory experiences, the program fosters critical thinking, scientific inquiry, and problem-solving skills. Graduates will be prepared to pursue advanced studies or careers in biological research, healthcare, education, environmental science, biotechnology, and related fields.

VII. Program Outcomes

- Demonstrate a comprehensive knowledge of the factual and theoretical basis of biology, biological diversity and evolution at the molecular, cellular, organism, and population levels.
- Apply the scientific method to develop testable hypotheses, conduct experiments using standard laboratory or field techniques, record, analyze and communicate data and results.
- Evaluate scientific data, evidence, research methods, and theories.
- Generate new ideas and/or testable hypotheses in the biological sciences.
- Communicate complex scientific concepts, ideas, research, data and logic using sources and evidence in both written and oral formats.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Demonstrate an understanding of how research is conducted in the field of biological science.
- B. Perform laboratory research techniques and demonstrate an understanding of how research is conducted through experimental design and data analysis.
- C. Demonstrate effective problem solving and communication skills.

IX. Course Content

Course content will be determined upon mutual agreement between the student and faculty mentor.

X. Special Course Requirements

None

XI. Course Support Materials

May include but not be limited to the following: textbook with instructor's resource materials, lab manuals, and reading supplements.

XII. Criteria for Student Evaluations

Items which may be used to evaluate students for grading purposes, but not limited to, are tests, quizzes, homework, projects, presentations or essays.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Kim Van Vliet, Jennifer Gibson, Breanna Korsman-Thomas, Earl Larson, Linda Mackie, James McCaughern-Carucci, Dawn McLane, Karen Meyer, Clay Moore, Karen Moore, Cory Roberts, Dana Smith, Misty Sutton, Werner Williams, 1/10/2025

XV. Administrator Review/Revision

Billy Veczko, 1/10/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

BSC 4905 Supervised Research in Biology

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

2 credit hours, 2 contact hours

III. Course Description

This course is designed to allow students to participate in a supervised study or research participation in a specific science-related area in biology. Students must have instructor approval of the topic before enrolling in the course. This course is only open to Biology majors.

IV. Prerequisites and/or Co-requisites

Prerequisites: BSC 2011, BSC 2011L, CHM 1046, and CHM 1046L with a grade of "C" or higher.

V. Upper Division Core Course

Yes.

VI. Program Mission Statement

The Bachelor of Science in Biological Science program equips students with a comprehensive understanding of biology, including molecular, cellular, organismal, and ecological. Through rigorous coursework and hands-on laboratory experiences, the program fosters critical thinking, scientific inquiry, and problem-solving skills. Graduates will be prepared to pursue advanced studies or careers in biological research, healthcare, education, environmental science, biotechnology, and related fields.

VII. Program Outcomes

- Demonstrate a comprehensive knowledge of the factual and theoretical basis of biology, biological diversity and evolution at the molecular, cellular, organism, and population levels.
- Apply the scientific method to develop testable hypotheses, conduct experiments using standard laboratory or field techniques, record, analyze and communicate data and results.
- Evaluate scientific data, evidence, research methods, and theories.
- Generate new ideas and/or testable hypotheses in the biological sciences.
- Communicate complex scientific concepts, ideas, research, data and logic using sources and evidence in both written and oral formats.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Review current literature to research what is known about their specific project topic.
- B. Conduct scientific research on a specific project topic driven by a specific hypothesis.
- C. Analyze data and formulate conclusions based on data collected under the instructor's supervision.
- D. Communicate results of the research project.

IX. Course Content

- A. Research Lab Safety.
- B. Literature review
- C. Draft Proposal.
- D. Research Experiments and Data Collection.
- E. Data Analysis, Results, Discussion, and Conclusions.
- F. Presentation of Research Projects.
- G. Peer Review as a Process.

X. Special Course Requirements

None

XI. Course Support Materials

May include but not be limited to the following: textbook with instructor's resource materials, lab manuals, and reading supplements.

XII. Criteria for Student Evaluations

Items which may be used to evaluate students for grading purposes, but not limited to, are tests, quizzes, homework, projects, presentations or essays.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Kim Van Vliet, Jennifer Gibson, Breanna Korsman-Thomas, Earl Larson, Linda Mackie, James McCaughern-Carucci, Dawn McLane, Karen Meyer, Clay Moore, Karen Moore, Cory Roberts, Dana Smith, Misty Sutton, Werner Williams, 1/10/2025

XV. Administrator Review/Revision

Billy Veczko, 1/10/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

MCB 4503 Virology

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course is a study of the biological basis of viral structure and life cycle. It will emphasize viral infections, the principles of the host-parasite relationship, the pathogenic characteristics and virulence factors of viruses, and the various modes of action of antiviral agents.

IV. Prerequisites and/or Co-requisites

Prerequisite: MCB 2010, MCB 2010L, PCB 3023, and PCB 3023L with a grade of "C" or higher.

V. Upper Division Core Course

No. This course is an upper division elective.

VI. Program Mission Statement

The Bachelor of Science in Biological Science program equips students with a comprehensive understanding of biology, including molecular, cellular, organismal, and ecological. Through rigorous coursework and hands-on laboratory experiences, the program fosters critical thinking, scientific inquiry, and problem-solving skills. Graduates will be prepared to pursue advanced studies or careers in biological research, healthcare, education, environmental science, biotechnology, and related fields.

VII. Program Outcomes

- Demonstrate a comprehensive knowledge of the factual and theoretical basis of biology, biological diversity and evolution at the molecular, cellular, organism, and population levels.
- Apply the scientific method to develop testable hypotheses, conduct experiments using standard laboratory or field techniques, record, analyze and communicate data and results.
- Evaluate scientific data, evidence, research methods, and theories.
- Generate new ideas and/or testable hypotheses in the biological sciences.
- Communicate complex scientific concepts, ideas, research, data and logic using sources and evidence in both written and oral formats.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Demonstrate knowledge of the structure, function, and nomenclature of viruses.
- B. Demonstrate knowledge of viral identification and diagnostic methodologies.
- C. Demonstrate knowledge of the virulence mechanisms of viruses.
- D. Demonstrate knowledge of the basic concepts of viral life cycles.
- E. Demonstrate the application of interdisciplinary natural science curricula to biomedical sciences.
- F. Evaluate experiments for proper use of the scientific method and be able to distinguish between scientific and non-scientific explanations.
- G. Identify unifying principles and repeatable patterns in nature, the values of natural diversity, and apply them to problems or issues of a scientific nature.
- H. Analyze and discuss the impact of scientific discovery on human thought and behavior.

IX. Course Content

- 1. Fundamentals of Molecular and Cellular Virology
- 2. The Virus Replication Cycle
- 3. Viral Attachment, Penetration and Uncoating
- 4. Gene Expression and Genome Replication in Model Bacteriophages
- 5. Gene Expression and Genome Replication in Positive-Strand, Negative Strand and Double-Stranded RNA Viruses
- 6. Gene Expression and Genome Replication in Single-Stranded and Double-DNA Viruses
- 7. Gene Expression and Genome Replication in Retroviruses and Hepadnaviruses
- 8. Virus Assembly, Release and Maturation
- 9. Virus-Interactions During Lytic Growth
- 10. Persistent Viral Infections
- 11. Viral Evasion of Innate and Adaptive Host Defenses
- 12. Medical Applications of Molecular and Cellular Virology
- 13. Viral Diversity, Origins and Evolution
- 14. Viruses and Public Health

X. Special Course Requirements

None

XI. Course Support Materials

May include but not be limited to the following: textbook with instructor's resource materials, lab manuals, and reading supplements.

XII. Criteria for Student Evaluations

Items which may be used to evaluate students for grading purposes, but not limited to, are tests, quizzes, homework, projects, presentations or essays.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Kim Van Vliet, Jennifer Gibson, Breanna Korsman-Thomas, Earl Larson, Linda Mackie, James McCaughern-Carucci, Dawn McLane, Karen Meyer, Clay Moore, Karen Moore, Cory Roberts, Dana Smith, Misty Sutton, Werner Williams, 1/10/2025

XV. Administrator Review/Revision

Billy Veczko, 1/10/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

PCB 3023 Cell Biology

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course is a study of cell structure and function of prokaryotic and eukaryotic cells, with emphasis on intracellular processes. Structure and functions of the different sub-cellular components are covered. Topics include exocytosis, endocytosis, membrane transport, the cytoskeleton, protein targeting, organelle structure and function, protein sorting, motility, and cell-to-cell interactions. Significant emphasis is placed on the process of signal transduction and cellular functions that are required for cell growth and programmed cell death, as well as how perturbations in these processes can result in human diseases.

IV. Prerequisites and/or Co-requisites

Prerequisite: BSC 2011, BSC 2011L, BCH 4053, and BCH 4053L with a grade of "C" or higher.

Corequisite: PCB 3023L

V. Upper Division Core Course

Yes.

VI. Program Mission Statement

The Bachelor of Science in Biological Science program equips students with a comprehensive understanding of biology, including molecular, cellular, organismal, and ecological. Through rigorous coursework and hands-on laboratory experiences, the program fosters critical thinking, scientific inquiry, and problem-solving skills. Graduates will be prepared to pursue advanced studies or careers in biological research, healthcare, education, environmental science, biotechnology, and related fields.

VII. Program Outcomes

- Demonstrate a comprehensive knowledge of the factual and theoretical basis of biology, biological diversity and evolution at the molecular, cellular, organism, and population levels.
- Apply the scientific method to develop testable hypotheses, conduct experiments using standard laboratory or field techniques, record, analyze and communicate data and results.
- Evaluate scientific data, evidence, research methods, and theories.
- Generate new ideas and/or testable hypotheses in the biological sciences.

- Communicate complex scientific concepts, ideas, research, data and logic using sources and evidence in both written and oral formats.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Identify the historical events that resulted in the development of contemporary cell biology.
- B. Identify the basic organization of cell structures.
- C. Explain the structure and function of cell membranes.
- D. Explain the role of cellular processes as they relate to cell structure and function: bioenergetics, metabolism, signal transduction, and protein functions.
- E. Explain the steps and regulation of gene expression in different types of cells.
- F. Illustrate the diversity of pathways associated with normal control and regulation of the cell cycle.

IX. Course Content

1. Cells, Genomes and the Diversity of Life.
2. Cell Chemistry and Bioenergetics.
3. Proteins.
4. DNA, Chromosomes and Genomes.
5. DNA Replication, Repair and Recombination.
6. Transcription and translation.
7. Control of Gene Expression.
8. Visualizing Cells and Molecules.
9. Small Molecule Transport and Electrical Properties of Membranes.
10. Intracellular Organization and Protein Sorting.
11. Intracellular Membrane Traffic.
12. Cell Signaling.
13. The Cytoskeleton.
14. The Cell Cycle.
15. Cell Death.

X. Special Course Requirements

None

XI. Course Support Materials

May include but not be limited to the following: textbook with instructor's resource materials, lab manuals, and reading supplements.

XII. Criteria for Student Evaluations

Items which may be used to evaluate students for grading purposes, but not limited to, are tests, quizzes, homework, projects, presentations or essays.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Kim Van Vliet, Jennifer Gibson, Breanna Korsman-Thomas, Earl Larson, Linda Mackie, James McCaughern-Carucci, Dawn McLane, Karen Meyer, Clay Moore, Karen Moore, Cory Roberts, Dana Smith, Misty Sutton, Werner Williams, 1/10/2025

XV. Administrator Review/Revision

Billy Veczko, 1/10/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

PCB 3023L Laboratory for Cell Biology

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

1 credit hours, 3 contact hours

III. Course Description

This laboratory course will consist of experiments that teach and apply fundamental techniques used in cell biology such as isolation and study of cellular organelles, sub-cellular fractionation, protein isolation, detection, and activity.

IV. Prerequisites and/or Co-requisites

Prerequisite: BSC 2011, BSC 2011L, BCH 4053, and BCH 4053L with a grade of "C" or higher.

Co-requisite: PCB 3023

V. Upper Division Core Course

Yes.

VI. Program Mission Statement

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VII. Program Outcomes

- Demonstrate a comprehensive knowledge of the factual and theoretical basis of biology, biological diversity and evolution at the molecular, cellular, organism, and population levels.
- Apply the scientific method to develop testable hypotheses, conduct experiments using standard laboratory or field techniques, record, analyze and communicate data and results.
- Evaluate scientific data, evidence, research methods, and theories.
- Generate new ideas and/or testable hypotheses in the biological sciences.
- Communicate complex scientific concepts, ideas, research, data and logic using sources and evidence in both written and oral formats.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Illustrate advanced techniques of microscopy that provide an understanding of various cell types and methods of identification.
- B. Perform standard cell biology protocols that focus on cellular protein isolation and analysis of protein activity.
- C. Analyze and interpret scientific data to gain confidence and skill in problem solving techniques.

IX. Course Content

1. Solution-Making and pH Monitoring
2. Spectrophotometry
3. PCR
4. Protein Isolation, Detection and Purification
5. Chromatography
6. PAGE and Protein Transfer
7. Subcellular Fractionation
8. Enzyme kinetics
9. Laboratory Report Writing

X. Special Course Requirements

None.

XI. Course Support Materials

May include but not be limited to the following: textbook with instructor's resource materials, lab manuals, and reading supplements.

XII. Criteria for Student Evaluations

Items which may be used to evaluate students for grading purposes, but not limited to, are tests, quizzes, homework, projects, presentations or essays.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Kim Van Vliet, Jennifer Gibson, Breanna Korsman-Thomas, Earl Larson, Linda Mackie, James McCaughern-Carucci, Dawn McLane, Karen Meyer, Clay Moore, Karen Moore, Cory Roberts, Dana Smith, Misty Sutton, Werner Williams, 1/10/2025

XV. Administrator Review/Revision

Billy Veczko, 1/10/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

PCB 3043 Ecology

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course is an examination of the interrelationships between living things and the physical environment. It includes a survey of the characteristics of ecosystems, properties and principles that impact population structure and fluctuations within them, the development and structure of communities, intra-specific and inter-specific relations, issues in conservation biology and global sustainability. Basic principles of ecology at the ecosystem, community, population levels are covered. This course includes a survey of nutrient cycling, energy flow and ecological modeling of ecosystems. This course addresses both theoretical and empirical ecology as well as applied ecology with special emphasis on Florida's ecosystems and human impacts on them.

IV. Prerequisites and/or Co-requisites

Prerequisite: BSC 2011 and BSC 2011L with a grade of "C" or higher.

Co-requisite: PCB 3043L

V. Upper Division Core Course

Yes

VI. Program Mission Statement

The Bachelor of Science in Biological Science program equips students with a comprehensive understanding of biology, including molecular, cellular, organismal, and ecological. Through rigorous coursework and hands-on laboratory experiences, the program fosters critical thinking, scientific inquiry, and problem-solving skills. Graduates will be prepared to pursue advanced studies or careers in biological research, healthcare, education, environmental science, biotechnology, and related fields.

VII. Program Outcomes

- Demonstrate a comprehensive knowledge of the factual and theoretical basis of biology, biological diversity and evolution at the molecular, cellular, organism, and population levels.
- Apply the scientific method to develop testable hypotheses, conduct experiments using standard laboratory or field techniques, record, analyze and communicate data and results.
- Evaluate scientific data, evidence, research methods, and theories.
- Generate new ideas and/or testable hypotheses in the biological sciences.
- Communicate complex scientific concepts, ideas, research, data and logic using sources and evidence in both written and oral formats.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Explain the history of ecology and the techniques used to study ecology.
- B. Distinguish the physical (abiotic) factors within an environment.
- C. Analyze organismic ecology, including behavioral and physiological adaptations to the physical environment.
- D. Summarize population ecology, including properties of populations, characteristics of population growth, and interactions within a population.
- E. Summarize the concept of community ecology, including interactions between populations, community structure, community dynamics and control processes and the causes and consequences of spatial patterns of communities.
- F. Summarize the ecosystem ecology, including ecosystem energetics, nutrient cycling, and comparison of types of biomes.
- G. Summarize landscape ecology and conservation.

IX. Course Content

1. The Nature of Ecology
2. Climate
3. The Aquatic Environment
4. The Terrestrial Environment
5. Adaptation and Natural Selection
6. Plant Adaptations to the Environment
7. Animal Adaptations to the Environment
8. Properties of Populations
9. Population Growth
10. Life History
11. Intraspecific Population Regulation
12. Species Interactions, Population Dynamics, and Natural Selection
13. Interspecific Competition
14. Predation
15. Parasitism and Mutualism
16. Community Structure

X. Special Course Requirements

None

XI. Course Support Materials

May include but not be limited to the following: textbook with instructor's resource materials, lab manuals, and reading supplements.

XII. Criteria for Student Evaluations

Items which may be used to evaluate students for grading purposes, but not limited to, are tests, quizzes, homework, projects, presentations or essays.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Kim Van Vliet, Jennifer Gibson, Breanna Korsman-Thomas, Earl Larson, Linda Mackie, James McCaughern-Carucci, Dawn McLane, Karen Meyer, Clay Moore, Karen Moore, Cory Roberts, Dana Smith, Misty Sutton, Werner Williams, 1/10/2025

XV. Administrator Review/Revision

Billy Veczko, 1/10/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

PCB 3043L Laboratory for Ecology

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

1 credit hours, 3 contact hours

III. Course Description

This course is designed to provide experience in scientific methods in the field of ecology. Students will interrelate the different levels of ecological study and unify these via evolutionary and behavioral ecology. This course will address both theoretical and empirical ecology as well as applied ecology with special emphasis on Florida's ecosystems and human impacts on them.

IV. Prerequisites and/or Co-requisites

Prerequisite: BSC 2011 and BSC 2011L with a grade of "C" or higher.

Co-requisite: PCB 3043

V. Upper Division Core Course

Yes.

VI. Program Mission Statement

The Bachelor of Science in Biological Science program equips students with a comprehensive understanding of biology, including molecular, cellular, organismal, and ecological. Through rigorous coursework and hands-on laboratory experiences, the program fosters critical thinking, scientific inquiry, and problem-solving skills. Graduates will be prepared to pursue advanced studies or careers in biological research, healthcare, education, environmental science, biotechnology, and related fields.

VII. Program Outcomes

- Demonstrate a comprehensive knowledge of the factual and theoretical basis of biology, biological diversity and evolution at the molecular, cellular, organism, and population levels.
- Apply the scientific method to develop testable hypotheses, conduct experiments using standard laboratory or field techniques, record, analyze and communicate data and results.
- Evaluate scientific data, evidence, research methods, and theories.
- Generate new ideas and/or testable hypotheses in the biological sciences.
- Communicate complex scientific concepts, ideas, research, data and logic using sources and evidence in both written and oral formats.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Demonstrate their knowledge of the history of ecology and practice the techniques used to study ecology.
- B. Discriminate the physical (abiotic) factors within an environment.
- C. Compare organismic ecology, including behavioral and physiological adaptations of plants and animals in response to the physical environment.
- D. Summarize population ecology, including properties of populations, characteristics of population growth and interactions within a population.
- E. Summarize the concept of community ecology, including interactions between populations, community structure, community dynamics and control processes.
- F. Summarize the ecosystem ecology, including ecosystem energetics, nutrient cycling, and comparison of types of biomes.

IX. Course Content

- 1. The Nature of Data
- 2. The Process of Science
- 3. Soil Analysis
- 4. Oxygen and Carbon Dioxide Cycling
- 5. Population Growth
- 6. Age Distribution and Survivorship
- 7. Terrestrial Plant Community Assessment
- 8. Stream Ecosystem Assessment
- 9. Micro Community Assessment
- 10. Sampling a Plant Community
- 11. Sampling Animal Communities
- 12. Species Diversity
- 13. Primary Production in an Aquatic Community
- 14. Competition
- 15. Natural Selection
- 16. Adaptations of Animals to Their Environment
- 17. Adaptations of Plants to Their Environment

X. Special Course Requirements

None.

XI. Course Support Materials

May include but not be limited to the following: textbook with instructor's resource materials, lab manuals, and reading supplements.

XII. Criteria for Student Evaluations

Items which may be used to evaluate students for grading purposes, but not limited to, are tests, quizzes, homework, projects, presentations or essays.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Kim Van Vliet, Jennifer Gibson, Breanna Korsman-Thomas, Earl Larson, Linda Mackie, James McCaughern-Carucci, Dawn McLane, Karen Meyer, Clay Moore, Karen Moore, Cory Roberts, Dana Smith, Misty Sutton, Werner Williams, 1/10/2025

XV. Administrator Review/Revision

Billy Veczko, 1/10/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

PCB 3063 Genetics

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course covers fundamental properties of inheritance in eukaryotic organisms emphasizing examples in man. Basic concepts are developed for the nature, organization, transmission, expression, recombination, and function of genetic materials, and principles are derived for genetically characterizing populations.

IV. Prerequisites and/or Co-requisites

Prerequisite: BSC 2010, BSC 2010L, CHM 2210, and CHM 2210L with a grade of "C" or higher

Co-requisite: PCB 3063L

V. Upper Division Core Course

Yes.

VI. Program Mission Statement

The Bachelor of Science in Biological Science program equips students with a comprehensive understanding of biology, including molecular, cellular, organismal, and ecological. Through rigorous coursework and hands-on laboratory experiences, the program fosters critical thinking, scientific inquiry, and problem-solving skills. Graduates will be prepared to pursue advanced studies or careers in biological research, healthcare, education, environmental science, biotechnology, and related fields.

VII. Program Outcomes

- Demonstrate a comprehensive knowledge of the factual and theoretical basis of biology, biological diversity and evolution at the molecular, cellular, organism, and population levels.
- Apply the scientific method to develop testable hypotheses, conduct experiments using standard laboratory or field techniques, record, analyze and communicate data and results.
- Evaluate scientific data, evidence, research methods, and theories.
- Generate new ideas and/or testable hypotheses in the biological sciences.
- Communicate complex scientific concepts, ideas, research, data and logic using sources and evidence in both written and oral formats.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Compare and describe different patterns of inheritance as well as to perform genetic mapping.
- B. Describe the molecular structure of nucleic acids, chromosomes, the principles of gene expression, and the various types of mutations.
- C. Outline the types and effects of recombination as well as to list the various tools and techniques used in biotechnology.
- D. Explain various types of gene and cell cycle regulation in eukaryotic and prokaryotic organisms.
- E. Describe several tools available to analyze and compare genomes.
- F. Describe the importance and function of genetics in populations and evolution.

IX. Course Content

- 1. Genes, Chromosomes, and Heredity
- 2. Mendelian Genetics and Applications.
- 3. Chromosome Mapping.
- 4. Sex Determination, Sex Chromosomes and Chromosome Mutations.
- 5. DNA Analysis, Replication, Recombination, and Chromosomal Organization.
- 6. The Genetic Code and Transcription and Translation into Proteins.
- 7. Gene Mutation, DNA Repair and Transposition.
- 8. Gene Expression in Prokaryotes and Eukaryotes.
- 9. Epigenetics.
- 10. Recombinant DNA Technology, Genetic Engineering and Biotechnology.
- 11. Genomic Analysis.
- 12. Genetic Analysis of Organisms and Populations.
- 13. Special Topics – CRISPR, Forensics, Precision Medicine, Gene Therapy.

X. Special Course Requirements

None

XI. Course Support Materials

May include but not be limited to the following: textbook with instructor's resource materials, lab manuals, and reading supplements.

XII. Criteria for Student Evaluations

Items which may be used to evaluate students for grading purposes, but not limited to, are tests, quizzes, homework, projects, presentations or essays.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Kim Van Vliet, Jennifer Gibson, Breanna Korsman-Thomas, Earl Larson, Linda Mackie, James McCaughern-Carucci, Dawn McLane, Karen Meyer, Clay Moore, Karen Moore, Cory Roberts, Dana Smith, Misty Sutton, Werner Williams, 1/10/2025

XV. Administrator Review/Revision

Billy Veczko, 1/10/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

PCB 3063L Laboratory for Genetics

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

1 credit hours, 3 contact hours

III. Course Description

This course focuses on the laboratory methods employed in the field of genetics. Topics include genes, genomes, linkage, inheritance, mutations and population genetics. The laboratory emphasizes basic principles and practice of hands-on methods and techniques, including the application of current instrumental approaches.

IV. Prerequisites and/or Co-requisites

Prerequisite: BSC 2010, BSC 2010L, CHM 2210, and CHM 2210L with a grade of "C" or higher.

Co-requisite: PCB 3063

V. Upper Division Core Course

Yes

VI. Program Mission Statement

The Bachelor of Science in Biological Science program equips students with a comprehensive understanding of biology, including molecular, cellular, organismal, and ecological. Through rigorous coursework and hands-on laboratory experiences, the program fosters critical thinking, scientific inquiry, and problem-solving skills. Graduates will be prepared to pursue advanced studies or careers in biological research, healthcare, education, environmental science, biotechnology, and related fields.

VII. Program Outcomes

- Demonstrate a comprehensive knowledge of the factual and theoretical basis of biology, biological diversity and evolution at the molecular, cellular, organism, and population levels.
- Apply the scientific method to develop testable hypotheses, conduct experiments using standard laboratory or field techniques, record, analyze and communicate data and results.
- Evaluate scientific data, evidence, research methods, and theories.
- Generate new ideas and/or testable hypotheses in the biological sciences.
- Communicate complex scientific concepts, ideas, research, data and logic using sources and evidence in both written and oral formats.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Perform monohybrid and dihybrid crosses in plants and/or animals and to complete statistical analysis of the crosses.
- B. Draw and analyze pedigree charts, perform blood group crosses, and demonstrate polygenic inheritance.
- C. List the causes and types of mutations and analyze selected mutants.
- D. Perform experiments that demonstrate horizontal gene transfer such as transformation, conjugation and/or transduction.

IX. Course Content

1. Experiments in Genetics (*Drosophila*, Maize or other model organism).
2. Principles of Probability.
3. Human Chromosomes; Linkage and Crossing Over.
4. Genetic Material: Isolation of DNA, Restriction Endonuclease Digestion and Gel Electrophoresis.
5. Amplification of DNA Polymorphisms by Polymerase Chain Reaction (PCR) and DNA Fingerprinting.
6. Bacterial Transformation.
7. Gene Action: Synthesis of protein in *Escherichia coli*.
8. Chromatographic Characterization of *Drosophila melanogaster* Mutants.
9. Bacterial Mutagenesis.
10. Gene Recombination in Phage.
11. Population Genetics.
12. Polygenic Inheritance.

X. Special Course Requirements

None

XI. Course Support Materials

May include but not be limited to the following: textbook with instructor's resource materials, lab manuals, and reading supplements.

XII. Criteria for Student Evaluations

Items which may be used to evaluate students for grading purposes, but not limited to, are tests, quizzes, homework, projects, presentations or essays.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Kim Van Vliet, Jennifer Gibson, Breanna Korsman-Thomas, Earl Larson, Linda Mackie, James McCaughern-Carucci, Dawn McLane, Karen Meyer, Clay Moore, Karen Moore, Cory Roberts, Dana Smith, Misty Sutton, Werner Williams, 1/10/2025

XV. Administrator Review/Revision

Billy Veczko, 1/10/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

PCB 3674 Evolutionary Biology

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course is an introduction to modern evolutionary theory. Population genetics, adaptation, speciation, phylogeny, human evolution, and evolutionary genetics are covered.

IV. Prerequisites and/or Co-requisites

Prerequisite: BSC 2011, BSC 2011L, PCB 3063, and PCB 3063L with a grade of "C" or higher.

V. Upper Division Core Course

No. This course is an upper division elective course.

VI. Program Mission Statement

The Bachelor of Science in Biological Science program equips students with a comprehensive understanding of biology, including molecular, cellular, organismal, and ecological. Through rigorous coursework and hands-on laboratory experiences, the program fosters critical thinking, scientific inquiry, and problem-solving skills. Graduates will be prepared to pursue advanced studies or careers in biological research, healthcare, education, environmental science, biotechnology, and related fields.

VII. Program Outcomes

- Demonstrate a comprehensive knowledge of the factual and theoretical basis of biology, biological diversity and evolution at the molecular, cellular, organism, and population levels.
- Apply the scientific method to develop testable hypotheses, conduct experiments using standard laboratory or field techniques, record, analyze and communicate data and results.
- Evaluate scientific data, evidence, research methods, and theories.
- Generate new ideas and/or testable hypotheses in the biological sciences.
- Communicate complex scientific concepts, ideas, research, data and logic using sources and evidence in both written and oral formats.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Discuss the scientific foundations of evolution.
- B. Analyze scientific research papers for the application of scientific theory.
- C. Discuss mechanisms of evolution, including natural selection, genetic drift, sexual selection, gene flow and mutation.
- D. Communicate major evolutionary concepts and relate how these are connected within various areas of the biological and physical sciences.
- E. Analyze experimental methods of assessing selection, gene flow and hybridization.
- F. Analyze the medical implications of human evolution, agriculture, and parasites.
- G. Analyze the influence of selection and drift on haplotypes, haplogroups and haploblocks.

IX. Course Content

1. How Scientists Study Evolution
2. The History of Evolutionary Ideas
3. How Geology and Paleontology Reveal the History of Life
4. Tree of Life: Phylogenetics
5. Genetic Variation Among Individuals
6. Mechanisms of evolution including mutation, genetic drift, gene flow, sexual selection, and natural selection
7. Quantitative Genetics and the Evolution of Phenotypes
8. Natural Selection: Empirical Studies in the Wild
9. Sex: Causes and Consequences
10. Developmental Evolution
11. The Origin of Species
12. Macroevolution
13. Coevolution
14. Brains and Behavior
15. Human Evolution
16. Evolutionary Medicine

X. Special Course Requirements

None

XI. Course Support Materials

May include but not be limited to the following: textbook with instructor's resource materials, lab manuals, and reading supplements.

XII. Criteria for Student Evaluations

Items which may be used to evaluate students for grading purposes, but not limited to, are tests, quizzes, homework, projects, presentations or essays.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Kim Van Vliet, Jennifer Gibson, Breanna Korsman-Thomas, Earl Larson, Linda Mackie, James McCaughern-Carucci, Dawn McLane, Karen Meyer, Clay Moore, Karen Moore, Cory Roberts, Dana Smith, Misty Sutton, Werner Williams, 1/10/2025

XV. Administrator Review/Revision

Billy Veczko, 1/10/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

PCB 4024 Molecular Biology

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course provides a detailed overview of molecular biology. Course content focuses on transcription, translation and DNA replication in prokaryotes and eukaryotes. The features that control and influence these cellular activities are examined in detail.

IV. Prerequisites and/or Co-requisites

Prerequisite: BSC 2011, BSC 2011L, PCB 3063, and PCB 3063L with a grade of "C" or higher.

V. Upper Division Core Course

No. This course is an upper division elective course.

VI. Program Mission Statement

The Bachelor of Science in Biological Science program equips students with a comprehensive understanding of biology, including molecular, cellular, organismal, and ecological. Through rigorous coursework and hands-on laboratory experiences, the program fosters critical thinking, scientific inquiry, and problem-solving skills. Graduates will be prepared to pursue advanced studies or careers in biological research, healthcare, education, environmental science, biotechnology, and related fields.

VII. Program Outcomes

- Demonstrate a comprehensive knowledge of the factual and theoretical basis of biology, biological diversity and evolution at the molecular, cellular, organism, and population levels.
- Apply the scientific method to develop testable hypotheses, conduct experiments using standard laboratory or field techniques, record, analyze and communicate data and results.
- Evaluate scientific data, evidence, research methods, and theories.
- Generate new ideas and/or testable hypotheses in the biological sciences.
- Communicate complex scientific concepts, ideas, research, data and logic using sources and evidence in both written and oral formats.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Explain the mechanisms of transcription and translation.
- B. Recall the history of molecular biology.
- C. Summarize how nucleic acids convey genetic information, including gene expression and gene regulation.
- D. Identify and explain the structure, function, synthesis, and packaging of DNA in eukaryotic cells.
- E. Describe how post-transcriptional mechanisms modulate gene expression.
- F. Compare and contrast transcription and translation mechanisms in prokaryotes and eukaryotes.
- G. Apply appropriate vocabulary, primary literature, and published scientific methods to study molecular biology.

IX. Course Content

1. Introduction to Molecular Biology
2. The Structure of DNA
3. The Versatility of RNA
4. Protein Structure and Folding
5. Genome Organization and Evolution
6. DNA Replication
7. DNA Repair
8. Transcription in Bacteria
9. Transcription in Eukaryotes
10. Epigenetic Mechanisms of Gene Regulation
11. RNA Processing and Posttranscriptional Gene Regulation
12. The Mechanisms of Translation
13. Recombinant DNA Technology
14. Tools for Analyzing Gene Organization, Expression, and Function
15. Medical Molecular Biology

X. Special Course Requirements

None

XI. Course Support Materials

May include but not be limited to the following: textbook with instructor's resource materials, lab manuals, and reading supplements.

XII. Criteria for Student Evaluations

Items which may be used to evaluate students for grading purposes, but not limited to, are tests, quizzes, homework, projects, presentations or essays.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Kim Van Vliet, Jennifer Gibson, Breanna Korsman-Thomas, Earl Larson, Linda Mackie, James McCaughern-Carucci, Dawn McLane, Karen Meyer, Clay Moore, Karen Moore, Cory Roberts, Dana Smith, Misty Sutton, Werner Williams, 1/10/2025

XV. Administrator Review/Revision

Billy Veczko, 1/10/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

ZOO 3713C Comparative Vertebrate Anatomy

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 5 contact hours

III. Course Description

This course covers the anatomy of selected vertebrate types emphasizing evolutionary trends. The course is designed for biology or other natural sciences majors and will cover the chordate origins and phylogeny, skeletal system, muscle system, digestive system, respiratory system, circulatory system, urogenital system, and nervous system of selected vertebrates. Laboratory work will include the dissection and identification of anatomical structures of selected vertebrates, comparing between structures and their development emphasizing the details of the organ systems and comparing across taxa.

IV. Prerequisites and/or Co-requisites

Prerequisite: BSC 2011 and BSC 2011L with a grade of "C" or higher.

V. Upper Division Core Course

No. This course is an upper division elective course.

VI. Program Mission Statement

The Bachelor of Science in Biological Science program equips students with a comprehensive understanding of biology, including molecular, cellular, organismal, and ecological. Through rigorous coursework and hands-on laboratory experiences, the program fosters critical thinking, scientific inquiry, and problem-solving skills. Graduates will be prepared to pursue advanced studies or careers in biological research, healthcare, education, environmental science, biotechnology, and related fields.

VII. Program Outcomes

- Demonstrate a comprehensive knowledge of the factual and theoretical basis of biology, biological diversity and evolution at the molecular, cellular, organism, and population levels.
- Apply the scientific method to develop testable hypotheses, conduct experiments using standard laboratory or field techniques, record, analyze and communicate data and results.
- Evaluate scientific data, evidence, research methods, and theories.
- Generate new ideas and/or testable hypotheses in the biological sciences.
- Communicate complex scientific concepts, ideas, research, data and logic using sources and evidence in both written and oral formats.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Demonstrate knowledge of chordate origins and phylogeny.
- B. Demonstrate knowledge and comparison of vertebrate origins and embryologic design.
- C. Demonstrate knowledge and comparison of biological design and biomechanics demonstrate knowledge of and comparisons between systems between vertebrate species.
- D. Demonstrate knowledge and comparison of biological design and biomechanics demonstrate knowledge of and comparisons between systems between vertebrate species.
- E. Conduct an experiment, collect, and analyze data, and interpret results in a laboratory setting.
- F. Use basic scientific language and processes and be able to distinguish between scientific and non-scientific explanations.
- G. Identify unifying principles and repeatable patterns in nature, the values of natural diversity, and apply them to problems or issues of a scientific nature.

IX. Course Content

- 1. Introduction to Comparative Vertebrate Anatomy
- 2. Origin of Chordates
- 3. Vertebrates
- 4. Biological Design
- 5. Life History
- 6. Integument
- 7. Skeletal System: The Skull
- 8. Skeletal System: The Axial Skeleton
- 9. Skeletal System: The Appendicular Skeleton
- 10. The Muscular System
- 11. The Respiratory System
- 12. The Circulatory System
- 13. The Digestive System
- 14. The Urogenital System
- 15. The Endocrine System
- 16. The Nervous System
- 17. Sensory Organs

X. Special Course Requirements

None

XI. Course Support Materials

May include but not be limited to the following: textbook with instructor's resource materials, lab manuals, and reading supplements.

XII. Criteria for Student Evaluations

Items which may be used to evaluate students for grading purposes, but not limited to, are tests, quizzes, homework, projects, presentations or essays.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Kim Van Vliet, Jennifer Gibson, Breanna Korsman-Thomas, Earl Larson, Linda Mackie, James McCaughern-Carucci, Dawn McLane, Karen Meyer, Clay Moore, Karen Moore, Cory Roberts, Dana Smith, Misty Sutton, Werner Williams, 1/10/2025

XV. Administrator Review/Revision

Billy Veczko, 1/10/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUS 1001 Introduction to Human Services

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course provides an interdisciplinary approach to understanding community human services agencies and systems. It introduces students to the skills necessary for entry-level and professional work in education, social work, mental health, human services administration, and related fields. Students examine the dynamics of the human services delivery system, explore the implementation of social services policies, and describe the roles, duties, and training required of human services workers. The course also addresses key issues faced by human services personnel and the populations they serve, fostering an understanding of the challenges and rewards inherent in the field.

IV. Prerequisites and/or Co-requisites

None

V. Core Program Course

Yes, HUS 1001 is a lower division core course.

VI. Program Mission Statement

The Bachelor of Science in Social and Human Services program prepares students for human services careers by fostering critical thinking, ethical practice, effective communication, and foundational knowledge to positively impact clients. Through a variety of learning experiences, students build on prior knowledge to enhance their skills and understanding, enabling them to address local community needs and drive meaningful change.

VII. Program Outcomes

- A. **Evaluate Ethical and Legal Practices:** Evaluate and implement ethical, legal, and research-informed practices in human services environments by accurately identifying and leveraging local and national resources to address the specific needs of clients effectively.
- B. **Analyze Influences on Clients and Stakeholders:** Analyze the impact of psychological characteristics, group dynamics, governmental policies, and social structures on clients from various socio-economic backgrounds and stakeholders to inform decision-making and service delivery.

- C. **Evaluate and Select Intervention Strategies:** Critically compare and evaluate evidence-based intervention strategies to determine and implement the most effective approaches for addressing the unique needs of individuals and groups.
- D. **Develop Case Management Strategies:** Organize and manage cases efficiently by designing communication strategies, fostering stakeholder collaboration, and employing active listening to effectively support clients in human services settings.
- E. **Apply Knowledge in Practical Settings:** Apply theoretical knowledge and practical skills gained from the program to real-world scenarios through fieldwork and/or research projects, demonstrating competence in addressing complex human service challenges.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Explain the roles, functions, and responsibilities of human services workers.
- B. Analyze the populations and systems targeted by human services professionals.
- C. Identify and discuss human services-related problems and approaches to case management.
- D. Evaluate the major elements of counseling and crisis management theories.
- E. Identify and explain the rights of clients and evaluate ethical considerations in the human services delivery system.

IX. Course Content

- Basic concepts, origins, and history of human services.
- Theoretical development of human services.
- Influence of policies and programs on diverse populations.
- Organization of human services systems.
- Approaches to social change, social movements, organizational policy, and reform.
- Origins of social issues and the conditions contributing to human problems.
- Services and fields of practice in human services.
- Employment opportunities within human services.

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to, the following:

- Textbook with instructor's resource materials
- Lab manuals
- Reading supplements

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve exams, quizzes, essays, research papers, oral presentations, and individual/group projects.

XIII. Course Assessment Methods

Program learning outcomes are not formally assessed in this course in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Cheryl Giacomelli (12/16/2024)

Julie Blanco-Davila (12/16/2024)

XV. Administrator Review/Revision

Dustin Latta (01/15/2025)

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUS 3201 Group Dynamics

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course focuses on understanding the dynamics of group behavior and the processes involved in facilitating effective group interactions in human services. Students learn theoretical frameworks, practical skills for leading groups, and strategies for addressing challenges in group settings. Emphasis is placed on understanding group roles, communication patterns, decision-making, conflict resolution, and the application of group work in human services.

IV. Prerequisites and/or Co-requisites

None

V. Core Program Course

No, HUS 3201 is an upper division elective course.

VI. Program Mission Statement

The Bachelor of Science in Social and Human Services program prepares students for careers in social services by fostering critical thinking, ethical practice, and compassionate care. Through a variety of learning experiences, students build on prior knowledge to enhance their skills and understanding, enabling them to address local community needs and drive meaningful change.

VII. Program Outcomes

- A. **Evaluate Ethical and Legal Practices:** Evaluate and implement ethical, legal, and research-informed practices in human services environments by accurately identifying and leveraging local and national resources to address the specific needs of clients effectively.
- B. **Analyze Influences on Clients and Stakeholders:** Analyze the impact of psychological characteristics, group dynamics, governmental policies, and social structures on clients from various socio-economic backgrounds and stakeholders to inform decision-making and service delivery.
- C. **Evaluate and Select Intervention Strategies:** Critically compare and evaluate evidence-based intervention strategies to determine and implement the most effective approaches for addressing the unique needs of individuals and groups.

- D. **Develop Case Management Strategies:** Organize and manage cases efficiently by designing communication strategies, fostering stakeholder collaboration, and employing active listening to effectively support clients in human services settings.
- E. **Apply Knowledge in Practical Settings:** Apply theoretical knowledge and practical skills gained from the program to real-world scenarios through fieldwork and/or research projects, demonstrating competence in addressing complex human service challenges.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Analyze the stages of group development and their influence on group behavior using established theoretical frameworks.
- B. Evaluate the impact of group roles, norms, and communication styles on group dynamics within different settings.
- C. Apply conflict resolution, problem-solving strategies, and intervention techniques to address challenges in group interactions based on best practices and theoretical insights.
- D. Develop tailored group interventions while incorporating evidence-based practices and cultural competence.

IX. Course Content

- Stages of group development
- Group roles, norms, and communication styles
- Conflict resolution and problem-solving strategies
- Intervention techniques in group settings
- Application of group work in human services

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to, the following:

- Textbook with instructor's resource materials
- Lab manuals
- Reading supplements

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve exams, quizzes, essays, research papers, oral presentations, and individual/group projects.

XIII. Course Assessment Methods

Program learning outcomes are not formally assessed in this course in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Cheryl Giacomelli (12/13/2024)

Julie Blanco-Davila (12/13/2024)

XV. Administrator Review/Revision

Dustin Latta (01/15/2025)

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUS 3304 Intra and Interpersonal Techniques

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course provides students with the skills needed to effectively address intrapersonal and interpersonal dynamics within the field of human services. Students gain a comprehensive understanding of self-awareness, empathy, and effective communication. By the end of the course, students will be able to apply these skills to enhance their professional practice and build strong relationships with clients and colleagues.

IV. Prerequisites and/or Co-requisites

Prerequisite: PSY 2012 with a grade of "C" or higher.

V. Core Program Course

Yes, HUS 3304 satisfies 3 credit hours as a required core course.

VI. Program Mission Statement

The Bachelor of Science in Social and Human Services program prepares students for careers in social services by fostering critical thinking, ethical practice, and compassionate care. Through a variety of learning experiences, students build on prior knowledge to enhance their skills and understanding, enabling them to address local community needs and drive meaningful change.

VII. Program Outcomes

- A. **Evaluate Ethical and Legal Practices:** Evaluate and implement ethical, legal, and research-informed practices in human services environments by accurately identifying and leveraging local and national resources to address the specific needs of clients effectively.
- B. **Analyze Influences on Clients and Stakeholders:** Analyze the impact of psychological characteristics, group dynamics, governmental policies, and social structures on clients from various socio-economic backgrounds and stakeholders to inform decision-making and service delivery.
- C. **Evaluate and Select Intervention Strategies:** Critically compare and evaluate evidence-based intervention strategies to determine and implement the most effective approaches for addressing the unique needs of individuals and groups.

- D. **Develop Case Management Strategies:** Organize and manage cases efficiently by designing communication strategies, fostering stakeholder collaboration, and employing active listening to effectively support clients in human services settings.
- E. **Apply Knowledge in Practical Settings:** Apply theoretical knowledge and practical skills gained from the program to real-world scenarios through fieldwork and/or research projects, demonstrating competence in addressing complex human service challenges.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Examine intrapersonal values and explain their impact on the delivery of services.
- B. Analyze and evaluate interpersonal skills, including listening, summarizing, and empathy.
- C. Critique case studies that address interpersonal conflicts and identify the underlying causes, such as cultural differences, communication breakdowns, or emotional triggers.

IX. Course Content

- Intrapersonal and interpersonal dynamics
- Self-awareness and personal values
- Empathy and active listening
- Conflict resolution and cultural considerations
- Case study analysis and application

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to, the following:

- Textbook with instructor's resource materials
- Lab manuals
- Reading supplements

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve exams, quizzes, essays, research papers, oral presentations, and individual/group projects.

XIII. Course Assessment Methods

Program learning outcomes for at least one of the PLOs in Section VII will be assessed by one or more of the following:

- Multiple-choice and essay exams
- Research Papers
- Projects

XIV. Faculty Review/Revision

Cheryl Giacomelli (12/13/2024)

Julie Blanco-Davila (12/13/2024)

XV. Administrator Review/Revision

Dustin Latta (01/15/2025)

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUS 3314 Cognitive and Behavioral Therapy

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course provides an in-depth understanding of cognitive and behavioral therapy (CBT), focusing on its theoretical foundations, techniques, and applications. Students learn evidence-based strategies for addressing psychological and behavioral challenges across diverse populations. Practical exercises and case studies enhance students' ability to integrate CBT techniques into human services settings.

IV. Prerequisites and/or Co-requisites

Prerequisite: PSY 2012 with a grade of "C" or higher.

V. Core Program Course

Yes, HUS 3314 satisfies 3 credit hours as a required core course.

VI. Program Mission Statement

The Bachelor of Science in Social and Human Services program prepares students for careers in social services by fostering critical thinking, ethical practice, and compassionate care. Through a variety of learning experiences, students build on prior knowledge to enhance their skills and understanding, enabling them to address local community needs and drive meaningful change.

VII. Program Outcomes

- A. **Evaluate Ethical and Legal Practices:** Evaluate and implement ethical, legal, and research-informed practices in human services environments by accurately identifying and leveraging local and national resources to address the specific needs of clients effectively.
- B. **Analyze Influences on Clients and Stakeholders:** Analyze the impact of psychological characteristics, group dynamics, governmental policies, and social structures on clients from various socio-economic backgrounds and stakeholders to inform decision-making and service delivery.
- C. **Evaluate and Select Intervention Strategies:** Critically compare and evaluate evidence-based intervention strategies to determine and implement the most effective approaches for addressing the unique needs of individuals and groups.

- D. **Develop Case Management Strategies:** Organize and manage cases efficiently by designing communication strategies, fostering stakeholder collaboration, and employing active listening to effectively support clients in human services settings.
- E. **Apply Knowledge in Practical Settings:** Apply theoretical knowledge and practical skills gained from the program to real-world scenarios through fieldwork and/or research projects, demonstrating competence in addressing complex human service challenges.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Understand the theoretical principles of Cognitive Behavioral Therapy (CBT).
- B. Apply CBT techniques when analyzing case studies.
- C. Create CBT-based treatment plans.
- D. Evaluate the effectiveness of CBT in various contexts through evidence-based research.

IX. Course Content

- Theoretical foundations of CBT
- Evidence-based intervention techniques
- Case study analysis and application
- CBT treatment planning
- Evaluation of therapeutic outcomes

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to, the following:

- Textbook with instructor's resource materials
- Lab manuals
- Reading supplements

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve exams, quizzes, essays, research papers, oral presentations, and individual/group projects.

XIII. Course Assessment Methods

Program learning outcomes for at least one of the PLOs in Section VII will be assessed by one or more of the following:

- Multiple-choice and essay exams
- Research Papers
- Projects

XIV. Faculty Review/Revision

Cheryl Giacomelli (12/13/2024)

Julie Blanco-Davila (12/13/2024)

XV. Administrator Review/Revision

Dustin Latta (01/15/2025)

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUS 3323 Introduction to Crisis Intervention

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course provides an overview of crisis intervention theories, models, and techniques, emphasizing the skills needed to effectively assess and respond to individuals in crisis. Students explore various types of crises, including personal, societal, and natural disasters, and examine the role of human services professionals in providing immediate support and long-term recovery planning.

IV. Prerequisites and/or Co-requisites

None

V. Core Program Course

Yes, HUS 3323 satisfies 3 credit hours as a required core course.

VI. Program Mission Statement

The Bachelor of Science in Social and Human Services program prepares students for careers in social services by fostering critical thinking, ethical practice, and compassionate care. Through a variety of learning experiences, students build on prior knowledge to enhance their skills and understanding, enabling them to address local community needs and drive meaningful change.

VII. Program Outcomes

- A. **Evaluate Ethical and Legal Practices:** Evaluate and implement ethical, legal, and research-informed practices in human services environments by accurately identifying and leveraging local and national resources to address the specific needs of clients effectively.
- B. **Analyze Influences on Clients and Stakeholders:** Analyze the impact of psychological characteristics, group dynamics, governmental policies, and social structures on clients from various socio-economic backgrounds and stakeholders to inform decision-making and service delivery.
- C. **Evaluate and Select Intervention Strategies:** Critically compare and evaluate evidence-based intervention strategies to determine and implement the most effective approaches for addressing the unique needs of individuals and groups.

- D. **Develop Case Management Strategies:** Organize and manage cases efficiently by designing communication strategies, fostering stakeholder collaboration, and employing active listening to effectively support clients in human services settings.
- E. **Apply Knowledge in Practical Settings:** Apply theoretical knowledge and practical skills gained from the program to real-world scenarios through fieldwork and/or research projects, demonstrating competence in addressing complex human service challenges.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Explain the theoretical foundations and models of crisis intervention.
- B. Assess the immediate needs of individuals experiencing a crisis.
- C. Demonstrate practical skills for effective communication and de-escalation during crises.
- D. Design intervention strategies tailored to specific types of crises and populations.
- E. Analyze the ethical, cultural, and legal considerations involved in crisis intervention.

IX. Course Content

- Theories and models of crisis intervention
- Needs assessment during crises
- Communication and de-escalation techniques
- Crisis intervention strategies
- Ethical, cultural, and legal considerations

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to, the following:

- Textbook with instructor's resource materials
- Lab manuals
- Reading supplements

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve exams, quizzes, essays, research papers, oral presentations, and individual/group projects.

XIII. Course Assessment Methods

Program learning outcomes for at least one of the PLOs in Section VII will be assessed by one or more of the following:

- Multiple-choice and essay exams
- Research Papers
- Projects

XIV. Faculty Review/Revision

Cheryl Giacomelli (12/13/2024)

Julie Blanco-Davila (12/13/2024)

XV. Administrator Review/Revision

Dustin Latta (01/15/2025)

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUS 3340 Trauma and Post-Traumatic Stress Disorder

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course explores the various causes of PTSD including child abuse, war, and domestic violence. Focus includes the development of interviewing, evaluation, and networking skills necessary for working effectively with clients who have suffered traumas. The course also examines the connection between PTSD and substance abuse.

IV. Prerequisites and/or Co-requisites

None

V. Core Program Course

No, HUS 3340 is an upper division elective course.

VI. Program Mission Statement

The Bachelor of Science in Social and Human Services program prepares students for careers in social services by fostering critical thinking, ethical practice, and compassionate care. Through a variety of learning experiences, students build on prior knowledge to enhance their skills and understanding, enabling them to address local community needs and drive meaningful change.

VII. Program Outcomes

- A. **Evaluate Ethical and Legal Practices:** Evaluate and implement ethical, legal, and research-informed practices in human services environments by accurately identifying and leveraging local and national resources to address the specific needs of clients effectively.
- B. **Analyze Influences on Clients and Stakeholders:** Analyze the impact of psychological characteristics, group dynamics, governmental policies, and social structures on clients from various socio-economic backgrounds and stakeholders to inform decision-making and service delivery.
- C. **Evaluate and Select Intervention Strategies:** Critically compare and evaluate evidence-based intervention strategies to determine and implement the most effective approaches for addressing the unique needs of individuals and groups.

- D. **Develop Case Management Strategies:** Organize and manage cases efficiently by designing communication strategies, fostering stakeholder collaboration, and employing active listening to effectively support clients in human services settings.
- E. **Apply Knowledge in Practical Settings:** Apply theoretical knowledge and practical skills gained from the program to real-world scenarios through fieldwork and/or research projects, demonstrating competence in addressing complex human service challenges.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Recognize the signs and symptoms of trauma.
- B. Explain various theories related to the treatment of PTSD.
- C. Conduct internet-based research to explore risk factors for developing PTSD.
- D. Apply appropriate techniques for interviewing and evaluating individuals who have experienced trauma.
- E. Analyze the relationship between PTSD, substance abuse, and domestic violence.

IX. Course Content

- Causes of PTSD (child abuse, war, domestic violence)
- Signs and symptoms of trauma
- Treatment theories and strategies
- Techniques for interviewing and evaluation
- Relationship between PTSD, substance abuse, and domestic violence

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to, the following:

- Textbook with instructor's resource materials
- Lab manuals
- Reading supplements

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve exams, quizzes, essays, research papers, oral presentations, and individual/group projects.

XIII. Course Assessment Methods

Program learning outcomes are not formally assessed in the course in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Cheryl Giacomelli (12/13/2024)

Julie Blanco-Davila (12/13/2024)

XV. Administrator Review/Revision

Dustin Latta (01/15/2025)

St. Johns River State College Course Outline

I. Course Prefix, Number, and Title

HUS 3350 Issues in Domestic Violence

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course explores theories explaining familial abuse and teaches evaluation and outreach skills. The dynamics of partner violence, child abuse, elder abuse, and sibling violence are examined. Legal issues related to family violence are also addressed.

IV. Prerequisites and/or Co-requisites

Prerequisite: HUS 1001 with a grade of "C" or higher.

V. Core Program Course

No, HUS 3350 is an upper division elective course.

VI. Program Mission Statement

The Bachelor of Science in Social and Human Services program prepares students for careers in social services by fostering critical thinking, ethical practice, and compassionate care. Through a variety of learning experiences, students build on prior knowledge to enhance their skills and understanding, enabling them to address local community needs and drive meaningful change.

VII. Program Outcomes

- A. **Evaluate Ethical and Legal Practices:** Evaluate and implement ethical, legal, and research-informed practices in human services environments by accurately identifying and leveraging local and national resources to address the specific needs of clients effectively.
- B. **Analyze Influences on Clients and Stakeholders:** Analyze the impact of psychological characteristics, group dynamics, governmental policies, and social structures on clients from various socio-economic backgrounds and stakeholders to inform decision-making and service delivery.
- C. **Evaluate and Select Intervention Strategies:** Critically compare and evaluate evidence-based intervention strategies to determine and implement the most effective approaches for addressing the unique needs of individuals and groups.
- D. **Develop Case Management Strategies:** Organize and manage cases efficiently by designing communication strategies, fostering stakeholder collaboration, and employing active listening to effectively support clients in human services settings.

- E. **Apply Knowledge in Practical Settings:** Apply theoretical knowledge and practical skills gained from the program to real-world scenarios through fieldwork and/or research projects, demonstrating competence in addressing complex human service challenges.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Analyze the causes and dynamics of domestic violence using theoretical frameworks.
- B. Develop skills for providing trauma-informed support and advocacy for survivors.
- C. Assess the impact of domestic violence on survivors, families, and communities.
- D. Evaluate the effectiveness of legal, social, and community responses to domestic violence.

IX. Course Content

- Theories explaining familial abuse
- Dynamics of partner violence, child abuse, elder abuse, and sibling violence
- Evaluation and outreach skills
- Legal issues related to family violence
- Trauma-informed support and advocacy

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to, the following:

- Textbook with instructor's resource materials
- Lab manuals
- Reading supplements

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve exams, quizzes, essays, research papers, oral presentations, and individual/group projects.

XIII. Course Assessment Methods

Program learning outcomes are not formally assessed in this course in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Cheryl Giacomelli (12/13/2024)

Julie Blanco-Davila (12/13/2024)

XV. Administrator Review/Revision

Dustin Latta (01/15/2025)

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUS 3505 Ethics in Human Services

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course explores the ethical principles, frameworks, and dilemmas encountered in human services including confidentiality, informed consent, competence, privileged communication, non-discrimination, compliance, ethics in technology, due care and professional boundaries. Students examine professional codes of ethics, legal requirements, and strategies for resolving ethical issues in diverse practice settings. Through case studies, discussions, and applied exercises, students enhance their ability to navigate complex ethical challenges.

IV. Prerequisites and/or Co-requisites

None

V. Core Program Course

Yes, HUS 3505 satisfies 3 credit hours as a required core course.

VI. Program Mission Statement

The Bachelor of Science in Social and Human Services program prepares students for careers in social services by fostering critical thinking, ethical practice, and compassionate care. Through a variety of learning experiences, students build on prior knowledge to enhance their skills and understanding, enabling them to address local community needs and drive meaningful change.

VII. Program Outcomes

- A. **Evaluate Ethical and Legal Practices:** Evaluate and implement ethical, legal, and research-informed practices in human services environments by accurately identifying and leveraging local and national resources to address the specific needs of clients effectively.
- B. **Analyze Influences on Clients and Stakeholders:** Analyze the impact of psychological characteristics, group dynamics, governmental policies, and social structures on clients from various socio-economic backgrounds and stakeholders to inform decision-making and service delivery.

- C. **Evaluate and Select Intervention Strategies:** Critically compare and evaluate evidence-based intervention strategies to determine and implement the most effective approaches for addressing the unique needs of individuals and groups.
- D. **Develop Case Management Strategies:** Organize and manage cases efficiently by designing communication strategies, fostering stakeholder collaboration, and employing active listening to effectively support clients in human services settings.
- E. **Apply Knowledge in Practical Settings:** Apply theoretical knowledge and practical skills gained from the program to real-world scenarios through fieldwork and/or research projects, demonstrating competence in addressing complex human service challenges.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Analyze and apply professional codes of ethics to various scenarios.
- B. Develop strategies for managing ethical dilemmas.
- C. Evaluate legal and regulatory requirements affecting human services professionals.
- D. Design ethical decision-making frameworks to address complex challenges in human services practice.

IX. Course Content

- Ethical principles and frameworks
- Professional codes of ethics
- Legal and regulatory requirements
- Strategies for resolving ethical dilemmas
- Case study analysis and application

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to, the following:

- Textbook with instructor's resource materials
- Lab manuals
- Reading supplements

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve exams, quizzes, essays, research papers, oral presentations, and individual/group projects.

XIII. Course Assessment Methods

Program learning outcomes for at least one of the PLOs in Section VII will be assessed by one or more of the following:

- Multiple-choice and essay exams
- Research Papers
- Projects

XIV. Faculty Review/Revision

Cheryl Giacomelli (12/13/2024)

Julie Blanco-Davila (12/13/2024)

XV. Administrator Review/Revision

Dustin Latta (01/15/2025)

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUS 3650 Administration in Human Services

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course explores the principles and practices of administration in human services organizations. Students learn about leadership, organizational management, strategic planning, and clinical and non-clinical support services related to human services. The course prepares students for administrative roles by integrating theory with practical application through case studies and collaborative activities.

IV. Prerequisites and/or Co-requisites

Prerequisite: HUS 1001 with a grade of "C" or higher.

V. Core Program Course

Yes, HUS 3650 satisfies 3 credit hours as a required core course.

VI. Program Mission Statement

The Bachelor of Science in Social and Human Services program prepares students for careers in social services by fostering critical thinking, ethical practice, and compassionate care. Through a variety of learning experiences, students build on prior knowledge to enhance their skills and understanding, enabling them to address local community needs and drive meaningful change.

VII. Program Outcomes

- A. **Evaluate Ethical and Legal Practices:** Evaluate and implement ethical, legal, and research-informed practices in human services environments by accurately identifying and leveraging local and national resources to address the specific needs of clients effectively.
- B. **Analyze Influences on Clients and Stakeholders:** Analyze the impact of psychological characteristics, group dynamics, governmental policies, and social structures on clients from various socio-economic backgrounds and stakeholders to inform decision-making and service delivery.
- C. **Evaluate and Select Intervention Strategies:** Critically compare and evaluate evidence-based intervention strategies to determine and implement the most effective approaches for addressing the unique needs of individuals and groups.

- D. **Develop Case Management Strategies:** Organize and manage cases efficiently by designing communication strategies, fostering stakeholder collaboration, and employing active listening to effectively support clients in human services settings.
- E. **Apply Knowledge in Practical Settings:** Apply theoretical knowledge and practical skills gained from the program to real-world scenarios through fieldwork and/or research projects, demonstrating competence in addressing complex human service challenges.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Understand the roles and responsibilities of administrators in human services.
- B. Apply leadership and organizational theories to real-world scenarios.
- C. Develop strategies for effective program planning, implementation, and evaluation.
- D. Evaluate challenges related to staffing, supervision, and organizational culture.

IX. Course Content

- Leadership principles in human services
- Organizational management and strategic planning
- Clinical and non-clinical support services
- Program planning and evaluation
- Staffing, supervision, and organizational culture

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to, the following:

- Textbook with instructor's resource materials
- Lab manuals
- Reading supplements

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve exams, quizzes, essays, research papers, oral presentations, and individual/group projects.

XIII. Course Assessment Methods

Program learning outcomes for at least one of the PLOs in Section VII will be assessed by one or more of the following:

- Multiple-choice and essay exams
- Research Papers
- Projects

XIV. Faculty Review/Revision

Cheryl Giacomelli (12/13/2024)

Julie Blanco-Davila (12/13/2024)

XV. Administrator Review/Revision

Dustin Latta (01/15/2025)

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUS 4321 Case Management and Problem Solving

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course explores the principles and practices of case management in human services, related to various populations including children and families, elderly, chronically mentally ill, developmentally and physically disabled, and those in health care settings. Students learn to assess client needs, develop service plans, coordinate resources, and evaluate outcomes. Ethical considerations, cultural competence, and client empowerment are integrated throughout the course.

IV. Prerequisites and/or Co-requisites

Prerequisite: HUS 3505 with a grade of "C" or higher.

V. Core Program Course

Yes, HUS 4321 satisfies 3 credit hours as a required core course.

VI. Program Mission Statement

The Bachelor of Science in Social and Human Services program prepares students for careers in social services by fostering critical thinking, ethical practice, and compassionate care. Through a variety of learning experiences, students build on prior knowledge to enhance their skills and understanding, enabling them to address local community needs and drive meaningful change.

VII. Program Outcomes

- A. **Evaluate Ethical and Legal Practices:** Evaluate and implement ethical, legal, and research-informed practices in human services environments by accurately identifying and leveraging local and national resources to address the specific needs of clients effectively.
- B. **Analyze Influences on Clients and Stakeholders:** Analyze the impact of psychological characteristics, group dynamics, governmental policies, and social structures on clients from various socio-economic backgrounds and stakeholders to inform decision-making and service delivery.
- C. **Evaluate and Select Intervention Strategies:** Critically compare and evaluate evidence-based intervention strategies to determine and implement the most effective approaches for addressing the unique needs of individuals and groups.

- D. **Develop Case Management Strategies:** Organize and manage cases efficiently by designing communication strategies, fostering stakeholder collaboration, and employing active listening to effectively support clients in human services settings.
- E. **Apply Knowledge in Practical Settings:** Apply theoretical knowledge and practical skills gained from the program to real-world scenarios through fieldwork and/or research projects, demonstrating competence in addressing complex human service challenges.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Evaluate the role and responsibilities of case managers in human services.
- B. Apply problem-solving models to address client challenges effectively.
- C. Develop comprehensive and individualized service plans based on theory.
- D. Design case management plans and evaluate case outcomes using case studies.

IX. Course Content

- Roles and responsibilities of case managers
- Problem-solving models and strategies
- Development of service plans
- Resource coordination and evaluation
- Ethical and cultural considerations in case management

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to, the following:

- Textbook with instructor's resource materials
- Lab manuals
- Reading supplements

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve exams, quizzes, essays, research papers, oral presentations, and individual/group projects.

XIII. Course Assessment Methods

Program learning outcomes for at least one of the PLOs in Section VII will be assessed by one or more of the following:

- Multiple-choice and essay exams
- Research Papers
- Projects

XIV. Faculty Review/Revision

Cheryl Giacomelli (12/13/2024)

Julie Blanco-Davila (12/13/2024)

XV. Administrator Review/Revision

Dustin Latta (01/15/2025)

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUS 4442 Drug Awareness and Education

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course explores substance use, abuse, and addiction. The course focuses on the physiological, psychological, and social impacts of drug use, as well as prevention and education strategies. Students gain knowledge about various substances, treatment modalities, and the role of human services professionals in addressing substance-related issues.

IV. Prerequisites and/or Co-requisites

Prerequisite: HUS 1001 with a grade of "C" or higher.

V. Core Program Course

No, HUS 4442 is an upper division elective course.

VI. Program Mission Statement

The Bachelor of Science in Social and Human Services program prepares students for careers in social services by fostering critical thinking, ethical practice, and compassionate care. Through a variety of learning experiences, students build on prior knowledge to enhance their skills and understanding, enabling them to address local community needs and drive meaningful change.

VII. Program Outcomes

- A. **Evaluate Ethical and Legal Practices:** Evaluate and implement ethical, legal, and research-informed practices in human services environments by accurately identifying and leveraging local and national resources to address the specific needs of clients effectively.
- B. **Analyze Influences on Clients and Stakeholders:** Analyze the impact of psychological characteristics, group dynamics, governmental policies, and social structures on clients from various socio-economic backgrounds and stakeholders to inform decision-making and service delivery.
- C. **Evaluate and Select Intervention Strategies:** Critically compare and evaluate evidence-based intervention strategies to determine and implement the most effective approaches for addressing the unique needs of individuals and groups.

- D. **Develop Case Management Strategies:** Organize and manage cases efficiently by designing communication strategies, fostering stakeholder collaboration, and employing active listening to effectively support clients in human services settings.
- E. **Apply Knowledge in Practical Settings:** Apply theoretical knowledge and practical skills gained from the program to real-world scenarios through fieldwork and/or research projects, demonstrating competence in addressing complex human service challenges.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Identify the effects of commonly abused substances on the body and mind.
- B. Evaluate societal, cultural, and economic factors contributing to substance use and abuse.
- C. Develop and evaluate prevention and education strategies tailored to all who are affected by substance use, abuse, and addiction.
- D. Examine treatment approaches and the continuum of care for individuals with substance use disorders.

IX. Course Content

- Physiological, psychological, and social impacts of drug use
- Commonly abused substances
- Prevention and education strategies
- Treatment modalities and continuum of care
- Role of human services professionals in addressing substance abuse

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to, the following:

- Textbook with instructor's resource materials
- Lab manuals
- Reading supplements

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve exams, quizzes, essays, research papers, oral presentations, and individual/group projects.

XIII. Course Assessment Methods

Program learning outcomes are not formally assessed in this course in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Cheryl Giacomelli (12/13/2024)

Julie Blanco-Davila (12/13/2024)

XV. Administrator Review/Revision

Dustin Latta (01/15/2025)

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUS 4526 Current Issues in Mental Health

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course examines contemporary issues and trends in mental health, focusing on societal, cultural, and systemic influences. Topics include mental health policy, stigma, access to care, innovations in treatment, etiology, and the role of human services professionals in addressing mental health challenges. Students explore case studies, empirical research, and current events to develop a nuanced understanding of mental health in today's world.

IV. Prerequisites and/or Co-requisites

Prerequisite: PSY 2012 and HUS 1001 with a grade of "C" or higher.

V. Core Program Course

Yes, HUS 4526 satisfies 3 credit hours as a required core course.

VI. Program Mission Statement

The Bachelor of Science in Social and Human Services program prepares students for careers in social services by fostering critical thinking, ethical practice, and compassionate care. Through a variety of learning experiences, students build on prior knowledge to enhance their skills and understanding, enabling them to address local community needs and drive meaningful change.

VII. Program Outcomes

- A. **Evaluate Ethical and Legal Practices:** Evaluate and implement ethical, legal, and research-informed practices in human services environments by accurately identifying and leveraging local and national resources to address the specific needs of clients effectively.
- B. **Analyze Influences on Clients and Stakeholders:** Analyze the impact of psychological characteristics, group dynamics, governmental policies, and social structures on clients from various socio-economic backgrounds and stakeholders to inform decision-making and service delivery.
- C. **Evaluate and Select Intervention Strategies:** Critically compare and evaluate evidence-based intervention strategies to determine and implement the most effective approaches for addressing the unique needs of individuals and groups.

- D. **Develop Case Management Strategies:** Organize and manage cases efficiently by designing communication strategies, fostering stakeholder collaboration, and employing active listening to effectively support clients in human services settings.
- E. **Apply Knowledge in Practical Settings:** Apply theoretical knowledge and practical skills gained from the program to real-world scenarios through fieldwork and/or research projects, demonstrating competence in addressing complex human service challenges.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Analyze current trends and challenges in the mental health field.
- B. Investigate the impact of stigma, cultural factors, and social determinants on mental health.
- C. Critique mental health policies and their implications for service delivery.
- D. Evaluate emerging treatment modalities and their effectiveness.

IX. Course Content

- Contemporary trends in mental health
- Mental health policy and access to care
- Stigma and cultural influences on mental health
- Innovations in treatment and etiology
- Case studies and empirical research

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to, the following:

- Textbook with instructor's resource materials
- Lab manuals
- Reading supplements

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve exams, quizzes, essays, research papers, oral presentations, and individual/group projects.

XIII. Course Assessment Methods

Program learning outcomes for at least one of the PLOs in Section VII will be assessed by one or more of the following:

- Multiple-choice and essay exams
- Research Papers
- Projects

XIV. Faculty Review/Revision

Cheryl Giacomelli (12/13/2024)

Julie Blanco-Davila (12/13/2024)

XV. Administrator Review/Revision

Dustin Latta (01/15/2025)

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUS 4700 Diagnosis and Treatment Planning in Human Services

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course explores principles and practices of diagnosis and treatment planning within human services. Students gain an understanding of which professionals can make a diagnosis and the collaborative roles of human service practitioners in the diagnostic process. The course includes an exploration of etiology models and equips students to assess client needs, utilize diagnostic tools like the DSM-5, and develop evidence-based treatment plans tailored to diverse populations.

IV. Prerequisites and/or Co-requisites

Prerequisite: PSY 2012 and HUS 1001

V. Core Program Course

Yes, HUS 4700 satisfies 3 credit hours as a required core course.

VI. Program Mission Statement

The Bachelor of Science in Social and Human Services program prepares students for careers in social services by fostering critical thinking, ethical practice, and compassionate care. Through a variety of learning experiences, students build on prior knowledge to enhance their skills and understanding, enabling them to address local community needs and drive meaningful change.

VII. Program Outcomes

- A. **Evaluate Ethical and Legal Practices:** Evaluate and implement ethical, legal, and research-informed practices in human services environments by accurately identifying and leveraging local and national resources to address the specific needs of clients effectively.
- B. **Analyze Influences on Clients and Stakeholders:** Analyze the impact of psychological characteristics, group dynamics, governmental policies, and social structures on clients from various socio-economic backgrounds and stakeholders to inform decision-making and service delivery.
- C. **Evaluate and Select Intervention Strategies:** Critically compare and evaluate evidence-based intervention strategies to determine and implement the most effective approaches for addressing the unique needs of individuals and groups.

- D. **Develop Case Management Strategies:** Organize and manage cases efficiently by designing communication strategies, fostering stakeholder collaboration, and employing active listening to effectively support clients in human services settings.
- E. **Apply Knowledge in Practical Settings:** Apply theoretical knowledge and practical skills gained from the program to real-world scenarios through fieldwork and/or research projects, demonstrating competence in addressing complex human service challenges.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Understand the role of diagnosis and treatment planning in human services.
- B. Evaluate the effectiveness of diagnostic tools and treatment plans by analyzing case studies and applying evidence-based research to real-world scenarios.
- C. Design collaborative strategies for interdisciplinary team coordination that enhance the accuracy of diagnoses and the effectiveness of treatment plans.

IX. Course Content

- Principles of diagnosis and treatment planning
- Role of human service practitioners in the diagnostic process
- Etiology models and client needs assessment
- Diagnostic tools such as the DSM-5
- Development of evidence-based treatment plans

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to, the following:

- Textbook with instructor's resource materials
- Lab manuals
- Reading supplements

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve exams, quizzes, essays, research papers, oral presentations, and individual/group projects.

XIII. Course Assessment Methods

Program learning outcomes for at least one of the PLOs in Section VII will be assessed by one or more of the following:

- Multiple-choice and essay exams
- Research Papers
- Projects

XIV. Faculty Review/Revision

Cheryl Giacomelli (12/13/2024)

Julie Blanco-Davila (12/13/2024)

XV. Administrator Review/Revision

Dustin Latta (01/15/2025)

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUS 4722 Research Methods in Human Resources

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course examines the methods and techniques used for research in the human services, with an emphasis on evidence-based practices. Students will learn about and apply the scientific method and problem formation, research methods and design, research ethics, and qualitative and quantitative methods to analyze data. Students will develop the basic skills needed to evaluate program effectiveness and integrate research with practice

IV. Prerequisites and/or Co-requisites

None

V. Core Program Course

No, HUS 4722 is a lower division elective course.

VI. Program Mission Statement

The Bachelor of Science in Social and Human Services program prepares students for human services careers by fostering critical thinking, ethical and evidence-based practice, effective communication, and foundational knowledge to positively impact clients. Through a variety of learning experiences, students build on prior knowledge to enhance their skills and understanding, enabling them to address local community needs and drive meaningful change.

VII. Program Outcomes

- A. **Evaluate Ethical and Legal Practices:** Evaluate and implement ethical, legal, and research-informed practices in human services environments by accurately identifying and leveraging local and national resources to address the specific needs of clients effectively.
- B. **Analyze Influences on Clients and Stakeholders:** Analyze the impact of psychological characteristics, group dynamics, governmental policies, and social structures on clients from various socio-economic backgrounds and stakeholders to inform decision-making and service delivery.
- C. **Evaluate and Select Intervention Strategies:** Critically compare and evaluate evidence-based intervention strategies to determine and implement the most effective approaches for addressing the unique needs of individuals and groups.

- D. **Develop Case Management Strategies:** Organize and manage cases efficiently by designing communication strategies, fostering stakeholder collaboration, and employing active listening to effectively support clients in human services settings.
- E. **Apply Knowledge in Practical Settings:** Apply theoretical knowledge and practical skills gained from the program to real-world scenarios through fieldwork and/or research projects, demonstrating competence in addressing complex human service challenges.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Identify and describe the steps of the research process.
- B. Discuss the role of ethics in research.
- C. Describe various types of research methods and the strengths and limitations of each.
- D. Collect and analyze research literature.
- E. Design a basic research study.

IX. Course Content

- The Scientific Method
- Goals of scientific research
- Basic and applied research
- Ethical Issues
- Research strategies and methodologies: *Qualitative vs. Quantitative methods*
 - *Qualitative:* case studies, ethnography, phenomenology, grounded theory, narrative research, informed consent, confidentiality, thematic analysis, coding qualitative data, narrative/content analysis
 - *Quantitative:* experimental design, quasi-experimental design, meta-analysis, interpreting tables and graphs, descriptive statistics, correlation and regression, probability distributions and confidence intervals, basic hypothesis testing (coursework in Elementary Statistics is suggested)
- Experimental Designs Applied Research
- Data Analysis and Reporting Scientific Writing

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to, the following:

- Textbook with instructor's resource materials
- Lab manuals
- Reading supplements

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve exams, quizzes, essays, research papers, oral presentations, and individual/group projects.

XIII. Course Assessment Methods

Program learning outcomes are not formally assessed in this course in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Cheryl Giacomelli (12/16/2024)
Julie Blanco-Davila (12/16/2024)
Tyler Hudson (12/16/2024)

XV. Administrator Review/Revision

Dustin Latta (1/15/2025)

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUS 4951 Human Services Capstone

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

The human services capstone course requires students to produce a project, proposal, portfolio, or research activity that evidences ability to integrate, synthesize, and apply knowledge and skills grounded in the human services curriculum to a problem or issue relating to development, delivery, or evaluation of social services. Topics are selected on the basis of what is new or currently relevant in the field.

IV. Prerequisites and/or Co-requisites

Prerequisite: DEP 2402, SYG 1000, SYG 1430, and SYG 2010 with a grade of “C” or higher.

V. Core Program Course

Yes, HUS 4951 satisfies 3 credit hours as a required core course.

VI. Program Mission Statement

The Bachelor of Science in Social and Human Services program prepares students for careers in social services by fostering critical thinking, ethical practice, and compassionate care. Through a variety of learning experiences, students build on prior knowledge to enhance their skills and understanding, enabling them to address local community needs and drive meaningful change.

VII. Program Outcomes

- A. **Evaluate Ethical and Legal Practices:** Evaluate and implement ethical, legal, and research-informed practices in human services environments by accurately identifying and leveraging local and national resources to address the specific needs of clients effectively.
- B. **Analyze Influences on Clients and Stakeholders:** Analyze the impact of psychological characteristics, group dynamics, governmental policies, and social structures on clients from various socio-economic backgrounds and stakeholders to inform decision-making and service delivery.
- C. **Evaluate and Select Intervention Strategies:** Critically compare and evaluate evidence-based intervention strategies to determine and implement the most effective approaches for addressing the unique needs of individuals and groups.

- D. **Develop Case Management Strategies:** Organize and manage cases efficiently by designing communication strategies, fostering stakeholder collaboration, and employing active listening to effectively support clients in human services settings.
- E. **Apply Knowledge in Practical Settings:** Apply theoretical knowledge and practical skills gained from the program to real-world scenarios through fieldwork and/or research projects, demonstrating competence in addressing complex human service challenges.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Integrate knowledge and skills acquired throughout the human services curriculum to address a complex problem or issue in social services development, delivery, or evaluation.
- B. Apply critical thinking and problem-solving skills to develop innovative solutions or approaches to current and emerging issues in the field of human services.
- C. Demonstrate professional communication and presentation skills by articulating project findings and solutions to diverse audiences.
- D. Reflect on personal and professional growth through the application of human services principles to real-world challenges.

IX. Course Content

- Integration and synthesis of human services knowledge
- Development of project, proposal, or portfolio
- Research methods and applied problem-solving
- Professional communication and presentation skills
- Reflection on professional growth and learning

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to, the following:

- Textbook with instructor's resource materials
- Lab manuals
- Reading supplements

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve exams, quizzes, essays, research papers, reflection essays, oral presentations, and individual/group projects.

XIII. Course Assessment Methods

Program learning outcomes for at least one of the PLOs in Section VII will be assessed by one or more of the following:

- Multiple-choice and essay exams
- Research Papers
- Reflection essays for job shadowing and/or internship
- Projects

XIV. Faculty Review/Revision

Cheryl Giacomelli (12/13/2024)

Julie Blanco-Davila (12/13/2024)

XV. Administrator Review/Revision

Dustin Latta (01/15/2025)

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

AML 2010 American Literature I

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

AML 2010 is a study of selected American writers and literary trends from colonial times to the mid-19th century. The readings will include selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation. AML 2010 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

IV. Prerequisites and/or Co-requisites

Prerequisite: ENC 1102 with a grade of "C" or higher.

V. General Education Course

Yes. This course satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Demonstrate familiarity with key works of American literature from colonial times to the mid-19th century.
- B. Express knowledge of American literature through writing and analyze, evaluate, and critique various aspects of literary genres:
 1. The novel
 2. The short story
 3. The narrative
 4. Lyric poetry
 5. Letters
 6. Diaries

7. Memoirs
8. Speeches
9. Pamphlets
10. Other non-fiction historical texts
- C. Master fundamentals of various literary technical devices:
 1. Metaphor
 2. Simile
 3. Personification
 4. Allusion
 5. Symbolism
 6. Poetical metrical systems
 7. Rhyme schemes
 8. Structural devices found in the novel, short story, and poetry
- D. Plan, organize, and produce research based written responses totaling at least 3000 words over the semester.
- E. Analyze and synthesize information from multiple primary and secondary sources and cite those sources by using appropriate documentation style.

IX. Course Content

- A. Early American Literature (1620-1820)
- B. American Literature (1820-1865)

X. Special Course Requirements

AML 2010 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030. This course requires research based writing of at least 3000 words that draws on multiple primary and secondary sources.

XI. Course Support Materials

May include, but is not limited to, the course textbook(s), instructor's resource materials, reading supplements, SJR State library online databases, etc.

XII. Criteria for Student Evaluation

May include, but is not limited to, attendance, class participation, homework, tests and quizzes, essays, and final exam. At least 25% of the course grade will come from research based writing.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Alex Asbille, Paul Andrews, Dawn Bergeron, Herman Bryant, Jay Engelbrecht, Melody Hargraves, Patrick Lewis, Lisa Mahoney, Jeannine Morgan, Becca Sullivan, Jane Terry, Edwin Turner, Roger Vaccaro

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

AML 2010 Honors American Literature I

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

AML 2010 is a study of selected American writers and literary trends from colonial times to the mid-19th century. The readings will include selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation. AML 2010 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030. This course involves significant reading, writing, discussion, challenge problems, and/or student participation.

IV. Prerequisites and/or Co-requisites

Prerequisite: Admission to the SJR State Honors Program and ENC 1102 with a grade of “C” or higher.

V. General Education Course

Yes. This course satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity’s defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Demonstrate familiarity with key works of American literature from colonial times to the mid-19th century.
- B. Express knowledge of American literature through writing and analyze, evaluate, and critique various aspects of literary genres:
 1. The novel
 2. The short story
 3. The narrative
 4. Lyric poetry

5. Letters
 6. Diaries
 7. Memoirs
 8. Speeches
 9. Pamphlets
 10. Other non-fiction historical texts
- C. Master fundamental knowledge of various literary technical devices:
1. Metaphor
 2. Simile
 3. Personification
 4. Allusion
 5. Symbolism
 6. Poetical metrical systems
 7. Rhyme schemes
 8. Structural devices found in the novel, short story, and poetry
- D. Plan, organize, and produce research based written responses totaling at least 3000 words over the semester.
- E. Analyze and synthesize information from multiple primary and secondary sources and cite those sources by using appropriate documentation style.

IX. Course Content

- A. Early American Literature (1620-1820)
- B. American Literature (1820-1865)

X. Special Course Requirements

AML 2010 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030. This course requires research based writing of at least 3000 words that draws on multiple primary and secondary sources.

XI. Course Support Materials

May include, but is not limited to, the course textbook(s), instructor's resource materials, reading supplements, SJR State library online databases, etc.

XII. Criteria for Student Evaluation

May include, but is not limited to, attendance, class participation, homework, tests and quizzes, essays, and final exam. At least 25% of the course grade will come from research based writing.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Alex Asbille, Paul Andrews, Dawn Bergeron, Herman Bryant, Jay Engelbrecht, Melody Hargraves, Patrick Lewis, Lisa Mahoney, Jeannine Morgan, Becca Sullivan, Jane Terry, Edwin Turner, Roger Vaccaro

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

AML 2020 American Literature II

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

AML 2020 is a study of selected American writers and literary trends from mid-19th century to the present. The readings will include selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation. AML 2020 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

IV. Prerequisites and/or Co-requisites

Prerequisite: ENC 1102 with a grade of "C" or higher.

V. General Education Course

Yes. AML 2020 satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Recognize by title and author quotations taken from selected American literary masterpieces from the end of the Civil War in 1865 to the present day.
- B. Express knowledge of American literature through writing and analyze, evaluate, and critique various aspects of literary genres:
 1. The novel
 2. The short story
 3. The narrative
 4. Lyric poetry
 5. Formal and informal critical essay

- C. Master fundamentals of various literary technical devices:
 - 1. Metaphor
 - 2. Simile
 - 3. Personification
 - 4. Allusion
 - 5. Symbolism
 - 6. Poetical metrical systems
 - 7. Rhyme schemes
 - 8. Structural devices found in the novel, short story, and poetry
- D. Explain the function of symbolism in the poetry of 20th century America.
- E. Plan, organize, and produce research based written responses totaling at least 3000 words over the semester.
- F. Analyze and synthesize information from multiple primary and secondary sources and cite those sources by using appropriate documentation style.

IX. Course Content

- A. American Literature (1865-1914)
- B. American Literature from World War I through World War II (1914-1945)
- C. American Literature from 1945 - present

X. Special Course Requirements

AML 2020 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030. This course requires research based writing of at least 3000 words that draws on multiple primary and secondary sources.

XI. Course Support Materials

May include, but is not limited to, the course textbook(s), instructor's resource materials, reading supplements, SJR State library online databases, etc.

XII. Criteria for Student Evaluation

May include, but is not limited to, attendance, class participation, homework, tests and quizzes, essays, and final exam. At least 25% of the course grade will come from research based writing.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Alex Asbille, Paul Andrews, Dawn Bergeron, Herman Bryant, Jay Engelbrecht, Melody Hargraves, Patrick Lewis, Lisa Mahoney, Jeannine Morgan, Becca Sullivan, Jane Terry, Edwin Turner, Roger Vaccaro

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

AML 2020 Honors American Literature II

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

AML 2020 is a study of selected American writers and literary trends from mid-19th century to the present. The readings will include selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation. AML 2020 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030. This course involves significant reading, writing, discussion, challenge problems, and/or student participation.

IV. Prerequisites and/or Co-requisites

Prerequisite: Admission to the SJR State Honors Program and ENC 1102 with a grade of "C" or higher.

V. General Education Course

Yes. AML 2020 satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Recognize by title and author quotations taken from selected American literary masterpieces from the end of the Civil War in 1865 to the present day.
- B. Express knowledge of American literature through writing and analyze, evaluate, and critique various aspects of literary genres:
 1. The novel
 2. The short story
 3. The narrative

4. Lyric poetry
5. Formal and informal critical essay
- C. Master fundamentals of various literary technical devices:
 1. Metaphor
 2. Simile
 3. Personification
 4. Allusion
 5. Symbolism
 6. Poetical metrical systems
 7. Rhyme schemes
 8. Structural devices found in the novel, short story, and poetry
- D. Explain the function of symbolism in the poetry of 20th century America.
- E. Plan, organize, and produce research based written responses totaling at least 3000 words over the semester.
- F. Analyze and synthesize information from multiple primary and secondary sources and cite those sources by using appropriate documentation style.

IX. Course Content

- A. American Literature (1865-1914)
- B. American Literature from World War I through World War II (1914-1945)
- C. American Literature from 1945 - present

X. Special Course Requirements

AML 2020 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030. This course requires research based writing of at least 3000 words that draws on multiple primary and secondary sources.

XI. Course Support Materials

May include, but is not limited to, the course textbook(s), instructor's resource materials, reading supplements, SJR State library online databases, etc.

XII. Criteria for Student Evaluation

May include, but is not limited to, attendance, class participation, homework, tests and quizzes, essays, and final exam. At least 25% of the course grade will come from research based writing.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Alex Asbille, Paul Andrews, Dawn Bergeron, Herman Bryant, Jay Engelbrecht, Melody Hargraves, Patrick Lewis, Lisa Mahoney, Jeannine Morgan, Becca Sullivan, Jane Terry, Edwin Turner, Roger Vaccaro

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

AML 2601 African-American Literature

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

A survey of African-American Literature that reflects the rich tradition of published writings created by African-American authors. In the course, students discover a variety of African-American literary genres and themes from the earliest documented records to contemporary African-American culture. This course emphasizes terminology and literary constructs necessary for the students to read and understand text materials and written dialogues of African-American writers. The development of appropriate skills and techniques enabling students to critically review and analyze written works, such as narrative, poetry, short story, novel etc. are stressed continually. AML 2601 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

IV. Prerequisites and/or Co-requisites

Prerequisite: ENC 1102 with a grade of "C" or higher.

V. General Education Course

No. This course cannot be used to satisfy the general education requirements for the A.A. degree but may be used as an elective credit toward graduation.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Express knowledge of African-American literature through writing and analyze, evaluate, and critique various aspects of literary genres: Speeches, Narratives, Poetry, Folklore, Fiction, Short stories, Novels, Sermons, Music lyrics, Spirituals, Drama, Essays, Protest writings, Film, Literary criticism, and African American Literary Theory
- B. Master fundamentals of various literary technical devices: Metaphor, Simile, Personification, Allusion, Symbolism, Irony, Motifs, Illusion, Allusion, Foreshadowing, Flashback, Intertextuality, Style, and Syntax.

- C. Recognize various mythic structures in African-American literature.
- D. Recognize where African-American literature fits into a multicultural/multidisciplinary view of American literary art and scholarship and evaluate the impact of African American literature on society.
- E. Plan, organize, and produce research based written responses totaling at least 3000 words over the semester.
- F. Analyze and synthesize information from multiple primary and secondary sources and cite those sources by using appropriate documentation style.

IX. Course Content

- A. Introductory Matter: Review of Literary Elements essential to understanding African-American literature and the African-American literary cannon.
- B. Mythic Structure of African-American literature
- C. Explication of the Hero's Journey and its relevance to African-American literature
- D. Identification of Archetypal Patterns in African-American literature
- E. Introduction to a selected novel by an African-American author
- F. Autobiography/Biography
- G. Protest/Social Commentary
- H. Short Story
- I. Blues Lyrics/War Songs/Work Songs/Calls
- J. Drama
- K. Children's Literature
- L. Animal Tales/Fables/Ghost Stories
- M. Film Screenplay/Criticism

X. Special Course Requirements

AML 2601 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030. This course requires research based writing of at least 3000 words that draws on multiple primary and secondary sources in which the student is required to demonstrate college-level writing skills through multiple assignments.

XI. Course Support Materials

May include, but is not limited to, the course textbook(s), instructor's resource materials, reading supplements, SJR State library online databases, etc.

XII. Criteria for Student Evaluation

May include, but is not limited to, attendance, class participation, homework, tests and quizzes, essays, and final exam. At least 25% of the course grade will come from research based writing.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Alex Asbille, Paul Andrews, Dawn Bergeron, Herman Bryant, Jay Engelbrecht, Melody Hargraves, Patrick Lewis, Lisa Mahoney, Jeannine Morgan, Becca Sullivan, Jane Terry, Edwin Turner, Roger Vaccaro

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

AML 2601 Honors African-American Literature

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

A survey of African-American Literature that reflects the rich tradition of published writings created by African-American authors. In the course, students discover a variety of African-American literary genres and themes from the earliest documented records to contemporary African-American culture. This course emphasizes terminology and literary constructs necessary for the students to read and understand text materials and written dialogues of African-American writers. The development of appropriate skills and techniques enabling students to critically review and analyze written works, such as narrative, poetry, short story, novel etc. are stressed continually. AML 2601 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030. This course involves significant reading, writing, discussion, challenge problems, and/or student participation.

IV. Prerequisites and/or Co-requisites

Prerequisite: Admission to the SJR State Honors Program and ENC 1102 with a grade of "C" or higher.

V. General Education Course

No. This course cannot be used to satisfy the general education requirements for the A.A. degree but may be used as an elective credit toward graduation.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will shall be able to:

- A. Express knowledge of African-American literature through writing and analyze, evaluate, and critique various aspects of literary genres: Speeches, Narratives, Poetry, Folklore, Fiction, Short stories, Novels, Sermons, Music lyrics, Spirituals, Drama, Essays, Protest writings, Film, Literary criticism, and African American Literary Theory
- B. Master fundamentals of various literary technical devices: Metaphor, Simile, Personification, Allusion, Symbolism, Irony, Motifs, Illusion, Allusion, Foreshadowing,

Flashback, Intertextuality, Style, and Syntax.

- C. Recognize various mythic structures in African-American literature.
- D. Recognize where African-American literature fits into a multicultural/multidisciplinary view of American literary art and scholarship and evaluate the impact of African American literature on society.
- E. Plan, organize, and produce research based written responses totaling at least 3000 words over the semester.
- F. Analyze and synthesize information from multiple primary and secondary sources and cite those sources by using appropriate documentation style.

IX. Course Content

- A. Introductory Matter: Review of Literary Elements essential to understanding African-American literature and the African-American literary cannon.
- B. Mythic Structure of African-American literature
- C. Explication of the Hero's Journey and its relevance to African-American literature
- D. Identification of Archetypal Patterns in African-American literature
- E. Introduction to a selected novel by an African-American author
- F. Autobiography/Biography
- G. Protest/Social Commentary
- H. Short Story
- I. Blues Lyrics/War Songs/Work Songs/Calls
- J. Drama
- K. Children's Literature
- L. Animal Tales/Fables/Ghost Stories
- M. Film Screenplay/Criticism

X. Special Course Requirements

AML 2601 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030. This course requires research based writing of at least 3000 words that draws on multiple primary and secondary sources in which the student is required to demonstrate college-level writing skills through multiple assignments.

XI. Course Support Materials

May include, but is not limited to, the course textbook(s), instructor's resource materials, reading supplements, SJR State library online databases, etc.

XII. Criteria for Student Evaluation

May include, but is not limited to, attendance, class participation, homework, tests and quizzes, essays, and final exam. At least 25% of the course grade will come from research based writing.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Alex Asbille, Paul Andrews, Dawn Bergeron, Herman Bryant, Jay Engelbrecht, Melody Hargraves, Patrick Lewis, Lisa Mahoney, Jeannine Morgan, Becca Sullivan, Jane Terry, Edwin Turner, Roger Vaccaro

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

ENC 1101 Composition I

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course introduces students to rhetorical concepts and audience-centered approaches to writing including composing processes, language conventions and style, and critical analysis and engagement with written texts and other forms of communication. ENC 1101 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

IV. Prerequisites and/or Co-requisites

Prerequisite: College ready status, a satisfactory score on a placement test, or completion of developmental reading and writing with a grade of “C” or higher or enrollment in a corequisite developmental education course as applicable (ENC 0056C).

V. General Education Course

Yes. This course satisfies 3 of the credit hours in the area of communications.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course:

- A. Students will apply rhetorical knowledge to communicate for a range of audiences and purposes.
- B. Students will employ critical thinking to analyze forms of communication.
- C. Students will engage in writing processes that involve drafting, revising, and reflecting.

IX. Course Content

- A. Grammar, spelling, punctuation, mechanics
- B. Word usage
- C. Sentence structure
- D. Rhetorical strategies, which may include, but are not limited to: Illustration, Comparison/Contrast, Process, Narration, Cause and Effect, Persuasion, Definition, Description, Division-Classification
- E. MLA documentation format

X. Special Course Requirements

ENC 1101 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030. This course requires students to complete a minimum of one documented essay using MLA format.

XI. Course Support Materials

May include, but not be limited to the following: course textbook(s), instructor's resource materials, reading supplements, SJR State library online databases, etc.

XII. Criteria for Student Evaluation

- 20% of the final course grade is based on departmental final exams.
 - 10% of the course grade is based on a departmental grammar final exam. The exam is provided to instructors by the Arts & Sciences office and will be a 50 question, multiple choice test focusing on sentence structure and word choice, subject/verb agreement, pronouns, modifiers, and parallelism
 - 10% of the course grade is based on a final essay exam. The final essay exam will be an analysis/synthesis of an assigned essay: essays and the prompt will be provided by the department.
 - Neither portion of the final exam may be given as a take home exam. Students should be permitted 60 minutes to complete the timed in-class final essay exam and 60 minutes to complete the departmental grammar final exam. Students may be permitted to use a non-electronic dictionary for the timed in-class essay only. No other books, notes, aids, etc. may be used on either portion of the test.
- The remaining 80% of the course grade should include a minimum of
 - Two (2) or three (3) writing assignments (700 – 1000 words + Works Cited) chosen from argument, narrative, analysis, synthesis, reporting information, review, process, compare/contrast, illustration;
 - One (1) short research paper (1000 – 1500 words + Works Cited) – argument - demonstrating proper MLA format and in-text citations; and
 - may include, but is not limit to, attendance, class participation, homework, tests, quizzes, at the instructor's discretion.

XIII. Course Assessment Methods

Student learning outcomes for this course are assessed by an out of class essay, with a minimum of one source, for at least one of the SLOs in Section VIII.

XIV. Faculty Review/Revision

1/17/2025 Alex Asbille, Paul Andrews, Dawn Bergeron, Herman Bryant, Jay Engelbrecht, Melody Hargraves, Patrick Lewis, Lisa Mahoney, Jeannine Morgan, Becca Sullivan, Jane Terry, Edwin Turner, Roger Vaccaro

XV. Administrator Review/Revision

1/21/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

ENC 1101 Honors Composition I

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course introduces students to rhetorical concepts and audience-centered approaches to writing including composing processes, language conventions and style, and critical analysis and engagement with written texts and other forms of communication. ENC 1101 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030. This course involves significant reading, writing, discussion, challenge problems, and/or student participation.

IV. Prerequisites and/or Co-requisites

Prerequisite: Admission to the SJR State Honors Program and college ready status, satisfactory score on a placement test, or completion of developmental reading and writing with a grade of "C" or higher.

V. General Education Course

Yes. This course satisfies 3 of the credit hours in the area of communications.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course:

- A. Students will apply rhetorical knowledge to communicate for a range of audiences and purposes.
- B. Students will employ critical thinking to analyze forms of communication.
- C. Students will engage in writing processes that involve drafting, revising, and reflecting.

IX. Course Content

- A. Grammar, spelling, punctuation, mechanics
- B. Word usage
- C. Sentence structure
- D. Rhetorical strategies, which may include, but are not limited to: Illustration, Comparison/Contrast, Process, Narration, Cause and Effect, Persuasion, Definition, Description, Division-Classification
- E. MLA documentation format

X. Special Course Requirements

ENC 1101 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030. This course requires students to complete a minimum of one documented essay using MLA format.

XI. Course Support Materials

May include, but not be limited to the following: course textbook(s), instructor's resource materials, reading supplements, SJR State library online databases, etc.

XII. Criteria for Student Evaluation

- 20% of the final course grade is based on departmental final exams.
 - 10% of the course grade is based on a departmental grammar final exam. The exam is provided to instructors by the Arts & Sciences office and will be a 50 question, multiple choice test focusing on sentence structure and word choice, subject/verb agreement, pronouns, modifiers, and parallelism
 - 10% of the course grade is based on a final essay exam. The final essay exam will be an analysis/synthesis of an assigned essay: essays and the prompt will be provided by the department.
 - Neither portion of the final exam may be given as a take home exam. Students should be permitted 60 minutes to complete the timed in-class final essay exam and 60 minutes to complete the departmental grammar final exam. Students may be permitted to use a non-electronic dictionary for the timed in-class essay only. No other books, notes, aids, etc. may be used on either portion of the test.
- The remaining 80% of the course grade should include a minimum of
 - Two (2) or three (3) writing assignments (700 – 1000 words + Works Cited) chosen from argument, narrative, analysis, synthesis, reporting information, review, process, compare/contrast, illustration;
 - One (1) short research paper (1000 – 1500 words + Works Cited) – argument - demonstrating proper MLA format and in-text citations; and
 - may include, but is not limit to, attendance, class participation, homework, tests, quizzes, at the instructor's discretion.

XIII. Course Assessment Methods

Student learning outcomes for this course are assessed by an out of class essay, with a minimum of one source, for at least one of the SLOs in Section VIII.

XIV. Faculty Review/Revision

1/17/2025 Alex Asbille, Paul Andrews, Dawn Bergeron, Herman Bryant, Jay Engelbrecht, Melody Hargraves, Patrick Lewis, Lisa Mahoney, Jeannine Morgan, Becca Sullivan, Jane Terry, Edwin Turner, Roger Vaccaro

XV. Administrator Review/Revision

1/21/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

ENL 2012 English Literature I

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

ENL 2012 is a study of English Literature from Anglo-Saxon times through the 18th century. The readings will include selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation. ENL 2012 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

IV. Prerequisites and/or Co-requisites

Prerequisite: ENC 1102 with a grade of "C" or higher.

V. General Education Course

Yes. This course satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- Demonstrate knowledge of the background of the Old-English, Middle-English, 16th century, 17th century, and 18th century periods of English literature.
- Express knowledge of Old-English, Middle-English, 16th century, 17th century, and 18th century periods of English literature, through writing and analyze, evaluate, and critique various aspects of literary genres.
- Master fundamentals of various literary technical devices:
 1. Metaphor
 2. Simile
 3. Personification
 4. Allusion
 5. Symbolism

6. Poetical metrical systems
 7. Rhyme schemes
 8. Structural devices found in the novel, short story, and poetry
- D. Plan, organize, and produce research based written responses totaling at least 3000 words over the semester.
- E. Analyze and synthesize information from multiple primary and secondary sources and cite those sources by using appropriate documentation style.

IX. Course Content

- A. Anglo Saxon (Old English-Norman)
- B. Middle English (1000-1485)
- C. Sixteenth Century (1485-1603)
- D. Seventh Century (1603-1688)
- E. Eighteenth Century (1688-1798)

X. Special Course Requirements

ENL 2012 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030. This course requires research based writing of at least 3000 words that draws on multiple primary and secondary sources.

XI. Course Support Materials

May include, but is not limited to, the course textbook(s), instructor's resource materials, reading supplements, SJR State library online databases, etc.

XII. Criteria for Student Evaluation

May include, but is not limited to, attendance, class participation, homework, tests and quizzes, essays, and final exam. At least 25% of the course grade will come from research based writing.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Alex Asbille, Paul Andrews, Dawn Bergeron, Herman Bryant, Jay Engelbrecht, Melody Hargraves, Patrick Lewis, Lisa Mahoney, Jeannine Morgan, Becca Sullivan, Jane Terry, Edwin Turner, Roger Vaccaro

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

ENL 2012 Honors English Literature I

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

ENL 2012 is a study of English Literature from Anglo-Saxon times through the 18th century. The readings will include selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation. ENL 2012 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030. This course involves significant reading, writing, discussion, challenge problems, and/or student participation.

IV. Prerequisites and/or Co-requisites

Prerequisite: Admission to the SJR State Honors Program and ENC 1102 with a grade of “C” or higher.

V. General Education Course

Yes. This course satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity’s defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- Demonstrate knowledge of the background of the Old-English, Middle-English, 16th century, 17th century, and 18th century periods of English literature.
- Express knowledge of Old-English, Middle-English, 16th century, 17th century, and 18th century periods of English literature, through writing and analyze, evaluate, and critique various aspects of literary genres.
- Master fundamentals of various literary technical devices:
 1. Metaphor
 2. Simile
 3. Personification
 4. Allusion

5. Symbolism
6. Poetical metrical systems
7. Rhyme schemes
8. Structural devices found in the novel, short story, and poetry
- D. Plan, organize, and produce research based written responses totaling at least 3000 words over the semester.
- E. Analyze and synthesize information from multiple primary and secondary sources and cite those sources by using appropriate documentation style.

IX. Course Content

- A. Anglo Saxon (Old English-Norman)
- B. Middle English (1000-1485)
- C. Sixteenth Century (1485-1603)
- D. Seventh Century (1603-1688)
- E. Eighteenth Century (1688-1798)

X. Special Course Requirements

ENL 2012 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030. This course requires research based writing of at least 3000 words that draws on multiple primary and secondary sources.

XI. Course Support Materials

May include, but is not limited to, the course textbook(s), instructor's resource materials, reading supplements, SJR State library online databases, etc.

XII. Criteria for Student Evaluation

May include, but is not limited to, attendance, class participation, homework, tests and quizzes, essays, and final exam. At least 25% of the course grade will come from research based writing.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Alex Asbille, Paul Andrews, Dawn Bergeron, Herman Bryant, Jay Engelbrecht, Melody Hargraves, Patrick Lewis, Lisa Mahoney, Jeannine Morgan, Becca Sullivan, Jane Terry, Edwin Turner, Roger Vaccaro

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

ENL 2022 English Literature II

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

ENL 2022 is a study of English Literature from the close of the 18th century to the present. The readings will include selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation. ENL 2022 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

IV. Prerequisites and/or Co-requisites

Prerequisite: ENC 1102 with a grade of "C" or higher.

V. General Education Course

Yes. This course satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Demonstrate knowledge of the background of the Romantic Period, the Victorian Age, and the earlier twentieth century.
- B. Express knowledge of the works of the Romantic Period, Victorian Age, and earlier twentieth century literature through writing and analyze, evaluate, and critique various aspects of literary genres.
- C. Master fundamentals of various literary technical devices:
 1. Metaphor
 2. Simile
 3. Personification
 4. Allusion
 5. Symbolism

6. Poetical metrical systems
7. Rhyme schemes
8. Structural devices found in the novel, short story, and poetry
- D. Plan, organize, and produce critical essays of no fewer than 3000 words total using material from various sources and appropriate documentation style.
- E. Analyze and synthesize information from multiple primary and secondary sources and cite those sources by using appropriate documentation style.

IX. Course Content

- A. The Romantic Period (1798 - 1830)
- B. The Victorian Age (1830 - 1900)
- C. The 20th Century (1900-1999)

X. Special Course Requirements

ENL 2022 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030. This course requires research based writing of at least 3000 words that draws on multiple primary and secondary sources.

XI. Course Support Materials

May include, but is not limited to, the course textbook(s), instructor's resource materials, reading supplements, SJR State Library online databases, etc.

XII. Criteria for Student Evaluation

May include, but is not limit to, attendance, class participation, homework, tests and quizzes, essays, and final exam. At least 25% of the course grade will come from research based writing.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Alex Asbille, Paul Andrews, Dawn Bergeron, Herman Bryant, Jay Engelbrecht, Melody Hargraves, Patrick Lewis, Lisa Mahoney, Jeannine Morgan, Becca Sullivan, Jane Terry, Edwin Turner, Roger Vaccaro

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

ENL 2022 Honors English Literature II

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

ENL 2022 is a study of English Literature from the close of the 18th century to the present. The readings will include selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation. ENL 2022 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030. This course involves significant reading, writing, discussion, challenge problems, and/or student participation.

IV. Prerequisites and/or Co-requisites

Prerequisite: Admission to the SJR State Honors Program and ENC 1102 with a grade of "C" or higher.

V. General Education Course

Yes. This course satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Demonstrate knowledge of the background of the Romantic Period, the Victorian Age, and the earlier twentieth century.
- B. Express knowledge of the works of the Romantic Period, Victorian Age, and earlier twentieth century literature through writing and analyze, evaluate, and critique various aspects of literary genres.
- C. Master fundamentals of various literary technical devices:
 1. Metaphor
 2. Simile
 3. Personification

4. Allusion
5. Poetical metrical systems
6. Rhyme schemes
7. Structural devices found in the novel, short story, and poetry
- D. Plan, organize, and produce critical essays of no fewer than 3000 words total using material from various sources and appropriate documentation style.
- E. Analyze and synthesize information from multiple primary and secondary sources and cite those sources by using appropriate documentation style.

IX. Course Content

- A. The Romantic Period (1798 - 1830)
- B. The Victorian Age (1830 - 1900)
- C. The 20th Century (1900-1999)

X. Special Course Requirements

ENL 2022 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030. This course requires research based writing of at least 3000 words that draws on multiple primary and secondary sources.

XI. Course Support Materials

May include, but is not limited to, the course textbook(s), instructor's resource materials, reading supplements, SJR State Library online databases, etc.

XII. Criteria for Student Evaluation

May include, but is not limit to, attendance, class participation, homework, tests and quizzes, essays, and final exam. At least 25% of the course grade will come from research based writing.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Alex Asbille, Paul Andrews, Dawn Bergeron, Herman Bryant, Jay Engelbrecht, Melody Hargraves, Patrick Lewis, Lisa Mahoney, Jeannine Morgan, Becca Sullivan, Jane Terry, Edwin Turner, Roger Vaccaro

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

ENL 2330 Introduction to Shakespeare

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

ENL 2330 is a study of selected works by William Shakespeare. The readings will include selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation. ENL 2330 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

IV. Prerequisites and/or Co-requisites

Prerequisite: ENC 1102 with a grade of "C" or higher.

V. General Education Course

Yes. This course satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Demonstrate knowledge concerning the social and political background of Shakespeare's plays, Shakespeare's life, and Shakespeare's era.
- B. Express knowledge of selected poems and plays by Shakespeare.
- C. Master fundamentals of various literary technical devices:
 1. Metaphor
 2. Simile
 3. Personification
 4. Allusion
 5. Symbolism

6. Poetical metrical systems
 7. Rhyme schemes
 8. Structural devices found in poems and plays
- D. Plan, organize, and produce critical essays of no fewer than 3000 words over the semester.
 - E. Analyze and synthesize information from multiple primary and secondary sources and cite those sources by using appropriate documentation style.

IX. Course Content

- A. Introduction to Shakespeare's plays and poetry from the English period to the Renaissance.
- B. Recognition of the major characteristics of Shakespeare's works.
- C. Basic written analysis of selected works by Shakespeare.

X. Special Course Requirements

ENL 2330 is a Gordon Rule writing course as designed by SBE Rule 6A-10.30. This course requires research-based writing of at least 3000 words that draw on multiple primary and secondary sources.

XI. Course Support Materials

May include, but is not limited to, SJR State library online databases, particularly the Shakespeare Center in Bloom's Literature (Infobase Publishing); instructor's resource materials; reading supplements, etc.

XII. Criteria for Student Evaluation

May include, but is not limited to, attendance, class participation, homework, tests and quizzes, essays, and final exam. At least 25% of the course grade will come from research-based writing.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Alex Asbille, Paul Andrews, Dawn Bergeron, Herman Bryant, Jay Engelbrecht, Melody Hargraves, Patrick Lewis, Lisa Mahoney, Jeannine Morgan, Becca Sullivan, Jane Terry, Edwin Turner, Roger Vaccaro

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

ENL 2330 Honors Introduction to Shakespeare

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

ENL 2330 is a study of selected works by William Shakespeare. The readings will include selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation. ENL 2330 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030. This course involves significant reading, writing, discussion, challenge problems, and/or student participation.

IV. Prerequisites and/or Co-requisites

Prerequisite: Admission to the SJR State Honors Program and ENC 1102 with a grade of "C" or higher.

V. General Education Course

Yes. This course satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Demonstrate knowledge concerning the social and political background of Shakespeare's plays, Shakespeare's life, and Shakespeare's era.
- B. Express knowledge of selected poems and plays by Shakespeare.
- C. Master fundamentals of various literary technical devices:
 1. Metaphor
 2. Simile
 3. Personification

4. Allusion
 5. Symbolism
 6. Poetical metrical systems
 7. Rhyme schemes
 8. Structural devices found in poems and plays
- D. Plan, organize, and produce critical essays of no fewer than 3000 words over the semester.
 - E. Analyze and synthesize information from multiple primary and secondary sources and cite those sources by using appropriate documentation style.

IX. Course Content

- A. Introduction to Shakespeare's plays and poetry from the English period to the Renaissance.
- B. Recognition of the major characteristics of Shakespeare's works.
- C. Basic written analysis of selected works by Shakespeare.

X. Special Course Requirements

ENL 2330 is a Gordon Rule writing course as designed by SBE Rule 6A-10.30. This course requires research-based writing of at least 3000 words that draw on multiple primary and secondary sources.

XI. Course Support Materials

May include, but is not limited to, SJR State library online databases, particularly the Shakespeare Center in Bloom's Literature (Infobase Publishing); instructor's resource materials; reading supplements, etc.

XII. Criteria for Student Evaluation

May include, but is not limited to, attendance, class participation, homework, tests and quizzes, essays, and final exam. At least 25% of the course grade will come from research-based writing.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Alex Asbille, Paul Andrews, Dawn Bergeron, Herman Bryant, Jay Engelbrecht, Melody Hargraves, Patrick Lewis, Lisa Mahoney, Jeannine Morgan, Becca Sullivan, Jane Terry, Edwin Turner, Roger Vaccaro

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

LIT 2000 Introduction to Literature

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

In this course, students will be assigned readings representative of a broad range of literary genres and cultures. These readings will cover a variety of literary movements and historical eras. The readings will include, but are not limited to, selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation. LIT 2000 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

IV. Prerequisites and/or Co-requisites

Prerequisite: ENC 1101 with a grade of "C" or higher.

V. General Education Course

Yes, LIT 2000 satisfies 3 of the credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course:

- A. Students will identify a variety of literary movements, historical eras, and/or cultural contexts.
- B. Students will demonstrate critical thinking and analytical skills.

IX. Course Content

Survey of short stories, poetry, and drama

X. Special Course Requirements

LIT 2000 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

XI. Course Support Materials

May include, but is not limited to the following: textbook with instructor's resource materials, and supplementary reading supplements.

XII. Criteria for Student Evaluation

May include but not be limited to the following: quizzes, tests, writing assignments, research papers, and student presentations.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Alex Asbille, Paul Andrews, Dawn Bergeron, Herman Bryant, Jay Engelbrecht, Melody Hargraves, Patrick Lewis, Lisa Mahoney, Jeannine Morgan, Becca Sullivan, Jane Terry, Edwin Turner, Roger Vaccaro

XV. Administrator Review/Revision

1/10/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

LIT 2000 Honors Introduction to Literature

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

In this course, students will be assigned readings representative of a broad range of literary genres and cultures. These readings will cover a variety of literary movements and historical eras. The readings will include, but are not limited to, selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation. LIT 2000 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030. This course involves significant reading, writing, discussion, challenge problems, and/or student participation.

IV. Prerequisites and/or Co-requisites

Prerequisite: Admission to the SJR State Honors Program and ENC 1101 with a grade of "C" or higher.

V. General Education Course

Yes, LIT 2000 satisfies 3 of the credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course:

- A. Students will identify a variety of literary movements, historical eras, and/or cultural contexts.
- B. Students will demonstrate critical thinking and analytical skills.

IX. Course Content

Survey of short stories, poetry, and drama

X. Special Course Requirements

LIT 2000 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

XI. Course Support Materials

May include, but is not limited to the following: textbook with instructor's resource materials, and supplementary reading supplements.

XII. Criteria for Student Evaluation

May include but not be limited to the following: quizzes, tests, writing assignments, research papers, and student presentations.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Alex Asbille, Paul Andrews, Dawn Bergeron, Herman Bryant, Jay Engelbrecht, Melody Hargraves, Patrick Lewis, Lisa Mahoney, Jeannine Morgan, Becca Sullivan, Jane Terry, Edwin Turner, Roger Vaccaro

XV. Administrator Review/Revision

1/10/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

LIT 2182 Modern Irish Literature

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

LIT 2182 is a study of selected Irish writers and literary trends from 1885-present. This course is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

IV. Prerequisites and/or Co-requisites

Prerequisite: ENC 1102 with a grade of "C" or higher.

V. General Education Course

No. This course cannot be used to satisfy the general education requirements for the A.A. degree but may be used as an elective credit toward graduation.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Demonstrate knowledge of the social and political background in Ireland in the late 19th century that preceded Irish statehood continuing to contemporary issues that affect Irish writers in the 21st century.
- B. Express knowledge of literary works of major Irish writers through writing and analyze, evaluate, and critique various aspects of literary genres.
- C. Master fundamentals of various literary technical devices:
 1. Metaphor
 2. Simile
 3. Personification
 4. Allusion

- 5. Symbolism
- 6. Poetical metrical systems
- 7. Rhyme schemes
- 8. Structural devices found in the novel, short story, and poetry
- D. Plan, organize, and produce critical essays of no fewer than 3000 words total using material from various sources and appropriate documentation style.
- E. Analyze and synthesize information from multiple primary and secondary sources and cite those sources by using appropriate documentation style.

IX. Course Content

- A. The Late Victorian Period (1885-1900)
- B. The Modern Period (1900-1945)
- C. Post-Modern Period (1945-Present)

X. Special Course Requirements

LIT 2182 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030. This course requires research based writing of at least 3000 words that draws on multiple primary and secondary sources.

XI. Course Support Materials

May include, but is not limited to, the course textbook(s), instructor's resource materials, reading supplements, SJR State library online databases, etc.

XII. Criteria for Student Evaluation

May include, but is not limited to, attendance, class participation, homework, tests and quizzes, essays and final exam. At least 25% of the course grade will come from research based writing.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Alex Asbille, Paul Andrews, Dawn Bergeron, Herman Bryant, Jay Engelbrecht, Melody Hargraves, Patrick Lewis, Lisa Mahoney, Jeannine Morgan, Becca Sullivan, Jane Terry, Edwin Turner, Roger Vaccaro

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

LIT 2182 Honors Modern Irish Literature

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

LIT 2182 is a study of selected Irish writers and literary trends from 1885-present. This course is a Gordon Rule writing course as defined by SBE Rule 6A-10.030. This course involves significant reading, writing, discussion, challenge problems, and/or student participation.

IV. Prerequisites and/or Co-requisites

Prerequisite: Admission to the SJR State Honors Program and ENC 1102 with a grade of “C” or higher.

V. General Education Course

No. This course cannot be used to satisfy the general education requirements for the A.A. degree but may be used as an elective credit toward graduation.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity’s defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Demonstrate knowledge of the social and political background in Ireland in the late 19th century that preceded Irish statehood continuing to contemporary issues that affect Irish writers in the 21st century.
- B. Express knowledge of literary works of major Irish writers through writing and analyze, evaluate, and critique various aspects of literary genres.
- C. Master fundamentals of various literary technical devices:
 1. Metaphor
 2. Simile

3. Personification
 4. Allusion
 5. Symbolism
 6. Poetical metrical systems
 7. Rhyme schemes
 8. Structural devices found in the novel, short story, and poetry
- D. Plan, organize, and produce critical essays of no fewer than 3000 words total using material from various sources and appropriate documentation style.
 - E. Analyze and synthesize information from multiple primary and secondary sources and cite those sources by using appropriate documentation style.

IX. Course Content

- A. The Late Victorian Period (1885-1900)
- B. The Modern Period (1900-1945)
- C. Post-Modern Period (1945-Present)

X. Special Course Requirements

LIT 2182 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030. This course requires research based writing of at least 3000 words that draws on multiple primary and secondary sources.

XI. Course Support Materials

May include, but is not limited to, the course textbook(s), instructor's resource materials, reading supplements, SJR State library online databases, etc.

XII. Criteria for Student Evaluation

May include, but is not limited to, attendance, class participation, homework, tests and quizzes, essays and final exam. At least 25% of the course grade will come from research based writing.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Alex Asbille, Paul Andrews, Dawn Bergeron, Herman Bryant, Jay Engelbrecht, Melody Hargraves, Patrick Lewis, Lisa Mahoney, Jeannine Morgan, Becca Sullivan, Jane Terry, Edwin Turner, Roger Vaccaro

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

LIT 2380 Literature by Women

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

LIT 2380 is a study of selected women writers ranging in historical scope from the Middle Ages to the present in order to understand the role that women writers have played in the context of the western literary tradition and to examine the unique challenges, attitudes, and historical changes that impacted women writers. LIT 2380 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

IV. Prerequisites and/or Co-requisites

Prerequisite: ENC 1102 with a grade of "C" or higher.

V. General Education Course

No. This course cannot be used to satisfy the general education requirements for the A.A. degree but may be used as an elective credit toward graduation.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Recognize significant works by women writers from the Middle Ages to the present that encompass various styles, tones, and purposes.
- B. Express knowledge of literature by women and show understanding of the challenges, attitudes, and historical changes that impacted women writers.
- C. Examine how the literature of a particular group, such as women, relates to the commonality of human experience and understand the unique place of literature by women both within and out of the bounds of literary tradition.

- D. Discover how genre impacts literature by women by reading and studying works from genres including short story, poetry, letters, diaries, and essays.
- E. Learn literary terminology such as simile, metaphor, personification, allusion, etc. and be able to apply terms to close reading of texts.
- F. Plan, organize, and produce written responses totaling 3000 words that analyze, evaluate, and argue based on close critical reading of literary texts
- G. Analyze and synthesize information from multiple primary and secondary sources and cite those sources by using appropriate documentation style.

IX. Course Content

- A. Early Literature by Women (from the Middle Ages to the Turn of the Century)
- B. Literature by Women (Early Twentieth Century to the Present)

X. Special Course Requirements

LIT 2380 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030. This course requires research based writing of at least 3000 words that draws on multiple primary and secondary sources.

XI. Course Support Materials

May include, but is not limited to, the course textbook(s), instructor's resource materials, reading supplements, SJR State library online databases, etc.

XII. Criteria for Student Evaluation

May include, but is not limited to, attendance, class participation, homework, tests and quizzes, essays, and final exam. At least 25% of the course grade will come from research based writing.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Alex Asbille, Paul Andrews, Dawn Bergeron, Herman Bryant, Jay Engelbrecht, Melody Hargraves, Patrick Lewis, Lisa Mahoney, Jeannine Morgan, Becca Sullivan, Jane Terry, Edwin Turner, Roger Vaccaro

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

LIT 2380 Honors Literature by Women

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

LIT 2380 is a study of selected women writers ranging in historical scope from the Middle Ages to the present in order to understand the role that women writers have played in the context of the western literary tradition and to examine the unique challenges, attitudes, and historical changes that impacted women writers. LIT 2380 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030. This course involves significant reading, writing, discussion, challenge problems, and/or student participation.

IV. Prerequisites and/or Co-requisites

Prerequisite: Admission to the SJR State Honors Program and ENC 1102 with a grade of "C" or higher.

V. General Education Course

No. This course cannot be used to satisfy the general education requirements for the A.A. degree but may be used as an elective credit toward graduation.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Recognize significant works by women writers from the Middle Ages to the present that encompass various styles, tones, and purposes.
- B. Express knowledge of literature by women and show understanding of the challenges, attitudes, and historical changes that impacted women writers.

- C. Examine how the literature of a particular group, such as women, relates to the commonality of human experience and understand the unique place of literature by women both within and out of the bounds of literary tradition.
- D. Discover how genre impacts literature by women by reading and studying works from genres including short story, poetry, letters, diaries, and essays.
- E. Learn literary terminology such as simile, metaphor, personification, allusion, etc. and be able to apply terms to close reading of texts.
- F. Plan, organize, and produce written responses totaling 3000 words that analyze, evaluate, and argue based on close critical reading of literary texts
- G. Analyze and synthesize information from multiple primary and secondary sources and cite those sources by using appropriate documentation style.

IX. Course Content

- A. Early Literature by Women (from the Middle Ages to the Turn of the Century)
- B. Literature by Women (Early Twentieth Century to the Present)

X. Special Course Requirements

LIT 2380 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030. This course requires research based writing of at least 3000 words that draws on multiple primary and secondary sources.

XI. Course Support Materials

May include, but is not limited to, the course textbook(s), instructor's resource materials, reading supplements, SJR State library online databases, etc.

XII. Criteria for Student Evaluation

May include, but is not limited to, attendance, class participation, homework, tests and quizzes, essays, and final exam. At least 25% of the course grade will come from research based writing.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Alex Asbille, Paul Andrews, Dawn Bergeron, Herman Bryant, Jay Engelbrecht, Melody Hargraves, Patrick Lewis, Lisa Mahoney, Jeannine Morgan, Becca Sullivan, Jane Terry, Edwin Turner, Roger Vaccaro

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

ARH 2050 Art History I

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

A study of the main developments of the visual art forms (architecture, sculpture, and painting) from the Paleolithic period through the Renaissance. The course will include artistic styles and expressions from the Western canon and may also include expressions from around the globe. ARH 2050 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

IV. Prerequisites and/or Co-requisites

None

V. General Education Course

Yes. ARH 2050 satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. View art as a visible symbol or representation of the culture from which it derived.
- B. Recognize by name and style or period certain major works of architecture, sculpture, and painting.
- C. Recognize certain major works of architecture, sculpture, and painting by the name of the artist.

- D. Have a vocabulary of architectural terms and artistic techniques.
- E. Know the characteristics of and differentiations between styles, periods, and places from Stone Age, Ancient Near East, Egyptian, Pre-Greek, Greek, Roman, Early Christian, Medieval Europe, Gothic, and Renaissance.

IX. Course Content

- A. Introduction
 - 1. Definition of art and the relationship of art and the artist to humanity through the ages.
 - a. Artist's view of reality
 - i. Visual
 - ii. Cultural
 - iii. Emotional
 - iv. Spiritual
 - b. Paleolithic man's art
 - i. Stone Age Representations
 - ii. Cave paintings
 - iii. Relief sculptures
 - c. Neolithic man's art
 - i. Megalithic monuments
 - ii. Permanent memorials
- B. The art of the ancient Near East
 - 1. Temples
 - 2. Tombs
 - 3. Architecture
 - a. Ziggurats
- C. Egyptian artists' art
 - 1. Sculptured art
 - 2. Architecture
 - 3. Paintings
- D. Pre-Greek art (Cyclopean and Bronze Age art)
 - 1. Minoan art
 - a. Decorative palaces
 - b. Marine life designs
 - c. Frescoes
 - 2. Mycenaean art
 - a. Architecture
 - i. Massive walls
 - ii. Corbel vault tombs
 - b. Sculpture
 - i. Lion Gate
 - c. Jewelry
 - d. Household utensils
 - i. Gold cups

- ii. Ceramic jars
 - iii. Crystal bowls
- E. Greek art
 - 1. Sculpture
 - 2. Architecture
 - 3. Vase Painting
 - 4. Painting
- F. Roman art
 - 1. Etruscan art
 - a. True arch
 - b. Cement mixture
 - c. Basilicas
 - d. Terracotta and cast-bronze statutes
 - 2. Republic and Imperial art
 - a. Portrait Busts and Propagandist art
 - b. Architecture
 - c. Triumphal Arches
 - d. Aqueducts and other public monuments
- G. Christian art
 - 1. Mosaics
 - 2. Cross plans
- H. Medieval art
 - 1. Illuminated manuscripts
 - 2. Romanesque church construction
 - 3. Architecture
 - a. sculpture
- I. Gothic art
 - 1. Cathedral development
 - 2. Sculptural programs
- J. Renaissance Art

X. Special Course Requirements

ARH 2050 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

XI. Course Support Materials

May include, but is not limited to: textbooks, instructor's resource materials, and any pertinent artifacts brought to class by students or the instructor.

XII. Criteria for Student Evaluation

May include but not be limited to the following: exams, quizzes, interviews, projects, presentation, cultural events reports, museum visitations, reports, library periodicals and support materials, and film reports.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Jason Whitmarsh, Cristy Furr, Sarah Kelly, Matt McAllister, Cindy McLeod, Brian Niece, Joe Savage

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

ARH 2050 Honors Art History I

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

A study of the main developments of the visual art forms (architecture, sculpture, and painting) from the Paleolithic period through the Renaissance. The course will include artistic styles and expressions from the Western canon and may also include expressions from around the globe. ARH 2050 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030. This course involves significant reading, writing, discussion, challenge problems, and/or student participation.

IV. Prerequisites and/or Co-requisites

Prerequisite: Admission to the SJR State Honors Program

V. General Education Course

Yes. ARH 2050 satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. View art as a visible symbol or representation of the culture from which it derived.
- B. Recognize by name and style or period certain major works of architecture, sculpture, and painting.

- C. Recognize certain major works of architecture, sculpture, and painting by the name of the artist.
- D. Have a vocabulary of architectural terms and artistic techniques.
- E. Know the characteristics of and differentiations between styles, periods, and places from Stone Age, Ancient Near East, Egyptian, Pre-Greek, Greek, Roman, Early Christian, Medieval Europe, Gothic, and Renaissance.

IX. Course Content

A. Introduction

- 1. Definition of art and the relationship of art and the artist to humanity through the ages.
 - a. Artist's view of reality
 - i. Visual
 - ii. Cultural
 - iii. Emotional
 - iv. Spiritual
 - b. Paleolithic man's art
 - i. Stone Age Representations
 - ii. Cave paintings
 - iii. Relief sculptures
 - c. Neolithic man's art
 - i. Megalithic monuments
 - ii. Permanent memorials

B. The art of the ancient Near East

- 1. Temples
- 2. Tombs
- 3. Architecture
 - a. Ziggurats

C. Egyptian artists' art

- 1. Sculptured art
- 2. Architecture
- 3. Paintings

D. Pre-Greek art (Cyclopean and Bronze Age art)

- 1. Minoan art
 - a. Decorative palaces
 - b. Marine life designs
 - c. Frescoes
- 2. Mycenaean art
 - a. Architecture
 - i. Massive walls
 - ii. Corbel vault tombs
 - b. Sculpture
 - i. Lion Gate
 - c. Jewelry

- d. Household utensils
 - i. Gold cups
 - ii. Ceramic jars
 - iii. Crystal bowls
 - E. Greek art
 - 1. Sculpture
 - 2. Architecture
 - 3. Vase Painting
 - 4. Painting
 - F. Roman art
 - 1. Etruscan art
 - a. True arch
 - b. Cement mixture
 - c. Basilicas
 - d. Terracotta and cast-bronze statutes
 - 2. Republic and Imperial art
 - a. Portrait Busts and Propagandist art
 - b. Architecture
 - c. Triumphal Arches
 - d. Aqueducts and other public monuments
 - G. Christian art
 - 1. Mosaics
 - 2. Cross plans
 - H. Medieval art
 - 1. Illuminated manuscripts
 - 2. Romanesque church construction
 - 3. Architecture
 - a. sculpture
 - I. Gothic art
 - 1. Cathedral development
 - 2. Sculptural programs
 - J. Renaissance Art

X. Special Course Requirements

ARH 2050 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

XI. Course Support Materials

May include, but is not limited to: textbooks, instructor's resource materials, and any pertinent artifacts brought to class by students or the instructor.

XII. Criteria for Student Evaluation

May include but not be limited to the following: exams, quizzes, interviews, projects, presentation, cultural events reports, museum visitations, reports, library periodicals and support materials, and film reports.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Jason Whitmarsh, Cristy Furr, Sarah Kelly, Matt McAllister, Cindy McLeod, Brian Niece, Joe Savage

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

ARH 2051 Art History II

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

An integrated study of the main developments of the visual art forms (architecture, sculpture and painting) from the 17th century to the present. The course will include artistic styles and expressions from the Western canon and may also include expressions from around the globe. ARH 2051 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

IV. Prerequisites and/or Co-requisites

None

V. General Education Course

Yes. ARH 2051 satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Apply a basic and significant vocabulary necessary for a cultural discourse.
- B. Analyze cultural artifacts in the visual arts.
- C. Appraise various art forms in order to determine and define the cultural significance of a particular art form.
- D. Evaluate how a civilization's geographical location, political environment, and economic situation determine and influences particular art forms.

IX. Course Content

- A. Baroque Art
- B. Neo-classical Art
- C. Romantic Art
- D. Realistic Art
- E. Impressionistic Art
- F. Post-Impressionistic Art
- G. Modern Art
- H. Post Modern Art

X. Special Course Requirements

ARH 2051 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

XI. Course Support Materials

May include, but is not limited to: textbooks, instructor's resource materials, and any pertinent artifacts brought to class by students or the instructor.

XII. Criteria for Student Evaluation

May include but not be limited to the following: exams, quizzes, interviews, projects, presentation, cultural events reports, museum visitations, reports, library periodicals and support materials, and film reports.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Jason Whitmarsh, Cristy Furr, Sarah Kelly, Matt McAllister, Cindy McLeod, Brian Niece, Joe Savage

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

ARH 2051 Honors Art History II

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

An integrated study of the main developments of the visual art forms (architecture, sculpture and painting) from the 17th century to the present. The course will include artistic styles and expressions from the Western canon and may also include expressions from around the globe. ARH 2051 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030. This course involves significant reading, writing, discussion, challenge problems, and/or student participation.

IV. Prerequisites and/or Co-requisites

Prerequisite: Admission to the SJR State Honors Program

V. General Education Course

Yes. ARH 2051 satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Apply a basic and significant vocabulary necessary for a cultural discourse.
- B. Analyze cultural artifacts in the visual arts.
- C. Appraise various art forms in order to determine and define the cultural significance of a particular art form.
- D. Evaluate how a civilization's geographical location, political environment, and economic situation determine and influences particular art forms.

IX. Course Content

- A. Baroque Art
- B. Neo-classical Art
- C. Romantic Art
- D. Realistic Art
- E. Impressionistic Art
- F. Post-Impressionistic Art
- G. Modern Art
- H. Post Modern Art

X. Special Course Requirements

ARH 2051 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

XI. Course Support Materials

May include, but is not limited to: textbooks, instructor's resource materials, and any pertinent artifacts brought to class by students or the instructor.

XII. Criteria for Student Evaluation

May include but not be limited to the following: exams, quizzes, interviews, projects, presentation, cultural events reports, museum visitations, reports, library periodicals and support materials, and film reports.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Jason Whitmarsh, Cristy Furr, Sarah Kelly, Matt McAllister, Cindy McLeod, Brian Niece, Joe Savage

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

DAN 2100 Survey of Dance

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course is designed as an appreciation of dance and will include aesthetic, social, and historical aspects of the Western canon. The course will include information on history, cultures, and performance aspects of dance as an art form. DAN 2100 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030.

IV. Prerequisites and/or Co-requisites

None

V. General Education Course

Yes. DAN 2100 satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at St. Johns River State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Identify origins, history and trends of the development of dance.
- B. Describe the role of dance as it relates to historical periods and different cultures.
- C. Explore different career choices in the dance world.
- D. Use critical thinking to assess and analyze current issues involving dance.

IX. Course Content

- A. Dance and Religion
 - 1. Courtship, Work, War, and Communal Dances
- B. Ballet
 - 1. Court Dance
 - 2. Development of Ballet
 - 3. Eighteenth Century Ballet
 - 4. Twentieth Century Ballet
- C. Modern Dance
- D. Tap, Jazz, Musical, and Film Dance

X. Special Course Requirements

DAN 2100 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030.

XI. Course Support Materials

May include textbook and instructor handouts

XII. Criteria for Student Evaluation

May include lesson attendance, daily participation and preparation, written assignments, tests, final exam

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Jason Whitmarsh, Cristy Furr, Sarah Kelly, Matt McAllister, Cindy McLeod, Brian Niece, Joe Savage

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUM 2220 Greek and Roman Humanities

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

An integrated examination of dominant ideas in Western culture as expressed in art, literature, music, philosophy, and religion, HUM 2220 covers the period from the Aegean Civilizations through the Roman era, emphasizing the development and influence of classical ideas. The course will focus on cultural expressions from the Western canon. HUM 2220 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030.

IV. Prerequisites and/or Co-requisites

Prerequisite: ENC 1101 with a grade of “C” or higher.

V. General Education Course

Yes, HUM 2220 satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity’s defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Vocabulary: Apply the vocabulary specific to the study and analysis of social, philosophical, and artistic elements in a particular culture.

- B. Cultural Artifacts: Analyze the basic concerns and directions of a society through artifacts in the visual arts, literature, music, dance, and theater.
- C. Philosophical Systems: Compare various philosophical systems within a selected civilization or epoch to analyze historical and cultural relevance.
- D. Geographical Influences: Evaluate how a civilization's geographical location shapes its history, societal conventions, and political associations.

IX. Course Content

- A. Aegean Civilizations
- B. Archaic Greece
 - 1. Homeric Poetry
 - 2. Mythology & Religion
- C. Classical Greece
 - 1. Sparta
 - 2. Golden Age Athens
 - 3. Art & Architecture
 - 4. Theatre
 - 5. Philosophy
- D. Hellenistic Greece
 - 1. Alexander the Great
 - 2. Art and Architecture
 - 3. Philosophy, Science, and Mathematics
- E. Early Rome
 - 1. The Etruscans
 - 2. Greek Influences
- F. The Roman Republic
- G. The Roman Empire
 - 1. Caesar and Augustus
 - 2. Philosophy and Literature
 - 3. Art and Architecture

Sample Pacing Schedule

- Week 1: Syllabus and Introduction
- Week 2: The Aegean Civilizations
 - Minoan Culture, Art, and Religion
 - Mycenaean Culture and Art
- Week 3: The Archaic Age
 - Homer's Epics and the Trojan War
 - Greek Mythology and Religion
 - Olympics and other Panhellenic Games
 - Oracles and other sanctuaries
- Week 4: The Archaic Age
 - The Polis

- Sparta
 - Athens
 - Greek Warfare
 - Techniques, strategies; land armies and naval
 - Persian Wars and Herodotus' *The Histories*
- Week 5: The Classical Age
 - Athens and Democracy
 - The Peloponnesian Wars and Thucydides' *History of Peloponnesian War*
- Week 6: Greek Art and Architecture
 - Archaic-Era Art
 - Vase painting and techniques
 - Kouros & Kore sculptures
 - Classical-Era Art and Architecture
 - Sculpture
 - Greek Orders of Architecture
 - Athenian Acropolis (Parthenon, etc.)
- Week 7: Greek Theatre
 - Theatre Design
 - Greek Comedy
 - Greek Tragedy
 - Aeschylus
 - Sophocles
 - Euripides
- Weeks 8-9: Greek Philosophy
 - Pre-Socratic Philosophers
 - Socrates
 - Dialectic method
 - What is justice/truth/goodness?
 - Plato
 - Theory of Forms and idealism
 - Republic/Allegory of the Cave
 - Aristotle
 - Empiricism
 - Politics/Ethics
 - Poetics, catharsis
- Weeks 10-11: The Hellenistic Age
 - Alexander the Great
 - Hellenistic-Era Art and Architecture
 - Hellenistic Philosophy, Science, Mathematics
- Week 12: Early Rome
 - The Etruscans
 - Culture and Language
 - Art and Architecture
 - Roman Origins
 - Greek Influences
 - Religion
 - The Roman Republic

- Week 13: The Roman Empire
 - Roman Warfare, Conquest, Assimilation Strategies
 - Julius Caesar
 - Augustus
 - Imperial Dynasties
 - Analysis of select Roman Emperors
- Week 14: Roman Literature and Philosophy
 - Cicero
 - Virgil's *Aeneid*
 - Horace and/or other poets
 - Stoicism
 - Epicureanism
- Week 15: Roman Art and Architecture
 - Republic-Era Art
 - Imperial-Era Art
 - Art in Pompeii
 - Architecture
 - Civil
 - Domestic

X. Special Course Requirements

HUM 2220 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030.

XI. Course Support Materials

May include, but not be limited to the following: textbook (including online access code) with instructor's resource materials, and supplementary reading material.

XII. Criteria for Student Evaluation

May include but not be limited to the following: short essays, multiple choice questions, vocabulary enrichment, map studies, library studies, textual readings and critiques, book reports, slide identifications, music identifications, journals, projects, presentations, cultural events reports, museum visitation reports, and film reports.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Jason Whitmarsh, Cristy Furr, Sarah Kelly, Matt McAllister, Cindy McLeod, Brian Niece, Joe Savage

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUM 2220 Honors Greek and Roman Humanities

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

An integrated examination of dominant ideas in Western culture as expressed in art, literature, music, philosophy, and religion, HUM 2220 covers the period from the Aegean Civilizations through the Roman era, emphasizing the development and influence of classical ideas. The course will focus on cultural expressions from the Western canon. HUM 2220 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030. This course involves significant reading, writing, discussion, challenge problems, and/or student participation.

IV. Prerequisites and/or Co-requisites

Prerequisite: Admission to the SJR State Honors Program and ENC 1101 with a grade of "C" or higher.

V. General Education Course

Yes, HUM 2220 satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Vocabulary: Apply the vocabulary specific to the study and analysis of social, philosophical, and artistic elements in a particular culture.
- B. Cultural Artifacts: Analyze the basic concerns and directions of a society through artifacts in the visual arts, literature, music, dance, and theater.
- C. Philosophical Systems: Compare various philosophical systems within a selected civilization or epoch to analyze historical and cultural relevance.
- D. Geographical Influences: Evaluate how a civilization's geographical location shapes its history, societal conventions, and political associations.

IX. Course Content

- A. Aegean Civilizations
- B. Archaic Greece
 - 1. Homeric Poetry
 - 2. Mythology & Religion
- C. Classical Greece
 - 1. Sparta
 - 2. Golden Age Athens
 - 3. Art & Architecture
 - 4. Theatre
 - 5. Philosophy
- D. Hellenistic Greece
 - 1. Alexander the Great
 - 2. Art and Architecture
 - 3. Philosophy, Science, and Mathematics
- E. Early Rome
 - 1. The Etruscans
 - 2. Greek Influences
- F. The Roman Republic
- G. The Roman Empire
 - 1. Caesar and Augustus
 - 2. Philosophy and Literature
 - 3. Art and Architecture

Sample Pacing Schedule

- Week 1: Syllabus and Introduction
- Week 2: The Aegean Civilizations
 - Minoan Culture, Art, and Religion
 - Mycenaean Culture and Art
- Week 3: The Archaic Age
 - Homer's Epics and the Trojan War
 - Greek Mythology and Religion
 - Olympics and other Panhellenic Games
 - Oracles and other sanctuaries

- Week 4: The Archaic Age
 - The Polis
 - Sparta
 - Athens
 - Greek Warfare
 - Techniques, strategies; land armies and naval
 - Persian Wars and Herodotus' *The Histories*
- Week 5: The Classical Age
 - Athens and Democracy
 - The Peloponnesian Wars and Thucydides' *History of Peloponnesian War*
- Week 6: Greek Art and Architecture
 - Archaic-Era Art
 - Vase painting and techniques
 - Kouros & Kore sculptures
 - Classical-Era Art and Architecture
 - Sculpture
 - Greek Orders of Architecture
 - Athenian Acropolis (Parthenon, etc.)
- Week 7: Greek Theatre
 - Theatre Design
 - Greek Comedy
 - Greek Tragedy
 - Aeschylus
 - Sophocles
 - Euripides
- Weeks 8-9: Greek Philosophy
 - Pre-Socratic Philosophers
 - Socrates
 - Dialectic method
 - What is justice/truth/goodness?
 - Plato
 - Theory of Forms and idealism
 - Republic/Allegory of the Cave
 - Aristotle
 - Empiricism
 - Politics/Ethics
 - Poetics, catharsis
- Weeks 10-11: The Hellenistic Age
 - Alexander the Great
 - Hellenistic-Era Art and Architecture
 - Hellenistic Philosophy, Science, Mathematics
- Week 12: Early Rome
 - The Etruscans
 - Culture and Language
 - Art and Architecture
 - Roman Origins
 - Greek Influences
 - Religion
 - The Roman Republic

- Week 13: The Roman Empire
 - Roman Warfare, Conquest, Assimilation Strategies
 - Julius Caesar
 - Augustus
 - Imperial Dynasties
 - Analysis of select Roman Emperors
- Week 14: Roman Literature and Philosophy
 - Cicero
 - Virgil's *Aeneid*
 - Horace and/or other poets
 - Stoicism
 - Epicureanism
- Week 15: Roman Art and Architecture
 - Republic-Era Art
 - Imperial-Era Art
 - Art in Pompeii
 - Architecture
 - Civil
 - Domestic

X. Special Course Requirements

HUM 2220 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030.

XI. Course Support Materials

May include, but not be limited to the following: textbook (including online access code) with instructor's resource materials, and supplementary reading material.

XII. Criteria for Student Evaluation

May include but not be limited to the following: short essays, multiple choice questions, vocabulary enrichment, map studies, library studies, textual readings and critiques, book reports, slide identifications, music identifications, journals, projects, presentations, cultural events reports, museum visitation reports, and film reports.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Jason Whitmarsh, Cristy Furr, Sarah Kelly, Matt McAllister, Cindy McLeod, Brian Niece, Joe Savage

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUM 2223 Late Roman and Medieval Humanities

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

An integrated examination of dominant ideas in Western culture expressed in art, literature, music, philosophy, and religion, HUM 2223 covers the period from the Late Roman Empire through the Middle Ages, emphasizing the development and historical influence of Christianity. The course will include cultural expressions from the Western canon and may also include expressions from around the globe. HUM 2223 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030.

IV. Prerequisites and/or Co-requisites

Prerequisite: ENC 1101 with a grade of "C" or higher.

V. General Education Course

Yes, HUM 2223 satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Vocabulary: Apply the vocabulary specific to the study and analysis of social, philosophical, and artistic elements in a particular culture.
- B. Cultural Artifacts: Analyze the basic concerns and directions of a society through artifacts in the visual arts, literature, music, dance, and theater.

- C. Philosophical Systems: Compare various philosophical systems within a selected civilization or epoch to analyze historical and cultural relevance.
- D. Geographical Influences: Evaluate how a civilization's geographical location shapes its history, societal conventions, and political associations.

IX. Course Content

- A. Late Rome
 - 1. The Third-Century Crisis
 - 2. The Tetrarchy
 - 3. Fall of Rome
- B. Judaism
 - 1. Hebrews/Israelites
 - 2. The Second Temple Period and the Tanakh
 - 3. Sectarianism
- C. Christianity
 - 1. Jesus & Paul
 - 2. Constantine and the Catholic Church
 - 3. Early Art and Architecture
- D. Byzantium
 - 1. Culture and Society
 - 2. Art and Architecture
- E. Islam
 - 1. Muhammad
 - 2. Islamic Sects
 - 3. The Five Pillars
 - 4. The Quran and Islamic Literature
 - 5. Art and Architecture
- F. Early Medieval
 - 1. Feudalism and Germanic Tribes
 - 2. Charlemagne and the Carolingian Era
 - 3. Art and Literature
- G. The Crusades
- H. The Romanesque Period
 - 1. Monasticism and Pilgrimage
 - 2. Art and Architecture
- I. The Gothic Period
 - 1. The Rise of Cities and Guilds
 - 2. Universities and Scholasticism
 - 3. Art and Architecture
 - 4. Literature

Sample Pacing Schedule

- Week 1: Syllabus and Introduction
- Week 2: The Later Roman Empire

- The Crisis of the Third Century
 - Diocletian and the Tetrarchy
- Week 3: Late Rome and the Fall of Rome
 - Factors & Theories for the 'Fall' in the West
 - Barbarian invasion
 - Economic collapse
 - Political corruption
 - Loss of common language
- Weeks 4-5: Judaism
 - The Hebrews/Israelites and the Near Eastern Background
 - Abraham and the Patriarchs
 - Moses and the Law
 - Prophets
 - The Second Temple Period
 - Jewish Doctrine/Belief
 - Monotheism
 - Messiah
 - Tanakh
 - Sectarianism, Rabbinical Judaism
- Weeks 6-8: Christianity
 - Jesus
 - Jewish Background
 - Early Christian sects and beliefs
 - Paul and the Apostles
 - Constantine
 - Council of Nicaea and Nicene Creed
 - Catholic Church
 - Mystery Cults & Greco-Roman Connections
 - New Testament, Canonical Gospels
 - Art & Architecture
 - Catacombs and iconography
 - Basilica church plans
 - Philosophy & the Church Fathers
 - Jerome and the Vulgate
 - St. Augustine
- Week 9: Byzantium
 - Greek background & Constantine
 - Reign of Justinian
 - Art and Architecture
 - Hagia Sophia and Byzantine design
 - Byzantine icons and iconoclasm
 - Fall of Constantinople
- Week 10: Islam
 - Muhammad
 - Islamic Sects
 - Sunni/Shia
 - Sufism
 - The Five Pillars

- Jihad
 - Hijab and Women in Islam
 - The Quran and Islamic Literature
 - Art & Architecture
 - Calligraphy
 - Figurative representation
 - Mosque plans
- Weeks 11-12: Early Medieval
 - The Germanic Tribes
 - Feudalism & Manorialism
 - Charlemagne and the Carolingian Empire
 - Carolingian Renaissance & *Song of Roland*
 - Monasticism
 - Medieval Art and Literature
 - *Beowulf*
 - Anglo-Saxon jewelry and weaponry
 - The Vikings and the Norman Conquest
 - Medieval Church
 - Arian Heresy
 - Holy Roman Empire
 - Papal States
- Week 13: The Crusades
 - Historical Background
 - Crusades to Holy Land
 - Crusades within Europe
 - Legacies
 - East-West trade
 - Relics and Classical texts
- Week 14: The Romanesque Period
 - Architecture
 - Monasteries and Pilgrimage Churches
 - Castles
 - Art
 - Reliquaries
 - Church relief carvings
 - Medieval Music and Courtly Romances
 - Plainchant/Gregorian chants
 - Development of choral music
 - Troubadour poetry and medieval romance
- Weeks 15-16: The Gothic Period
 - The Rise of Cities & Guilds
 - Universities and Scholasticism
 - Dialectic, Heloise, Abelard
 - Thomas Aquinas
 - Late Medieval Literature and the Vernacular
 - Dante's *Inferno*
 - Chaucer's *Canterbury Tales*

- Boccaccio's *Decameron*
- Christine de Pizan
- Gothic Art & Architecture
 - French Gothic Cathedrals
 - Radiant style
 - Flamboyant style
 - Italian Gothic, Franciscan churches
 - Italian Art: Cimabue, Giotto
- Late Medieval Society
 - Black Death
 - Hundred Years War

X. Special Course Requirements

HUM 2223 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030

XI. Course Support Materials

May include, but not be limited to the following: textbook (including online access code) with instructor's resource materials, and supplementary reading material.

XII. Criteria for Student Evaluation

May include but not be limited to the following: short essays, multiple choice questions, vocabulary enrichment, map studies, library studies, textual readings and critiques, book reports, slide identifications, music identifications, journals, projects, presentations, cultural events reports, museum visitation reports, and film reports.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Jason Whitmarsh, Cristy Furr, Sarah Kelly, Matt McAllister, Cindy McLeod, Brian Niece, Joe Savage

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUM 2223 Honors Late Roman and Medieval Humanities

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

An integrated examination of dominant ideas in Western culture expressed in art, literature, music, philosophy, and religion, HUM 2223 covers the period from the Late Roman Empire through the Middle Ages, emphasizing the development and historical influence of Christianity. The course will include cultural expressions from the Western canon and may also include expressions from around the globe. HUM 2223 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030. This course involves significant reading, writing, discussion, challenge problems, and/or student participation.

IV. Prerequisites and/or Co-requisites

Prerequisite: Admission to the SJR State Honors Program and ENC 1101 with a grade of "C" or higher.

V. General Education Course

Yes, HUM 2223 satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Vocabulary: Apply the vocabulary specific to the study and analysis of social, philosophical, and artistic elements in a particular culture.

- B. Cultural Artifacts: Analyze the basic concerns and directions of a society through artifacts in the visual arts, literature, music, dance, and theater.
- C. Philosophical Systems: Compare various philosophical systems within a selected civilization or epoch to analyze historical and cultural relevance.
- D. Geographical Influences: Evaluate how a civilization's geographical location shapes its history, societal conventions, and political associations.

IX. Course Content

- A. Late Rome
 - 1. The Third-Century Crisis
 - 2. The Tetrarchy
 - 3. Fall of Rome
- B. Judaism
 - 1. Hebrews/Israelites
 - 2. The Second Temple Period and the Tanakh
 - 3. Sectarianism
- C. Christianity
 - 1. Jesus & Paul
 - 2. Constantine and the Catholic Church
 - 3. Early Art and Architecture
- D. Byzantium
 - 1. Culture and Society
 - 2. Art and Architecture
- E. Islam
 - 1. Muhammad
 - 2. Islamic Sects
 - 3. The Five Pillars
 - 4. The Quran and Islamic Literature
 - 5. Art and Architecture
- F. Early Medieval
 - 1. Feudalism and Germanic Tribes
 - 2. Charlemagne and the Carolingian Era
 - 3. Art and Literature
- G. The Crusades
- H. The Romanesque Period
 - 1. Monasticism and Pilgrimage
 - 2. Art and Architecture
- I. The Gothic Period
 - 1. The Rise of Cities and Guilds
 - 2. Universities and Scholasticism
 - 3. Art and Architecture
 - 4. Literature

Sample Pacing Schedule

- Week 1: Syllabus and Introduction
- Week 2: The Later Roman Empire
 - The Crisis of the Third Century
 - Diocletian and the Tetrarchy
- Week 3: Late Rome and the Fall of Rome
 - Factors & Theories for the 'Fall' in the West
 - Barbarian invasion
 - Economic collapse
 - Political corruption
 - Loss of common language
- Weeks 4-5: Judaism
 - The Hebrews/Israelites and the Near Eastern Background
 - Abraham and the Patriarchs
 - Moses and the Law
 - Prophets
 - The Second Temple Period
 - Jewish Doctrine/Belief
 - Monotheism
 - Messiah
 - Tanakh
 - Sectarianism, Rabbinical Judaism
- Weeks 6-8: Christianity
 - Jesus
 - Jewish Background
 - Early Christian sects and beliefs
 - Paul and the Apostles
 - Constantine
 - Council of Nicaea and Nicene Creed
 - Catholic Church
 - Mystery Cults & Greco-Roman Connections
 - New Testament, Canonical Gospels
 - Art & Architecture
 - Catacombs and iconography
 - Basilica church plans
 - Philosophy & the Church Fathers
 - Jerome and the Vulgate
 - St. Augustine
- Week 9: Byzantium
 - Greek background & Constantine
 - Reign of Justinian
 - Art and Architecture
 - Hagia Sophia and Byzantine design
 - Byzantine icons and iconoclasm
 - Fall of Constantinople
- Week 10: Islam
 - Muhammad

- Islamic Sects
 - Sunni/Shia
 - Sufism
- The Five Pillars
 - Jihad
 - Hijab and Women in Islam
- The Quran and Islamic Literature
- Art & Architecture
 - Calligraphy
 - Figurative representation
 - Mosque plans
- Weeks 11-12: Early Medieval
 - The Germanic Tribes
 - Feudalism & Manorialism
 - Charlemagne and the Carolingian Empire
 - Carolingian Renaissance & *Song of Roland*
 - Monasticism
 - Medieval Art and Literature
 - *Beowulf*
 - Anglo-Saxon jewelry and weaponry
 - The Vikings and the Norman Conquest
 - Medieval Church
 - Arian Heresy
 - Holy Roman Empire
 - Papal States
- Week 13: The Crusades
 - Historical Background
 - Crusades to Holy Land
 - Crusades within Europe
 - Legacies
 - East-West trade
 - Relics and Classical texts
- Week 14: The Romanesque Period
 - Architecture
 - Monasteries and Pilgrimage Churches
 - Castles
 - Art
 - Reliquaries
 - Church relief carvings
 - Medieval Music and Courtly Romances
 - Plainchant/Gregorian chants
 - Development of choral music
 - Troubadour poetry and medieval romance
- Weeks 15-16: The Gothic Period
 - The Rise of Cities & Guilds
 - Universities and Scholasticism
 - Dialectic, Heloise, Abelard

- Thomas Aquinas
- Late Medieval Literature and the Vernacular
 - Dante's *Inferno*
 - Chaucer's *Canterbury Tales*
 - Boccaccio's *Decameron*
 - Christine de Pizan
- Gothic Art & Architecture
 - French Gothic Cathedrals
 - Radiant style
 - Flamboyant style
 - Italian Gothic, Franciscan churches
 - Italian Art: Cimabue, Giotto
- Late Medieval Society
 - Black Death
 - Hundred Years War

X. Special Course Requirements

HUM 2223 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030

XI. Course Support Materials

May include, but not be limited to the following: textbook (including online access code) with instructor's resource materials, and supplementary reading material.

XII. Criteria for Student Evaluation

May include but not be limited to the following: short essays, multiple choice questions, vocabulary enrichment, map studies, library studies, textual readings and critiques, book reports, slide identifications, music identifications, journals, projects, presentations, cultural events reports, museum visitation reports, and film reports.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Jason Whitmarsh, Cristy Furr, Sarah Kelly, Matt McAllister, Cindy McLeod, Brian Niece, Joe Savage

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUM 2232 Renaissance and Baroque Humanities

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

An integrated examination of dominant ideas in Western culture expressed in art, literature, music, philosophy and religion, HUM 2232 covers the period from the Renaissance time period through the Baroque, emphasizing the development and historical influences of these periods. The course will focus on cultural expressions from the Western canon and may also include expressions from around the globe. HUM 2232 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030.

IV. Prerequisites and/or Co-requisites

Prerequisite: ENC 1101 with a grade of "C" or higher.

V. General Education Course

Yes, HUM 2232 satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Vocabulary: Apply the vocabulary specific to the study and analysis of social, philosophical, and artistic elements in a particular culture.

- B. Cultural Artifacts: Analyze the basic concerns and directions of a society through artifacts in the visual arts, literature, music, dance, and theater.
- C. Philosophical Systems: Compare various philosophical systems within a selected civilization or epoch to analyze historical and cultural relevance.
- D. Geographical Influences: Evaluate how a civilization's geographical location shapes its history, societal conventions, and political associations.

IX. Course Content

- A. The Early Renaissance
 - 1. Florence and the Medici
 - 2. Humanism in Thought and Philosophy
 - 3. Architecture, Sculpture, and Painting
 - 4. Music
- B. The High Renaissance
 - 1. The Papacy and the Renaissance in Rome
 - 2. Architecture, Sculpture, and Painting
 - 3. The Venetian School
 - 4. Literature
 - 5. Music
- C. The Northern Renaissance and The Reformation
 - 1. Northern Renaissance Thought and Science
 - 2. Northern Renaissance Literature
 - 3. Northern Renaissance Art
 - 4. The Protestant Reformation
 - 5. The Elizabethan Age
- D. The Counter Reformation and Mannerism
 - 1. The Council of Trent and The Counter Reformation
 - 2. Mannerist Painting and Sculpture
- E. The Baroque Age
 - 1. The Baroque in Italy
 - a. Art and Architecture
 - b. Music
 - 2. The Baroque in the North
 - a. Secular Art in the Netherlands
 - b. Music
 - 3. The Baroque Court
 - a. Age of Absolutism
 - b. Art and Architecture
- F. The Rococo

Sample Pacing Schedule

- Week 1: Syllabus and Introduction
- Weeks 2-3: Florence and the Early Renaissance
 - Humanism Thought and Philosophy (ex: Ficino, Machiavelli)
 - Architecture, Sculpture, & Painting (ex: Brunelleschi, Ghiberti, Donatello, Masaccio, Fra Angelico, Botticelli, Da Vinci)
 - Music (ex: Dufay)
- Weeks 4-5: The High Renaissance in Rome
 - Power of the Papacy
 - Art: Painting and Sculpture (ex: Da Vinci, Michelangelo, Raphael)
 - Music (ex: de Prez)
- Week 6: The Renaissance in Venice
 - Art and Architecture (ex: Palazzi, Bellini, Giorgione, Titian)
 - Music (ex: Willaert)
- Week 7: The Renaissance in the North
 - Trade and Commerce
 - Painting (ex: Durer, Grunewald, Bosch, etc.)
 - Philosophy and Science (ex: Bodin, Vesalius)
- Week 8: The Protestant Reformation
 - Early Reformers, use of the printing press
 - Luther, Calvin, etc.
- Week 9: The Counter Reformation and Mannerism
 - Council of Trent, Jesuits, Religious Wars
 - Mannerist Painting and Sculpture (ex. Michelangelo, Parmigianino, Bronzino, Fontana, El Greco)
 - Literature (ex: Cervantes)
- Week 10: The Tudor Age in England
 - Reign of Henry VIII and the Anglican Church
 - Elizabethan Age
 - Literature and Theatre (ex: More, Shakespeare)
- Week 11: The Baroque in Italy
 - Florid Baroque and St. Peter's Basilica
 - Painting and Sculpture (ex: Bernini, Caravaggio, Gentileschi)
 - Music (ex: Gabrieli, Vivaldi)
- Week 12: The Baroque in the North
 - Restrained/Secular Baroque
 - Painting (ex: Rembrandt, Vermeer, Hals, still lifes, printmaking)
 - Music (ex: J.S. Bach, Handel)
- Week 13: The Baroque Court in France, England, & Spain
 - Absolutism and the Court of Louis XIV
 - Art and Architecture (ex: Rubens, Poussin, Versailles, French chateaux, Van Dyck, Velazquez)
- Week 14: The Rococo
 - Art and Architecture (ex: Boucher, Fragonard)

- Week 15: The Early Enlightenment
 - The Science of Observation (ex: Bacon, Descartes, Copernicus, Kepler, Galileo)
 - The French philosophes (ex: Diderot, Rousseau, Voltaire)

X. Special Course Requirements

HUM 2220 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030.

XI. Course Support Materials

May include, but not be limited to the following: textbook (including online access code) with instructor's resource materials, and supplementary reading material.

XII. Criteria for Student Evaluation

May include but not be limited to the following: short essays, multiple choice questions, vocabulary enrichment, map studies, library studies, textual readings and critiques, book reports, slide identifications, music identifications, journals, projects, presentations, cultural events reports, museum visitation reports, and film reports.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Jason Whitmarsh, Cristy Furr, Sarah Kelly, Matt McAllister, Cindy McLeod, Brian Niece, Joe Savage

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUM 2232 Honors Renaissance and Baroque Humanities

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

An integrated examination of dominant ideas in Western culture expressed in art, literature, music, philosophy and religion, HUM 2232 covers the period from the Renaissance time period through the Baroque, emphasizing the development and historical influences of these periods. The course will focus on cultural expressions from the Western canon and may also include expressions from around the globe. HUM 2232 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030. This course involves significant reading, writing, discussion, challenge problems, and/or student participation.

IV. Prerequisites and/or Co-requisites

Prerequisite: Admission to the SJR State Honors Program and ENC 1101 with a grade of "C" or higher.

V. General Education Course

Yes, HUM 2232 satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Vocabulary: Apply the vocabulary specific to the study and analysis of social, philosophical, and artistic elements in a particular culture.
- B. Cultural Artifacts: Analyze the basic concerns and directions of a society through artifacts in the visual arts, literature, music, dance, and theater.
- C. Philosophical Systems: Compare various philosophical systems within a selected civilization or epoch to analyze historical and cultural relevance.
- D. Geographical Influences: Evaluate how a civilization's geographical location shapes its history, societal conventions, and political associations.

IX. Course Content

- A. The Early Renaissance
 - 1. Florence and the Medici
 - 2. Humanism in Thought and Philosophy
 - 3. Architecture, Sculpture, and Painting
 - 4. Music
- B. The High Renaissance
 - 1. The Papacy and the Renaissance in Rome
 - 2. Architecture, Sculpture, and Painting
 - 3. The Venetian School
 - 4. Literature
 - 5. Music
- C. The Northern Renaissance and The Reformation
 - 1. Northern Renaissance Thought and Science
 - 2. Northern Renaissance Literature
 - 3. Northern Renaissance Art
 - 4. The Protestant Reformation
 - 5. The Elizabethan Age
- D. The Counter Reformation and Mannerism
 - 1. The Council of Trent and The Counter Reformation
 - 2. Mannerist Painting and Sculpture
- E. The Baroque Age
 - 1. The Baroque in Italy
 - a. Art and Architecture
 - b. Music
 - 2. The Baroque in the North
 - a. Secular Art in the Netherlands
 - b. Music
 - 3. The Baroque Court
 - a. Age of Absolutism
 - b. Art and Architecture
- F. The Rococo

Sample Pacing Schedule

- Week 1: Syllabus and Introduction
- Weeks 2-3: Florence and the Early Renaissance
 - Humanism Thought and Philosophy (ex: Ficino, Machiavelli)
 - Architecture, Sculpture, & Painting (ex: Brunelleschi, Ghiberti, Donatello, Masaccio, Fra Angelico, Botticelli, Da Vinci)
 - Music (ex: Dufay)
- Weeks 4-5: The High Renaissance in Rome
 - Power of the Papacy
 - Art: Painting and Sculpture (ex: Da Vinci, Michelangelo, Raphael)
 - Music (ex: de Prez)
- Week 6: The Renaissance in Venice
 - Art and Architecture (ex: Palazzi, Bellini, Giorgione, Titian)
 - Music (ex: Willaert)
- Week 7: The Renaissance in the North
 - Trade and Commerce
 - Painting (ex: Durer, Grunewald, Bosch, etc.)
 - Philosophy and Science (ex: Bodin, Vesalius)
- Week 8: The Protestant Reformation
 - Early Reformers, use of the printing press
 - Luther, Calvin, etc.
- Week 9: The Counter Reformation and Mannerism
 - Council of Trent, Jesuits, Religious Wars
 - Mannerist Painting and Sculpture (ex. Michelangelo, Parmigianino, Bronzino, Fontana, El Greco)
 - Literature (ex: Cervantes)
- Week 10: The Tudor Age in England
 - Reign of Henry VIII and the Anglican Church
 - Elizabethan Age
 - Literature and Theatre (ex: More, Shakespeare)
- Week 11: The Baroque in Italy
 - Florid Baroque and St. Peter's Basilica
 - Painting and Sculpture (ex: Bernini, Caravaggio, Gentileschi)
 - Music (ex: Gabrieli, Vivaldi)
- Week 12: The Baroque in the North
 - Restrained/Secular Baroque
 - Painting (ex: Rembrandt, Vermeer, Hals, still lifes, printmaking)
 - Music (ex: J.S. Bach, Handel)
- Week 13: The Baroque Court in France, England, & Spain
 - Absolutism and the Court of Louis XIV
 - Art and Architecture (ex: Rubens, Poussin, Versailles, French chateaux, Van Dyck, Velazquez)
- Week 14: The Rococo

- Art and Architecture (ex: Boucher, Fragonard)
- Week 15: The Early Enlightenment
 - The Science of Observation (ex: Bacon, Descartes, Copernicus, Kepler, Galileo)
 - The French philosophes (ex: Diderot, Rousseau, Voltaire)

X. Special Course Requirements

HUM 2220 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030.

XI. Course Support Materials

May include, but not be limited to the following: textbook (including online access code) with instructor's resource materials, and supplementary reading material.

XII. Criteria for Student Evaluation

May include but not be limited to the following: short essays, multiple choice questions, vocabulary enrichment, map studies, library studies, textual readings and critiques, book reports, slide identifications, music identifications, journals, projects, presentations, cultural events reports, museum visitation reports, and film reports.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Jason Whitmarsh, Cristy Furr, Sarah Kelly, Matt McAllister, Cindy McLeod, Brian Niece, Joe Savage

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUM 2234 Enlightenment and Romanticism Humanities

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

An integrated examination of dominant ideas in Western culture expressed in art, literature, music, philosophy, and religion, HUM 2234 covers the period from the Enlightenment through the 19th century, emphasizing the emergence of rationalism and modern science and the Romantic rebellion. The course will include cultural expressions from the Western canon and may also include expressions from around the globe. HUM 2234 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030.

IV. Prerequisites and/or Co-requisites

Prerequisite: ENC 1101 with a grade of "C" or higher.

V. General Education Course

Yes, HUM 2234 satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Vocabulary: Apply the vocabulary specific to the study and analysis of social, philosophical, and artistic elements in a particular culture.
- B. Cultural Artifacts: Analyze the basic concerns and directions of a society through artifacts in the visual arts, literature, music, dance, and theater.

- C. Philosophical Systems: Compare various philosophical systems within a selected civilization or epoch to analyze historical and cultural relevance.
- D. Geographical Influences: Evaluate how a civilization's geographical location shapes its history, societal conventions, and political associations.

IX. Course Content

- A. Absolutism
- B. Scientific, Industrial, and Political Revolutions
- C. Enlightenment
- D. Rococo and Neoclassical Arts
- E. Romanticism
- F. Evolution
- G. Socialism
- H. Realism
- I. Impressionism
- J. Post-Impressionism
- K. Photography
- L. Early Modernism

Sample Pacing Schedule

- Week 1: Syllabus and Introduction
- Week 2: New Politics: Absolutism vs. Liberalism
 - Hobbes and Locke
 - Readings from *Leviathan* and *Two Treatises of Government*
- Week 3: New Science: Industrialization & Psychology
 - Locke, *Essay on Human Understanding*
 - Descartes and Pascal
 - Swift, "A Modest Proposal"
 - Philosophical Optimism, Pope, "An Essay on Man"
- Week 4: Rococo Painting, Architecture, and Music
- Week 5: Enlightenment
 - Kant, "Answer to the Question: What is Enlightenment?"
 - The Enlightened Despots
 - The Philosophes and their Influence
- Week 6: Satire
 - Voltaire's *Candide*
- Week 7: Neoclassicism in the Arts
- Week 8: Romanticism
 - Rousseau's Social Contract and the Back to Nature Movement
 - Darwin
 - English Romantic Poets
- Week 9: American Revolution
 - Jefferson
 - American Romanticism
- Week 10: French Revolution & European Romanticism

- The Romantic Hero
- Goethe, Napoleon
- Week 11: The Fascination with the New: Science Fiction
 - Jules Verne and Mary Shelley
- Week 12: The New Working Class
 - Darwin
 - Marx and Engels
- Week 13: Unification and Division: Rising Nationalism and Civil War
 - Photography
- Week 14: Impressionism and Post Impressionism
- Week 15: Early Modernism in Philosophy, Psychology, and Religion
 - Nietzsche,
 - Freud and Jung

X. Special Course Requirements

HUM 2234 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials and reading supplements.

XII. Criteria for Student Evaluation

May include but not be limited to the following: short essays, multiple choice questions, vocabulary enrichment, map studies, library studies, textual readings and critiques, book reports, slide identifications, music identifications, journals, projects, presentations, cultural events reports, museum visitation reports, and film reports.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Jason Whitmarsh, Cristy Furr, Sarah Kelly, Matt McAllister, Cindy McLeod, Brian Niece, Joe Savage

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUM 2234 Honors Enlightenment and Romanticism Humanities

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

An integrated examination of dominant ideas in Western culture expressed in art, literature, music, philosophy, and religion, HUM 2234 covers the period from the Enlightenment through the 19th century, emphasizing the emergence of rationalism and modern science and the Romantic rebellion. The course will include cultural expressions from the Western canon and may also include expressions from around the globe. HUM 2234 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030. This course involves significant reading, writing, discussion, challenge problems, and/or student participation.

IV. Prerequisites and/or Co-requisites

Prerequisite: Admission to the SJR State Honors Program and ENC 1101 with a grade of “C” or higher.

V. General Education Course

Yes, HUM 2234 satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity’s defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Vocabulary: Apply the vocabulary specific to the study and analysis of social, philosophical, and artistic elements in a particular culture.
- B. Cultural Artifacts: Analyze the basic concerns and directions of a society through artifacts in the visual arts, literature, music, dance, and theater.
- C. Philosophical Systems: Compare various philosophical systems within a selected civilization or epoch to analyze historical and cultural relevance.
- D. Geographical Influences: Evaluate how a civilization's geographical location shapes its history, societal conventions, and political associations.

IX. Course Content

- A. Absolutism
- B. Scientific, Industrial, and Political Revolutions
- C. Enlightenment
- D. Rococo and Neoclassical Arts
- E. Romanticism
- F. Evolution
- G. Socialism
- H. Realism
- I. Impressionism
- J. Post-Impressionism
- K. Photography
- L. Early Modernism

Sample Pacing Schedule

- Week 1: Syllabus and Introduction
- Week 2: New Politics: Absolutism vs. Liberalism
 - Hobbes and Locke
 - Readings from *Leviathan* and *Two Treatises of Government*
- Week 3: New Science: Industrialization & Psychology
 - Locke, *Essay on Human Understanding*
 - Descartes and Pascal
 - Swift, "A Modest Proposal"
 - Philosophical Optimism, Pope, "An Essay on Man"
- Week 4: Rococo Painting, Architecture, and Music
- Week 5: Enlightenment
 - Kant, "Answer to the Question: What is Enlightenment?"
 - The Enlightened Despots
 - The Philosophes and their Influence
- Week 6: Satire
 - Voltaire's *Candide*
- Week 7: Neoclassicism in the Arts
- Week 8: Romanticism
 - Rousseau's Social Contract and the Back to Nature Movement
 - Darwin
 - English Romantic Poets

- Week 9: American Revolution
 - Jefferson
 - American Romanticism
- Week 10: French Revolution & European Romanticism
 - The Romantic Hero
 - Goethe, Napoleon
- Week 11: The Fascination with the New: Science Fiction
 - Jules Verne and Mary Shelley
- Week 12: The New Working Class
 - Darwin
 - Marx and Engels
- Week 13: Unification and Division: Rising Nationalism and Civil War
 - Photography
- Week 14: Impressionism and Post Impressionism
- Week 15: Early Modernism in Philosophy, Psychology, and Religion
 - Nietzsche,
 - Freud and Jung

X. Special Course Requirements

HUM 2234 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials and reading supplements.

XII. Criteria for Student Evaluation

May include but not be limited to the following: short essays, multiple choice questions, vocabulary enrichment, map studies, library studies, textual readings and critiques, book reports, slide identifications, music identifications, journals, projects, presentations, cultural events reports, museum visitation reports, and film reports.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Jason Whitmarsh, Cristy Furr, Sarah Kelly, Matt McAllister, Cindy McLeod, Brian Niece, Joe Savage

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUM 2250 20th Century Humanities

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

An integrated examination of the dominant ideas in Western culture expressed in art, literature, music, philosophy, and religion, HUM 2250 covers the period from the turn of the 20th century to the present. The course focuses on creative forces which have shaped contemporary consciousness from the pioneering work of Einstein, Picasso, Stravinsky, and Wright through the dominance of objective consciousness to newly emerging guiding myths of today. The course will include cultural expressions from the Western canon and may also include expressions from around the globe. HUM 2250 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030.

IV. Prerequisites and/or Co-requisites

Prerequisite: ENC 1101 with a grade of "C" or higher.

V. General Education Course

Yes. HUM 2250 satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Vocabulary: Apply the vocabulary specific to the study and analysis of social, philosophical, and artistic elements in a particular culture.
- B. Cultural Artifacts: Analyze the basic concerns and directions of a society through artifacts in the visual arts, literature, music, dance, and theater.
- C. Philosophical Systems: Compare various philosophical systems within a selected civilization or epoch to analyze historical and cultural relevance.
- D. Geographical Influences: Evaluate how a civilization's geographical location shapes its history, societal conventions, and political associations.

IX. Course Content

- A. Realism
- B. The Age of Early Modernism
- C. The Zenith of Modernism
- D. Post Modernism
- E. Age of Anxiety
- F. The Contemporary World

Sample Pacing Schedule

- Week 1: Syllabus and Introduction, Modernism, Realism
- Week 2: Impressionism, Symbolist Movement
- Week 3: Post Impressionism, The Birth of Film
- Week 4: Early 20th Century, WWI, Technology, Science, Psychology
- Week 5: Art, Literature
- Week 6: Modernism, Avant Garde, Turn of the Century America
- Week 7: Political outcome of WWI, WWII, Technology
- Week 8: Philosophy, Art and Architecture between the Wars
- Week 9: Jazz Age, Harlem Renaissance
- Week 10: Literature Between the Wars, Theater Between the Wars
- Week 11: Music and Dance in America, Film
- Week 12: The Cold War, Philosophy, Art and Architecture
- Week 13: Literature, Theater, Music, Film
- Week 14: After the Cold War, Science and Technology
- Week 15: Art and Architecture, Literature, Music, Theater, Film

X. Special Course Requirements

HUM 2250 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials and reading supplements.

XII. Criteria for Student Evaluation

May include but not be limited to the following: short essays, multiple choice questions, vocabulary enrichment, map studies, library studies, textual readings and critiques, book

reports, slide identifications, music identifications, journals, projects, presentations, cultural events reports, museum visitation reports, and film reports.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Jason Whitmarsh, Cristy Furr, Sarah Kelly, Matt McAllister, Cindy McLeod, Brian Niece, Joe Savage

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUM 2250 Honors 20th Century Humanities

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

An integrated examination of the dominant ideas in Western culture expressed in art, literature, music, philosophy, and religion, HUM 2250 covers the period from the turn of the 20th century to the present. The course focuses on creative forces which have shaped contemporary consciousness from the pioneering work of Einstein, Picasso, Stravinsky, and Wright through the dominance of objective consciousness to newly emerging guiding myths of today. The course will include cultural expressions from the Western canon and may also include expressions from around the globe. HUM 2250 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030. This course involves significant reading, writing, discussion, challenge problems, and/or student participation.

IV. Prerequisites and/or Co-requisites

Prerequisite: Admission to the SJR State Honors Program and ENC 1101 with a grade of "C" or higher.

V. General Education Course

Yes. HUM 2250 satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Vocabulary: Apply the vocabulary specific to the study and analysis of social, philosophical, and artistic elements in a particular culture.
- B. Cultural Artifacts: Analyze the basic concerns and directions of a society through artifacts in the visual arts, literature, music, dance, and theater.
- C. Philosophical Systems: Compare various philosophical systems within a selected civilization or epoch to analyze historical and cultural relevance.
- D. Geographical Influences: Evaluate how a civilization's geographical location shapes its history, societal conventions, and political associations.

IX. Course Content

- A. Realism
- B. The Age of Early Modernism
- C. The Zenith of Modernism
- D. Post Modernism
- E. Age of Anxiety
- F. The Contemporary World

Sample Pacing Schedule

- Week 1: Syllabus and Introduction, Modernism, Realism
- Week 2: Impressionism, Symbolist Movement
- Week 3: Post Impressionism, The Birth of Film
- Week 4: Early 20th Century, WWI, Technology, Science, Psychology
- Week 5: Art, Literature
- Week 6: Modernism, Avant Garde, Turn of the Century America
- Week 7: Political outcome of WWI, WWII, Technology
- Week 8: Philosophy, Art and Architecture between the Wars
- Week 9: Jazz Age, Harlem Renaissance
- Week 10: Literature Between the Wars, Theater Between the Wars
- Week 11: Music and Dance in America, Film
- Week 12: The Cold War, Philosophy, Art and Architecture
- Week 13: Literature, Theater, Music, Film
- Week 14: After the Cold War, Science and Technology
- Week 15: Art and Architecture, Literature, Music, Theater, Film

X. Special Course Requirements

HUM 2250 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials and reading supplements.

XII. Criteria for Student Evaluation

May include but not be limited to the following: short essays, multiple choice questions, vocabulary enrichment, map studies, library studies, textual readings and critiques, book reports, slide identifications, music identifications, journals, projects, presentations, cultural events reports, museum visitation reports, and film reports.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Jason Whitmarsh, Cristy Furr, Sarah Kelly, Matt McAllister, Cindy McLeod, Brian Niece, Joe Savage

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUM 2310 Mythology in Art, Literature, and Music

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

An introduction to mythology and an examination of its continued influence to the present. Major emphasis is placed on Classical mythology, though attention will be given to other mythologies of Western and non-Western cultures as well. The course will include cultural expressions from the Western canon and may also include expressions from around the globe. HUM 2310 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

IV. Prerequisites and/or Co-requisites

Prerequisite: ENC 1102 with a grade of "C" or higher.

V. General Education Course

Yes. HUM 2310 satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Identify, compare, and differentiate the major figures, authors, and literary sources of Greek and Roman mythology
- B. Describe, employ, and analyze major critical approaches to mythology

- C. Analyze, and appraise continued reliance on Classical mythology through various periods in Western culture
- D. Identify and differentiate major figures of various other world mythologies
- E. Design a presentation based upon one non-Greco-Roman mythology

IX. Course Content

- A. Greek Mythology
 - 1. Olympian and Cthonian Deities
 - 2. Mystery Religions
 - 3. Sagas and Heros
- B. Roman Mythology
- C. Persistence of Classical Mythology
- D. Other World Mythologies

X. Special Course Requirements

HUM 2250 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials and reading supplements.

XII. Criteria for Student Evaluation

May include but not be limited to the following: short essays, multiple choice questions, vocabulary enrichment, map studies, library studies, textual readings and critiques, book reports, slide identifications, music identifications, journals, projects, presentations, cultural events reports, museum visitation reports, and film reports.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Jason Whitmarsh, Cristy Furr, Sarah Kelly, Matt McAllister, Cindy McLeod, Brian Niece, Joe Savage

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

HUM 2310 Honors Mythology in Art, Literature, and Music

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

An introduction to mythology and an examination of its continued influence to the present. Major emphasis is placed on Classical mythology, though attention will be given to other mythologies of Western and non-Western cultures as well. The course will include cultural expressions from the Western canon and may also include expressions from around the globe. HUM 2310 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030. This course involves significant reading, writing, discussion, challenge problems, and/or student participation.

IV. Prerequisites and/or Co-requisites

Prerequisite: Admission to the SJR State Honors Program and ENC 1102 with a grade of "C" or higher.

V. General Education Course

Yes. HUM 2310 satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Identify, compare, and differentiate the major figures, authors, and literary sources of Greek and Roman mythology

- B. Describe, employ, and analyze major critical approaches to mythology
- C. Analyze, and appraise continued reliance on Classical mythology through various periods in Western culture
- D. Identify and differentiate major figures of various other world mythologies
- E. Design a presentation based upon one non-Greco-Roman mythology

IX. Course Content

- A. Greek Mythology
 - 1. Olympian and Cthonian Deities
 - 2. Mystery Religions
 - 3. Sagas and Heros
- B. Roman Mythology
- C. Persistence of Classical Mythology
- D. Other World Mythologies

X. Special Course Requirements

HUM 2250 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials and reading supplements.

XII. Criteria for Student Evaluation

May include but not be limited to the following: short essays, multiple choice questions, vocabulary enrichment, map studies, library studies, textual readings and critiques, book reports, slide identifications, music identifications, journals, projects, presentations, cultural events reports, museum visitation reports, and film reports.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Jason Whitmarsh, Cristy Furr, Sarah Kelly, Matt McAllister, Cindy McLeod, Brian Niece, Joe Savage

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

MUH 2110 Songs for the Dead: An Introduction to Music History and Literature

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This is a survey course in music history and literature from the Middle Ages to the present. There will be an emphasis placed on the development of musical forms and performing mediums as they relate to Western art music used for memorialization, representation, and remembrance of the dead and death through the ages. MUH 2110 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

IV. Prerequisites and/or Co-requisites

None

V. General Education Course

Yes, MUH 2110 satisfies 3 credit hours in the area of Humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Create a timeline representing the major stylistic periods of western art music from the Middle Ages through the present.
- B. Identify and compare historically significant pieces of music and analyze them for their significance.

- C. Identify and compare historically significant individuals and their contributions.
- D. Describe theoretical concepts and notational aspects of music and place them within their proper historical context.
- E. Describe and identify performance practices as they relate to historical context.
- F. Apply scholarly appropriate terminology to both written and verbal communication.

IX. Course Content

A. Origins/Medieval Music

Structure and Text of Catholic Mass/Requiem Mass. Roman (Gregorian) Chant, Psalmody/Antiphon practice. Notre Dame Polyphony/Organum, Early Polyphonic Settings of Missa Caput (requiem), and Motets.

B. Music of the Renaissance: The Impact of Humanism

Heinrich Issac: *Lamento por le Morta de Lorenzo Il Magnifico*; G. Palestrina: *Missa de Profunctis*; Thomas Morley and Henry Purcell: *Funeral Music for Queen Mary*; William Byrd: *O Lord, Make Thy Servant Elizabeth*; Thomas Weelkes: *Death Hath Deprived Me*; Orlando Gibbons: *The Silver Swan*; John Dowland *In Darknesse Let Me Dwell*. OPTIONAL: Ars Nova Motets and Missa de Profunctis of Josquin, Ockeghem.

C. Baroque Music

J.S. Bach: *St. Matthew Passion*; *St. John Passion*; Funeral Cantatas: BWV 106, 157, 198. Monteverdi: *Orfeo* (Opera), Handel: *The Ways of Zion do Mourn*, *Funeral March from "Saul,"* Vivaldi: *Concerto Funebre*. OPTIONAL: J.B. Lully *Grande Requiem Motets*.

D. Music of the Classical Era and Early Romanticism

Joseph Haydn: *Symphony #44 in E Minor (Trauersymphonie)*; Michael Haydn: *Requiem (Missa pro defuncto Archiepiscopo Sigismondo)*; W.A. Mozart: *Requiem* and *Masonic Funeral Music*; Beethoven: *Symphony #3 in Eb Major (Eroica), II. March Funebre* and *Elegischer Gesang*; Franz Schubert: *Death and the Maiden*.

E. The Romantics

Johannes Brahms: *A German Requiem* and *Let Nothing Ever Grieve Thee*; Giuseppe Verdi *Requiem*; Hector Berlioz *Symphony Fantastique*, Richard Wagner: *Siegfried's Death* and *Funeral March*, "Liebestod" from *Tristan Und Isolde*; Gustav Mahler: *Songs on the Death of Children* and *Symphony No. 9, IV. Adagio*. Camille Saint-Saëns *Danse Macabre*; Franz Liszt *Totentanz*. OPTIOINAL: Operatic music of Verdi, Bizet, Leoncavallo, Puccini.

F. **Modernism and Post-Modernism**

Oliver Messiaen: *Quartet for the End of Time*; Samuel Barber: *Adagio for Strings*; Benjamin Britten: *War Requiem*; Henryk Górecki: *Symphony of Sorrowful Songs*, Igor Stravinsky: *The Rite of Spring* and *The Rake's Progress*; Arnold Schoenberg: *Jacob's Ladder*, Krzysztof Penderecki: *Threnody for the Victims of Hiroshima*; John Adams: *On the Transmigration of Souls*; John Taverner: *Song for Athene*; Thomas Ades *Totentanz*. OPTIONAL: Hollywood's depiction of grief and the use of music in film and television that references, borrows, or alludes to the music of this course.

X. Special Course Requirements

MUH 2110 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030.

XI. Course Support Materials

All materials for student use are provided by the instructor and made available either online or in person. There is no textbook or any other material that the students must purchase.

XII. Criteria for Student Evaluation

Testing, Aural/Musical Skills Acquisition (online), Musical Analyses, Group Project, and Research Paper.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Jason Whitmarsh, Cristy Furr, Sarah Kelly, Matt McAllister, Cindy McLeod, Brian Niece, Joe Savage

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

PHI 2600 Introduction to Ethics

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course is an introduction to the study of ethics, ethical theories, and specific ethical issues including selections from the Western philosophical tradition (the Western canon). Students will be introduced to a wide range of moral theorists whose ideas will be examined within the cultural contexts that gave them birth. PHI 2600 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

IV. Prerequisites and/or Co-requisites

None

V. General Education Course

Yes. PHI 2600 satisfies 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Explain, in discussion and writing, the nature of ethics and how to address moral issues.
- B. Explain and evaluate various ethical theories.
- C. Identify, analyze, and evaluate various ethical problems and moral debates.
- D. Apply various ethical theories to the ethical problems and moral dilemmas using either writing or classroom discussion.

IX. Course Content

- A. The study of ethics
- B. Ethical theories
- C. Ethical issues
- D. Moral theorists

X. Special Course Requirements

PHI 2600 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030.

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials and reading supplements.

XII. Criteria for Student Evaluation

Items may include, but not limited to the following: tests, quizzes, essays, oral presentations, and individual and group projects.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Jason Whitmarsh, Cristy Furr, Sarah Kelly, Matt McAllister, Cindy McLeod, Brian Niece, Joe Savage

XV. Administrator Review/Revision

1/8/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

PHI 2630 Contemporary Ethics

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

An examination of ethical topics with an emphasis on the development of a personally and philosophically meaningful ethical position on a variety of contemporary problems. Topics such as utilitarianism, egoism, situation ethics, freedom, social responsibility and relativism will be discussed and applied. PHI 2630 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030.

IV. Prerequisites and/or Co-requisites

None

V. General Education Course

No. This course cannot be used to satisfy the general education requirements for the A.A. degree but may be used as an elective credit toward graduation.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Describe, define, and recall critical factual information concerning theories, concepts, paradigms, and operational principles relevant to ethical discourse.
- B. Explain and interpret the above (theories, etc..) and their relevance within the context of the specific ethical issue.
- C. Apply ethical constructs validly and accurately.

- D. Analyze, contrast, and infer ideas that challenge and/or support current theories, concepts, paradigms, and operational principles.
- E. Synthesize acquired material and use it to predict, hypothesize, and/or generate new ideas germane to current ethical thinking.
- F. Evaluate and assess established and/or novel ethical programs consistently, systematically, and contextually.

IX. Course Content

COGNITIVE (Knowledge and understanding)

- A. Demonstrate knowledge of the views of some historically important moral philosophers (e.g. Plato, Aristotle, Kant, Nietzsche, Singer)
- B. Demonstrate knowledge of the main concepts and theories of ethics (e.g. egoism, altruism, rights, duties, utilitarianism, Kantianism, virtue ethics).
- C. Apply these concepts and theories to case studies and contemporary moral issues.
- D. Articulate an understanding of connections between reason and feeling and between cultural and intellectual traditions.
- E. Express conclusions with awareness of the degree to which these conclusions are supported by evidence.

AFFECTIVE (skills)

- F. Demonstrate imaginative, creative, and reflective abilities by articulating philosophical insights.
- G. Present effectively in writing an extended argument on a topic of ethical importance.
- H. Articulate counter-arguments to one's own position.
- I. Ask questions to clarify problems further.

SOCIAL (values)

- J. Demonstrate openness and intellectual humility by approaching situations involving a conflict of views in a spirit of inquiry.
- K. Identify and reflect on values through analysis of case studies in such areas as justice, abortion, and the impact of humans on the environment.
- L. Reflect on one's intellectual and intuitive responses to issues concerning ethical values.
- M. Demonstrate increasing awareness of the complexity of issues and of the necessity of examining issues from many different perspectives.

X. Special Course Requirements

PHI 2630 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030.

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials and reading supplements.

XII. Criteria for Student Evaluation

Items may include, but not limited to the following: tests, quizzes, essays, oral presentations, and individual and group projects.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed.

XIV. Faculty Review/Revision

12/17/2024 Jason Whitmarsh, Cristy Furr, Sarah Kelly, Matt McAllister, Cindy McLeod, Brian Niece, Joe Savage

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

PHI 2630 Honors Contemporary Ethics

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

An examination of ethical topics with an emphasis on the development of a personally and philosophically meaningful ethical position on a variety of contemporary problems. Topics such as utilitarianism, egoism, situation ethics, freedom, social responsibility and relativism will be discussed and applied. PHI 2630 is a Gordon Rule writing course as defined by SBE Rule 6A-10.030. This course involves significant reading, writing, discussion, challenge problems, and/or student participation.

IV. Prerequisites and/or Co-requisites

Prerequisite: Admission to the SJR State Honors Program

V. General Education Course

No. This course cannot be used to satisfy the general education requirements for the A.A. degree but may be used as an elective credit toward graduation.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Describe, define, and recall critical factual information concerning theories, concepts, paradigms, and operational principles relevant to ethical discourse.
- B. Explain and interpret the above (theories, etc..) and their relevance within the context of the

- specific ethical issue.
- C. Apply ethical constructs validly and accurately.
 - D. Analyze, contrast, and infer ideas that challenge and/or support current theories, concepts, paradigms, and operational principles.
 - E. Synthesize acquired material and use it to predict, hypothesize, and/or generate new ideas germane to current ethical thinking.
 - F. Evaluate and assess established and/or novel ethical programs consistently, systematically, and contextually.

IX. Course Content

COGNITIVE (Knowledge and understanding)

- A. Demonstrate knowledge of the views of some historically important moral philosophers (e.g. Plato, Aristotle, Kant, Nietzsche, Singer)
- B. Demonstrate knowledge of the main concepts and theories of ethics (e.g. egoism, altruism, rights, duties, utilitarianism, Kantianism, virtue ethics).
- C. Apply these concepts and theories to case studies and contemporary moral issues.
- D. Articulate an understanding of connections between reason and feeling and between cultural and intellectual traditions.
- E. Express conclusions with awareness of the degree to which these conclusions are supported by evidence.

AFFECTIVE (skills)

- F. Demonstrate imaginative, creative, and reflective abilities by articulating philosophical insights.
- G. Present effectively in writing an extended argument on a topic of ethical importance.
- H. Articulate counter-arguments to one's own position.
- I. Ask questions to clarify problems further.

SOCIAL (values)

- J. Demonstrate openness and intellectual humility by approaching situations involving a conflict of views in a spirit of inquiry.
- K. Identify and reflect on values through analysis of case studies in such areas as justice, abortion, and the impact of humans on the environment.
- L. Reflect on one's intellectual and intuitive responses to issues concerning ethical values.
- M. Demonstrate increasing awareness of the complexity of issues and of the necessity of examining issues from many different perspectives.

X. Special Course Requirements

PHI 2630 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030.

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials and reading supplements.

XII. Criteria for Student Evaluation

Items may include, but not limited to the following: tests, quizzes, essays, oral presentations, and individual and group projects.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed.

XIV. Faculty Review/Revision

12/17/2024 Jason Whitmarsh, Cristy Furr, Sarah Kelly, Matt McAllister, Cindy McLeod, Brian Niece, Joe Savage

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

THE 1020 Introduction to Theater History

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

A survey of theater history in the western hemisphere from its origins in ancient Egypt and Greece to the present. Topics include major plays and playwrights, other influential theatrical personalities, theater architecture and types of stages, developments in technical theater, costuming and makeup, significant actors and acting techniques, and theatrical styles from the Western canon; the course may also include expressions from around the globe. The relationship between theater and significant political and social events of the culture it represents is also examined. THE 1020 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030.

IV. Prerequisites and/or Co-requisites

None

V. General Education Course

Yes, THE 2010 fulfills 3 credit hours in the area of humanities.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Identify the major historical periods (Greek/Roman, Medieval, Elizabethan, Restoration, Realism, and Post-Modern)
- B. Summarize the theatrical style of each historical unit.
- C. Identify the major Practitioners (Actor, Playwright, Designer, Director, Critic)
- D. Compare and contrast various theatrical styles through the analysis of specific plays and playwrights.

IX. Course Content

- A. Theater of Antiquity
- B. Medieval Era
- C. Elizabethan Era
- D. Restoration Era
- E. Era of Realism and Naturalism
- F. Era of Anti-Realism

Sample Pacing Schedule

- Week 1: Greek Theatre
- Week 2: Greek Theatre continued
- Week 3: Theatre of the Middle Ages
- Week 4: Theatre of the Middle Ages continued
- Week 5: Theatre of the East
- Week 6: Elizabethan Theatre
- Week 7: Elizabethan Theatre continued
- Week 8: Theatre of the Baroque and Restoration
- Week 9: Melodrama, Bourgeois Drama, and Realism
- Week 10: Realism to Naturalism
- Week 11: Modern Tragedy and Comedy
- Week 12: Musical Theatre
- Week 13: Theatre of the Absurd and Nontraditional Theatre
- Week 14: Anti-Realism and Political Theatre
- Week 15: Multicultural and Diverse Theatre of Today

X. Special Course Requirements

THE 1020 is a Gordon Rule writing course as designed by SBE Rule 6A-10.030.

XI. Course Support Materials

May include textbook and supplemental readings

XII. Criteria for Student Evaluation

May include, but not limited to the following: projects, quizzes, tests, final exam

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Jason Whitmarsh, Cristy Furr, Sarah Kelly, Matt McAllister, Cindy McLeod, Brian Niece, Joe Savage

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

MAT 0022 Developmental Mathematics Combined

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

4 Developmental Education credit hours, 4 contact hours

III. Course Description

This is a course designed to improve mathematical skills needed to be successful in the first college level mathematics course. Topics include arithmetic, linear equations, proportions, graphing, exponents, polynomials, and factoring.

IV. Prerequisites and/or Co-requisites

None

V. General Education Course

No. This course does not satisfy any of the credit hours needed for general education.

VI. Program Mission Statement

The Developmental Education Program at St. Johns River State College offers a variety of options for students who need to improve their basic academic skills in reading, English composition, and mathematics to prepare for and successfully complete college level courses in these areas, as well as improve their chances for success in other disciplines.

VII. Program Outcomes

- Apply appropriate methods of mathematics to solve problems.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Calculate the sum, difference, product, or quotient of two fractions.
- B. Solve linear equations.
- C. Solve problems involving ratios and proportions.
- D. Simplify an expression using properties of exponents.
- E. Add, subtract, multiply, or divide two polynomials.
- F. Factor a polynomial.
- G. Solve problems involving graphs of equations.

IX. Course Content

- A. Arithmetic
 - 1. Arithmetic with Whole Numbers
 - 2. Variables and Expressions
 - 3. Exponents, Square Roots, and Order of Operations
 - 4. Arithmetic with Integers
 - 5. Arithmetic with Fractions
 - 6. Arithmetic with Decimals
- B. Linear Equations and Inequalities
 - 1. Solving Equations by Combining like Terms
 - 2. Solving Equations by using the Distributive Property
 - 3. Solving Equations involving Fractional Coefficients
 - 4. Solving Literal Equations
 - 5. Applications
 - 6. Solving Linear Inequalities
- C. Ratio, Proportion, and Percent
 - 1. Ratio and Proportion
 - 2. Conversions
 - 3. Percent, Decimals, and Fractions
 - 4. Percent Problems
 - 5. Percent Increase and Percent Decrease
- D. Exponents
 - 1. Positive Exponents and Properties
 - 2. Negative Exponents and Properties
 - 3. Scientific Notation
- E. Polynomials
 - 1. Adding and Subtracting Polynomials
 - 2. Multiplying Polynomials
 - 3. Special Products
 - 4. Dividing Polynomials by a Monomial
- F. Factoring Polynomials
 - 1. Greatest Common Factor
 - 2. Factoring by Grouping
 - 3. Factoring Trinomials of the Form $x^2 + bx + c$
 - 4. Factoring Trinomials of the Form $ax^2 + bx + c$
 - 5. Special Factoring Rules
- G. Graphing
 - 1. Rectangular Coordinate System
 - 2. Graphing Lines
 - 3. Intercepts
 - 4. Slope

X. Special Course Requirements

- Calculators can be used appropriately, but should not replace basic arithmetic operations, at the instructor's discretion.
- Students will be assigned Units 1-5 and 9-13 in the NROC Developmental Math course (EdReady).
- All course sections must include proctored assessments (in the classroom, through the Testing Department or an online monitoring system) with a total weight of at least 70%. During proctored assessments, students are not permitted to use notes, the textbook, or any other resources not approved by the department.

XI. Course Support Materials

- This course is based on the on-line NROC Developmental Math course (EdReady).
- Additional resources may include instructor videos and online resources.

XII. Criteria for Student Evaluation

- 30% Online homework and other assessments at the instructor's discretion
- 70% Tests and other proctored assessments

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/18/2024 Thomas Flanagan, Eric Berg, Stacy Daniels, Deborah Eckhardt, Jessica Greer, Phil Lyons, John Mersch, John Metcalf, Nahed Okasha, Traci Reed, Tracy Wallace, Mark Wilson, Derek Wray

XV. Administrator Review/Revision

1/10/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

MAT 1033 Intermediate Algebra

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

Topics include factoring, rational expressions and equations, radicals and rational exponents, complex numbers, quadratic equations, linear equations and inequalities in two variables and their graphs, systems of linear equations and inequalities, and an introduction to functions.

IV. Prerequisites and/or Co-requisites

Prerequisite: College ready status, satisfactory score on a placement test, or completion of developmental mathematics with a grade of "C" or higher or enrollment in a corequisite developmental education course as applicable (MAT 0055 or MAT 0056).

V. General Education Course

No. This course cannot be used to satisfy the general education requirements of the A.A. degree but may be used as an elective credit toward graduation.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Apply appropriate methods of mathematics to solve problems.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

After successful completion of this course, the learner will be able to:

- A. Calculate the equation of a line.
- B. Solve and graph systems of linear equations and inequalities.
- C. Simplify rational expressions and solve rational equations.
- D. Simplify radical expressions and solve radical equations.
- E. Solve quadratic equations.

IX. Course Content

- A. Graphs of Equations
 - 1. Rectangular Coordinates and Intercepts
 - 2. Slope of a Line
 - 3. Linear Equations in Two Variables
 - 4. Linear Inequalities in Two Variables
- B. Systems of Linear Equations in Two Variables
 - 1. Solutions by Graphing
 - 2. Substitution Method
 - 3. Elimination Method
 - 4. Applications
- C. Exponents and Polynomials
 - 1. Relations and Functions
 - 2. Properties of Exponents
 - 3. Adding and Subtracting Polynomials
 - 4. Multiplying Polynomials
 - 5. Dividing Polynomials by Monomials
- D. Factoring
 - 1. Greatest Common Factor
 - 2. Grouping
 - 3. Trinomials
 - 4. Difference of Squares
 - 5. Perfect Square Trinomials
 - 6. Sum and Difference of Cubes
- E. Rational Expressions
 - 1. Reducing to Lowest Terms
 - 2. Multiplying and Dividing Rational Expressions
 - 3. Adding and Subtracting Rational Expressions
 - 4. Complex Rational Expressions
 - 5. Rational Equations
 - 6. Applications to Rational Equations
 - 7. Variation
- F. Radical Expressions
 - 1. N^{th} Roots
 - 2. Rational Exponents
 - 3. Product and Quotient Rule for Radical Expressions
 - 4. Adding and Subtracting Radical Expressions
 - 5. Multiplying and Dividing Radical Expressions
 - 6. Radical Equations
 - 7. Complex Numbers
- G. Quadratic Equations
 - 1. Zero-Product Property
 - 2. Square Root Property
 - 3. Completing the Square
 - 4. Quadratic Formula

Suggested pacing schedule for a class that meets MWF for 50 minutes
(The sections listed correspond to Intermediate Algebra, 14th edition by Lial, Hornsby, McGinnis and are given as a guide to find examples and problems.)

Lesson	Topics	Sections
1	Linear equations in two variables: rectangular coordinates, intercepts, and graphs of equations	2.1
2	Slope of a line	2.2
3	Writing equations of lines	2.3
4	Linear inequalities in two variables	2.4
5	Systems of linear equations in two variables	3.1
6	Applications to systems of linear equations	3.3
7	Relations and functions	2.5, 2.6
8	Properties of exponents	4.1
9	Adding and subtracting polynomials	4.3
10	Multiplying polynomials, dividing polynomials by monomials	4.5, 4.6
11	Factoring: greatest common factor, grouping, trinomials	5.1, 5.2
12	Factoring: difference of squares, perfect square trinomials, sum and difference of cubes	5.3, 5.4
13	Zero-product property and solving equations by factoring	5.5
14	Reducing rational expressions to lowest terms, multiplying and dividing rational expression	6.1
15	Adding and subtracting rational expressions	6.2
16	Complex rational expressions	6.3
17	Rational equations	6.4
18	Applications	6.5
19	Variation	6.6
20	Radical expressions and n^{th} roots	7.1
21	Rational exponents	7.2
22	Product and quotient rules for radical expressions	7.3
23	Adding and subtracting radical expressions	7.4
24	Multiplying and dividing radical expressions	7.5
25	Radical equations	7.6
26	Complex numbers	7.7
27	Square root property	8.1
28	Completing the square	8.1
29	Quadratic formula	8.2
30	Summary of quadratic equations	5.5, 8.1, 8.2

Additional class time should be used for the reinforcement or expansion of these topics, coverage of additional topics, review, and assessment.

X. Special Course Requirements

All course sections must include proctored assessments (in the classroom, through the Testing Department or an online monitoring system) with a total weight of at least 70%. During proctored assessments, students are not permitted to use notes, the textbook, graphing calculator, or any other resources not approved by the department.

XI. Course Support Materials

Textbook, Guided Notes, Online Homework System, Student Solutions Manual
A Texas Instruments scientific calculator is strongly recommended.

XII. Criteria for Student Evaluation

- Early Assessment developed by the instructor
- 25% Cumulative Final Exam developed by the instructor

XIII. Course Assessment Methods

Student learning outcomes for this course are assessed by embedded questions on unit tests or a final exam for each of the SLOs in section VIII.

XIV. Faculty Review/Revision

12/14/2022 Billy Veczko, Michael Carty, Stacy Daniels, Deborah Eckhardt, Thomas Flanagan, Jessica Greer, Phil Lyons, John Metcalf, Nahed Okasha, Traci Reed, Tracy Wallace, Mark Wilson, Derek Wray

XV. Administrator Review/Revision

1/10/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

CHM 2211 Organic Chemistry II

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

Topics include radical reactions conjugated alkenes, aromaticity, electrophilic and nucleophilic aromatic substitution, carbonyl chemistry, aldehydes, ketones, carboxylic acids, acid derivatives, enols, aldol condensations, and amines.

IV. Prerequisites and/or Co-requisites

Prerequisite: CHM 2210 and CHM 2210L with a grade of "C" or higher.

Co-requisite: CHM 2211L

Prerequisite or Co-requisite: CHM 1046 and CHM 1046L

V. General Education Course

No. This course cannot be used to satisfy the general education requirements for the A.A. degree but may be used as an elective credit toward graduation.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Apply the methods, principles, and concepts of the natural sciences.
- Apply appropriate methods of mathematics to solve problems.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Identify a structure given the IR, mass spectrum and NMR for the compounds
- B. Describe the reactivity of conjugated dienes.
- C. Identify aromatic compounds and predict aromaticity
- D. Describe electrophilic aromatic substitution.
- E. Distinguish carbonyl compounds by type.

- F. Describe nucleophilic addition reactions of aldehydes and ketones.
- G. Identify amines and describe their preparation and reactions.
- H. Describe carboxylic acids.
- I. Identify carboxylic acid derivatives and describes nucleophilic acyl substitution reactions.
- J. Describe carbonyl alpha-substitution reactions.
- K. Describe carbonyl condensation reactions.

IX. Course Content

- A. Identifying the structure of an organic compound from infra-red, mass spectrometry and/or nuclear magnetic resonance information
- B. Structure and reactivity of ethers, aromatic compounds, ketones, aldehydes, amines, carboxylic acids and their derivatives

X. Special Course Requirements

None

XI. Course Support Materials

May include but not be limited to the following: textbook with instructor's resource materials, lab manuals, reading supplements, etc.

XII. Criteria for Student Evaluation

Items which may be used to evaluate students for grading purposes, but not limited to, are tests, quizzes, attendance, homework, presentations or essays. However, no more than 10% of the final grade can be from unassessed participation and attendance.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/18/2024 Lisa Schaefer, David Miller, Jerry Skelton

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

PHY 1020 Introduction to Physics

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course offers a comprehensive survey of physics, covering a wide range of topics including motion, Newton's laws, energy, sound, heat, electricity, magnetism, and optics. Emphasizing a conceptual understanding of physics, the course integrates critical thinking skills and real-world applications.

IV. Prerequisites and/or Co-requisites

Prerequisite: MAT 1033 or any general education mathematics course with a grade of "C" or higher or satisfactory score on a mathematics placement test at the college algebra level.

V. General Education Course

Yes. PHY 1020 satisfies 3 credit hours in the area of natural science.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Apply the methods, principles, and concepts of the natural sciences.
- Apply appropriate methods of mathematics to solve problems.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course,

- A. Students will critically evaluate everyday phenomena using the scientific method.
- B. Students will explain the basis of physical principles (such as conservation laws) and how they apply to everyday phenomena.
- C. Students will interpret information conveyed in diagrams and graphs.
- D. Students will perform simple calculations relevant to real world problems.

IX. Course Content

- A. Motion
- B. Energy
- C. Heat and Temperature
- D. Wave Motion and Sound
- E. Electricity
- F. Light

X. Special Course Requirements

None

XI. Course Support Materials

May include but not be limited to the following: textbook with instructor's resource materials, on-line course materials and homework, lab manuals, reading supplements, etc.

XII. Criteria for Student Evaluation

Items which may be used to evaluate students for grading purposes, but not limited to, are tests, quizzes, attendance, homework, presentations or essays. However, no more than 10% of the final grade can be from unassessed participation and attendance.

XIII. Course Assessment Methods

Student learning outcomes for this course are assessed by multiple choice questions for each of the SLOs in Section VIII.

XIV. Faculty Review/Revision

1/13/2025 Lisa Schaefer, Ransom Hicks, Jill Leggett, David Red

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Symbol, and Title

AMH 2020 United States History since 1877

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

In this course, students will trace the history of the United States from the end of the Reconstruction Era to the contemporary era. Topics will include but are not limited to the rise of industrialization, the United States' emergence as an actor on the world stage, constitutional amendments and their impact, the Progressive Era, World War I, the Great Depression and New Deal, World War II, the civil rights era, the Cold War, and the United States since 1989.

IV. Prerequisites and/or Co-requisites

None

V. General Education Course

Yes. AMH 2020 satisfies 3 credit hours in the area of social science.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Examine human behavior and institutions from political, economic, historical, psychological, or sociological perspectives.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course:

- A. Students will describe the factual details of the substantive historical episodes under study.
- B. Students will identify and analyze foundational developments that shaped American history since 1877 using critical thinking skills.
- C. Students will demonstrate an understanding of the primary ideas, values, and perceptions that have shaped American history.
- D. Students will demonstrate competency in civic literacy.

IX. Course Content

- A. The development of the American West and its effect on the Native American population.
- B. The development of industrialism and big business in the United States.
- C. The problems of agriculture and the development of the Populist movement.
- D. The urbanization of America and the Progressive Era.
- E. World War I, the Treaty of Versailles, and the League of Nations.
- F. The Great Depression and Franklin D. Roosevelt's New Deal.
- G. World War II, the beginning of the Nuclear Age, and the Cold War.
- H. The Civil Rights movement.
- I. The Vietnam War and its effects of American society and politics.
- J. The end of the Cold War and the emerging new world order.
- K. Principles of American democracy and our republican form of government.
- L. U.S. Constitution and other founding documents and their role in shaping our institutions of self-governance.
- M. Supreme Court cases and their impact on law and society.

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials, lab manuals, and reading supplements.

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve tests, quizzes, essays, oral presentations, and individual and group projects.

XIII. Course Assessment Methods

Student learning outcomes for this course are assessed by multiple choice questions for at least one of SLOs in Section VIII.

XIV. Faculty Review/Revision

12/17/2024 Julie Blanco-Davila, Matt Giddings, Mark Little

XV. Administrator Review/Revision

1/10/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Symbol, and Title

AMH 2020 Honors United States History since 1877

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

In this course, students will trace the history of the United States from the end of the Reconstruction Era to the contemporary era. Topics will include but are not limited to the rise of industrialization, the United States' emergence as an actor on the world stage, constitutional amendments and their impact, the Progressive Era, World War I, the Great Depression and New Deal, World War II, the civil rights era, the Cold War, and the United States since 1989. This course involves significant reading, writing, discussion, challenge problems, and/or student participation.

IV. Prerequisites and/or Co-requisites

Admission to the SJR State Honors Program

V. General Education Course

Yes. AMH 2020 satisfies 3 credit hours in the area of social science.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Examine human behavior and institutions from political, economic, historical, psychological, or sociological perspectives.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course:

- A. Students will describe the factual details of the substantive historical episodes under study.
- B. Students will identify and analyze foundational developments that shaped American history since 1877 using critical thinking skills.
- C. Students will demonstrate an understanding of the primary ideas, values, and perceptions that have shaped American history.
- D. Students will demonstrate competency in civic literacy.

IX. Course Content

- A. The development of the American West and its effect on the Native American population.
- B. The development of industrialism and big business in the United States.
- C. The problems of agriculture and the development of the Populist movement.
- D. The urbanization of America and the Progressive Era.
- E. World War I, the Treaty of Versailles, and the League of Nations.
- F. The Great Depression and Franklin D. Roosevelt's New Deal.
- G. World War II, the beginning of the Nuclear Age, and the Cold War.
- H. The Civil Rights movement.
- I. The Vietnam War and its effects of American society and politics.
- J. The end of the Cold War and the emerging new world order.
- K. Principles of American democracy and our republican form of government.
- L. U.S. Constitution and other founding documents and their role in shaping our institutions of self-governance.
- M. Supreme Court cases and their impact on law and society.

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials, lab manuals, and reading supplements.

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve tests, quizzes, essays, oral presentations, and individual and group projects.

XIII. Course Assessment Methods

Student learning outcomes for this course are assessed by multiple choice questions for at least one of SLOs in Section VIII.

XIV. Faculty Review/Revision

12/17/2024 Julie Blanco Davila, Matt Giddings, Mark Little

XV. Administrator Review/Revision

1/10/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

SYG 1000 Introduction to Sociology

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

In this course, students will gain an understanding of the basic sociological concepts and vocabulary, including the methodological tools, sociological perspectives, and scientific procedures used by social scientists to collect data and conduct research. Topics generally include: society and culture, institutions, socialization, influences, crime, change, groups, sex, race and ethnicity, family, class, and population.

IV. Prerequisites and/or Co-requisites

None

V. General Education Course

Yes. SYG 1000 satisfies 3 credit hours in the area of social science.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Examine human behavior and institutions from political, economic, historical, psychological, or sociological perspectives.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, access, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course:

- A. Students will apply multiple sociological perspectives.
- B. Students will identify methodological tools used to evaluate sociological research questions.
- C. Students will understand dynamics between individual agency and social influences.

IX. Course Content

- A. The sociological perspectives
- B. Social groups and social control
- C. Social inequality
- D. Social institutions
- E. Social change

X. Special Course Requirements

None

XI. Course Support Materials

May include but not limited to the following: textbook with instructor's resources and materials, lab manuals, and reading supplements.

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve tests, quizzes, essays, oral presentations, and individual and group projects.

XIII. Course Assessment Methods

Student learning outcomes for this course are assessed by multiple choice questions for at least one of the SLOs in Section VIII.

XIV. Faculty Review/Revision

12/17/2024 Julie Blanco-Davila

XV. Administrator Review/Revision

1/10/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

SYG 1000 Honors Introduction to Sociology

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

In this course, students will gain an understanding of the basic sociological concepts and vocabulary, including the methodological tools, sociological perspectives, and scientific procedures used by social scientists to collect data and conduct research. Topics generally include: society and culture, institutions, socialization, influences, crime, change, groups, sex, race and ethnicity, family, class, and population. This course involves significant reading, writing, discussion, challenge problems, and/or student participation.

IV. Prerequisites and/or Co-requisites

Admission to the SJR State Honors Program.

V. General Education Course

Yes. SYG 1000 satisfies 3 credit hours in the area of social science.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Examine human behavior and institutions from political, economic, historical, psychological, or sociological perspectives.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, access, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course:

- A. Students will apply multiple sociological perspectives.
- B. Students will identify methodological tools used to evaluate sociological research questions.
- C. Students will understand dynamics between individual agency and social influences.

IX. Course Content

- A. The sociological perspectives
- B. Social groups and social control
- C. Social inequality
- D. Social institutions
- E. Social change

X. Special Course Requirements

None

XI. Course Support Materials

May include but not limited to the following: textbook with instructor's resources and materials, lab manuals, and reading supplements.

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve tests, quizzes, essays, oral presentations, and individual and group projects.

XIII. Course Assessment Methods

Student learning outcomes for this course are assessed by multiple choice questions for at least one of the SLOs in Section VIII.

XIV. Faculty Review/Revision

12/17/2024 Julie Blanco-Davila

XV. Administrator Review/Revision

1/10/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

SYG 1430 Marriage and the Family

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

A functional course designed to help the student understand and manage the problems and adjustments encountered in marriage and family living. Emphasis is placed on preparation for marriage, spouse selection, the causes and resolution of marital conflict, sexual roles, parenthood, family finance management, and an exploration of current changes in values and structures.

IV. Prerequisites and/or Co-requisites

None

V. General Education Course

No. This course cannot be used to satisfy the general education requirements for the A.A. degree but may be used as an elective credit toward graduation.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Examine human behavior and institutions from political, economic, historical, psychological, or sociological perspectives.
- Use critical thinking to collect, access, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Describe, define, and recall critical factual information concerning relevant issues within the social institutions of marriage and the family.
- B. Explain and interpret information relevant to the issues involved in this course.
- C. Apply sociological constructs accurately.

- D. Synthesize acquired material and use it to predict, hypothesize, and/or generate new perspectives.

IX. Course Content

- A. Defining family
- B. Sociological methods and theories in the study of families
- C. Young adults and the transition to adulthood
- D. Marriage and cohabitation
- E. Divorce and relationship dissolution
- F. Parents and children
- G. Family work
- H. Family lives of older adults
- I. Social policy and the future of families

X. Special Course Requirements

None

XI. Course Support Materials

May include but not limited to the following: textbook with instructor's resources and materials, lab manuals, and reading supplements

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve tests, quizzes, essays, oral presentations, and individual and group projects.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Julie Blanco-Davila

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

IDS 1110 Honors Explorations

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course teaches the nature of knowledge acquisition throughout the General Education curriculum. The course is taught by Honors faculty and draws its cross-disciplinary content from the disciplines of communications, humanities, mathematics, science, and social science. The fundamental goal of the course is to help students appreciate the interconnectedness of knowledge across the entire range of academic disciplines and be able to synthesize information in an original and engaging way from a variety of sources by teaching them how to exercise critical thinking, collaboration, and communication skills. As a result, students will have the ability to develop, and, ultimately, apply these skills for success in both college and the professional world.

This course is required as an orientation course for all students entering the Honors Program. This course involves significant reading, writing, discussion, challenge problems, and/or student participation.

IV. Prerequisites and/or Co-requisites

Prerequisite: Admission to the SJR State Honors Program.

V. General Education Course

No. This course cannot be used to satisfy the general education requirements for the A.A. degree but may be used as an elective credit toward graduation.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Examine human behavior and institutions from political, economic, historical, psychological, or sociological perspectives.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Identify their respective learning styles and demonstrate the basic skills necessary to perform well in post-secondary education and the workforce (e.g. time management, intergroup skills, facilitative and interactive learning, effective utilization of technology).
- B. Describe the common standards of reasoning and critical analysis that underlie all academic disciplines.
- C. Apply critical thinking to a wide range of cross-disciplinary topics.
- D. Demonstrate the ability to gain knowledge and draw connections between various fields of inquiry.
- E. Demonstrate a high degree of competence in verbal and written communication.
- F. Perform a critical analysis of primary literature from at least one of the following disciplines: communications, humanities, mathematics, science, social science.

IX. Course Content

- A. The Diversity of Learning Styles
- B. Methods of Inquiry across Academic Disciplines
- C. Critical Analysis Techniques
- D. Critical Analysis: Communications
- E. Critical Analysis: The Humanities
- F. Critical Analysis: The Social Sciences
- G. The Scientific Method
- H. Critical Analysis: The Natural Sciences
- I. Critical Analysis: Mathematics
- J. Introduction to Original or Primary Sources/Literature
- K. Original or Primary Sources/Literature Project

X. Special Course Requirements

Consistent access to the Internet, Vikings email, Canvas, and the SJR State Library.

XI. Course Support Materials

May include but not be limited to the following: instructor's resource materials, reading supplements, and a variety of SJR State Library and online resources.

XII. Criteria for Student Evaluation

Items which may be used to evaluate students for grading purposes, but not limited to, are tests, quizzes, attendance, homework, presentations, essays, research papers.

XIII. Course Assessment Methods

Student learning outcomes in this course are not currently being assessed in College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Jill Nawrocki, Chad Collins, Jarvis Wright

XV. Administrator Review/Revision

1/13/2025 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

SLS 1122 Academic Pathways for College Success

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course is designed to teach students effective strategies and techniques consistent with success in an academic setting while actively transitioning to college. Emphasis is on orienting students to SJR State and its resources, teaching students how to utilize effective study and test taking strategies, equipping students to navigate academic and career pathways, and creating a sound academic and career plan. Topics also include financial literacy, time management, presentation skills, and information and media literacy. Throughout this class, students will be encouraged to develop a greater sense of self-awareness as they learn how to maintain their well-being and exercise self-care in order to be able to handle academic, professional, and personal challenges they may face.

IV. Prerequisites and/or Co-requisites

None

V. General Education Course

No. This course cannot be used to satisfy the general education requirements for the A.A. degree but may be used as an elective credit toward graduation.

VI. Program Mission Statement

The purpose of general education at St. Johns River State College is to foster knowledge and skills essential to all academic disciplines and to encourage the pursuit of lifelong learning. Students who complete the general education requirements at SJR State College shall obtain, interpret, and apply academic principles from diverse sources to evaluate and solve problems.

VII. Program Outcomes

- Examine human behavior and institutions from political, economic, historical, psychological, or sociological perspectives.
- Demonstrate effective communication strategies in reading, writing, and speaking.
- Use critical thinking to collect, assess, analyze, and synthesize information.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Develop a weekly schedule with an emphasis on time management.
- B. Develop an academic and/or career plan.
- C. Demonstrate information literacy.
- D. Demonstrate financial literacy.

- E. Deliver an oral presentation.

IX. Course Content

- A. Welcome to SJR State College
 - 1. Vocabulary/Terminology
 - 2. College Resources
 - 3. Course Requirements and DegreeWorks
 - 4. Class Attendance and Preparation
 - 5. College's Policies and Procedures
- B. Discovering Yourself
 - 1. Learning Styles
 - 2. Career Aptitude
 - 3. Multiple Intelligences
 - 4. Tools for Academic Success
 - 5. Active Learning
- C. Time Management
 - 1. Goal Setting
 - 2. Creating a Weekly Schedule
 - 3. To Do Lists/Anti-Procrastination Plan
 - 4. Single-tasking/Multitasking
 - 5. Prioritizing
- D. Reading
 - 1. Critical Reading Skills
 - 2. Active/Passive Reading
 - 3. Challenging Reading
 - 4. Vocabulary Building Techniques
- E. Information Literacy
 - 1. Choosing a Topic
 - 2. Finding & Using Appropriate Sources
 - 3. Evaluating & Organizing Information
 - 4. Avoiding Plagiarism
 - 5. Citing Sources
- F. Memory Skills
 - 1. Memory Process
 - 2. Encoding Information
 - 3. Healthy Brain Tips
 - 4. Mnemonic Devices

5. Remembering Names
- G. Note Taking
1. Note Taking Process
 2. Lecture Notes
 3. Notes from Assigned Reading
 4. Note Taking Formats
 5. Reviewing Notes
- H. Test Taking
1. Study Checklist & Schedule
 2. Creating Practice Material/Tests
 3. Test Taking Skills
 4. Reducing Text Anxiety
 5. Cost of Cheating and Academic Integrity Policy
- I. Media Literacy
1. Confirmation Bias
 2. Impact of Fake News
 3. Types of Media
 4. Evaluating News Sources
 5. Social Media Best Practices
- J. Critical Thinking
1. Critical Thinking Process
 2. Problem Solving Techniques
 3. Evidence and Logic
 4. Bloom's Levels of Thinking
 5. Modes of Persuasion
- K. Financial Literacy
1. Money Management
 2. Financial Goals
 3. Using Credit Responsibly
 4. Creating a Budget
 5. Paying for College
- L. Communication
1. Public Speaking
 2. Active Listening
 3. Effective Writing
 4. Communicating with Instructors

5. Conflict Resolution

M. Diversity

1. Individualist/Collective Cultures
2. Avoiding Stereotypes
3. Invisible Disabilities
4. Cyberbullying
5. Sexism and Harassment

N. College and Career Planning

1. Self-Assessments
2. Career Research
3. Creating a Career Plan
4. Academic Research
5. Creating an Academic Plan

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to the following: online reading and other instructional materials.

XII. Criteria for Student Evaluation

- 10% of the course grade is based on class participation.
- 20% of the course grade is based on oral presentations.
- 70% of the course grade is based on homework assignments, projects, and class activities.

XIII. Course Assessment Methods

Student learning outcomes will be assessed through homework assignments, projects, or presentations using a rubric that has a score of 1 to 4.

XIV. Faculty Review/Revision

12/17/2024 Jill Nawrocki, Chad Collins, Jarvis Wright

XV. Administrator Review/Revision

1/10/2025 Mike Keller

**Instructional Curriculum Committee
Curriculum Change Submission Form**
Submit this completed form with your curriculum changes.

Department:
Florida School of the Arts

Date:
January 21, 2025

January 21, 2025

New Courses:

Performing Arts and Production/Design

THE 3213 World Theatre History I
THE 4284 Period Costume, Architecture, and Décor I
TPA 3227C Stage Electronics and Networking
TPA 3231 Costuming and Wardrobe
TPA 3351C Lighting and Projection Technology and Programming
TPA 3401 Professional Practice in the Arts
TPA 4003 Design Seminar
TPA 4206C Advanced Stagecraft
TPA 4400 Production Management
TPA 4946 Production Practicum
TPA 4993 Production Portfolio Capstone
TPP 3251C Music Theatre Performance
TPP 3257 Music Theatre Voice
TPP 4310 Directing I

Visual Arts

CAP 3052 Game Design I
CAP 4056 Game Design II
DIG 3253 Digital Media Audio Production
DIG 3354 3D Character Animation
DIG 3433 Multimedia Video Production
DIG 4354 Advanced Animation Techniques
DIG 4359 Artificial Environments
DIG 4950 Senior Capstone Seminar
GRA 3001 Visual Communication
GRA 3154 Illustration Concepts and Techniques
GRA 3209 Applied Typography
GRA 3586 Interactive Web Design
GRA 3837 Motion Graphics
PGY 3204 Digital Video Production Lighting

Date Approved by Department:
January 17, 2025

January 17, 2025

January 17, 2025

Revised Courses:

DAA 2661 Contemporary Repertory

DIG 2100 Web Design

PGY 2220C Commercial Photography

TPA 2220 Lighting Design

Date Approved by Department:
December 18, 2024

December 18, 2024

Courses to Delete: ART 2210C Ideas and Concepts ART 2302C Experimental Drawing ART 2503C Painting IV ART 2954C Graphic Design Portfolio DAA 2682 Dance Ensemble III DAA 2683 Dance Ensemble IV GRA 1100C Computer Based Images MVS 1116 Class Guitar MVS 1416 Applied Guitar MVV 2522 Musical Theatre Repertory I MVV 2523 Musical Theatre Repertory II PGY 2802C Digital Imaging II TPA 1090 Theatre Design Basics TPA 2343 CAD for Theatre	Date Approved by Department: December 18, 2024
New Programs: Bachelor of Applied Science in Digital Art and Media Bachelor of Applied Science in Performance Design and Production	Date Approved by Department: December 18, 2024 December 18, 2024
Revised Programs: Associate in Science in Stage Management	Date Approved by Department: January 17, 2025
Terminate Programs: None	Date Approved by Department:
<p style="text-align: center;">REMINDERS:</p> <ul style="list-style-type: none"> • After approval by the Instructional Curriculum Committee, submit SCNS and Catalog/Student Handbook Change forms for all changes listed on this form. • Changes to degree requirements and new and terminated programs will be communicated to Academic Advising in late Spring. • New programs and program terminations require modifications to the SJR State Application as soon as possible—December ideally. 	

A. New Courses

Performing Arts and Production/Design

Rationale: The following courses support the proposed Bachelor of Applied Science Degree in Performance Design and Production.

1. THE 3213 World Theatre History I

Catalog Description

(3 credits, 3 hours) Prerequisite: TPA 1200 Introduction to Production/ Design or TPA 2000 Theatre Design Basics. This course explores the staging practices and dramatic literature of classical Greece and Rome, medieval Europe and Japan, Renaissance England, Italy, and France, as well as 18th-century Western Europe.

Student Learning Outcomes

- A. Acquire a deep understanding of theatrical techniques and dramatic literature from Classical Greece and Rome, Medieval Europe, Japan, Renaissance England, Italy, and France, and 18th century Western Europe.
- B. Analyze the evolution of theatre across various cultures and historical epochs, discerning recurring themes, innovations, and socio-political influences.
- C. Enhance critical thinking abilities by engaging with primary sources, scholarly interpretations, and contextual frameworks relevant to the study of world theatre history.
- D. Hone effective communication skills through active participation in class discussions, articulate presentation of research findings, and persuasive written analysis of theatrical works and historical contexts.
- E. Cultivate a nuanced appreciation for the multifaceted roles of theatre as a reflection of cultural identity, societal values, and artistic expression throughout human history.

2. THE 4284 Period Costume, Architecture, and Décor I

Catalog Description

(3 credits, 3 hours) Prerequisite: THE 3213 World Theatre History I. This course surveys the major period styles in clothing, architecture, and interior design decor from antiquity to the Baroque period (A.D. 1700). Emphasis will be placed on periods most used in theatre production today. Students will explore fashion, fabrics, architecture, ornament, furniture, and other decorative and functional elements that define each major period.

Student Learning Outcomes

- A. Identify and describe major period styles in clothing, architecture, and interior design decor.
- B. Analyze the influence of historical context on the development of period styles.
- C. Develop research, visual, analytical, and presentation skills related to period costume, architecture, and decor.
- D. Classify a primary or secondary research image into the proper period style through visual design analysis.

3. TPA 3227C Stage Electronics and Networking

Catalog Description

(3 credits, 4 hours) Prerequisite: TPA 1202 Stagecraft. Exploration of stage electronics and networking, essential for successful live performances and events. Computer networking and networking of live show control systems (such as lighting, audio and video) will be covered in this course, as well as system troubleshooting.

Student Learning Outcomes

- A. Demonstrate a comprehensive understanding of stage electronics principles, including circuitry, signal flow, and power distribution
- B. Apply knowledge to effectively operate, troubleshoot, and maintain audio, lighting, and video equipment commonly used in live productions
- C. Interpret and analyze an audio system block diagram
- D. Interpret and implement equipment maps according to production requirements

4. TPA 3231 Costuming and Wardrobe

Catalog Description

(3 credits, 3 hours) Prerequisite: TPA 1202 Stagecraft. This course provides an overview of creating costumes for the stage and managing wardrobe backstage during theatrical productions. Students will learn the fundamentals of costume maintenance, alteration, and wardrobe management.

Student Learning Outcomes

- A. Maintain costumes in optimal condition throughout rehearsals and performances
- B. Implement organized systems for costume storage, labeling, and tracking to facilitate quick and accurate retrieval of costumes as needed during productions
- C. Generate paperwork needed for costume and wardrobe such as costume plots, costume and wardrobe tracking paperwork, laundry lists, and makeup sheets
- D. Perform alterations, such as hemming, taking in or letting out seams, and adjusting closures, to achieve the desired fit and silhouette for each performer
- E. Coordinate backstage logistics, including pre-set costumes, assistance from dressers, and strategic placement of costume change stations, to facilitate swift transitions between scenes
- F. Adhere to safety protocols for handling costume accessories, props, and specialized wardrobe equipment to prevent accidents or injuries
- G. Communicate with production teams, performers, and fellow crew members to coordinate costume-related logistics, address concerns or special requests, and ensure alignment with the overall artistic vision of the production

5. TPA 3351C Lighting and Projection Technology and Programming

Catalog Description

(3 credits, 4 hours) Prerequisite: TPA 2220 Lighting Design. Intelligent lighting and projection fixtures will be dissected to explore operation, function, and features. Students will program a combination of virtual and realized projects for both linear theatrical productions and non-linear live events.

Student Learning Outcomes

- A. Demonstrate a working knowledge of the fundamental principles of lighting design, including color theory, mood creation, and spatial considerations.
- B. Operate and manipulate advanced lighting fixtures, including LED, moving head, and automated fixtures.
- C. Practice the principles and techniques of projection mapping, including basic content creation, mapping onto dimensional surfaces, and synchronization with lighting elements
- D. Utilize industry-standard software platforms for programming lighting and projection designs
- E. Develop programming skills necessary to create dynamic lighting and projection designs, including scripting, cue creation, and timeline management
- F. Execute lighting and projection designs in real-world scenarios, including live performances, events, and installations
- G. Develop the ability to troubleshoot common technical issues that may arise during the setup and operation of lighting and projection systems

6. TPA 3401 Professional Practice in the Arts

Catalog Description

(3 credits, 3 hours) This course offers students a comprehensive exploration of theatre careers and professional development strategies, preparing them for successful entry into theatre or other arts related industries upon graduation. Through a combination of theoretical study, practical exercises, and industry engagement, students will deepen their understanding of theatre professions, refine their professional skills, and develop personalized career pathways.

Student Learning Outcomes

- A. Articulate key concepts, theories, and principles of performance design and production
- B. Apply creative thinking and problem-solving skills to enhance storytelling and audience engagement
- C. Demonstrate a comprehensive understanding of the various careers in theatre and arts related industries
- D. Assess the effectiveness of professional development strategies, reflecting on their own growth and identifying areas for further improvement
- E. Create professional portfolios, integrating diverse skills and experiences to effectively showcase their readiness for theatre and arts related careers
- F. Apply professional skills such as networking, interviewing, and portfolio development demonstrating proficiency and career readiness in a professional setting
- G. Develop personalized career pathways that align with industry trends and their own professional goals

7. TPA 4003 Design Seminar

Catalog Description

(3 credits, 3 hours) Prerequisite: TPA 2071 Theatre Rendering Techniques and THE 3213 World Theatre History I. This course provides an opportunity for students to engage in the theoretical performance design and production projects for live stage productions.

Student Learning Outcomes

- A. Collaborate effectively in a group setting to design theatrical productions.
- B. Apply theoretical design concepts to practical production situations.
- C. Create comprehensive design packages, including costumes, sets, lighting, and sound.
- D. Communicate design concepts and ideas effectively to peers and instructors.

8. TPA 4206C Advanced Stagecraft

Catalog Description

(3 credits, 4 hours) Prerequisite: TPA 3227C Stage Electronics and Networking. Hands-on exploration of stage craft principles, including set construction, rigging, automation, and special effects.

Student Learning Outcomes

- A. Demonstrate a comprehensive understanding of the elements of scenic design and production like set construction, scenic painting, props fabrication, and special effects
- B. Apply knowledge of construction techniques to produce scenic elements according to technical drawings and specifications
- C. Demonstrate knowledge in theatrical rigging systems, counterweight rigging, motorized hoists, and automation technologies
- D. Interpret and translate technical drawings, blueprints, and design plans into actionable stage constructions and rigging setups
- E. Demonstrate a comprehensive understanding of safety protocols, regulatory standards, and risk assessment techniques relevant to stage craft and stage mechanics

9. TPA 4400 Production Management

Catalog Description

(3 credits, 3 hours) Prerequisite: DIG 3433 Multimedia Video Production. This course introduces students to the organization and management of theatre production. Emphasis is placed on the paperwork, budgeting, scheduling, and collaborative leadership required to manage a production effectively.

Student Learning Outcomes

- A. Schedule workflows effectively to meet production deadlines.
- B. Generate paperwork for live entertainment productions.
- C. Apply strategies for managing personnel, budget, and other resources in rehearsal and production.
- D. Collaborate with the creative team in the execution of an entertainment production.

10. TPA 4946 Production Practicum

Catalog Description

(1 credit, 3 hours) Hands-on production experience in the execution of department productions. Repeat up to 3 times for credit.

Student Learning Outcomes

- A. Demonstrate the ability to apply theoretical knowledge and technical skills acquired in previous coursework to real-world theatrical productions.
- B. Engage in collaborative teamwork, demonstrating effective communication, cooperation, and problem-solving skills while working with peers, and faculty.
- C. Prioritize and scaffold tasks to meet production deadlines, demonstrating the ability to organize workflow, allocate resources effectively, and adapt to changing circumstances.
- D. Employ creative and resourceful problem-solving techniques to overcome obstacles and ensure successful execution of projects and tasks.
- E. Exercise proper health and safety practices while in production.

11. TPA 4993 Production Portfolio Capstone

Catalog Description

(3 credits, 3 hours) Prerequisite: DIG 3433 Multimedia Video Production. This course focuses on the development and presentation of a comprehensive portfolio showcasing students' skills, accomplishments, and professional readiness for careers in technical theatre and related fields.

Student Learning Outcomes

- A. Demonstrate attention to detail and quality of visual presentation in their professional portfolio.
- B. Make appropriate choices of material and sequence of material in their portfolio.
- C. Exhibit quality of artistic/technical materials in their portfolio.
- D. Deliver effective oral presentations and maintain a professional appearance.
- E. Create a comprehensive and well-formatted resume, cover letter, and application support documentation.
- F. Synthesize learning from the BAS degree program in their professional portfolio.

12. TPP 3251C Music Theatre Performance

Catalog Description

(3 credits, 4 hours) Prerequisite: TPP 2100 Introduction to Acting or TPP 2110 Acting I
This course will enable the student to approach music and lyrics from the performer's point of view. Lyrics are explored as monologues, and music is examined as a way to support the emotional life of the character.

Student Learning Outcomes

- A. Interpret song lyrics as monologues to uncover character objectives, motivations, and emotional beats.
- B. Identify how musical elements support the emotional and narrative journey of a character.
- C. Use vocal and physical expression to convey the character's emotional life and intent.
- D. Apply proper vocal techniques to enhance musical storytelling, including diction, phrasing, and dynamic control.
- E. Prepare and perform musical theatre pieces with attention to memorization, rehearsal discipline, and performance etiquette.
- F. Respond constructively to feedback to improve technical and artistic choices.

13. TPP 3257 Musical Theatre Voice

Catalog Description

(3 credits, 3 hours) Prerequisite: TPP 2100 Introduction to Acting or TPP 2110 Acting I
The vocal technique and repertoire knowledge with emphasis on breath control, diction, tone production, belt and proper resonance.

Student Learning Outcomes

- A. Utilize proper breath control techniques to support tone production and sustain vocal phrases in musical theatre performance.
- B. Analyze and apply diction principles to enhance clarity and stylistic accuracy in sung text.
- C. Integrate vocal technique with expressive storytelling to communicate character and emotion in musical theatre pieces.
- D. Develop and apply warm-up and practice routines to maintain vocal health and build technical proficiency.

14. TPP 4310 Directing I

Catalog Description

(3 credits, 3 hours) Prerequisite: THE 2304 Script Analysis and TPP 2100 Introduction to Acting or TPP 2110 Acting I. This course introduces students to the principles and techniques of play direction, including script selection, directorial analysis, casting, composition/picturization, blocking, tempo, and rehearsal planning.

Student Learning Outcomes

- A. Understand the collaborative nature of directing
- B. Analyze a script and identify needs and key elements that are addressed in directing
- C. Apply script analysis to proper research and creative idea development
- D. Develop basic staging techniques including blocking and composition
- E. Experiment with various directing theories and approaches
- F. Communicate with a production team using the proper terminology
- G. Create a rehearsal schedule using common industry standards

Visual Arts

Rationale: The following courses support the proposed Bachelor of Applied Science Degree in Digital Art and Media

1. CAP 3052 Game Design I

Catalog Description

(3 credits, 3 hours) Prerequisite: GRA 3001 Visual Communication. This course teaches the basic principles of video game production, including concept design, script development, character creation and game mechanics.

Student Learning Outcomes

- A. Create innovative design concepts for game development.
- B. Generate character and environment designs.
- C. Construct scripting and storyboarding narratives.
- D. Formulate and strategize game mechanics development and planning.

2. CAP 4056 Game Design II

Catalog Description

(3 credits, 3 hours) Prerequisite: CAP 3052 Game Design I and DIG 3354 3D Character Animation. Principles of video game design, including 3D animation and rendering, and game play mechanics. Attention to game development techniques and the industry production cycle.

Student Learning Outcomes

- A. Create innovative design concepts for video game development.
- B. Animate characters and environments.
- C. Construct scripting and storyboarding narratives.
- D. Create game mechanics.
- E. Understand marketing, trends and technologies for gaming.
- F. Follow a production pipeline from concept to completion.

3. DIG 3253 Digital Media Audio Production

Catalog Description

(3 credits, 3 hours) Methodology and implementation of sound for multi-media systems, including audio recording, mixing and mastering for film, video, animation, music and games.

Student Learning Outcomes

- A. Record audio digitally through the use of various microphones and in various environments.
- B. Engineer audio for both stereo and 5.1 surround sound using mixing, balancing and EQ techniques.
- C. Sync and edit audio using non-linear software.
- D. Master audio digitally.

4. DIG 3354 3D Character Design

Catalog Description

(3 credits, 3 hours) Prerequisite: ART 1301C Drawing II and GRA 3154 Illustration Concepts and Techniques. Studio/Lecture based course applies methods for 3D animation using digital tools. Students will examine digital character animation techniques, including modeling, texture-mapping and movement.

Student Learning Outcomes

- A. Create design concepts for 3D characters.
- B. Create textures.
- C. Use lighting and camera techniques.
- D. Animate 3D characters.

5. DIG 3433 Multimedia Video Production

Catalog Description

(3 credits, 3 hours) Prerequisite: DIG 3253 Digital Media Audio Production. Video production techniques for various applications, including shorts, long form narrative, social media and streaming. Principles and technology are applied for market-focused production, style, content and branding.

Student Learning Outcomes

- A. Originate pre-production strategies for video projects.
- B. Create videos utilizing appropriate shooting and lighting techniques.
- C. Create videos using advanced video editing and effects.
- D. Create videos using advanced audio and soundtrack editing.
- E. Synthesize complex post-production processes to complete desired video projects.
- F. Create videos that contain multimedia branding and marketing strategies for audience engagement.

6. DIG 4354 Advanced Animation Techniques

Catalog Description

(3 credits, 3 hours) Prerequisite: DIG 3354 3D Character Animation. This course builds on the tools, concepts, and techniques introduced in the previous 3D and 2D animation courses. Students will utilize these skills to create character animations using both 2D and 3D animation.

Student Learning Outcomes

- A. Demonstrate proficiency in applying animation principles to create engaging and character animations
- B. Use industry-standard software effectively for character animation projects
- C. Develop storytelling through character movement and expression in animated sequences
- D. Understand the hybrid animation process using both 2D and 3D.

7. DIG 4359 Artificial Environments

Catalog Description

(3 credits, 3 hours) Prerequisite: CAP 3052 Game Design I. Techniques and mechanics of digital artificial environments, with emphasis on compositing, image processing, visual style, and continuity.

Student Learning Outcomes

- A. Develop concepts for artificial environments.
- B. Analyze a variety of visual styles and design techniques.
- C. Integrate environments together to create a cohesive world.
- D. Composite visual elements together.
- E. Design environments to work with game mechanics.

8. DIG 4950 Senior Capstone Seminar

Catalog Description

(3 credits, 3 hours) Prerequisite: Prerequisite: ARH 2051 Art History II and GRA 3586 Interactive Web Design. This course focuses on the development and presentation of a comprehensive portfolio showcasing students' skills, accomplishments, and professional readiness for careers in digital art and media and related fields.

Student Learning Outcomes

- A. Organize a digital portfolio.
- B. Make critiques of student work.
- C. Display artwork in a physical space.
- D. Assess and plan for art markets post-graduation.
- E. Give a live gallery presentation.

9. GRA 3001 Visual Communication

Catalog Description

(3 credits, 3 hours) Introduction to theoretical and practical applications in still photography, layout and design, motion picture and video production including graphics and electronic image-making. This course will teach you the fundamentals of design across print, web and multimedia platforms. You will also learn how visual forms convey messages to readers.

Student Learning Outcomes

- A. Identify the principles of sound visual design
- B. Select visual images that communicate effectively
- C. Demonstrate ethical decision making in your choice of visuals
- D. Produce stories in graphic and multimedia design
- E. Identify the purpose, audience and needs for messages created in print, web and video platforms
- F. Pick content that is relevant to the project purpose
- G. Identify and use digital imaging tools available in Adobe CS
- H. Create effective and attractive messages using appropriate software tools

10. GRA 3154 Illustration Concepts and Techniques

Catalog Description

(3 credits, 3 hours) Prerequisite: ART 1300C Drawing I and DIG 1000 Introduction to Digital Media. This course starts with concept and research investigation, then moves to the implementation of illustration development. Projects emphasize traditional illustration skills and processes such as visual problem solving, rendering, and drawing, while exploring the digital possibilities of executing either by conventional and/or digital medium.

Student Learning Outcomes

- A. Communicate using visual imagery
- B. Interpret text and concepts into visual images
- C. Generate original concepts for illustrations, integrating elements of storytelling, symbolism, and visual communication
- D. Demonstrate an understanding of copyright laws, ethical considerations, and industry standards relevant to the practice of illustration
- E. Create visual illustrations using a variety of traditional and digital mediums

11. GRA 3209 Applied Typography

Catalog Description

(3 credits, 3 hours) Prerequisite: DIG 1000 Introduction to Digital Media. This course teaches principles of typography through exercises and projects. Projects will emphasize the typographic form and type-and-image in visual communication. Emphasis will be placed on terminology, historical origins, form and compositional elements used while designing with type. Problem solving skills, process and research will be stressed. Graphic design principles will be reinforced with projects concentrating on typographic detail.

Student Learning Outcomes

- A. Develop a critical eye for evaluating and analyzing typographic elements in design contexts
- B. Use the principles of grid systems and layout design to create well-structured typographic compositions
- C. Experiment with typographic expression and creativity while maintaining readability and legibility
- D. Apply typographic principles to real-world design challenges and projects, including branding, editorial design, advertising, and information graphics

12. GRA 3586 Interactive Web Design

Catalog Description

(3 credits, 3 hours) Prerequisite: GRA 3209 Applied Typography. This course focuses on the creative and technical skills necessary for web design. Students explore techniques used in building graphics for the web, along with the fundamentals of web design using a variety of design software to organize, create, publish, and manage a web site. Emphasis is placed on the differences between print and web design, interface design, user experience, site management, and browser compatibility.

Student Learning Outcomes

- A. Identify key principles of user-interface design and interaction design
- B. Apply methodologies used in interface design and user centered design
- C. Evaluate appropriate measures of usability and accessibility
- D. Utilize industry standard prototyping tools to meet project goals
- E. Plan, design, and prototype a screen-based user interface

13. GRA 3837 Motion Graphics

Catalog Description

(3 credits, 3 hours) DIG 3433 Multimedia Video Production. In this course, students create original motion graphics for interactive media such as film, animation, video, and the web. Students will produce graphics for post-production work, animation, compositing, and special effects.

Student Learning Outcomes

- A. Analyze multimedia projects, drawing on concepts from art, design, architecture, and film to evaluate their formal elements, conceptual frameworks, and cultural significance.
- B. Develop creative designs, including image manipulation, multi-page sequencing, and interface design, demonstrating mastery of software tools through practical application and problem-solving.
- C. Determine technical aspects of digital media production, including hardware and software configurations, digital file formats, and analog-to-digital conversion processes.
- D. Experiment with creativity in digital media.
- E. Synthesize theoretical concepts with practical skills acquired throughout the course to conceptualize, plan, and execute multimedia projects through post-production.

14. PGY 3204 Digital Video Production Lighting

Catalog Description

(3 credits, 3 hours) Prerequisite: DIG 1000 Introduction to Digital Media and PGY 1800 Photographic Techniques. Examination of lighting as the foundation for video production and digital cinematography. Students will demonstrate advanced skills with digital video equipment and lighting towards exhibiting appropriate style in various narrative environments such as commercial, corporate video, short film, and documentary.

Student Learning Outcomes

- A. Understand the interaction between lighting choices and camera/lens dynamics
- B. Demonstrate advanced techniques in digital video lighting equipment operation and lighting principles
- C. Analyze and apply appropriate stylistic approaches to various narrative environments, including commercial, corporate video, short film, and documentary
- D. Utilize both natural and artificial light effectively in video production
- E. Craft artistic lighting plans based on project needs, independent of available light sources

B. Revised Courses

Deletions are in red strikethrough and additions are in yellow highlight.

1. DAA 2661 Contemporary Repertory

Catalog Description

(2 credits, 3 hours) **Prerequisite: DAA 1105 or permission of the instructor.** The study and preparation of modern dance repertory with concentration on phrasing, musical interpretation, and style. Video reconstruction skills will be emphasized to prepare students for professional company life.

Rationale

Skills learned in DAA 1105 are essential to course success.

2. DIG 2100 Web Design

Catalog Description

(3 credits, 3 hours) **Prerequisite: DIG1000 and DIG1115C.** Introduces the fundamentals of interactive design for electronic publishing. Students practice critical organizational methods as well as basic design and coding skills to create standard compliant web projects. An exit grade of "C" or higher is required.

Rationale

Skills learned in DIG1000 and DIG1115C are essential to course success in DIG2100

3. PGY 2220C Commercial Photography

Catalog Description.

(3 credits, 6 hours) **Prerequisite: PGY 1201C.** Overview of studio practices and location photography with an emphasis on the commercial context of image making. This will include both creative and technical assignments that challenge the student to sync vision with technique, beauty with function and content with craft. An exit grade of "C" or higher is required.

Rationale

Three techniques learned in PGY 1201C Media Lighting Techniques are needed to photograph reflective surfaces encountered in commercial products: three-point lighting for roundness and shape, reflective and trans-illumination lighting for glassware and highly reflective subjects, and high Key-Low strobe lighting. In addition, photo illustrations for product photography require the use of strobes.

4. TPA 2220 Lighting Design

Catalog Description

(3 credits, 3 hours) ~~Prerequisite: TPA 1200 and TPA 1202.~~ An introduction to the design and use of light on stage. Coursework includes experimentation with properties of light, research and script analysis in regards to light design and application, practical work with stage lighting instruments and programming control boards, drafting the plot and developing lighting paperwork, and the development of lighting techniques for theatre and dance.

Rationale

Skills learned in TPA1200 and TPA1202, although useful, are not essential for success in TPA 2220.

C. Courses to Delete

The following courses were previously deleted from the Catalog/Student Handbook but are still active in SCNS.

1. ART 2110C Ideas and Concepts
2. ART 2302C Experimental Drawing
3. ART 2503 Painting IV
4. ART 2954C Graphic Design Portfolio
5. DAA 2682 Dance Ensemble III
6. DAA 2683 Dance Ensemble IV
7. GRA 1100C Computer Based Images
8. MVS 1116 Class Guitar
9. MVS 1416 Applied Guitar
10. MVV 2522 Musical Theatre Repertory I
11. MVV 2523 Musical Theatre Repertory II
12. PGY 2802C Digital Imaging II
13. TPA 1090 Theatre Design Basics

The following course has not been offered in five years and there are no plans to offer this course again. Digital drafting is a topic covered in TPA 1342 and TPA 2220.

14. TPA 2343 CAD for Theatre

D. New Programs

1. Bachelor of Applied Science in Digital Art and Media

The Bachelor of Applied Science in Digital Art and Media program equips students with advanced skills and creative expertise for careers in the growing fields of digital design, visual communication, animation, and game design. The curriculum emphasizes upper-level courses in digital design, imaging, photography, video production, 3D animation, and motion graphics, preparing students for the dynamic demands of the digital arts industry.

This degree is on the agenda for the next State Board of Education meeting scheduled for April 9, 2025. See attached Catalog/Student Handbook page.

2. Bachelor of Applied Science in Performance Design and Production

The Bachelor of Applied Science in Digital Art and Media program equips students with advanced skills and creative expertise for careers in the growing fields of digital design, visual communication, animation, and game design. The curriculum emphasizes upper-level courses in digital design, imaging, photography, video production, 3D animation, and motion graphics, preparing students for the dynamic demands of the digital arts industry.

This degree is on the agenda for the next State Board of Education meeting scheduled for April 9, 2025. See attached Catalog/Student Handbook page.

E. Revised Programs

1. Associate in Science in Stage Management

- Decrease the number of required general education credits from 18 to 15 by deleting the course ENC 1102 Composition II. This is consistent with most other AS degrees at SJR State.
- Increase the number of required foundation credits from 21 to 24 by adding TPA 2000 Theatre Design Basics as a required foundations course. This will improve student transferability upon graduation.

See attached Catalog/Student Handbook page.

DIGITAL ART AND MEDIA (XXXX)

BACHELOR OF APPLIED SCIENCE DEGREE

The Bachelor of Applied Science in Digital Art and Media program equips students with advanced skills and creative expertise for careers in the growing fields of digital design, visual communication, animation, and game design. The curriculum emphasizes upper-level courses in digital design, imaging, photography, video production, 3D animation, and motion graphics, preparing students for the dynamic demands of the digital arts industry.

Program prerequisites will include an Associate in Arts or Associate in Science in Visual Art degree. Once admitted, A.A. students will complete 18 credit hours of required lower division program core courses. A.S. students will complete 18 credit hours of lower-division general education coursework. All students will complete an additional 42 credit hours of upper-division courses for a total degree length of 120 semester hours.

This degree offers two upper-level areas of elective, Art and Animation and Teaching. Completion of all five education courses will satisfy the professional preparation coursework required by the Florida Department of Education for teacher certification. Contact the Teacher Education Department at teachereducation@sjrstate.edu or 386-312-4242 for more information on the Teacher Certification Track courses or the certification process.

The BAS in Digital Art and Media combines in-person and online courses.

For additional information, visit our website at SJRstate.edu/bachelors or call (904) 808-7490.

GENERAL EDUCATION COURSES 36

(Refer to Associate in Arts general education requirements)

See General Education Humanities Recommendations below

LOWER-LEVEL TRANSFER COURSES 24

REQUIRED LOWER-LEVEL COURSES 18

ART	1300C	Drawing I.....	3
ART	1301C	Drawing II.....	3
ART	1201C	Two-Dimensional Design.....	3
DIG	1000	Intro to Digital Media.....	3
PGY	1800	Photographic Techniques.....	3
ARH	2051	Art History II.....	3

UPPER-LEVEL PROGRAM CORE 27

DIG	3253	Digital Media Audio Production.....	3
+ DIG	3433	Multimedia Video Production.....	3
+ DIG	4950	Senior Capstone Seminar.....	3
GRA	3001	Visual Communication.....	3
+ GRA	3154	Illustration Concepts and Techniques.....	3
+ GRA	3209	Applied Typography.....	3
+ GRA	3586	Interactive Web Design.....	3
+ GRA	3837	Motion Graphics.....	3
+ PGY	3204	Digital Video Production Lighting.....	3

UPPER-LEVEL PROGRAM ELECTIVES 15

ART AND ANIMATION ELECTIVES

+ CAP	3052	Game Design I.....	3
+ CAP	4056	Game Design II.....	3
+ DIG	3354	3D Character Animation	3
+ DIG	4354	Advanced Animation Techniques.....	3
+ DIG	4359	Artificial Environments.....	3

TEACHING ELECTIVES

EDF	4444	Assessment of Learning and Behavior.....	3
EDF	4603	Critical Issues in Classroom Management, Ethics, Law, and Safety.....	3
EDG	4343	Instructional Strategies.....	3
RED	4342	Foundations of Research Practice in Reading Education.....	3
TSL	3083	ESOL Issues and Strategies.....	3

REQUIRED TOTAL CREDIT HOURS 120

Recommend: A.A. students should take ARH2050 Art History I as second Humanities requirement
Recommend: A.S. students should take HUM 2020 as their core humanities requirement

+ Qualifying placement score or prerequisite course may be required. See course descriptions in catalog.

PERFORMANCE DESIGN AND PRODUCTION (XXXX)

BACHELOR OF APPLIED SCIENCE DEGREE

The Bachelor of Performance Design and Production program equips students with the skills to produce content for live performance and production. This bachelor's degree provides a diversification of technical skills necessary for students to produce a live production utilizing the specialized skills gained with hands on learning.

Program prerequisites will include an Associate in Arts or Associate in Science in Technical Theatre degree. Once admitted, A.A. students will complete 18 credit hours of required lower division program core courses. A.S. students will complete 18 credit hours of lower-division general education coursework. All students will complete an additional 42 credit hours of upper-division courses for a total degree length of 120 semester hours.

This degree offers two upper-level areas of elective, Performance Design and Production and Teaching. Completion of all five education courses will satisfy the professional preparation coursework required by the Florida Department of Education for teacher certification. Contact the Teacher Education Department at teachereducation@sjrstate.edu or 386-312-4242 for more information on the Teacher Certification Track courses or the certification process.

For additional information, visit our website at SJRstate.edu/bachelors or call (904) 808-7490.

GENERAL EDUCATION COURSES 36

(Refer to Associate in Arts general education requirements)

See General Education Humanities Recommendations below

LOWER-LEVEL TRANSFER COURSES 24

REQUIRED LOWER-LEVEL COURSES 18

TPA	1202	Stagecraft.....	3
TPA	1200	Introduction to Production Design.....	3
OR			
TPA	2000	Theatre Design Basics.....	3
TPA	2071	Theatre Rendering Techniques.....	3
TPA	2220	Lighting Design.....	3
TPP	2100	Acting I.....	3
OR			
TPP	2100	Introduction to Acting.....	3
THE	2304	Script Analysis.....	3

UPPER-LEVEL PROGRAM CORE 27

DIG	3253	Digital Media Audio Production.....	3
+ DIG	3433	Multimedia Video Production.....	3
+ THE	3213	World Theatre History I.....	3
+ THE	4284	Period Costume, Architecture and Decor I.....	3
TPA	3401	Professional Practice in the Arts.....	3
+ TPA	4400	Production Management.....	3
+ TPP	4310	Directing I.....	3
TPA	4946	Production Practicum (repeat for credit).....	(1) 3
+ TPA	4993	Production Portfolio Capstone.....	3

UPPER-LEVEL PROGRAM ELECTIVES 15

PERFORMANCE DESIGN AND PRODUCTION ELECTIVES

+ TPA	3227C	Stage Electronics and Networking.....	3
+ TPA	3231	Costuming and Wardrobe.....	3
+ TPA	3351C	Lighting and Projection Technology and Programming.....	3
+ TPA	4003	Design Seminar.....	3
+ TPA	4206C	Advanced Stagecraft.....	3
+ TPP	3251C	Music Theatre Performance.....	3
+ TPP	3257	Music Theatre Voice.....	3

TEACHING ELECTIVES

EDF	4444	Assessment of Learning and Behavior.....	3
EDF	4603	Critical Issues in Classroom Management, Ethics, Law, and Safety.....	3
EDG	4343	Instructional Strategies.....	3
RED	4342	Foundations of Research Practice in Reading Education.....	3
TSL	3083	ESOL Issues and Strategies.....	3

REQUIRED TOTAL CREDIT HOURS 120

Recommend: A.A. students should take THE 1020 Intro to Theatre History as second Humanities requirement
Recommend: A.S. students should take HUM 2020 as their core humanities

+ Qualifying placement score or prerequisite course may be required. See course descriptions in catalog.

STAGE MANAGEMENT (2510)

ASSOCIATE IN SCIENCE DEGREE

Theater and Entertainment Technology

Upon completion of the Stage Management program, the stage management student will be prepared for employment as a production assistant or assistant stage manager in a professional company.

For additional information, visit our website at SJRstate.edu/floarts-programs or call (386) 312-4300.

GENERAL EDUCATION COURSES:

18 15

+	ENC	1101	Composition I.....	3
+	ENC	1102	Composition II.....	3
*	—	—	General Education Core Humanities.....	3
*	—	—	General Education Core Mathematics.....	3
*	—	—	General Education Core Natural Science.....	3
Choose one of the following Social Science courses:				
	AMH	2010	United States History to 1877.....	3
			OR	
	AMH	2020	United States History Since 1877.....	3
			OR	
	POS	1041	United States Federal Government.....	3

FOUNDATION:

21 24

	MVK	1111	Class Piano I.....	2
	THE	1020	Introduction to Theater History (recommended for A.S. & A.A. degree pathways).....	3
			OR	
+	THE	2300	Dramatic Literature.....	3
	TPA	1202	Stagecraft.....	3
	TPA	1600	Stage Management.....	3
+	TPA	1342	Drafting for the Stage.....	3
	TPA	1274	Stage Properties.....	2
	TPA	2000	Theatre Design Basics.....	3
	TPA	2290L	Theater Production Lab (repeat for credit--1 technical, 1 costume).....	(1) 2
	TPP	2100	Introduction to Acting.....	3
			OR	
	TPP	2110	Acting I (by audition only).....	3

SPECIALIZATION:

19

	MUT	1001	Fundamentals of Music Theory.....	2
	TPA	1040	Costume Design.....	3
+	TPA	1260	Sound for the Stage.....	3
+	TPA	1603	Stage Management Preparation and Practice (repeat for credit).....	(1) 2
	TPA	2220	Lighting Design.....	3
+	TPP	2300	Play Directing.....	3
	THE	2304	Script Analysis.....	3

ELECTIVES:

2

Any courses with the prefixes of MUT, MVV, MVK, THE, TPA, DAA, TPP, ARH, ART, PGY, or any course selected from communications, social science, humanities, or mathematics

REQUIRED TOTAL CREDIT HOURS

60

* Refer to A.S. degree general education core requirements on page 80.

+ Qualifying placement score or prerequisite course may be required. See course descriptions in catalog.

Students who wish to complete the Associate in Arts degree (in addition to an Associate in Science degree) should refer to the Associate in Arts degree section of the Catalog/Student Handbook for required additional general education courses.

STAGE MANAGEMENT (2510)

ASSOCIATE IN SCIENCE DEGREE

Theater and Entertainment Technology

Upon completion of the Stage Management program, the stage management student will be prepared for employment as a production assistant or assistant stage manager in a professional company.

For additional information, visit our website at SJRstate.edu/floarts-programs or call (386) 312-4300.

PROGRAMS OF STUDY

FLOARTS

GENERAL EDUCATION COURSES:			15
+	ENC	1101	Composition I..... 3
*	—	—	General Education Core Humanities..... 3
*	—	—	General Education Core Mathematics..... 3
*	—	—	General Education Core Natural Science..... 3
Choose one of the following Social Science courses:			
	AMH	2010	United States History to 1877 3
			OR
	AMH	2020	United States History Since 1877..... 3
			OR
	POS	1041	United States Federal Government..... 3
FOUNDATION:			24
	MVK	1111	Class Piano I..... 2
	THE	1020	Introduction to Theater History (recommended for A.S. & A.A. degree pathways) 3
			OR
+	THE	2300	Dramatic Literature 3
	TPA	1202	Stagecraft 3
	TPA	1600	Stage Management 3
+	TPA	1342	Drafting for the Stage..... 3
	TPA	1274	Stage Properties 2
	TPA	2000	Theatre Design Basics..... 3
	TPA	2290L	Theater Production Lab (repeat for credit--1 technical, 1 costume)..... (1) 2
	TPP	2100	Introduction to Acting 3
			OR
	TPP	2110	Acting I (by audition only) 3
SPECIALIZATION:			19
	MUT	1001	Fundamentals of Music Theory 2
	TPA	1040	Costume Design..... 3
+	TPA	1260	Sound for the Stage 3
+	TPA	1603	Stage Management Preparation and Practice (repeat for credit)..... (1) 2
	TPA	2220	Lighting Design..... 3
+	TPP	2300	Play Directing 3
	THE	2304	Script Analysis..... 3
ELECTIVES:			2
Any courses with the prefixes of MUT, MVV, MVK, THE, TPA, DAA, TPP, ARH, ART, PGY, or any course selected from communications, social science, humanities, or mathematics			
REQUIRED TOTAL CREDIT HOURS			60

* Refer to A.S. degree general education core requirements on page 80.

+ Qualifying placement score or prerequisite course may be required. See course descriptions in catalog.

Students who wish to complete the Associate in Arts degree (in addition to an Associate in Science degree) should refer to the Associate in Arts degree section of the Catalog/Student Handbook for required additional general education courses.

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

THE 3213 World Theatre History I

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course explores the staging practices and dramatic literature of classical Greece and Rome, medieval Europe and Japan, Renaissance England, Italy, and France, as well as 18th-century Western Europe.

IV. Prerequisites and/or Co-requisites

Prerequisite: TPA 1200 or TPA 2000

V. Program Core Course

Yes.

VI. Program Mission Statement

The Bachelor of Performance Design and Production program equips students with the skills to produce content for live performance and production. This bachelor's degree provides a diversification of technical skills necessary for students to produce a live production utilizing the specialized skills gained with hands on learning.

VII. Program Outcomes

Upon graduation, students will be able to:

- PLO 1: Demonstrate the skills needed to analyze, develop, and communicate creative and technical elements necessary for the execution of a live performance.
- PLO 2: Demonstrate use of industry standard software necessary for the execution of a live performance.
- PLO 3: Utilize problem-solving strategies to create efficient workflow processes.
- PLO 4: Communicate effectively using written, oral, visual, and technological formats.
- PLO 5: Demonstrate career readiness with a professional portfolio of work aligned with their employment goals.

VIII. Course/Student Learning Outcomes

Upon completion of this course, the student will be able to:

- A. Acquire a deep understanding of theatrical techniques and dramatic literature from Classical Greece and Rome, Medieval Europe, Japan, Renaissance England, Italy, and France, and 18th-century Western Europe.
- B. Analyze the evolution of theatre across various cultures and historical epochs, discerning recurring themes, innovations, and socio-political influences.
- C. Enhance critical thinking abilities by engaging with primary sources, scholarly interpretations, and contextual frameworks relevant to the study of world theatre history.
- D. Hone effective communication skills through active participation in class discussions, articulate presentation of research findings, and persuasive written analysis of theatrical works and historical contexts.
- E. Cultivate a nuanced appreciation for the multifaceted roles of theatre as a reflection of cultural identity, societal values, and artistic expression throughout human history.

IX. Course Content

- A. Theatre is Everywhere
- B. The Audience
- C. Early Theatres: African Origins, Greek, Roman, and Medieval
- D. Early Theatre: Asian
- E. Renaissance Theatres
- F. Theatres from the Restoration through Romanticism
- G. The Modern Theatre Emerges
- H. Today's Diverse Global Theatre

X. Special Course Requirements

SJR Library Databases, access to Microsoft Word and PowerPoint

XI. Course Support Materials

Theatre: The Lively Art: 2024 Release, ISBN10: 1266302794 | ISBN13: 9781266302794

By Alvin Goldfarb, Megan Geigner and Edwin Wilson

Students will need a notebook and pen each day for class.

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, and oral and written presentations.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Ryan Mahannah, 4/29/2024

Tim Castell 1/16/2025

Andrea Montez 1/23/20205

XV. Administrator Review/Revision

Emily Schafer 1/16/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

THE 4284 Period Costume, Architecture, and Décor I

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course surveys the major period styles in clothing, architecture, and interior design decor from antiquity to the Baroque period (A.D. 1700). Emphasis will be placed on periods most used in theatre production today. Students will explore fashion, fabrics, architecture, ornament, furniture, and other decorative and functional elements that define each major period.

IV. Prerequisites and/or Co-requisites

Pre-requisite: THE 3213 World Theatre History

V. Program Core Course

Yes.

VI. Program Mission Statement

The Bachelor of Performance Design and Production program equips students with the skills to produce content for live performance and production. This bachelor's degree provides a diversification of technical skills necessary for students to produce a live production utilizing the specialized skills gained with hands on learning.

VII. Program Outcomes

Upon graduation, students will be able to:

- PLO 1: Demonstrate the skills needed to analyze, develop, and communicate creative and technical elements necessary for the execution of a live performance.
- PLO 2: Demonstrate use of industry standard software necessary for the execution of a live performance.
- PLO 3: Utilize problem-solving strategies to create efficient workflow processes.
- PLO 4: Communicate effectively using written, oral, visual, and technological formats.
- PLO 5: Demonstrate career readiness with a professional portfolio of work aligned with their employment goals.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Identify and describe major period styles in clothing, architecture, and interior design decor.
- B. Analyze the influence of historical context on the development of period styles.
- C. Develop research, visual, analytical, and presentation skills related to period costume, architecture, and decor.
- D. Classify a primary or secondary research image into the proper period style through visual design analysis.

IX. Course Content

This course is a visual survey of the major “periods” of architecture, furnishings, decorative motifs, and ornamentation, coupled with a history of costume survey. The purpose of this class is to assist theatre artists in developing an understanding of visual history. This will establish for them a common historic framework from which to build their visual knowledge base and provide for them a means to accurately articulate their visual ideas, needs, and inspirations using correct historic references and terminologies.

- A. Introduction to Period Styles
- B. Egyptian and Ancient Near Eastern Periods
- C. Classical Greek and Roman Periods
- D. Medieval and Gothic Periods
- E. Renaissance Period
- F. Baroque Period
- G. Research and Analysis Projects

X. Special Course Requirements

- Grading policy: Attendance (10%), Assignments and Projects (40%), Exams and Quizzes (30%), Final Presentation (20%).
- Software or equipment requirements: Access to computers for research and presentations.

XI. Course Support Materials

- Course textbook(s) as determined by department
- Additional readings and materials provided by the instructor
- Software or equipment requirements: Access to computers for research and presentations.

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, and oral and written presentations.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College’s institutional effectiveness system.

XIV. Faculty Review/Revision

Tiffany Jordan, 5/3/2024
Andrea Montez, 1/23/2025
Tim Castell 1/16/2025

XV. Administrator Review/Revision

Emily Schafer, 1/16/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

TPA 3227C Stage Electronics and Networking

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 4 contact hours

III. Course Description

Exploration of stage electronics and networking, essential for successful live performances and events. Computer networking and networking of live show control systems (such as lighting, audio and video) will be covered in this course, as well as system troubleshooting.

IV. Prerequisites and/or Co-requisites

Prerequisite: TPA 1202 Stagecraft or permission of the instructor

V. Program Core Course

No. This is an upper level elective course.

VI. Program Mission Statement

The Bachelor of Performance Design and Production program equips students with the skills to produce content for live performance and production. This bachelor's degree provides a diversification of technical skills necessary for students to produce a live production utilizing the specialized skills gained with hands on learning.

VII. Program Outcomes

Upon graduation, students will be able to:

- PLO 1: Demonstrate the skills needed to analyze, develop, and communicate creative and technical elements necessary for the execution of a live performance.
- PLO 2: Demonstrate use of industry standard software necessary for the execution of a live performance.
- PLO 3: Utilize problem-solving strategies to create efficient workflow processes.
- PLO 4: Communicate effectively using written, oral, visual, and technological formats.
- PLO 5: Demonstrate career readiness with a professional portfolio of work aligned with their employment goals.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Demonstrate a comprehensive understanding of stage electronics principles, including circuitry, signal flow, and power distribution
- B. Apply knowledge to effectively operate, troubleshoot, and maintain audio, lighting, and video equipment commonly used in live productions
- C. Interpret and analyze an audio system block diagram
- D. Interpret and implement equipment maps according to production requirements

IX. Course Content

This course focuses on circuitry, signal flow, equipment operation, and networking protocols. Practical labs and projects prepare them to troubleshoot, maintain, and design robust systems for a variety of productions. Graduates emerge ready to excel as skilled technicians in the entertainment industry.

X. Special Course Requirements

none

XI. Course Support Materials

- Course textbook(s) as determined by department
- Additional readings and materials provided by the instructor
- Audio, video, and lighting equipment provided by the instructor

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, and oral and written presentations.

XIII. Course Assessment Methods

Program learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

Students learning outcomes may be assessed but are not limited to rubrics, oral and written presentations, in-class critique, quizzes and tests.

XIV. Faculty Review/Revision

Tim Castell 1/16/2025

XV. Administrator Review/Revision

Emily Schafer, 1/16/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

TPA 3231 Costuming and Wardrobe

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course provides an overview of creating costumes for the stage and managing wardrobe backstage during theatrical productions. Students will learn the fundamentals of costume maintenance, alteration, and wardrobe management.

IV. Prerequisites and/or Co-requisites

Prerequisite: TPA 1202 Stagecraft

V. Program Core Course

No. This is an upper level elective course.

VI. Program Mission Statement

The Bachelor of Performance Design and Production program equips students with the skills to produce content for live performance and production. This bachelor's degree provides a diversification of technical skills necessary for students to produce a live production utilizing the specialized skills gained with hands on learning.

VII. Program Outcomes

Upon graduation, students will be able to:

- PLO 1: Demonstrate the skills needed to analyze, develop, and communicate creative and technical elements necessary for the execution of a live performance.
- PLO 2: Demonstrate use of industry standard software necessary for the execution of a live performance.
- PLO 3: Utilize problem-solving strategies to create efficient workflow processes.
- PLO 4: Communicate effectively using written, oral, visual, and technological formats.
- PLO 5: Demonstrate career readiness with a professional portfolio of work aligned with their employment goals.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Maintain costumes in optimal condition throughout rehearsals and performances
- B. Implement organized systems for costume storage, labeling, and tracking to facilitate quick and accurate retrieval of costumes as needed during productions
- C. Generate paperwork needed for costume and wardrobe such as costume plots, costume and wardrobe tracking paperwork, laundry lists, and makeup sheets
- D. Perform alterations, such as hemming, taking in or letting out seams, and adjusting closures, to achieve the desired fit and silhouette for each performer
- E. Coordinate backstage logistics, including pre-set costumes, assistance from dressers, and strategic placement of costume change stations, to facilitate swift transitions between scenes
- F. Adhere to safety protocols for handling costume accessories, props, and specialized wardrobe equipment to prevent accidents or injuries
- G. Communicate with production teams, performers, and fellow crew members to coordinate costume-related logistics, address concerns or special requests, and ensure alignment with the overall artistic vision of the production

IX. Course Content

This course focuses on the production needs relative to costume maintenance, alteration, and wardrobe. Students will learn best practices for dressing and working wardrobe backstage, including pre-show responsibilities such as costume check-in, laundry, hair and makeup for production, wardrobe paperwork, choreographing and running quick changes.

X. Special Course Requirements

- Computer or tablet with processing capability and storage/memory for Microsoft Word and Excel

XI. Course Support Materials

- Course textbook(s) as determined by department
- Additional readings and materials provided by the instructor
- Access to costume construction materials, makeup supplies, sewing machines, and wardrobe management software (if applicable).

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, and oral and written presentations.

XIII. Course Assessment Methods

Program learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

Students learning outcomes may be assessed but are not limited to rubrics, oral and written presentations, in-class critique, quizzes and tests.

XIV. Faculty Review/Revision

Tiffany Jordan 5/3/2024

Tim Castell 1/16/2025

Andrea Montez 1/23/2025

XV. Administrator Review/Revision

Emily Schafer 1/16/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

TPA 3351C Lighting and Projection Technology and Programming

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 4 contact hours

III. Course Description

Intelligent lighting and projection fixtures will be dissected to explore operation, function, and features. Students will program a combination of virtual and realized projects for both linear theatrical productions and non-linear live events.

IV. Prerequisites and/or Co-requisites

Prerequisite: TPA 2220 Lighting Design

V. Program Core Course

No. This is an upper level elective course.

VI. Program Mission Statement

The Bachelors of Applied Science in Performance Design and Production program will cultivate versatile, creative, and technically skilled professionals in performance design and production. Through hands-on experience, we empower students to become innovative designers, technicians, and managers capable of producing exceptional live performances across various mediums. Our program fosters collaboration, critical thinking, and artistic expression, preparing graduates to thrive in dynamic and evolving entertainment industries.

VII. Program Outcomes

Upon graduation, students will be able to:

- PLO 1: Apply problem solving strategies to technical processes.
- PLO 2: Utilize the technical and software skills necessary for production and execution of a live performance
- PLO 3: Create visual production elements used in a live performance.
- PLO 4: Communicate effectively with a production team

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Demonstrate a working knowledge of the fundamental principles of lighting design, including color theory, mood creation, and spatial considerations.
- B. Operate and manipulate advanced lighting fixtures, including LED, moving head, and automated fixtures.
- C. Practice the principles and techniques of projection mapping, including basic content creation, mapping onto dimensional surfaces, and synchronization with lighting elements
- D. Utilize industry-standard software platforms for programming lighting and projection designs
- E. Develop programming skills necessary to create dynamic lighting and projection designs, including scripting, cue creation, and timeline management
- F. Execute lighting and projection designs in real-world scenarios, including live performances, events, and installations
- G. Develop the ability to troubleshoot common technical issues that may arise during the setup and operation of lighting and projection systems

IX. Course Content

Students explore lighting design principles, advanced fixture technologies, projection mapping techniques, and software-based programming platforms. They gain hands-on experience with a variety of lighting fixtures, control consoles, projection systems, and media servers commonly used in professional productions, learning how to program, and execute dynamic lighting and projection designs.

X. Special Course Requirements

none

XI. Course Support Materials

- Course textbook(s) as determined by department
- Additional readings and materials provided by the instructor
- Lighting and projection equipment

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, and oral and written presentations.

XIII. Course Assessment Methods

Program learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

Students learning outcomes may be assessed but are not limited to rubrics, oral and written presentations, in-class critique, quizzes and tests.

XIV. Faculty Review/Revision

Tiffany Jordan 1/16/2025

Tim Castell 1/16/2025

Andrea Montez 1/23/2025

XV. Administrator Review/Revision

Emily Schafer 1/16/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

TPA 3401 Professional Practice in the Arts

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credits, 3 contact hours

III. Course Description

This course offers students a comprehensive exploration of theater careers and professional development strategies, preparing them for successful entry into theater or other arts related industries upon graduation. Through a combination of theoretical study, practical exercises, and industry engagement, students will deepen their understanding of theater professions, refine their professional skills, and develop personalized career pathways.

IV. Prerequisites and/or Co-requisites

None

V. Program Core Course

Yes.

VI. Program Mission Statement

The Bachelor of Performance Design and Production program equips students with the skills to produce content for live performance and production. This bachelor's degree provides a diversification of technical skills necessary for students to produce a live production utilizing the specialized skills gained with hands on learning.

VII. Program Outcomes

Upon graduation, students will be able to:

- PLO 1: Demonstrate the skills needed to analyze, develop, and communicate creative and technical elements necessary for the execution of a live performance.
- PLO 2: Demonstrate use of industry standard software necessary for the execution of a live performance.
- PLO 3: Utilize problem-solving strategies to create efficient workflow processes.
- PLO 4: Communicate effectively using written, oral, visual, and technological formats.
- PLO 5: Demonstrate career readiness with a professional portfolio of work aligned with their employment goals.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Articulate key concepts, theories, and principles of performance design and production
- B. Apply creative thinking and problem-solving skills to enhance storytelling and audience engagement
- C. Demonstrate a comprehensive understanding of the various careers in theatre and arts related industries
- D. Assess the effectiveness of professional development strategies, reflecting on their own growth and identifying areas for further improvement
- E. Create professional portfolios, integrating diverse skills and experiences to effectively showcase their readiness for theater and arts related careers
- F. Apply professional skills such as networking, interviewing, and portfolio development demonstrating proficiency and career readiness in a professional setting
- G. Develop personalized career pathways that align with industry trends and their own professional goals

IX. Course Content

The course will be delivered through a combination of seminars, workshops, guest lectures, industry panels, individual consultations, and experiential learning opportunities. Assignments will include professional portfolio development, career planning projects, mock interviews, reflective essays, and industry engagement activities.

X. Special Course Requirements

Software and equipment requirements:

1. Computer with appropriate processing power, memory, and storage capacity
2. Internet access
3. Webcam and microphone
4. Digital camera
5. Digital resume and portfolio development software

XI. Course Support Materials

- Course textbook(s) as determined by department
- Individual computers with access to internet, and digital resume and portfolio development software
- Additional readings and materials provided by the instructor

XII. Criteria for Student Evaluation

Criteria for student evaluation will include professional portfolio development, career planning projects, mock interviews, reflective essays, and industry engagement activities. Emphasis will be placed on the application of theoretical knowledge to real-world career development scenarios.

XIII. Course Assessment Methods

Program learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

Students learning outcomes may be assessed but are not limited to rubrics, oral and written presentations, in-class critique, quizzes and tests.

XIV. Faculty Review/Revision

Tiffany Jordan 1/16/2025

Cortnie Beatty 1/16/2025

Tim Castell 1/16/2025

Andrea Montez 1/23/2025

XV. Administrator Review/Revision

Emily Schafer 1/16/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

TPA 4003 Design Seminar

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course provides an opportunity for students to engage in the theoretical performance design and production projects for live stage productions.

IV. Prerequisites and/or Co-requisites

Prerequisite: TPA 2071 Theatre Design Basics and THE 3213 World Theatre History I.

V. Program Core Course

No. This is an upper level elective course.

VI. Program Mission Statement

The Bachelor of Performance Design and Production program equips students with the skills to produce content for live performance and production. This bachelor's degree provides a diversification of technical skills necessary for students to produce a live production utilizing the specialized skills gained with hands on learning.

VII. Program Outcomes

Upon graduation, students will be able to:

- PLO 1: Demonstrate the skills needed to analyze, develop, and communicate creative and technical elements necessary for the execution of a live performance.
- PLO 2: Demonstrate use of industry standard software necessary for the execution of a live performance.
- PLO 3: Utilize problem-solving strategies to create efficient workflow processes.
- PLO 4: Communicate effectively using written, oral, visual, and technological formats.
- PLO 5: Demonstrate career readiness with a professional portfolio of work aligned with their employment goals.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Collaborate effectively in a group setting to design theatrical productions.
- B. Apply theoretical design concepts to practical production situations.
- C. Create comprehensive design packages, including costumes, sets, lighting, and sound.
- D. Communicate design concepts and ideas effectively to peers and instructors.

IX. Course Content

Students will collaborate on the design of three shows throughout the semester: a play, a musical, and a dance show. Each student will take turns designing costumes, sets, lighting, and sound for these productions. Class meetings will serve as think tanks where students update each other on show progress and work on the completion of show designs and paperwork. By the end of the semester, each student will have participated in the design process from start to finish for three productions, with complete paperwork packages.

X. Special Course Requirements

- Software or equipment requirements: Access to design software (e.g., CAD, Photoshop, Vectorworks, Procreate), computers, and projectors or display monitors for presentations

XI. Course Support Materials

- Course textbook(s) as determined by department
- Individual computers with access to Adobe CS, and Vectorworks
- Additional readings and materials provided by the instructor

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, and oral and written presentations.

XIII. Course Assessment Methods

Program learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

Students learning outcomes may be assessed but are not limited to rubrics, oral and written presentations, in-class critique, quizzes and tests.

XIV. Faculty Review/Revision

Tiffany Jordan 5/3/2024

Cortnie Beatty 1/16/2025

Tim Castell 1/16/2025

XV. Administrator Review/Revision

Emily Schafer 1/16/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

TPA 4206C Advanced Stagecraft

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 4 contact hours

III. Course Description

Hands-on exploration of stage craft principles, including set construction, rigging, automation, and special effects.

IV. Prerequisites and/or Co-requisites

Prerequisite: TPA 3227C Stage Electronics and Networking

V. Program Core Course

No. This is an upper level elective course.

VI. Program Mission Statement

The Bachelor of Performance Design and Production program equips students with the skills to produce content for live performance and production. This bachelor's degree provides a diversification of technical skills necessary for students to produce a live production utilizing the specialized skills gained with hands on learning.

VII. Program Outcomes

Upon graduation, students will be able to:

- PLO 1: Demonstrate the skills needed to analyze, develop, and communicate creative and technical elements necessary for the execution of a live performance.
- PLO 2: Demonstrate use of industry standard software necessary for the execution of a live performance.
- PLO 3: Utilize problem-solving strategies to create efficient workflow processes.
- PLO 4: Communicate effectively using written, oral, visual, and technological formats.
- PLO 5: Demonstrate career readiness with a professional portfolio of work aligned with their employment goals.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Utilize a comprehensive understanding of the elements of scenic design and production to create elements for set construction, scenic painting, props fabrication, and special effects
- B. Apply knowledge of construction techniques to produce scenic elements according to technical drawings and specifications
- C. Demonstrate knowledge in theatrical rigging systems, counterweight rigging, motorized hoists, and automation technologies
- D. Interpret and translate technical drawings, blueprints, and design plans into actionable stage constructions and rigging setups
- E. Demonstrate a comprehensive understanding of safety protocols, regulatory standards, and risk assessment techniques relevant to stage craft and stage mechanics

IX. Course Content

Students learn advanced stage craft skills such as set construction, scenic painting, and special effects, rigging, automation technologies, and safety protocols.

X. Special Course Requirements

none

XI. Course Support Materials

- Course textbook(s) as determined by department
- Additional readings and materials provided by the instructor
- Construction, rigging, and automation equipment

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, and oral and written presentations.

XIII. Course Assessment Methods

Program learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

Students learning outcomes may be assessed but are not limited to rubrics, oral and written presentations, in-class critique, quizzes and tests.

XIV. Faculty Review/Revision

Tiffany Jordan 1/16/2025

Cortnie Beatty 1/16/2025

Tim Castell 1/16/2025

Andrea Montez 1/23/2025

XV. Administrator Review/Revision

Emily Schafer 1/16/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

TPA 4400 Production Management

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course introduces students to the organization and management of theater production. Emphasis is placed on the paperwork, budgeting, scheduling, and collaborative leadership required to manage a production effectively.

IV. Prerequisites and/or Co-requisites

Prerequisite: DIG3433 Multimedia Video Production

V. Program Core Course

Yes.

VI. Program Mission Statement

The Bachelor of Performance Design and Production program equips students with the skills to produce content for live performance and production. This bachelor's degree provides a diversification of technical skills necessary for students to produce a live production utilizing the specialized skills gained with hands on learning.

VII. Program Outcomes

Upon graduation, students will be able to:

- PLO 1: Demonstrate the skills needed to analyze, develop, and communicate creative and technical elements necessary for the execution of a live performance.
- PLO 2: Demonstrate use of industry standard software necessary for the execution of a live performance.
- PLO 3: Utilize problem-solving strategies to create efficient workflow processes.
- PLO 4: Communicate effectively using written, oral, visual, and technological formats.
- PLO 5: Demonstrate career readiness with a professional portfolio of work aligned with their employment goals.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Schedule workflows effectively to meet production deadlines.
- B. Generate paperwork for live entertainment productions.
- C. Apply strategies for managing personnel, budget, and other resources in rehearsal and production.
- D. Collaborate with the creative team in the execution of an entertainment production.

IX. Course Content

Through advanced topics such as production planning, budgeting, logistics, stage management, personnel management, risk management, and professional development, students develop the skills and knowledge necessary for successful production management. Emphasizing both theoretical understanding and practical application, the course equips students with the experience to coordinate all aspects of theatrical productions effectively, fostering creativity, collaboration, and professionalism in their approach to production management.

X. Special Course Requirements

- Software or equipment requirements: Laptop or tablet with ability to run Microsoft Office Suite

XI. Course Support Materials

- A. Course textbook(s) as determined by department: "The Production Manager's Toolkit: Successful Production Management in Theatre and Performing Arts" by Cary Gillett
 - Optional:
 - "Theatre Management: A Practical Guide" by Neil Fraser
 - "Production Stage Management for Broadway: From Idea to Opening Night & Beyond" by Peter Lawrence
 - "Theatre Management: Behind the Scenes in Commercial and Nonprofit Organizations" by William J. Byrnes
- B. Additional readings and materials provided by the instructor
- C. Equipment or software
 - Computer
 - Microsoft Office Word and Excel
 - Internet

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, and oral and written presentations. Categories for student evaluation are attendance and participation, assignments and project, exams and quizzes, final project presentation.

XIII. Course Assessment Methods

Program learning outcomes for PLO 3 for this course are assessed using a final project rubric.

- PLO 3: Utilize problem-solving strategies to create efficient workflow processes.
 - Planning and Scheduling: Develop a comprehensive schedule that addresses all creative and technical needs for a live performance ensuring deadlines are met.
 - Technology: Demonstrates use of software necessary to communicate schedule and workflow in a format that aligns multiple team members.
 - Resource Management: Demonstrate the strategic allocation of personnel, budget, and other resources to optimize efficiency and ensure performance quality.
 - Adaptability: Recognize workflow challenges and address needs proactively to minimize disruptions.

Students learning outcomes may be assessed but are not limited to rubrics, oral and written presentations, in-class critique, quizzes and tests.

XIV. Faculty Review/Revision

Tiffany Jordan 5/3/2024
Cortnie Beatty 1/16/2025
Tim Castell 1/16/2025
Andrea Montez 1/23/2025

XV. Administrator Review/Revision

Emily Schafer 1/16/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

TPA 4946 Production Practicum

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

1 credit hour, 3 contact hours

III. Course Description

Hands-on production experience in the execution of department productions. Repeat up to 3 times for credit.

IV. Prerequisites and/or Co-requisites

None.

V. Program Core Course

Yes.

VI. Program Mission Statement

The Bachelor of Applied Science in Performance Design and Production program equips students with the skills to produce content for live performance and production. This bachelor's degree provides a diversification of technical skills necessary for students to produce a live production utilizing the specialized skills gained with hands on learning.

VII. Program Outcomes

Upon graduation, students will be able to:

- PLO 1: Demonstrate the skills needed to analyze, develop, and communicate creative and technical elements necessary for the execution of a live performance.
- PLO 2: Demonstrate use of industry standard software necessary for the execution of a live performance.
- PLO 3: Utilize problem-solving strategies to create efficient workflow processes.
- PLO 4: Communicate effectively using written, oral, visual, and technological formats.
- PLO 5: Demonstrate career readiness with a professional portfolio of work aligned with their employment goals.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Demonstrate the ability to apply theoretical knowledge and technical skills acquired in previous coursework to real-world theatrical productions.
- B. Engage in collaborative teamwork, demonstrating effective communication, cooperation, and problem-solving skills while working with peers, and faculty.
- C. Prioritize and scaffold tasks to meet production deadlines, demonstrating the ability to organize workflow, allocate resources effectively, and adapt to changing circumstances in a comprehensive plan.
- D. Employ creative and resourceful problem-solving techniques to ensure successful execution of projects and tasks.
- E. Exercise proper health and safety practices while in production.

IX. Course Content

Students will actively participate in various production roles based on their interests and skill levels. Under the guidance of faculty mentors and production professionals, students will contribute to aspects of the production process, gaining hands-on experience in their chosen areas of focus.

X. Special Course Requirements

- Digital Camera needed to document student work for portfolio documentation

XI. Course Support Materials

- Course textbook(s) as determined by department
- Additional readings and materials provided by the instructor
- Course materials are decided with each project and specific production's needs

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, and oral and written presentations.

XIII. Course Assessment Methods

Program learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

Students learning outcomes may be assessed but are not limited to rubrics, oral and written presentations, in-class critique, quizzes and tests.

XIV. Faculty Review/Revision

Tiffany Jordan 5/3/2024

Cortnie Beatty 1/16/2025

Tim Castell 1/16/2025

Andrea Montez 1/23/2025

XV. Administrator Review/Revision

Emily Schafer 1/16/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

TPA 4993 Production Portfolio Capstone

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course focuses on the development and presentation of a comprehensive portfolio showcasing students' skills, accomplishments, and professional readiness for careers in technical theatre and related fields.

IV. Prerequisites and/or Co-requisites

Prerequisite: DIG 3433 Multimedia Video Production

V. Program Core Course

Yes.

VI. Program Mission Statement

The Bachelor of Applied Science in Performance Design and Production program equips students with the skills to produce content for live performance and production. This bachelor's degree provides a diversification of technical skills necessary for students to produce a live production utilizing the specialized skills gained with hands on learning.

VII. Program Outcomes

Upon graduation, students will be able to:

- PLO 1: Demonstrate the skills needed to analyze, develop, and communicate creative and technical elements necessary for the execution of a live performance.
- PLO 2: Demonstrate use of industry standard software necessary for the execution of a live performance.
- PLO 3: Utilize problem-solving strategies to create efficient workflow processes.
- PLO 4: Communicate effectively using written, oral, visual, and technological formats.
- PLO 5: Demonstrate career readiness with a professional portfolio of work aligned with their employment goals.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Demonstrate attention to detail and quality of visual presentation in their professional portfolio.
- B. Make appropriate choices of material and sequence of material in their portfolio.
- C. Exhibit quality of artistic/technical materials in their portfolio.
- D. Deliver effective oral presentations and maintain a professional appearance.
- E. Create a comprehensive and well-formatted resume, cover letter, and application support documentation.
- F. Synthesize learning from the BAS degree program in their professional portfolio.

IX. Course Content

A senior thesis class focused on preparing a performance design and production portfolio. Techniques for physical and digital portfolio creation, common industry practices, resume writing, cover letter writing, job search strategies, networking, interview techniques, and career planning will be covered. Students will develop interviewing skills through a series of mock interviews. This course will prepare students for professional interviews and graduate school applications.

Students will learn the principles and best practices of portfolio development, including selecting and organizing samples of their work to effectively demonstrate their skills and achievements in various areas of design and production. At the conclusion of the course, students will participate in a portfolio review session where they will present their portfolios to faculty members, industry professionals, and peers for feedback and critique.

X. Special Course Requirements

- Software or equipment requirements: computer with internet access and processing ability to create a digital portfolio and application materials (possible software to include but not limited to Adobe CS, Adobe Acrobat, Digital Imaging software, Microsoft Word, etc.), high resolution digital camera

XI. Course Support Materials

- Course textbook(s) as determined by department
- Additional readings and materials provided by the instructor
- Software or equipment requirements: computer with internet access and processing ability to create a digital portfolio and application materials (possible software to include but not limited to Adobe CS, Adobe Acrobat, Digital Imaging software, Microsoft Word, etc.), high resolution digital camera

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual assignment, portfolio development, quizzes, tests, and oral and written presentations.

XIII. Course Assessment Methods

- PLO 4: Communicate effectively using written, oral, visual, and technological formats.
 - Written Communication: Creates clear, concise, and organized written content.
 - Oral Communication: Presents work confidently and clearly to engage an audience.
 - Visual Communication: Creates visually compelling material that enhances an idea.
 - Technology: Utilizes software to present ideas clearly and professionally to an audience.
- PLO 5: Demonstrate career readiness with a professional portfolio of work aligned with their employment goals.
 - Career Goals: Demonstrates a body of work that aligns with career goals.
 - Portfolio Content: Demonstrates a comprehensive breadth of knowledge and skills through curated examples of past work.
 - Resume: Demonstrates a unique personal brand and skillset aligned with career goals.
 - Website and Digital Content: Demonstrates use of appropriate platforms to showcase past work, knowledge, and skillset.

Students learning outcomes may be assessed but are not limited to rubrics, oral and written presentations, in-class critique, quizzes and tests.

XIV. Faculty Review/Revision

Tiffany Jordan 5/3/2024
Cortnie Beatty 1/16/2025
Tim Castell 1/16/2025
Andrea Montez 1/23/2025

XV. Administrator Review/Revision

Emily Schafer 1/16/2025

St. Johns River State College Course Outline

I. Course Prefix, Number, and Title

TPP 3251C Music Theatre Performance

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 4 contact hours

III. Course Description

This course will enable the student to approach music and lyrics from the performer's point of view. Lyrics are explored as monologues, and music is examined as a way to support the emotional life of the character.

IV. Prerequisites and/or Co-requisites

Prerequisite: TPP 2100 Introduction to Acting or TPP 2110 Acting I

V. Program Core Course

No. This is an upper level elective course.

VI. Program Mission Statement

The Bachelor of Performance Design and Production program equips students with the skills to produce content for live performance and production. This bachelor's degree provides a diversification of technical skills necessary for students to produce a live production utilizing the specialized skills gained with hands on learning.

VII. Program Outcomes

Upon graduation, students will be able to:

- PLO 1: Demonstrate the skills needed to analyze, develop, and communicate creative and technical elements necessary for the execution of a live performance.
- PLO 2: Demonstrate use of industry standard software necessary for the execution of a live performance.
- PLO 3: Utilize problem-solving strategies to create efficient workflow processes.
- PLO 4: Communicate effectively using written, oral, visual, and technological formats.
- PLO 5: Demonstrate career readiness with a professional portfolio of work aligned with their employment goals.

VIII. Course/Student Learning Outcomes

Upon completion of this course, the student will be able to:

- A. Interpret song lyrics as monologues to uncover character objectives, motivations, and emotional beats.
- B. Identify how musical elements support the emotional and narrative journey of a character.
- C. Use vocal and physical expression to convey the character's emotional life and intent.
- D. Apply proper vocal techniques to enhance musical storytelling, including diction, phrasing, and dynamic control.
- E. Prepare and perform musical theatre pieces with attention to memorization, rehearsal discipline, and performance etiquette.
- F. Respond constructively to feedback to improve technical and artistic choices.

IX. Course Content

- Overview of music theatre history and styles.
- Key elements of acting, singing, and storytelling integration.
- Breaking down lyrics as monologues to understand subtext, objectives, and intentions.
- Identifying how melody, rhythm, and dynamics support character and emotional storytelling.
- Techniques for making emotional and character-driven choices in musical performance.
- Finding and sustaining the emotional beats within a song.
- Developing backstories and motivations for characters.
- Breathing and support for sustained singing.
- Diction and enunciation for clear lyrical delivery.
- Adapting vocal style for various genres of musical theatre (e.g., classical, contemporary, pop/rock).
- Using body language, facial expressions, and vocal inflection to convey emotions.
- Selection and preparation of repertoire from diverse musical theatre genres.
- Workshopping songs in class with feedback from peers and instructors.
- Rehearsal discipline and techniques for refining performance.
- Reflection on growth and learning through self-assessment and peer feedback.

X. Special Course Requirements

Software Needs:

Microsoft Office Suite (Word, Excel, Outlook)

XI. Course Support Materials

- Course textbook(s) as determined by department
- Additional readings and materials provided by the instructor

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, reflection papers, and oral and written presentations.

XIII. Course Assessment Methods

Program learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

Students learning outcomes may be assessed but are not limited to rubrics, oral and written presentations, in-class critique, quizzes and tests.

XIV. Faculty Review/Revision

Tiffany Jordan 1/16/2025

Cortnie Beatty 1/16/2025

Tim Castell 1/16/2025

Andrea Montez 1/23/2025

XV. Administrator Review/Revision

Emily Schafer, 1/16/2025

St. Johns River State College Course Outline

I. Course Prefix, Number, and Title

TPP 3257 Music Theatre Voice

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

Vocal technique and repertoire knowledge with emphasis on breath control, diction, tone production, belt and proper resonance.

IV. Prerequisites and/or Co-requisites

Prerequisite: TPP 2100 Introduction to Acting or TPP 2110 Acting I

V. Program Core Course

No. This is an upper level elective course.

VI. Program Mission Statement

The Bachelor of Performance Design and Production program equips students with the skills to produce content for live performance and production. This bachelor's degree provides a diversification of technical skills necessary for students to produce a live production utilizing the specialized skills gained with hands on learning.

VII. Program Outcomes

Upon graduation, students will be able to:

- PLO 1: Demonstrate the skills needed to analyze, develop, and communicate creative and technical elements necessary for the execution of a live performance.
- PLO 2: Demonstrate use of industry standard software necessary for the execution of a live performance.
- PLO 3: Utilize problem-solving strategies to create efficient workflow processes.
- PLO 4: Communicate effectively using written, oral, visual, and technological formats.
- PLO 5: Demonstrate career readiness with a professional portfolio of work aligned with their employment goals.

VIII. Course/Student Learning Outcomes

Upon completion of this course, the student will be able to:

- A. Utilize proper breath control techniques to support tone production and sustain vocal phrases in musical theatre performance.
- B. Analyze and apply diction principles to enhance clarity and stylistic accuracy in sung text.
- C. Integrate vocal technique with expressive storytelling to communicate character and emotion in musical theatre pieces.
- D. Develop and apply warm-up and practice routines to maintain vocal health and build technical proficiency.

IX. Course Content

- Foundations of vocal technique including speech, diction, tone, and breath control
- Advanced vocal skills that manipulate vocal resonance, stylistic versatility, and vocal control
- Repertoire and Performance development for song and audition preparation
- Ability to objectively evaluate and assess personal progress and incorporation of constructive feedback

X. Special Course Requirements

Software Needs: Adobe CS (Adobe Audition)

XI. Course Support Materials

Textbook as determined by the department when needed

Possible support materials could include but are not limited to microphone and recording equipment and software for vocal playback, speakers, headphones, playback devices, mirrors, video with audio equipment.

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, reflection papers, and oral and written presentations.

XIII. Course Assessment Methods

Program learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

Students learning outcomes may be assessed but are not limited to rubrics, oral and written presentations, in-class critique, quizzes and tests.

XIV. Faculty Review/Revision

Tiffany Jordan 1/16/2025

Cortnie Beatty 1/16/2025

Tim Castell 1/16/2025

Andrea Montez 1/23/2025

XV. Administrator Review/Revision

Emily Schafer, 1/16/2025

St. Johns River State College Course Outline

I. Course Prefix, Number, and Title

TPP 4310 Directing I

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course introduces students to the principles and techniques of play direction, including script selection, directorial analysis, casting, composition/picturization, blocking, tempo, and rehearsal planning.

IV. Prerequisites and/or Co-requisites

Prerequisite: THE 2304 Script Analysis and TPP 2100 Intro to Acting or TPP 2110 Acting I

V. Program Core Course

Yes.

VI. Program Mission Statement

The Bachelor of Applied Science in Performance Design and Production program equips students with the skills to produce content for live performance and production. This bachelor's degree provides a diversification of technical skills necessary for students to produce a live production utilizing the specialized skills gained with hands on learning.

VII. Program Outcomes

Upon graduation, students will be able to:

- PLO 1: Demonstrate the skills needed to analyze, develop, and communicate creative and technical elements necessary for the execution of a live performance.
- PLO 2: Demonstrate use of industry standard software necessary for the execution of a live performance.
- PLO 3: Utilize problem-solving strategies to create efficient workflow processes.
- PLO 4: Communicate effectively using written, oral, visual, and technological formats.
- PLO 5: Demonstrate career readiness with a professional portfolio of work aligned with their employment goals.

VIII. Course/Student Learning Outcomes

Upon completion of this course, the student will be able to:

- A. Understand the collaborative nature of directing
- B. Analyze a script and identify needs and key elements that are addressed in directing
- C. Apply script analysis to proper research and creative idea development
- D. Develop basic staging techniques including blocking and composition
- E. Experiment with various directing theories and approaches
- F. Communicate with a production team using the proper terminology
- G. Create a rehearsal schedule using common industry standards

IX. Course Content

This course is focused on the collaborative nature and art of directing for theater, providing students with a comprehensive understanding of key elements and practical skills essential for effective directing. Through a combination of theoretical study, practical exercises, and hands-on experience, students will delve into script analysis, staging basics, directing theories, and practical application.

X. Special Course Requirements

Software Needs: SJR Library Databases, Needs access to Microsoft Word and PowerPoint.

XI. Course Support Materials

Textbook: NOTES ON DIRECTING (ISBN: 0972425500)

by Russell Reich and Frank Hauser

Students will need a notebook and pen each day for class.

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, reflection papers, and oral and written presentations.

XIII. Course Assessment Methods

- PLO 1: Demonstrate the skills needed to analyze, develop, and communicate creative and technical elements necessary for the execution of a live performance.
 - Script Analysis: Demonstrates interpretation of formal script analysis into creative ideas.
 - Idea a Development: Creates a cohesive concept that elevates performance and aligns with creative goals.
 - Technical Execution: Integrates staging and technical execution to enhance performance.
 - Communication: Demonstrates use of proper terminology and industry practices in execution of performance.

- Planning and Scheduling: Creates a detailed and efficient rehearsal schedule that aligns with production deadlines.

Students learning outcomes may be assessed but are not limited to rubrics, oral and written presentations, in-class critique, quizzes and tests.

XIV. Faculty Review/Revision

Ryan Mahannah, 4/30/2024

Tiffany Jordan 1/16/2025

Cortnie Beatty 1/16/2025

Tim Castell 1/16/2025

Andrea Montez 1/23/2025

XV. Administrator Review/Revision

Emily Schafer, 1/16/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

CAP 3052 Game Design I

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course teaches the basic principles of video game production, including concept design, script development, character creation and game mechanics.

IV. Prerequisites and/or Co-requisites

Prerequisite: GRA 3001 Visual Communication

V. Program Core Course

No. This is an upper level elective course.

VI. Program Mission Statement

The Bachelor of Applied Science in Digital Art and Media program equips students with advanced skills and creative expertise for careers in the growing fields of digital design, visual communication, animation, and game design. The curriculum emphasizes upper-level courses in digital design, imaging, photography, video production, 3D animation, and motion graphics, preparing students for the dynamic demands of the digital arts industry.

VII. Program Outcomes

Upon graduation, students will:

- PLO 1: Create narratives through visual storytelling techniques
- PLO 2: Utilize industry standard technology and software to craft multimedia productions
- PLO 3: Apply organizational and management practices to creative workflow and execution of projects
- PLO 4: Demonstrate career readiness with a professional portfolio of work related to their field of study

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Create innovative design concepts for game development.
- B. Generate character and environment designs.
- C. Construct scripting and storyboarding narratives.
- D. Formulate and strategize game mechanics development and planning.

IX. Course Content

Through a series of lectures, demonstrations, tests and assignments, successful students will develop an understanding of the processes and principles of tabletop, card and video game design, development and crowdfunding. Students will also explore the possibilities of game creation through individual and collaborative projects.

X. Special Course Requirements

- Access to Adobe CS
- Access to Unreal Engine
- Computer capable of running all hardware and software requirements

XI. Course Support Materials

- Unreal Engine Software
- Adobe Creative Suite Software
- Textbook(s)

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, and oral and written presentations.

XIII. Course Assessment Methods

Program learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

Students learning outcomes may be assessed but are not limited to rubrics, oral and written presentations, in-class critique, quizzes and tests.

XIV. Faculty Review/Revision

Justin Murphy 6/10/2024

XV. Administrator Review/Revision

Emily Schafer 1/16/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

CAP 4056 Game Design II

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

Principles of video game design, including 3D animation and rendering, and game play mechanics. Attention to game development techniques and the industry production cycle.

IV. Prerequisites and/or Co-requisites

Prerequisite: CAP 3052 Game Design I and DIG 3354 3D Character Animation.

V. Program Core Course

No. This is an upper level elective course.

VI. Program Mission Statement

The Bachelor of Applied Science in Digital Art and Media program equips students with advanced skills and creative expertise for careers in the growing fields of digital design, visual communication, animation, and game design. The curriculum emphasizes upper-level courses in digital design, imaging, photography, video production, 3D animation, and motion graphics, preparing students for the dynamic demands of the digital arts industry.

VII. Program Outcomes

Upon graduation, students will:

- PLO 1: Create narratives through visual storytelling techniques
- PLO 2: Utilize industry standard technology and software to craft multimedia productions
- PLO 3: Apply organizational and management practices to creative workflow and execution of projects
- PLO 4: Demonstrate career readiness with a professional portfolio of work related to their field of study

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Create innovative design concepts for video game development.
- B. Animate characters and environments.
- C. Construct scripting and storyboarding narratives.
- D. Create game mechanics.
- E. Understand marketing, trends and technologies for gaming.
- F. Follow a production pipeline from concept to completion.

IX. Course Content

Through a series of lectures, demonstrations, tests and assignments, successful students will develop an understanding of the processes and principles of video game design and development. Students will also explore the possibilities of game creation through individual and collaborative projects.

X. Special Course Requirements

- Access to Unreal Engine (free for education)
- Computer capable of running all hardware and software requirements

XI. Course Support Materials

- Unreal Engine Software
- Adobe Creative Suite Software
- Maya Software
- Textbook(s)

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, and oral and written presentations.

XIII. Course Assessment Methods

Program learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

Students learning outcomes may be assessed but are not limited to rubrics, oral and written presentations, in-class critique, quizzes and tests.

XIV. Faculty Review/Revision

Justin Murphy 5/7/2024

XV. Administrator Review/Revision

Emily Schafer 1/16/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

DIG 3253 Digital Media Audio Production

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

Methodology and implementation of sound for multi-media systems, including audio recording, mixing and mastering for film, video, animation, music and games.

IV. Prerequisites and/or Co-requisites

None.

V. Program Core Course

Yes.

VI. Program Mission Statement

The Bachelor of Applied Science in Digital Art and Media program equips students with advanced skills and creative expertise for careers in the growing fields of digital design, visual communication, animation, and game design. The curriculum emphasizes upper-level courses in digital design, imaging, photography, video production, 3D animation, and motion graphics, preparing students for the dynamic demands of the digital arts industry.

The Bachelor of Performance Design and Production program equips students with the skills to produce content for live performance and production. This bachelor's degree provides a diversification of technical skills necessary for students to produce a live production utilizing the specialized skills gained with hands on learning.

VII. Program Outcomes

Upon graduation, Digital Art and Media students will:

- PLO 1: Create narratives through visual storytelling techniques
- PLO 2: Utilize industry standard technology and software to craft multimedia productions
- PLO 3: Apply organizational and management practices to creative workflow and execution of projects
- PLO 4: Demonstrate career readiness with a professional portfolio of work related to their field of study

Upon graduation, Performance Design and Production students will:

- PLO 1: Demonstrate the skills needed to analyze, develop, and communicate creative and technical elements necessary for the execution of a live performance.
- PLO 2: Demonstrate use of industry standard software necessary for the execution of a live performance.
- PLO 3: Utilize problem-solving strategies to create efficient workflow processes.
- PLO 4: Communicate effectively using written, oral, visual, and technological formats.
- PLO 5: Demonstrate career readiness with a professional portfolio of work aligned with their employment goals.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Record audio digitally through the use of various microphones and in various environments.
- B. Engineer audio for both stereo and 5.1 surround sound using mixing, balancing and EQ techniques.
- C. Sync and edit audio using non-linear software.
- D. Master audio digitally.

IX. Course Content

Through a series of lectures, demonstrations, tests and assignments, successful students will develop an understanding of the processes and principles that lead to effective audio recording and production. Students will also explore the creative possibilities of audio creation through individual and collaborative projects.

X. Special Course Requirements

- Subscription to Adobe Creative Suite
- Computer capable of running all hardware and software requirements

XI. Course Support Materials

- Digital condenser microphone
- Digital Pre-amp (Presonus Audiobox or similar)
- Mic stand w/shock-mount
- Digital portable microphone w/wind-screen
- Laptop or portable digital recording device
- Adobe Creative Suite Software
- Textbook

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, and oral and written presentations.

XIII. Course Assessment Methods

Program learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

Students learning outcomes may be assessed but are not limited to rubrics, oral and written presentations, in-class critique, quizzes and tests.

XIV. Faculty Review/Revision

Justin Murphy 5/7/2024

Andrea Montez 1/23/2025

XV. Administrator Review/Revision

Emily Schafer 1/16/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

DIG 3354 3D Character Animation

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

Studio/Lecture based course applies methods for 3D animation using digital tools. Students will examine digital character animation techniques, including modeling, texture-mapping and movement.

IV. Prerequisites and/or Co-requisites

Prerequisite: ART 1301C Drawing II and GRA 3154 Illustration Concepts and Techniques

V. Program Core Course

No. This is an upper level elective course.

VI. Program Mission Statement

The Bachelor of Applied Science in Digital Art and Media program equips students with advanced skills and creative expertise for careers in the growing fields of digital design, visual communication, animation, and game design. The curriculum emphasizes upper-level courses in digital design, imaging, photography, video production, 3D animation, and motion graphics, preparing students for the dynamic demands of the digital arts industry.

VII. Program Outcomes

Upon graduation, students will:

- PLO 1: Create narratives through visual storytelling techniques
- PLO 2: Utilize industry standard technology and software to craft multimedia productions
- PLO 3: Apply organizational and management practices to creative workflow and execution of projects
- PLO 4: Demonstrate career readiness with a professional portfolio of work related to their field of study

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Create design concepts for 3D characters.
- B. Create textures.
- C. Use lighting and camera techniques.
- D. Animate 3D characters.

IX. Course Content

Through a series of lectures, demonstrations, tests and assignments, successful students will develop an understanding of the processes and principles of video game design and development. Students will also explore the possibilities of game creation through individual and collaborative projects.

X. Special Course Requirements

- Access to Unreal Engine (free for education)
- Access to Maya software
- Computer capable of running all hardware and software requirements

XI. Course Support Materials

- Unreal Engine Software
- Maya Software
- Adobe Creative Suite Software
- Textbook(s)

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, and oral and written presentations.

XIII. Course Assessment Methods

Program learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

Students learning outcomes may be assessed but are not limited to rubrics, oral and written presentations, in-class critique, quizzes and tests.

XIV. Faculty Review/Revision

Justin Murphy 5/7/2024

XV. Administrator Review/Revision

Emily Schafer 1/16/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

DIG 3433 Multimedia Video Production

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

Video production techniques for various applications, including shorts, long form narrative, social media and streaming. Principles and technology are applied for market-focused production, style, content and branding.

IV. Prerequisites and/or Co-requisites

Prerequisite: DIG 3253 Digital Media Audio Production

V. Program Core Course

Yes.

VI. Program Mission Statement

The Bachelor of Applied Science in Digital Art and Media program equips students with advanced skills and creative expertise for careers in the growing fields of digital design, visual communication, animation, and game design. The curriculum emphasizes upper-level courses in digital design, imaging, photography, video production, 3D animation, and motion graphics, preparing students for the dynamic demands of the digital arts industry.

The Bachelor of Performance Design and Production program equips students with the skills to produce content for live performance and production. This bachelor's degree provides a diversification of technical skills necessary for students to produce a live production utilizing the specialized skills gained with hands on learning.

VII. Program Outcomes

Upon graduation, Digital Art and Media students will:

- PLO 1: Create narratives through visual storytelling techniques
- PLO 2: Utilize industry standard technology and software to craft multimedia productions
- PLO 3: Apply organizational and management practices to creative workflow and execution of projects
- PLO 4: Demonstrate career readiness with a professional portfolio of work related to their field of study

Upon graduation, Performance Design and Production students will:

- PLO 1: Demonstrate the skills needed to analyze, develop, and communicate creative and technical elements necessary for the execution of a live performance.
- PLO 2: Demonstrate use of industry standard software necessary for the execution of a live performance.
- PLO 3: Utilize problem-solving strategies to create efficient workflow processes.
- PLO 4: Communicate effectively using written, oral, visual, and technological formats.
- PLO 5: Demonstrate career readiness with a professional portfolio of work aligned with their employment goals.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Originate pre-production strategies for video projects.
- B. Create videos utilizing appropriate shooting and lighting techniques.
- C. Create videos using advanced video editing and effects.
- D. Create videos using advanced audio and soundtrack editing.
- E. Synthesize complex post-production processes to complete desired video projects.
- F. Create videos that contain multimedia branding and marketing strategies for audience engagement.

IX. Course Content

Through a series of lectures, demonstrations, tests and assignments, successful students will develop an understanding of the processes and principles that lead to effective video production. Students will also explore the creative possibilities of video creation through individual and collaborative projects.

X. Special Course Requirements

- Subscription to Adobe Creative Suite
- Computer capable of running all hardware and software requirements

XI. Course Support Materials

- Video camera (HD or higher resolution)
- Digital condenser microphone
- Digital Pre-amp (Presonus Audiobox or similar)
- Mic stand w/shock-mount
- Digital portable microphone w/wind-screen
- Laptop or portable digital recording device
- Adobe Creative Suite Software
- Textbook

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, and oral and written presentations.

XIII. Course Assessment Methods

DAM Program learning outcomes for this course are assessed using a final project rubric.

PLO 2: Utilize industry standard technology and software to craft multimedia productions					
Criteria	4	3	2	1	Score
Pre-Production Planning	Project demonstrates the use of a comprehensive production plan that focuses on efficiency of workflow and production quality.	Effective planning and equipment setup allow for efficient production with minor adjustments needed.	Basic pre-production planning with some gaps in equipment setup, resulting in workflow inefficiencies.	Minimal or ineffective planning, resulting in poor equipment use or workflow disruption or inability to complete project.	
Mastery of Recording Equipment	Project demonstrates expert knowledge and setup of appropriate recording equipment to achieve a high-quality recording.	Project utilizes recording equipment proficiently, with minor issues that do not detract from recording quality.	Basic operation of recording equipment, with some quality issues (e.g., audio distortion, lighting inconsistencies).	Limited knowledge or improper use of recording equipment, resulting in poor-quality footage or audio.	
Use of Software and Technical Skills	Project demonstrates expert-level use of software, seamlessly integrating advanced tools across Adobe CS and other platforms with skillful integration of all multimedia elements resulting in a high-quality final product.	Software use is proficient with minor errors and technical issues that do not detract from the overall quality.	Basic software use with limited tool integration, media integration, technical issues that affect cohesiveness or quality.	Limited knowledge of software tools, resulting in minimal or incorrect use, impacting project quality or completion.	
Editing and Postproduction	Applies advanced editing, effects, and post-production techniques, delivering a polished, professional-quality project that meets all technical specifications.	Utilizes editing and post-production techniques effectively, with minor inconsistencies that deviate from project specifications.	Basic editing and post-production, with some quality or cohesion issues that do not meet project specifications.	Minimal editing or ineffective post-production, resulting in a low-quality or unfinished final project.	

Students learning outcomes may be assessed but are not limited to rubrics, oral and written presentations, in-class critique, quizzes and tests.

PDP Program learning outcomes for PLO 2 are assessed using a final project rubric.

- PLO 2: Demonstrate use of industry standard software necessary for the execution of a live performance.
 - Software Configuration: Utilizes industry standard software with proper settings and integrations.
 - Application: Demonstrates skills necessary for customization of software tools to enhance execution of a live performance.
 - Troubleshooting: Resolve technical issues to ensure quality of a live performance.

XIV. Faculty Review/Revision

Justin Murphy 5/3/2024

Andrea Montez 1/23/2025

XV. Administrator Review/Revision

Emily Schafer 1/16/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

DIG 4354 Advanced Animation Techniques

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course builds on the tools, concepts, and techniques introduced in the previous 3D and 2D animation courses. Students will utilize these skills to create character animations using both 2D and 3D animation.

IV. Prerequisites and/or Co-requisites

Prerequisite: DIG 3354 3D Character Animation

V. Program Core Course

No. This is an upper level elective course.

VI. Program Mission Statement

The Bachelor of Applied Science in Digital Art and Media program equips students with advanced skills and creative expertise for careers in the growing fields of digital design, visual communication, animation, and game design. The curriculum emphasizes upper-level courses in digital design, imaging, photography, video production, 3D animation, and motion graphics, preparing students for the dynamic demands of the digital arts industry.

VII. Program Outcomes

Upon graduation, students will:

- PLO 1: Create narratives through visual storytelling techniques
- PLO 2: Utilize industry standard technology and software to craft multimedia productions
- PLO 3: Apply organizational and management practices to creative workflow and execution of projects
- PLO 4: Demonstrate career readiness with a professional portfolio of work related to their field of study

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Demonstrate proficiency in applying animation principles to create engaging and character animations
- B. Use industry-standard software effectively for character animation projects
- C. Develop storytelling through character movement and expression in animated sequences
- D. Understand the hybrid animation process using both 2D and 3D.

IX. Course Content

Through a series of hands-on exercises, students will explore advanced animation techniques used in character animation fundamentals, rigging and character setup, animation workflow, character expressiveness, and rendering and project output.

X. Special Course Requirements

Software or equipment requirements: access to animation software, computer with processing and storage capacity appropriate for software, speakers or headphones, internet connection, graphics tablet like Wacom Cintiq

XI. Course Support Materials

Course support materials may include but are not limited to:

- A. Course textbook(s) as determined by department
- B. Additional readings and materials provided by the instructor
- C. Equipment or software: animation software, computer with processing and storage capacity appropriate for software, speakers or headphones, internet connection, graphics tablet like Wacom Cintiq

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, and oral and written presentations.

XIII. Course Assessment Methods

Program learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

Students learning outcomes may be assessed but are not limited to rubrics, oral and written presentations, in-class critique, quizzes and tests.

XIV. Faculty Review/Revision

Justin Murphy 5/8/2024

XV. Administrator Review/Revision

Emily Schafer 1/16/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

DIG 4359 Artificial Environments

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

Techniques and mechanics of digital artificial environments, with emphasis on compositing, image processing, visual style, and continuity.

IV. Prerequisites and/or Co-requisites

Prerequisite: CAP 3052 Game Design I

V. Program Core Course

No. This is an upper level elective course.

VI. Program Mission Statement

The Bachelor of Applied Science in Digital Art and Media program equips students with advanced skills and creative expertise for careers in the growing fields of digital design, visual communication, animation, and game design. The curriculum emphasizes upper-level courses in digital design, imaging, photography, video production, 3D animation, and motion graphics, preparing students for the dynamic demands of the digital arts industry.

VII. Program Outcomes

Upon graduation, students will:

- PLO 1: Create narratives through visual storytelling techniques
- PLO 2: Utilize industry standard technology and software to craft multimedia productions
- PLO 3: Apply organizational and management practices to creative workflow and execution of projects
- PLO 4: Demonstrate career readiness with a professional portfolio of work related to their field of study

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Develop concepts for artificial environments.
- B. Analyze a variety of visual styles and design techniques.
- C. Integrate environments together to create a cohesive world.
- D. Composite visual elements together.
- E. Design environments to work with game mechanics.

IX. Course Content

Through a series of lectures, demonstrations, tests and assignments, successful students will develop an understanding of the processes and principles of artificial environment development and creation.

X. Special Course Requirements

- Access to Unreal Engine (free for education)
- Computer capable of running all hardware and software requirements

XI. Course Support Materials

- Unreal Engine Software
- Adobe Creative Suite Software
- Maya Software
- Textbook(s)

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, and oral and written presentations.

XIII. Course Assessment Methods

Program learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

Students learning outcomes may be assessed but are not limited to rubrics, oral and written presentations, in-class critique, quizzes and tests.

XIV. Faculty Review/Revision

Justin Murphy 5/7/2024

XV. Administrator Review/Revision

Emily Schafer 1/16/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

DIG 4950 Senior Capstone Seminar

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours.

III. Course Description

This course focuses on the development and presentation of a comprehensive portfolio showcasing students' skills, accomplishments, and professional readiness for careers in digital art and media and related fields.

IV. Prerequisites and/or Co-requisites

Prerequisite: ARH 2051 Art History II and GRA 3586 Interactive Web Design.

V. Program Core Course

Yes.

VI. Program Mission Statement

The Bachelor of Applied Science in Digital Art and Media program equips students with advanced skills and creative expertise for careers in the growing fields of digital design, visual communication, animation, and game design. The curriculum emphasizes upper-level courses in digital design, imaging, photography, video production, 3D animation, and motion graphics, preparing students for the dynamic demands of the digital arts industry.

VII. Program Outcomes

Upon graduation, students will:

- PLO 1: Create narratives through visual storytelling techniques
- PLO 2: Utilize industry standard technology and software to craft multimedia productions
- PLO 3: Apply organizational and management practices to creative workflow and execution of projects
- PLO 4: Demonstrate career readiness with a professional portfolio of work related to their field of study

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Organize a digital portfolio.
- B. Make critiques of student work.
- C. Display artwork in a physical space.
- D. Assess and plan for art markets post-graduation.
- E. Give a live gallery presentation.

IX. Course Content

Through a series of lectures, demonstrations, tests and assignments, successful students will develop an understanding of the processes and principles of video game design and development. Students will also explore the possibilities of game creation through individual and collaborative projects.

X. Special Course Requirements

- Access to Unreal Engine (free for education)
- Computer capable of running all hardware and software requirements

XI. Course Support Materials

- Unreal Engine Software
- Adobe Creative Suite Software
- Textbook(s)

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, and oral and written presentations.

XIII. Course Assessment Methods

Program learning outcomes for this course being assessed using a rubric for the final portfolio.

PLO 4: Demonstrate career readiness with a professional portfolio of work related to their field of study					
Criteria	4	3	2	1	Score
Technical Skills	Demonstrates mastery in relevant digital tools, software, and media techniques, producing polished work.	Shows strong proficiency with key digital tools and techniques, with minor technical imperfections.	Demonstrates basic technical skills; some errors or inconsistencies are present.	Lacks proficiency in key digital tools; frequent technical errors hinder quality.	
Portfolio Quality and Relevance to Career Goals	Portfolio showcases a cohesive, high-quality collection that aligns well with industry standards and personal career goals, demonstrating creativity, technical skill, and a clear career focus.	Portfolio includes quality work relevant to the field and partially aligned with career goals, with minor gaps in cohesiveness or industry alignment.	Portfolio includes some relevant work but lacks consistency, clear quality, or alignment with specific career goals.	Portfolio lacks variety, quality, and alignment with industry standards and career objectives; minimal relevance to field.	
Professional Presentation	Portfolio is well-organized, visually appealing, and professionally presented with effective design and layout.	Organization and design are professional; minor adjustments could improve flow or appeal.	Presentation is somewhat organized but lacks cohesion or visual appeal in places.	Portfolio is unorganized and lacks a professional appearance; difficult to navigate.	
Interview Readiness and Application Materials	Application materials (resume, cover letter, and portfolio) are branded, compelling, and aligned with career goals; interview responses are polished, professional, and demonstrate a deep understanding of the field.	Application materials are professional, relevant to career goals, and interview responses show preparedness with minor gaps.	Application materials and interview responses are adequate but lack clear alignment with career goals; some professional gaps are evident and show lack of preparation.	Application materials and interview responses lack professionalism, relevance, and alignment with career goals.	

Students learning outcomes may be assessed but are not limited to rubrics, oral and written presentations, in-class critique, quizzes and tests.

XIV. Faculty Review/Revision

Justin Murphy 5/7/2024

Andrea Montez 1/24/2025

XV. Administrator Review/Revision

Emily Schafer 1/16/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

GRA 3001 Visual Communication

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

Introduction to theoretical and practical applications in still photography, layout and design, motion picture and video production including graphics and electronic image-making. This course will teach you the fundamentals of design across print, web and multimedia platforms. You will also learn how visual forms convey messages to readers.

IV. Prerequisites and/or Co-requisites

None

V. Program Core Course

Yes.

VI. Program Mission Statement

The Bachelor of Applied Science in Digital Art and Media program equips students with advanced skills and creative expertise for careers in the growing fields of digital design, visual communication, animation, and game design. The curriculum emphasizes upper-level courses in digital design, imaging, photography, video production, 3D animation, and motion graphics, preparing students for the dynamic demands of the digital arts industry.

VII. Program Outcomes

Upon graduation, students will:

- PLO 1: Create narratives through visual storytelling techniques
- PLO 2: Utilize industry standard technology and software to craft multimedia productions
- PLO 3: Apply organizational and management practices to creative workflow and execution of projects
- PLO 4: Demonstrate career readiness with a professional portfolio of work related to their field of study

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Identify the principles of sound visual design
- B. Select visual images that communicate effectively
- C. Demonstrate ethical decision making in your choice of visuals
- D. Produce stories in graphic and multimedia design
- E. Identify the purpose, audience and needs for messages created in print, web and video platforms
- F. Pick content that is relevant to the project purpose
- G. Identify and use digital imaging tools available in Adobe CS
- H. Create effective and attractive messages using appropriate software tools

IX. Course Content

The goal of this class is to understand how an idea can be translated from language based concepts into effective visual communication. We will analyze how visual communication differs from the written and what the advantages of effective communication are. You will also learn how to develop your own working process, which is the foundation to creating successful visual communication solutions.

This class is built on real-world professional practices and expectations which will cover the following topics:

- A. Skills for success
- B. Video formats, framing, and composition
- C. Editing and continuity
- D. Audio
- E. Photography and Image making
- F. Visual ethics and persuasion
- G. Design elements and layout
- H. Color and printing
- I. Typography principles
- J. Branding and logo design

X. Special Course Requirements

This course requires a computer with the Adobe Creative Cloud suite of software and constant access to the internet. If you cannot meet these requirements, you should not take this course.

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials, URLs, software exercises, handouts, reading supplements, demonstrations, and practice exercises.

Textbook: White Space is not your enemy, a beginner's guide to communicating visually through graphic, web & multimedia design (3rd Edition) By: Kim Golombisky & Rebecca Hagen, ISBN 978-0-240-81281-6

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, and oral and written presentations.

XIII. Course Assessment Methods

Program learning outcomes for this course being assessed using a rubric for the final project.

PLO 1: Create narratives through visual storytelling techniques					
Criteria	4	3	2	1	Score
Visual Design	Demonstrates advanced design principles, creating visually compelling and cohesive messages.	Applies design principles effectively, producing visually appealing messages.	Applies basic design principles with limited visual appeal.	Minimal or incorrect application of design principles, resulting in unappealing visuals.	
Storytelling	Crafts a compelling, cohesive narrative with highly relevant content that enhances purpose and audience needs.	Produces a coherent story with content that generally aligns with purpose and audience.	Presents a basic narrative with some content misaligned with purpose or audience.	Story lacks coherence and relevance, with content that does not support the intended purpose.	
Use of Digital Tools	Demonstrates advanced use of Adobe CS and other tools to enhance message effectiveness and storytelling.	Utilizes Adobe CS tools effectively with minor errors, supporting clear storytelling.	Basic use of Adobe CS tools with occasional inefficiencies, limiting storytelling impact.	Limited or ineffective use of Adobe CS tools, resulting in unclear or incomplete storytelling.	
Audience Engagement	Demonstrates a strong understanding of audience needs, using design and content to engage and communicate effectively.	Effectively communicates with the audience, with some elements that engage and support audience understanding.	Shows limited awareness of audience needs, with some elements that lack engagement or clear communication.	Little or no awareness of audience needs, resulting in ineffective or disengaging communication.	

Students learning outcomes may be assessed by but are not limited to assignment and project rubrics, oral and written presentations, in-class critique, quizzes and tests.

XIV. Faculty Review/Revision

Chuck Marsh 4/25/2024

Andrea Montez 1/24/2025

XV. Administrator Review/Revision

Emily Schafer 1/16/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

GRA 3154 Illustration Concepts and Techniques

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course starts with concept and research investigation, then moves to the implementation of illustration development. Projects emphasize traditional illustration skills and processes such as visual problem solving, rendering, and drawing, while exploring the digital possibilities of executing either by conventional and/or digital medium.

IV. Prerequisites and/or Co-requisites

Prerequisite: ART 1300C Drawing I and DIG 1000 Introduction to Digital Media

V. Program Core Course

Yes.

VI. Program Mission Statement

The Bachelor of Applied Science in Digital Art and Media program equips students with advanced skills and creative expertise for careers in the growing fields of digital design, visual communication, animation, and game design. The curriculum emphasizes upper-level courses in digital design, imaging, photography, video production, 3D animation, and motion graphics, preparing students for the dynamic demands of the digital arts industry.

VII. Program Outcomes

Upon graduation, students will:

- PLO 1: Create narratives through visual storytelling techniques
- PLO 2: Utilize industry standard technology and software to craft multimedia productions
- PLO 3: Apply organizational and management practices to creative workflow and execution of projects
- PLO 4: Demonstrate career readiness with a professional portfolio of work related to their field of study

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Communicate using visual imagery
- B. Interpret text and concepts into visual images
- C. Generate original concepts for illustrations, integrating elements of storytelling, symbolism, and visual communication
- D. Demonstrate an understanding of copyright laws, ethical considerations, and industry standards relevant to the practice of illustration
- E. Create visual illustrations using a variety of traditional and digital mediums

IX. Course Content

- A. Practice advanced rendering techniques
- B. Integrate digital tools with traditional illustration techniques for hybrid workflows
- C. Apply the principles of visual storytelling, sequential art, and character development to original concepts for narrative illustration projects
- D. Apply advanced study of color theory, including color harmony, color psychology, and color mixing to traditional and digital illustration techniques
- E. Understand the business side of illustration, including contracts, pricing, and licensing
- F. Understand specialized areas of illustration and identify potential career paths within the field

X. Special Course Requirements

- Subscription to Adobe CS, specifically Photoshop, Illustrator, and InDesign
- Computer capable of running all software requirements for Adobe CS

XI. Course Support Materials

- Course textbook
- Supplemental items supplied by the instructor
- Subscription to Adobe CS, specifically Photoshop, Illustrator, and InDesign
- Computer capable of running all software requirements for Adobe CS

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, and oral and written presentations.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Chuck Marsh 1/17/2025

XV. Administrator Review/Revision

Emily Schafer 1/17/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

GRA 3209 Applied Typography

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course teaches principles of typography through exercises and projects. Projects will emphasize the typographic form and type-and-image in visual communication. Emphasis will be placed on terminology, historical origins, form and compositional elements used while designing with type. Problem solving skills, process and research will be stressed. Graphic design principles will be reinforced with projects concentrating on typographic detail.

IV. Prerequisites and/or Co-requisites

Prerequisite: DIG 1000 Introduction to Digital Media

V. Program Core Course

Yes.

VI. Program Mission Statement

The Bachelor of Applied Science in Digital Art and Media program equips students with advanced skills and creative expertise for careers in the growing fields of digital design, visual communication, animation, and game design. The curriculum emphasizes upper-level courses in digital design, imaging, photography, video production, 3D animation, and motion graphics, preparing students for the dynamic demands of the digital arts industry.

VII. Program Outcomes

Upon graduation, students will:

- PLO 1: Create narratives through visual storytelling techniques
- PLO 2: Utilize industry standard technology and software to craft multimedia productions
- PLO 3: Apply organizational and management practices to creative workflow and execution of projects
- PLO 4: Demonstrate career readiness with a professional portfolio of work related to their field of study

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Develop a critical eye for evaluating and analyzing typographic elements in design contexts
- B. Use the principles of grid systems and layout design to create well-structured typographic compositions
- C. Experiment with typographic expression and creativity while maintaining readability and legibility
- D. Apply typographic principles to real-world design challenges and projects, including branding, editorial design, advertising, and information graphics

IX. Course Content

- A. Fundamentals of type such as classifications, families, historical influences
- B. Principles of Typography
- C. Typography for Digital Media
- D. Typography for Print
- E. Branding and logo design
- F. Use of digital tools such as Adobe InDesign, Illustrator, and Photoshop
- G. Integration of constructive feedback and client requests

X. Special Course Requirements

- Software or equipment requirements: computer with processing and storage to run Adobe CS

XI. Course Support Materials

- Course textbook(s) as determined by department
- Additional readings and materials provided by the instructor
- Equipment or software: computer, Adobe CS, access to typeface sources

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, and oral and written presentations.

XIII. Course Assessment Methods

Program learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Justin Murphy 1/17/2025

Chuck Marsh 1/17/2025

XV. Administrator Review/Revision

Emily Schafer 1/17/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

GRA 3586 Interactive Web Design

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course focuses on the creative and technical skills necessary for web design. Students explore techniques used in building graphics for the web, along with the fundamentals of web design using a variety of design software to organize, create, publish, and manage a web site. Emphasis is placed on the differences between print and web design, interface design, user experience, site management, and browser compatibility.

IV. Prerequisites and/or Co-requisites

Prerequisite: GRA 3209 Applied Typography.

V. Program Core Course

Yes.

VI. Program Mission Statement

The Bachelor of Applied Science in Digital Art and Media program equips students with advanced skills and creative expertise for careers in the growing fields of digital design, visual communication, animation, and game design. The curriculum emphasizes upper-level courses in digital design, imaging, photography, video production, 3D animation, and motion graphics, preparing students for the dynamic demands of the digital arts industry.

VII. Program Outcomes

Upon graduation, students will:

- PLO 1: Create narratives through visual storytelling techniques
- PLO 2: Utilize industry standard technology and software to craft multimedia productions
- PLO 3: Apply organizational and management practices to creative workflow and execution of projects
- PLO 4: Demonstrate career readiness with a professional portfolio of work related to their field of study

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Identify key principles of user-interface design and interaction design
- B. Apply methodologies used in interface design and user centered design
- C. Evaluate appropriate measures of usability and accessibility
- D. Utilize industry standard prototyping tools to meet project goals
- E. Plan, design, and prototype a screen-based user interface

IX. Course Content

- A. Adobe CS for digital image and content creation for the web
- B. User interface and user experience
 - a. Introduction to designing for user engagement and ease of use
 - b. Basic wireframing techniques to plan layouts before coding
- C. Fundamentals of Web Design
 - a. HTML and CSS: Basic building blocks of web design to create and style web pages
 - b. Techniques to ensure websites work on different devices and screen sizes
- D. JavaScript Basics: Simple scripts to make websites interactive
- E. Web Accessibility and Performance
 - a. Accessibility Standards
 - b. Strategies for optimizing web page load times
- F. Apply the skills learned to design and build a simple, responsive, and accessible website

X. Special Course Requirements

- Subscription to Adobe CS, specifically Photoshop, Illustrator, and InDesign
- Computer capable of running all software requirements for Adobe CS

XI. Course Support Materials

- Course textbook
- Supplemental items supplied by the instructor
- Subscription to Adobe CS, specifically Photoshop, Illustrator, and InDesign
- Computer capable of running all software requirements for Adobe CS

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, and oral and written presentations.

XIII. Course Assessment Methods

Program learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

Students learning outcomes may be assessed but are not limited to rubrics, oral and written presentations, in-class critique, quizzes and tests.

XIV. Faculty Review/Revision

Justin Murphy 1/17/2025

Chuck Marsh 1/17/2025

XV. Administrator Review/Revision

Emily Schafer 1/17/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

GRA 3837 Motion Graphics

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

In this course, students create original motion graphics for interactive media such as film, animation, video, and the web. Students will produce graphics for post-production work, animation, compositing, and special effects.

IV. Prerequisites and/or Co-requisites

DIG 3433 Multimedia Video Production

V. Program Core Course

Yes.

VI. Program Mission Statement

The Bachelor of Applied Science in Digital Art and Media program equips students with advanced skills and creative expertise for careers in the growing fields of digital design, visual communication, animation, and game design. The curriculum emphasizes upper-level courses in digital design, imaging, photography, video production, 3D animation, and motion graphics, preparing students for the dynamic demands of the digital arts industry.

VII. Program Outcomes

Upon graduation, students will:

- PLO 1: Create narratives through visual storytelling techniques
- PLO 2: Utilize industry standard technology and software to craft multimedia productions
- PLO 3: Apply organizational and management practices to creative workflow and execution of projects
- PLO 4: Demonstrate career readiness with a professional portfolio of work related to their field of study

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Analyze multimedia projects, drawing on concepts from art, design, architecture, and film to evaluate their formal elements, conceptual frameworks, and cultural significance.
- B. Develop creative designs, including image manipulation, multi-page sequencing, and interface design, demonstrating mastery of software tools through practical application and problem-solving.
- C. Determine technical aspects of digital media production, including hardware and software configurations, digital file formats, and analog-to-digital conversion processes.
- D. Experiment with creativity in digital media.
- E. Synthesize theoretical concepts with practical skills acquired throughout the course to conceptualize, plan, and execute multimedia projects through post-production.

IX. Course Content

Through a series of lectures, demonstrations, tests and assignments, successful students will develop an understanding of the processes and principles that lead to effective video production. Students will also explore the creative possibilities of video creation through individual and collaborative projects.

Students have the option of producing a short in the narrative, documentary or animation categories. This is a semester-long project that incorporates all the multimedia techniques of previous courses.

X. Special Course Requirements

- Subscription to Adobe Creative Suite
- Computer capable of running all hardware and software requirements

XI. Course Support Materials

- Textbook
- Provided in classroom:
 - Video camera (HD or higher resolution)
 - Digital condenser microphone
 - Digital Pre-amp (Presonus Audiobox or similar)
 - Mic stand w/shock-mount
 - Digital portable microphone w/wind-screen
 - Laptop or portable digital recording device
 - Adobe Creative Suite Software

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, and oral and written presentations.

XIII. Course Assessment Methods

Program learning outcomes for this course are assessed using a rubric.

PLO 4 Rubric Sample:

PLO 3: Apply organizational and management practices to creative workflow and execution of projects					
Criteria	4	3	2	1	Score
Project Planning & Organization	Project goals are exceptionally clear, specific, and realistic. Timeline, resources, and tasks are meticulously planned and followed.	Project goals are clear and realistic. Timeline and resource management are well-executed with minor deviations.	Project goals are somewhat clear. Timeline and resource management need improvement but are functional.	Project goals lack clarity or realism. Timeline is poorly managed, and resource allocation is inadequate.	
Time Management & Prioritization	Demonstrates efficient time management, meeting all deadlines ahead of schedule.	Manages and prioritizes time well but fails to meet 1 deadline.	Struggles to meet more than 1 deadline, and unable to prioritize tasks efficiently.	Misses majority of deadlines and fails to prioritize critical tasks.	
Adherence to Workflow Processes	Follows all phases of the creative workflow adjusting maximize efficiency using project management tools and resources effectively.	Follows workflow processes closely with 1 minor missing item.	Adheres to some aspects of the workflow but missing 1 major item.	Fails to follow standard workflow processes, resulting in project delays or quality issues.	
Quality of Work Produced	Produces exceptional work that exceeds project objectives, demonstrating high technical and creative proficiency.	Work meets project objectives with few revisions needed. Quality is strong overall.	Work meets basic requirements but lacks polish or requires significant revisions.	Work is below expectations and fails to meet project objectives or standards.	
Feedback Integration & Iteration	Incorporates feedback it into the development process, resulting in improvement in the project.	Responds well to feedback and but development and revisions lack minor integration.	Some feedback is considered but lacking any major changes in the development of the project.	Feedback is ignored or poorly interpreted, resulting in little to no improvement.	
Ethical & Professional Practices	Demonstrates all appropriate ethical practices, copyright, and crediting.	Follows ethical practices and adheres to professional standards with minor lack of citation.	Ethical considerations are lacking a major citation.	Demonstrates no ethical standards, resulting in serious issues regarding copyright or crediting.	

Students learning outcomes may be assessed but are not limited to rubrics, oral and written presentations, in-class critique, quizzes and tests.

XIV. Faculty Review/Revision

Justin Murphy 5/7/2024

Chuck Marsh 1/17/2025

XV. Administrator Review/Revision

Emily Schafer 1/17/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

PGY 3204 Digital Video Production Lighting

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

Examination of lighting as the foundation for video production and digital cinematography. Students will demonstrate advanced skills with digital video equipment and lighting towards exhibiting appropriate style in various narrative environments such as commercial, corporate video, short film, and documentary.

IV. Prerequisites and/or Co-requisites

Prerequisite: DIG 1000 Introduction to Digital Media and PGY 1800 Photographic Techniques

V. Program Core Course

Yes.

VI. Program Mission Statement

The Bachelor of Applied Science in Digital Art and Media program equips students with advanced skills and creative expertise for careers in the growing fields of digital design, visual communication, animation, and game design. The curriculum emphasizes upper-level courses in digital design, imaging, photography, video production, 3D animation, and motion graphics, preparing students for the dynamic demands of the digital arts industry.

VII. Program Outcomes

Upon graduation, students will:

- PLO 1: Create narratives through visual storytelling techniques
- PLO 2: Utilize industry standard technology and software to craft multimedia productions
- PLO 3: Apply organizational and management practices to creative workflow and execution of projects
- PLO 4: Demonstrate career readiness with a professional portfolio of work related to their field of study

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Understand the interaction between lighting choices and camera/lens dynamics
- B. Demonstrate advanced techniques in digital video lighting equipment operation and lighting principles
- C. Analyze and apply appropriate stylistic approaches to various narrative environments, including commercial, corporate video, short film, and documentary
- D. Utilize both natural and artificial light effectively in video production
- E. Crafting artistic lighting plans based on project needs, independent of available light sources

IX. Course Content

Through a series of hands-on exercises, students will explore the use of both natural and artificial light for video as well as how the camera and lens react to their lighting choices. Students will be able to develop artistic lighting schematics based on their preferences rather than on light availability.

X. Special Course Requirements

- Software or equipment requirements: digital video camera and accessories, access to lighting equipment both traditional and LED, lighting modifiers, Adobe CS

XI. Course Support Materials

- Course textbook(s) as determined by department
- Additional readings and materials provided by the instructor
- Equipment or software: digital video camera and accessories, lighting equipment both traditional and LED, lighting modifiers, Adobe CS, field sound recorders

XII. Criteria for Student Evaluation

Criteria for student evaluation may include but are not limited to items such as individual and group projects, quizzes, tests, and oral and written presentations.

XIII. Course Assessment Methods

Program learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

Students learning outcomes may be assessed but are not limited to rubrics, oral and written presentations, in-class critique, quizzes and tests.

XIV. Faculty Review/Revision

Justin Murphy 5/8/2024

XV. Administrator Review/Revision

Emily Schafer 1/16/2025

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

DAA 2661 Contemporary Repertory

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

2 credit hours, 3 contact hours

III. Course Description

The study and preparation of modern dance repertory with concentration on phrasing, musical interpretation, and artistic style. Video reconstruction skills will be implemented to prepare students for professional company life.

IV. Prerequisites and/or Co-requisites

Prerequisite: DAA 1105 or instructor permission.

V. General Education Course

No. This course cannot be used to satisfy the general education requirements for the A.A. degree.

VI. Program Mission Statement

The mission of the dance program at Florida School of the Arts is to prepare students to pursue a university degree and/ or professional career in dance and dance related fields by providing students with conservatory style training. The technical study of ballet, contemporary and jazz dance styles are extensively explored in addition to improvisational and choreographic skills. Intensive study of technique, critical thinking, and creative research equips students with the tools necessary for professionalism and versatility.

VII. Program Outcomes

- PLO #1 - Graduates will be able to demonstrate proficiency in various concert style dance techniques.
- PLO #2 – Graduates will be able to proficiently execute choreographic and artistic works through a variety of dance performances that are compelling to watch.
- PLO #3 – Demonstrate the ability to work collaboratively with a disciplined work ethic in a variety of dance class, rehearsal and performance situations.
- PLO #4 – Prepare, perform and effectively communicate choreographic concepts in both verbal and written formats.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Proficiently execute technique at an intermediate level of dance.
- B. Reconstruct modern, post-modern and contemporary repertory from video.
- C. Perform original repertory with artistry and musical understanding.
- D. Analyze instructor critiques and apply appropriate corrections.

IX. Course Content

- Students will work independently, with peers, and their instructor to reconstruct prominent choreographic works from modern, post-modern, and contemporary dance pioneers.
- Students will physically perform learned repertory for instructor critique and evaluation.

X. Special Course Requirements

Students will be allowed two (2) total absences before their final grade is impacted due to missed work in class.

XI. Course Support Materials

Course materials may include, but not be limited to, the following: internet access, laptop and/or cellular device, student demonstrations, dance attire, use of the collegewide Learning Management System, etc.

XII. Criteria for Student Evaluation

Students are required to participate in a final exam which will culminate in 10% of their final grade. Additional criteria may include, but not be limited to, the following: clarity of physical demonstration of material learned, artistic expression, musicality, application of instructor critiques, verbal presentation by the student.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed as part of the College's institutional effectiveness plan.

XIV. Faculty Review/Revision

Jessica Mayhew, revised 7/12/23

XV. Administrator Review/Revision

Emily Schafer 11/24/2024

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

DIG 2100 Web Design

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

Introduces the fundamentals of interactive design for electronic publishing. Students practice critical organizational methods as well as basic design and coding skills to create standard compliant web projects. An exit grade of “C” or higher is required.

IV. Prerequisites and/or Co-requisites

Prerequisite: DIG 1000 and DIG 1115C.

V. General Education Course

No. This course cannot be used to satisfy the general education requirements for the A.A. degree but may be used as an elective credit toward graduation.

VI. Program Mission Statement

GRAPHIC DESIGN/NEW MEDIA: This program is an interdisciplinary approach to the use of digital and emerging technologies based on a creative convergence of art, science, and technology for human expressions, social communication, and interaction.

Faculty are dedicated to the premise that both intense, individualized instruction in a well-thought-out curriculum, along with practical “hands-on” experience, is essential to the development of students’ creative abilities. Students will be assessed on the demonstration of principles of research, critical problem solving, technical skills, and an awareness of the relevancy of their work within the context of contemporary art.

VII. Program Outcomes

- A. DESIGN – Achieve effective composition with a thorough understanding of the elements and principles of design.
- B. CRAFT – Demonstrate skill with a variety of materials and techniques and meeting outlined technical care and presentation standards.
- C. CONCEPT – Conduct research and process development strategies appropriate to creative problem solving, originality, and depth of content.
- D. COMMUNICATION – Demonstrate a well-developed understanding of own art making processes, qualities, and conceptual development expressed visually, in writing, and oral presentations.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Identify and apply proper HTML syntax to markup text for web pages.
- B. Construct functional hyperlinks to navigate between web resources.
- C. Integrate images and attachments into web pages using HTML tags and attributes.
- D. Design structured web pages with tables and interactive forms using HTML.
- E. Format text on web pages by applying CSS rules effectively.
- F. Implement color schemes and background designs to enhance website aesthetics using CSS.
- G. Arrange and position content on web pages using CSS layout techniques such as flexbox and grid.
- H. Develop and manage reusable CSS style sheets for consistent design across web projects.
- I. Create interactive web elements using ActionScript or JavaScript.
- J. Develop scripts to enhance web functionality, such as user interactions and dynamic content.
- K. Demonstrate the use of FTP tools to upload and manage website files on a server.
- L. Manage domain names, including registration and integration with hosting services.

IX. Course Content

This course provides a comprehensive introduction to web design, covering essential skills and concepts required to create standards-compliant, user-friendly websites.

Topics include but are not limited to:

- Introduction to Web Design: Understanding usability, accessibility, web standards, and the role of HTML, CSS, and JavaScript in website development.
- HTML Essentials: Marking up text, creating links, integrating images and attachments, and designing tables and forms.
- CSS for Styling Websites: Formatting text, applying colors and backgrounds, positioning content, and managing style sheets.
- Introduction to Scripting Languages: Enhancing interactivity using JavaScript and basic ActionScript concepts.
- Responsive Web Design: Principles of responsive layouts, media queries, and leveraging CSS frameworks like Bootstrap.
- Web Publishing: Using FTP tools, exploring hosting options, and managing domains.
- Accessibility and Testing: Applying web accessibility guidelines, testing for compatibility and responsiveness, and debugging.
- Final Project: Planning, designing, developing, and publishing a fully functional, responsive website as a capstone project.

X. Special Course Requirements

- Adobe CS
- Computer with internet access

XI. Course Support Materials

As a supplement to the Florida School of the Arts digital media lab, which includes hardware and software necessary for completing the assignments, handouts, URL, and textbooks may also be used as support materials.

XII. Criteria for Student Evaluation

Students are evaluated using a variety of measures that track both knowledge and growth of skillset. Evaluation methods may include but are not limited to in class exercises and assignments, projects, tests and quizzes, and written critique and self-reflection.

XIII. Course Assessment Methods

Program learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

Student Learning Outcomes assessment methods will evaluate a student's proficiency in the skills and technical knowledge necessary for effective web design and publishing.

Possible assessments may include but are not limited to:

- Assignments and Projects: Students will complete exercises and projects that demonstrate proficiency in HTML, CSS, and JavaScript. These will be scored using a rubric that evaluates quality and execution, technique and skill, preparation, class participation, and the final body of work on a scale of 1-4 with 4 being the most proficient and 1 being the least.
- Quizzes and Exams: Regular quizzes will assess understanding of web standards, responsive design, and scripting, while a final quiz will test theoretical knowledge and practical skills.
- Participation and Engagement: Active involvement in class discussions, peer reviews, self-reflection and collaborative activities is expected.
- Presentation: Clear, professional documentation and effective communication of choices will be evaluated in project presentations.

XIV. Faculty Review/Revision

Chuck Marsh 11/26/2024

Dan Askew 11/26/2024

XV. Administrator Review/Revision

Emily Schafer 11/26/2024

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

PGY 2220C Commercial Photography

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 6 contact hours

III. Course Description

Overview of studio practices and location photography with an emphasis on the commercial context of image making. This will include both creative and technical assignments that challenge the student to sync vision with technique, beauty with function and content with craft. An exit grade of "C" or higher is required.

IV. Prerequisites and/or Co-requisites

Prerequisite: PGY 1201C

V. General Education Course

No. This course cannot be used to satisfy the general education requirements for the A.A. degree but may be used as an elective credit toward graduation.

VI. Program Mission Statement

Studio Art at Florida School of the Arts is a discipline for the critical study and practice of contemporary art, offering a comprehensive program designed to give students the opportunity to develop as artists, educators, scholars and, ultimately, leaders in the arts field.

Faculty are dedicated to the premise that both intense, individualized instruction in a well-thought-out curriculum, along with practical "hands-on" experience, is essential to the development of students' creative abilities. Students will be assessed on the demonstration of principles of research, critical problem solving, technical skills, and an awareness of the relevancy of their work within the context of contemporary art.

VII. Program Outcomes

- A. DESIGN – Achieve effective composition with a thorough understanding of the elements and principles of design.
- B. CRAFT – Demonstrate skill with a variety of materials and techniques and meeting outlined technical care and presentation standards.
- C. CONCEPT – Conduct research and process development strategies appropriate to creative problem solving, originality, and depth of content.

- D. COMMUNICATION – Demonstrate a well-developed understanding of own art making processes, qualities, and conceptual development expressed visually, in writing, and oral presentations.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Demonstrate the functions and controls of the view camera to apply its unique capabilities in commercial photography.
- B. Demonstrate proficiency in using electronic strobe lighting equipment to achieve precise lighting for various photography applications.
- C. Apply techniques to address challenges in setting up still-life subjects and portraits, emphasizing creativity and technical precision.
- D. Utilize methods to digitize their photographs for seamless use in multimedia and design projects.
- E. Critique their own work and the work of their classmates
- F. Demonstrate an understanding of aesthetic principles and how they relate to effective commercial photography.

IX. Course Content

Through a series of lectures, demonstrations and production experiments students will address the concerns of photography as it pertains to commercial/professional applications and markets. This will include both creative and technical assignments that challenge the student to sync vision with technique, beauty with function and content with craft.

X. Special Course Requirements

- Digital Camera
- Adobe Lightroom
- Adobe Photoshop

XI. Course Support Materials

As supplement to the Florida School of the Arts digital media lab, which includes hardware and software necessary for completing the experiments and assignments, handouts, URL, and textbooks may also be used as support materials.

XII. Criteria for Student Evaluation

Critiques, demonstrations, verbal and visual skills, exercises and research will be required. Students will be expected to complete assignments and present their work for evaluation and discussion. Production and presentation competency will be gained through a series of problem-solving experiments and compositions. Students must present their work for critique, attend class, complete all assignments and examinations by posted due dates as well as demonstrate an understanding of the objectives and principles of the experiments.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

Walter Lara 11/25/2024

Chuck Marsh 11/26/2024

XV. Administrator Review/Revision

Emily Schafer 11/26/2024

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

TPA 2220 Lighting Design

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

An introduction to the design and use of light on stage. Coursework includes experimentation with properties of light, research and script analysis in regards to light design and application, practical work with stage lighting instruments and programming control boards, drafting the plot and developing lighting paperwork, and the development of lighting techniques for theatre and dance.

IV. Prerequisites and/or Co-requisites

None

V. General Education Course

No. This course cannot be used to satisfy the general education requirements for the A.A. degree but may be used as an elective credit toward graduation.

VI. Program Mission Statement

The Theatre and Entertainment Technology curricula offer students well-rounded, creative, and practical training in dance, musical theatre, acting, scenic/lighting design and technology, and stage management. The department's accelerated programs, along with their production schedules, allow incoming students immediate hands-on experience. Upon program completion, performance students have received an excellent foundation to either begin their professional careers or to continue on to a university or conservatory for advanced level training.

VII. Program Outcomes

- PLO 1: Graduates will be able to create an original design utilizing the steps in the design process.
- PLO 2: Graduates will be able to create physical stage elements by interpreting design drawings.
- PLO 3: Graduates will be able to utilize industry-standard software used for technical and design purposes.
- PLO 4: Graduates will be able to present a cohesive body of work that showcases knowledge and skills in an organized and aesthetic manner that aligns with intended career goals

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Demonstrate knowledge of lighting for the stage in reference to both design and implementation.
- B. Associate through worldly observation and classroom application, script evaluation, research, design, and practical drawings; a variety of methods to relay lighting design theory and implementation for its realization into a production.
- C. Illustrate a strong understanding of the theatrical space and the practical application of lighting equipment and systems in that space.
- D. Demonstrate the ability to create unique designs that effectively utilize the properties of light.
- E. Demonstrate continued development of the student's working portfolio in regard to lighting plots and paperwork composed in coursework.

IX. Course Content

The Course Content includes but is not limited to, Script Analysis as it relates to lighting and environmental requirements, theoretical and practical design work through the steps of the design process that demonstrate the use of lighting on the stage, and use of computer aided workspaces and light plot software like Vectorworks.

X. Special Course Requirements

For the students to complete the class effectively they will have to participate daily and complete the homework assignments. As a portion of the class the students will have to work on the lighting design for a realized production.

Software requirements: Vectorworks- Student Edition (free with student status verification through student's Vectorworks account)

XI. Course Support Materials

Required Materials & Equipment:

- 2 Rolls of Vellum
- Drafting Pencils with led refills
- White Eraser
- Compass
- Protractor
- Drafting Triangles – 45 and 90 deg.
- Drawing Pencils
- Sketch Book – white and black paper
- ¼" lighting template from field templates
- ½" lighting template from field templates
- Gel swatch books from Rosco and Lee
- Architect's Scale Ruler
- Cell phone with working camera
- Ink for your own printer
- 3 Three ring binders
- Clear sleeves for those binders
- Vectorworks student version for PC or MAC
- Laptop or Computer at home (capable of running Vectorworks)
- 8" adjustable crescent wrench on lanyard
- Flashlight/headlamp

XII. Criteria for Student Evaluation

Students are evaluated on their understanding and use of concepts using a project rubric that scores required criteria on a scale of 1-4 with 4 being the highest. Criteria include but are not limited to: meeting deadlines, completeness, presentation, meeting project objectives, use of inspiration and research, choice of materials, manipulation of media, use of the elements and principles of design.

XIII. Course Assessment Methods

Portfolio reviews will be conducted at the end of each Fall and Spring semester to assess student progress. The four full-time Technical Theatre faculty will meet at the conclusion of finals week to evaluate each student's portfolio and website, submitted either as a weblink or PDF. Using the attached rubric, faculty will score students on a 1 to 4 scale based on the criteria outlined in the Program Learning Outcomes (PLO). Individual scores for each criterion will then be averaged for each student.

Rubric scores for second year technical theatre students are associated with this course in the Student Learning Outcomes System.

XIV. Faculty Review/Revision

Emily Schafer 4/23/2023
Chandler Caroccio 12/12/2024

XV. Administrator Review/Revision

Emily Schafer 12/13/2024

**Instructional Curriculum Committee
Curriculum Change Submission Form**
Submit this completed form with your curriculum changes.

Department: Teacher Education	Date: January 21, 2025
New Courses: <u>Exceptional Student Education</u> EDF 4943 Student Internship EDG 4323 Professional Teaching Practices EEX 4221 Assessment of Exceptional Education Students EEX 4265 Curriculum and Instruction for Students with Disabilities 6-12 ESE 4945 Senior Seminar LAE 4314 Teaching Language Arts MAE 4326 How Children Learn Mathematics SCE 3310 Teaching Science in the Elementary School SSE 3312 Teaching Social Studies <u>EPI and Teacher Recertification</u> EDF 3940 Clinical Field Experience in Curriculum and Instruction EDF 4603 Critical Issues in Classroom Management, Ethics, Law, and Safety RED 4319 Diagnosis and Instructional Intervention in Reading RED 4844 Reading Practicum	Date Approved by Department: December 18, 2024 January 7, 2025
Revised Courses: RED 4342 Foundations of Research Practice in Reading Education	Date Approved by Department: December 12, 2023
Courses to Delete: none	Date Approved by Department:
New Programs: Bachelor of Science in Exceptional Student Education	Date Approved by Department: December 18, 2024
Revised Programs: The Educator Preparation Institute (EPI) Teacher Recertification	Date Approved by Department: December 12, 2023 / January 7, 2025 December 12, 2023 / January 7, 2025
<p style="text-align: center;">REMINDERS:</p> <ul style="list-style-type: none"> After approval by the Instructional Curriculum Committee, submit SCNS and Catalog/Student Handbook Change forms for all changes listed on this form. Changes to degree requirements and new and terminated programs will be communicated to Academic Advising in late Spring. New programs and program terminations require modifications to the SJR State Application as soon as possible—December ideally. 	

A. New Courses

The following courses support the new Bachelor of Science Degree in Exceptional Student Education.

1. EDF 4943 Student Internship

Catalog Description

(8 credits, 8 hours) Prerequisite: Senior Status. Corequisite: ESE 4945 and RED 4940. This course is a full day, full semester internship with placement in an ESE K-12 classroom during which the teacher candidate demonstrates the ability to apply knowledge, skills, and dispositions in authentic situations under the direction of a certified classroom teacher and college supervisor in an approved setting. Teacher candidates will plan, implement, and evaluate activities relevant to the classroom setting. Teacher candidates will be observed and evaluated by the college supervisor and classroom teacher. This 15-week course requires 12 weeks in an ESE K-12 classroom setting designated by the Office of Teacher Education in the district of the student's choice within the college's service area. Students will spend a minimum of 45 hours in direct reading instruction (included in the 12-week internship.) The internship is completed outside of the scheduled class meeting time. Offered Fall and Spring terms only.

Student Learning Outcomes

- A. Explain the chemical structure and properties of carbohydrates, lipids, proteins, and nucleic acids, including their functional groups and stereochemistry.
- B. Describe how the structure of biomolecules relates to their biological functions, including protein folding, enzyme catalysis, and DNA replication.
- C. Apply concepts of thermodynamics and kinetics to biochemical reactions, including calculating free energy changes, reaction rates, and enzyme kinetics.
- D. Describe the role of water in biological systems and how pH affects biomolecule structure and function.
- E. Describe major metabolic pathways including glycolysis, the citric acid cycle, and the electron transport chain, including the regulation and energy conservation mechanisms.
- F. Explain the principles of signal transduction and cellular communication pathways.
- G. Evaluate primary literature in the field of biochemistry and dissect this literature through written and oral discussions.

2. EDG 4323 Professional Teaching Practices

Catalog Description

(3 credits, 3 hours) This course is designed to provide the pre-service teacher with essential skills of planning units and lessons, selecting learning outcomes, appropriate activities, and methods of learning to achieve student learning outcomes and methods of assessment.

Student Learning Outcomes

- A. Determine long-term goals and short-term objectives appropriate for student learning needs.
- B. Demonstrate strategies, use of materials and technologies that promote higher order, critical and creative thinking skills.
- C. Design unit and daily lesson plans to meet the learning needs of diverse students in the classroom and which reflects state curriculum standards.
- D. Explain the relationships between student learning outcomes, curriculum materials, classroom activities and assessment strategies.
- E. Demonstrate how technology can enhance instruction for remedial and advanced students as well as regular, special needs, and ELL students.
- F. Demonstrate effective verbal and nonverbal communication skills that promote student performance.
- G. Identify techniques of effective communication with students, parents, and other professionals.
- H. Demonstrate skills of higher order questioning strategies designed to promote student learning.
- I. Select materials and strategies that encourage learning of all students.
- J. Apply theories of human development and learning that support the intellectual, personal, and social/emotional development of all students.
- K. Apply knowledge of assessment to all planning and learning activities.

3. EEX 4221 Assessment of Exceptional Education Students

Catalog Description

(4 credits, 4 hours) Prerequisite: EEX 4265. This course will examine the various assessment strategies for diagnosis and intervention of learning, behavioral, and developmental needs of students who qualify for exceptional student education (ESE) services. It will include development of individual education plans to align curriculum, instructional methods, and evaluation to meet the identified needs of students. This course requires 15 hours of field experience.

Student Learning Outcomes

- A. Describe a variety of methods and materials for assessing students that show sensitivity to cultural and linguistic diversity.
- B. Improve teaching practices by engaging in activities to collect, organize, and analyze information to align curriculum, instructional strategies, and goals with students' ability levels and learning styles.
- C. Evaluate the assessment process and tests used for determining eligibility and reevaluation for special education services, considering LEP.
- D. Differentiate between and apply modifications and accommodations.
- E. Create and link goals, and activities on the individual education plan to the Florida State Standards.
- F. Incorporate knowledge of children's needs, development, and culture when developing assessment, goals, curriculum, and instructional strategies.
- G. Identify guidelines, components, and procedures governing the development of individual education plans.
- H. Identify and use appropriate techniques for effective communication and collaboration with students, parents, and other professionals.
- I. Use data, assessment, and technology in the learning environment to identify innovative instruction that meets the needs of individual students.
- J. Describe students' and parents' rights regarding evaluation, eligibility, services, and discipline.

4. EEX 4265 Curriculum and Instruction for Students with Disabilities 6-12

Catalog Description

(3 credits, 3 hours) This course teaches the development of knowledge and skills necessary for exceptional student educators to meet the needs of students with disabilities in grades 6-12. Focus is on specialized methods and strategies for students with disabilities in grades 6-12.

Student Learning Outcomes

- A. Develop a repertoire of instructional strategies and approaches to individualized instruction for exceptional education students in grades 6-12.
- B. Develop long range instructional plans for both general and special education curricula for students with exceptional needs in grades 6-12.
- C. Develop short and long term goals/objectives for students with exceptional needs in both general and special education 6-12 curriculum.
- D. Identify Florida State Standards and Florida Access Points for grades 6-12.
- E. Develop activities that can be adapted to meet the various learning styles of exceptional students in grades 6-12.
- F. Identify and demonstrate assessment instruments to identify the needs of students with disabilities in grades 6-12.
- G. Develop strategies to promote student independence towards transitioning from middle to high school to postsecondary institutions and community.
- H. Identify, select and complete an interest inventory with students with disabilities in an ESE classroom in grades 6-12.
- I. Identify and describe appropriate technology applications for enhancing curriculum requirements for students with disabilities and diverse languages.
- J. Interpret results of career and vocational assessment for individuals, families, and professionals.

5. ESE 4945 Senior Seminar

Catalog Description

(2 credits, 2 hours) Prerequisite: Senior Status. Co-requisites: EDF 4943 and RED 4940. This course serves as a support course that accompanies the pre-service teacher's senior internship. The focus of this course is to discuss issues in the pre-service teacher's placement in the public-school setting, competencies that need to be addressed, and professional development plans. This is a full-term course offered during the Fall and Spring terms only.

Student Learning Outcomes

- A. Create an appropriate professional resume.
- B. Analyze and complete reflections on the Florida Educator Accomplished Practices.
- C. Engage in professional discussions with current practitioners to evaluate educational practices.
- D. Apply interviewing skills through learning and practice.
- E. Evaluate and discuss emerging, challenging, and changing issues in ESE K-12 settings.

6. LAE 4314 Teaching Language Arts

Catalog Description

(4 credits, 4 hours) Prerequisite: EEX 4265. This course provides the pre-service teacher with knowledge of how to teach language arts using: methods, materials, content, organization for teaching reading, writing, listening, and speaking. This course requires 15 hours of field experience.

Student Learning Outcomes

- A. Identify appropriate skills and strategies for teaching language arts that match students' cognitive, social, linguistic, cultural, emotional, and physical needs.
- B. Demonstrate a broad knowledge of students with different profiles, including students with disabilities and students from diverse populations.
- C. Apply knowledge of ELA Florida Standards to lesson plan development, instructional strategies, and assessment.
- D. Integrate listening, speaking, reading, and writing into the elementary language arts program including the key role these play in reading, writing, and second language development.
- E. Understand the impact of dialogue, writing to learn, and print environment upon reading development.
- F. Identify explicit, systematic instructional plans for scaffolding fluency development and reading endurance.
- G. Demonstrate an understanding of effective spelling, grammar, and handwriting instruction for the elementary student, taking into consideration differentiation across developmental levels and for the cultural and linguistic child.
- H. Demonstrate knowledge of, as well as instructional strategies to develop, the writing process.
- I. Demonstrate and have knowledge of effective differentiated instruction using instructional multisensory strategies to include all students, especially students with disabilities and from diverse populations.

7. MAE 4326 How Children Learn Mathematics

Catalog Description

(4 credits, 4 hours) Prerequisite: EEX 4265. This course prepares pre-service teachers with strategies to foster mathematical literacy and comprehension in elementary students. This course requires 15 hours of field experience.

Student Learning Outcomes

- A. Analyze the social, psychological, and historical foundations of learning mathematics.
- B. Describe how children vary in their approaches to learning and developing mathematical understanding.
- C. Evaluate practices, theories, and debates in mathematics education, including issues related to scope and sequence, the use of technology, and other contemporary ideas.
- D. Create units and lessons that align with national and state mathematics standards for elementary school that accommodate the needs of all students.
- E. Develop instructional plans by analyzing mathematical concepts and content, assessing students' understanding and prior knowledge, considering their learning needs and preferences, and aligning with curriculum goals.
- F. Apply a variety of instructional strategies to promote the development of critical thinking, problem solving, and other higher order thinking skills in all students.
- G. Evaluate students' mathematical reasoning and their comprehension of concepts and skills through appropriate assessment methods.
- H. Design a learning environment that fosters student safety and encourages them to share and justify their thinking, ask questions, make inferences, and take risks.
- I. Utilize a variety of activities and manipulatives in the classroom to enhance student learning.
- J. Explore various technologies designed to enhance mathematical learning, evaluate their effectiveness, articulate issues surrounding their use, and integrate them into planning and instruction.
- K. Cultivate a professional stance that fosters positive relationships with students, peers, school colleagues, other professionals, parents, and community agencies.

8. SCE 3310 Teaching Science in the Elementary School

Catalog Description

(3 credits, 3 hours) Prerequisite: EEX 4265. This course provides the pre-service teacher with the knowledge and skills to be an effective elementary science teacher. Pre-service teachers will explore the foundational topics in Earth/Space, Life and Physical Sciences.

Student Learning Outcomes

- A. Apply knowledge of effective science instruction.
- B. Apply knowledge of the nature of science.
- C. Apply knowledge of Physical science.
- D. Apply knowledge of Earth and Space science.
- E. Apply knowledge of Life science.

9. SSE 3310 Teaching Social Studies

Catalog Description

(3 credits, 3 hours) Prerequisite: EEX 4265. This course provides the pre-service teacher with the practical and theoretical knowledge and skills to be an effective elementary social studies teacher.

Student Learning Outcomes

- A. Relate and integrate the subject matter with other disciplines and life experiences.
- B. Apply knowledge of effective instructional practices and assessment
- C. Apply knowledge of time, continuity, and change (i.e., History)
- D. Apply knowledge of people, places, and environment (i.e., Geography)
- E. Apply knowledge of government and the citizen (i.e., Government and Civics)
- F. Apply knowledge of production, distribution, and consumption (i.e., Economics)

The following courses support the combined EPI and teacher recertification programs.

1. EDF 3940 Clinical Field Experience in Curriculum and Instruction

Catalog Description

(3 credits, 3 hours) This course is a three-credit clinical field experience, for teachers with a temporary certificate or prospective teachers, in a K-12 classroom with a minimum 60-hours in a public, charter, or accredited private school which includes teaching demonstrations, analysis, and reflections on candidates' current teaching related to the Florida Educator Accomplished Practices (FEAPs). The course is reserved for those candidates seeking alternative professional certification in Florida. Students will spend a minimum of sixty (60) school-based hours in a K-12 classroom or a setting pre-approved by the Department of Teacher Education.

Student Learning Outcomes

- A. Implement theoretically and developmentally appropriate instruction to equitably meet the needs of diverse learners who process information differently
- B. Incorporate clinical feedback to improve teaching practices
- C. Evaluate the classroom learning environment to meet Florida Educator Accomplished Practices criteria
- D. Utilize a comprehensive communication plan with all stakeholders
- E. Demonstrate comprehensive knowledge of the subject taught when delivering and facilitating lesson content
- F. Analyze data to inform instruction and equitably meet the needs of all students
- G. Develop a comprehensive professional development plan

2. EDF 4603 Critical Issues in Classroom Management, Ethics, Law, and Safety

Catalog Description

(3 credits, 3 hours) This course covers basic skills and knowledge for creating a safe environment that encourages learning, positive social interaction, and effective communication among students of diverse gender, ability, culture, language, race, ethnicity, and sexual orientation. The course emphasizes attitudes, language patterns, communication, values, and behaviors for eliciting and maintaining student learning as well as on-task behaviors. Included are methods and strategies for communicating and working safely and effectively with students, other school professionals, community members, and parents. The course examines public and private school law as it affects teachers' legal rights and legal responsibilities to students. The course covers ethical issues relevant to teaching and the development of one's personal professional ethics.

Student Learning Outcomes

- A. Organize, allocate and manage the resources of time, space, and attention.
- B. Manage individual and class behaviors through a well-planned management system.
- C. Convey high expectations to all students.
- D. Maintain a climate of openness, inquiry, fairness and support.
- E. Apply knowledge of rights, legal responsibilities, and procedures for reporting incidences of abuse, neglect, or other signs of distress.
- F. Apply the Code of Ethics and Principles of Professional Conduct to professional and personal situations.
- G. Identify statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual.

3. RED 4319 Diagnosis and Instructional Intervention in Reading

Catalog Description

(3 credits, 3 hours) Prerequisite: RED 4342. This course provides diagnostic and instructional interventions in reading through formal and informal methods and materials used to identify reading strengths and weaknesses of students. Emphasis is placed on diagnosis of reading problems, administration of assessments, evaluation of results, and planning instructional interventions to remediate reading deficiencies. Successful completion of this course will signify completion of Competencies 3 and 4.

Student Learning Outcomes

- A. Students will identify and explain the stages of literacy development.
- B. Students will identify and explain testing validity and reliability.
- C. Students will define and explain diagnostic testing and the application of diagnostic testing in the early elementary grades.
- D. Students will compare and contrast different types of reading assessments.
- E. Students will create a reading intervention program.

4. RED 4844 Reading Practicum

Catalog Description

(1 credits, 3 hours) Prerequisite: RED 4319 and 4342. This course ensures participants demonstrate knowledge of the components of reading, as well as assessments and data analysis. Instruction is grounded in scientifically based reading research as a mechanism to inform instructional practice. Demonstration and evidence of the application of the knowledge and skills to improve instructional practice and student learning are course requirements. Successful completion of this course will signify completion of Competency 5. Students will spend a minimum of fifteen (15) school-based hours in a K-12 classroom or a setting pre-approved by the Department of Teacher Education.

Student Learning Outcomes

- A. Connect scientific evidence to reading instruction.
- B. Identify phonemes, morphemes, inflection, and deprivations.
- C. Demonstrate strategies for teaching basic decoding.
- D. Identify techniques for building vocabulary.
- E. Implement strategies for building fluency.
- F. Identify skills for vocabulary and reading comprehension instruction.
- G. Demonstrate the connection between reading and writing.
- H. Apply skills for reading in the content area.

B. Revised Courses

1. RED 4342 Foundations of Research Practice in Reading Education

Current Course Title

Foundations of Research Practice in Reading Education

Proposed Course Title

Foundations of Research-Based Practices in Reading

Current Course Description

This course is for Recertification/Certification purposes. Student must submit a copy of their Temporary/Professional Teaching Certificate or valid Statement of Eligibility. Please contact the Teacher Education Department before registering for this course at 386-312-4242. This course provides an understanding of the principles of scientifically based research as the foundation of comprehensive instruction. This course teaches assessment of literacy development, language structure and function and cognition of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Proposed Course Description

This course teaches the participant language structure and function, and cognition of phonemic awareness, phonics, fluency, vocabulary, and comprehension. The instruction is grounded in scientifically based research. Successful completion of this course will signify completion of Competencies I and II of the Florida Reading Endorsement.

Rationale: Update the course title and description to better reflect course and course content.

C. New Programs

1. Bachelor of Science in Exceptional Student Education

The Bachelor of Science degree in Exceptional Student Education at St. Johns River State College is designed as an initial teacher preparation program in compliance with Florida Statutes and State Board of Education Rule 6A-5.066. The program's goal is to prepare exceptional student educators for employment in kindergarten through twelfth grade classrooms. Graduates will be eligible to obtain Florida Department of Education certification in the area of exceptional student education (grades K-12). The program meets the requirements of both the English for Speakers of Other Languages (ESOL) and Reading endorsements.

This degree was approved at the State Board of Education meeting on October 16, 2024. See attached Catalog/Student Handbook pages.

D. Revised Programs

1. The Educator Preparation Institute (EPI)

2. Teacher Recertification

The Educator Preparation Institute (EPI) will merge with the teacher education recertification courses. In the past several years, EPI and the recertification courses have had low enrollment and combining both programs will ensure the feasibility of providing classes needed for teacher education students. In addition, EPI offered institutional credit to students. This merger of programs will now offer college credit to all students seeking teacher education courses.

See attached Catalog/Student Handbook pages.

EXCEPTIONAL STUDENT EDUCATION (xxxx)

BACHELOR OF SCIENCE DEGREE

The Bachelor of Science degree in Exceptional Student Education at St. Johns River State College is designed as an initial teacher preparation program in compliance with Florida Statutes and State Board of Education Rule 6A-5.066. The program's goal is to prepare exceptional student educators for employment in kindergarten through twelfth grade classrooms. Graduates will be eligible to obtain Florida Department of Education certification in the area of exceptional student education (grades K-12). The program meets the requirements of both the English for Speakers of Other Languages (ESOL) and Reading endorsements.

The curriculum for the Exceptional Student Education degree includes coursework in the foundations of education, ESOL, reading education, and exceptional student education, in addition to multiple opportunities for student field experience in K-12 classrooms. Students will explore topics related to the education of exceptional students including literacy, classroom management, professional teaching practices, cognition, assessment and technology throughout the program.

Program prerequisites will include an Associate in Arts degree and one teacher preparation course, EDF 2005 (Introduction to the Teaching Profession). Once admitted to the degree program, participants will complete an additional 60 credit hours of upper division Exceptional Student Education courses for a total degree length of 120 semester hours.

Note: Students enrolling in this program of study must be cleared by a school board background check before the end of the add-drop period.

For additional information, visit our website at SJRstate.edu/bachelors or call (386) 312-4242.

OPTIONAL (RECOMMENDED) ELECTIVES FOR EDUCATORS

1. EDF 2085 (Introduction to Diversity for Educators)
2. EME 2040 (Introduction to Technology for Educators)

ADMISSION REQUIREMENTS

1. Admission to SJR State
2. Submission of a completed application to the baccalaureate program
3. Submission of official transcript(s) indicating the course work taken and the degree(s) awarded
4. An earned Associate in Arts degree to include 36 general education credits and 24 elective credits
5. A minimum 2.5 grade point average on a 4.0 scale
6. A grade of "C" or higher for all general education credits fulfilling English, mathematics, and humanities requirements
7. Must attempt all four sections of the General Knowledge Test of the Florida Teacher Certification Examinations and have passed two sections. Priority will be given to applicants who have passed the entire test.
8. A grade of "C" or higher for EDF 2005 (Introduction to the Teaching Profession), a required prerequisite course.

POST ADMISSION REQUIREMENTS

1. To be eligible for field experience placement, students must be fingerprinted and pass a criminal and professional background check.
2. Completion of all field experience requirements.
3. A minimum grade point average of 2.5 is required for internship.
4. The maintenance of a minimum overall GPA of 2.5 in order to progress toward a Bachelor of Science in Education degree.
5. Students must take all required Florida Teachers Certification Exams (FTCE), including the Subject Area Exam and the Professional Education Test, at least one time before beginning their final internship.
6. Students must pass all Florida Teacher Certification Exams (FTCE), including the General Knowledge Test, Subject Area Exam and the Professional Education Test, to receive a passing grade for ESE 4945 Senior Seminar. Students who do not pass all required FTCE exams, will be given an "I" as their final course grade in the Senior Seminar course.
7. Students receiving an "I" grade must pass all required Florida Teacher Certification Exams within one calendar year from the end of the term of their internship. If all exams are passed a grade change form will be completed by the internship instructor reflecting the grade earned in the Senior Seminar course and submitted to student services. The student will be eligible for their diploma after the grade is recorded. If the required exams are not passed within the calendar year the "I" will convert to an "F".



ARTICULATED ASSOCIATE IN ARTS (A.A.) DEGREE TO INCLUDE PREREQUISITE
60
LOWER LEVEL PREREQUISITE EDUCATION COURSE:

EDF	2005	Introduction to the Teaching Profession	3
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UPPER LEVEL EDUCATION COURSES:
22

EDF	3430	Measurement, Evaluation & Assessment in Education	2
EDG	4323	Professional Teaching Practices	3
EDG	4410	Classroom Management and Communication.....	3
LAE	4314	Teaching Language Arts	4
MAE	4326	How Children Learn Mathematics.....	4
SSE	3310	Teaching Science in the Elementary School.....	3
SSE	3312	Teaching Social Studies	3

UPPER LEVEL EXCEPTIONAL STUDENT EDUCATION COURSES AND PRACTICUM:
20

EEX	4265	Curriculum & Instruction for Students with Disabilities	3
EEX	4221	Assessment of Exceptional Education Students	4
EEX	4604	Behavior Management for Special Needs & At-Risk Students	3
EDF	4943	Student Internship	8
ESE	4945	Senior Seminar	2

UPPER LEVEL READING EDUCATION COURSES AND PRACTICUM:
12

RED	3309	Early and Emergent Literacy	3
RED	4511	Intermediate Literacy: Reading and Thinking.....	3
RED	4519	Diagnosis and Intervention in Reading.....	3
RED	4940	Final Reading Practicum	3

UPPER LEVEL ESOL COURSES:
6

TSL	3080	Principles and Practices of ESOL I.....	3
TSL	4081	Principles and Practices of ESOL II	3

REQUIRED TOTAL CREDIT HOURS
120

+ Qualifying placement score or prerequisite course may be required. See course descriptions in catalog.



EDUCATOR PREPARATION INSTITUTE (9994)

ST. JOHNS RIVER STATE COLLEGE

Through the Educator Preparation Institute (EPI), the College provides quality training for both current and future educators.

The St. Johns River State College Educator Preparation Institute program was established to provide **three types of educator preparation**:

- Professional development instruction to assist in-service teachers in improving classroom instruction and in meeting certification requirements
- Instruction to assist potential and existing substitute teachers in performing their duties
- Instruction for baccalaureate degree holders to become certified teachers through competency-based alternative certification programs.

ALTERNATIVE TEACHER CERTIFICATION:

The EPI's alternative teacher certification prepares non-education bachelor's degree holders for teacher certification.

The EPI alternative teacher certification program consists of eight courses and two field experiences for a total of 24 credits:

- ~~• EPI 0001 Classroom Management (3 credits)~~
- ~~• EPI 0002 Instructional Strategies (3 credits)~~
- ~~• EPI 0003 Technology (3 credits)~~
- ~~• EPI 0004 The Teaching and Learning Process (3 credits)~~
- ~~• EPI 0010 Foundations of Research-Based Practices in Reading I (3 credits)~~
- ~~• EPI 0011 Foundations of Research-Based Practices in Reading II (3 credits)~~
- ~~• EPI 0012 Foundations of Research-Based Practices in Reading III (1 credit) *~~
- ~~• EPI 0020 Professional Foundations (2 credits)~~
- ~~• EPI 0940 Field Experience for Professional Foundations (1 credit)~~
- ~~• EPI 0030 Diversity (2 credits)~~
- ~~• EPI 0945 Field Experience for Diversity (1 credit)~~

* EPI 0012 Foundations of Research-Based Practices in Reading III (1 credit) will be considered as a required course in the program of study if you are seeking certification in one of these areas: Elementary Education (K-6), PreK/Primary Education, English 5-9 or English 6-12.

- EDF 3940 Clinical Field Experience in Curriculum and Instruction (3 credits)
- EDF 4603 Critical Issues in Classroom Management, Ethics, Law, and Safety (3 credits)
- EDG 4343 Instructional Strategies (3 credits)
- EDP 2002 Educational Psychology (3 credits)
- EME 4312 Educational Technology (3 credits)
- RED 4319 Diagnosis and Instructional Intervention Reading (3 credits)
- RED 4342 Foundations of Research-Based Practices in Reading (3 credits)
- RED 4844 Reading Practicum (1 credit) *
- TSL 3083 ESOL Issues and Strategies (3 credits)

*RED 4844 Foundations of Research-Based Practices in Reading III (1 credit) will be considered as a required course in the program of study if you are seeking certification in one of these areas: Elementary Education (K-6), PreK/Primary Education, English 5-9 or English 6-12.

These 24 credits are typically completed in as little as 12 months. All 24 credits are offered each semester (fall, spring, and

summer) online. Upon completion of the 24 credits and receipt of successful scores on the Florida Teacher Certification Exams, participants will be eligible for the professional teaching certificate.

ALTERNATIVE TEACHER CERTIFICATION ADMISSIONS:

To be admitted into the Educator Preparation Institute alternative teacher certification program, an applicant must meet the following requirements:

- Possess a baccalaureate degree from a regionally accredited college or university
- Obtain a Statement of Eligibility from the Florida Department of Education
- Receive a passing score on the General Knowledge Exam and Subject Area Exam and have attempted the General Knowledge Test; a master's degree can be used to satisfy the General Knowledge Test
- Submit to finger printing for background check
- Possess the disposition suitable for becoming a teacher
- Be of good moral character
- Be competent and capable of performing the duties, functions, and responsibilities of an educator
- Interview with teacher education coordinator or dean prior to acceptance into the program.

Enrollment in the Educator Preparation Institute alternative teacher certification program is limited. When the number of applicants exceeds the number of spaces available in the program, student selection will be objectively based on a point system as established by a committee.

It is the participant's responsibility to furnish all required documents. All registration dates and times are publicized well in advance of the beginning of the term. Participants should complete all admission requirements prior to that time. Participants must officially register each term. Registration is not complete until all fees have been paid and the student has received a validated invoice.

All admission requirements must be sent to the Department of Teacher Education, EPI alternative teacher certification program. Upon admission to the EPI alternative teacher certification program, participants will be given instructions for online registration.

For more information about the Educator Preparation Institute at SJR State, please call (386) 312-4242.

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- EDG 4343 Instructional Strategies (3 credits)
- EDP 2002 Educational Psychology (3 credits)
- EME 4312 Educational Technology (3 credits)
- RED 4319 Diagnosis and Instructional Intervention Reading (3 credits)
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To be admitted into the Educator Preparation Institute alternative teacher certification program, an applicant must meet the following requirements:

- Possess a baccalaureate degree from a regionally accredited college or university
- Obtain a Statement of Eligibility from the Florida Department of Education
- Receive a passing score on the General Knowledge Exam and Subject Area Exam and have attempted the General Knowledge Test; a master's degree can be used to satisfy the General Knowledge Test
- Submit to finger printing for background check
- Possess the disposition suitable for becoming a teacher
- Be of good moral character
- Be competent and capable of performing the duties, functions, and responsibilities of an educator
- Interview with teacher education coordinator or dean prior to acceptance into the program.

Enrollment in the Educator Preparation Institute alternative teacher certification program is limited. When the number of applicants exceeds the number of spaces available in the program, student selection will be objectively based on a point system as established by a committee.

It is the participant's responsibility to furnish all required documents. All registration dates and times are publicized well in advance of the beginning of the term. Participants should complete all admission requirements prior to that time. Participants must officially register each term. Registration is not complete until all fees have been paid and the student has received a validated invoice.

All admission requirements must be sent to the Department of Teacher Education, EPI alternative teacher certification program. Upon admission to the EPI alternative teacher certification program, participants will be given instructions for online registration.

For more information about the Educator Preparation Institute at SJR State, please call (386) 312-4242.

TEACHER RECERTIFICATION

ST. JOHNS RIVER STATE COLLEGE

St. Johns River State College offers online recertification courses designed to meet state requirements for teachers seeking renewal of their Professional Teaching Certificate. Students must work with the Teacher Education Office, in conjunction with the Florida Department of Education (FDOE) and their school district's personnel, to ensure that they have selected the appropriate courses for each certification specialization.

The following online courses were designed specifically for teachers in need of recertification and are offered every term:

- ~~EDG 4419: Building Classroom Management and Discipline~~
- EDF 3940 Clinical Field Experience in Curriculum and Instruction (3 credits)
- EDF 4444: Assessment of Learning and Behavior (3 credits)
- EDF 4603 Critical Issues in Classroom Management, Ethics, Law, and Safety (3 credits)
- EDG 4343: Instructional Strategies (3 credits)
- EDP 2002 Educational Psychology (3 credits)
- EEX 4034: Exceptional Learners in the Inclusive Classroom (3 credits)
- EME 4312 Educational Technology (3 credits)
- RED 4319 Diagnosis and Instructional Intervention Reading (3 credits)
- RED 4342: Foundations of Research-Based Practices in Reading ~~Education~~ (3 credits)
- RED 4844 Reading Practicum (1 credit)
- TSL 3083: ESOL Issues and Strategies (3 credits)

Students must submit a copy of either their Professional or Temporary Teaching Certificate or Statement of Status of Eligibility from the Florida Department of Education to the Teacher Education Office. The deadline to apply is approximately three weeks prior to the start of each semester.

For additional information, please call the SJR State Teacher Education office at (386) 312-4242 or visit our website: SJRstate.edu/teacherrecertification.

TEACHER RECERTIFICATION

ST. JOHNS RIVER STATE COLLEGE

St. Johns River State College offers online recertification courses designed to meet state requirements for teachers seeking renewal of their Professional Teaching Certificate. Students must work with the Teacher Education Office, in conjunction with the Florida Department of Education (FDOE) and their school district's personnel, to ensure that they have selected the appropriate courses for each certification specialization.

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- EDF 3940 Clinical Field Experience in Curriculum and Instruction (3 credits)
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- EDF 4603 Critical Issues in Classroom Management, Ethics, Law, and Safety (3 credits)
- EDG 4343: Instructional Strategies (3 credits)
- EDP 2002 Educational Psychology (3 credits)
- EEX 4034: Exceptional Learners in the Inclusive Classroom (3 credits)
- EME 4312 Educational Technology (3 credits)
- RED 4319 Diagnosis and Instructional Intervention Reading (3 credits)
- RED 4342: Foundations of Research-Based Practices in Reading (3 credits)
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Students must submit a copy of either their Professional or Temporary Teaching Certificate or Statement of Status of Eligibility from the Florida Department of Education to the Teacher Education Office. The deadline to apply is approximately three weeks prior to the start of each semester.

For additional information, please call the SJR State Teacher Education office at (386) 312-4242 or visit our website: SJRstate.edu/teachercertification.

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

EDF 4943 Student Internship

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

8 credit hours, 8 contact hours

III. Course Description

This course is a full day, full semester internship with placement in an ESE K-12 classroom during which the teacher candidate demonstrates the ability to apply knowledge, skills, and dispositions in authentic situations under the direction of a certified classroom teacher and college supervisor in an approved setting. Teacher candidates will plan, implement, and evaluate activities relevant to the classroom setting. Teacher candidates will be observed and evaluated by the college supervisor and classroom teacher. This 15-week course requires 12 weeks in an ESE K-12 classroom setting designated by the Office of Teacher Education in the district of the student's choice within the college's service area. Students will spend a minimum of 45 hours in direct reading instruction (included in the 12-week internship.) The internship is completed outside of the scheduled class meeting time. Offered Fall and Spring terms only.

IV. Prerequisites and/or Co-requisites

Prerequisite Senior Status. Co-requisites ESE 4945 and RED 4940

V. Upper Division Core Course

VI. Program Mission Statement

The mission of the Department of Teacher Education aligns with the mission of St. Johns River State College. The goal of the Department of Teacher Education is to prepare educators for employment in K-12 classrooms. Instruction provides graduates with the knowledge and skills necessary to excel as teaching professionals in their own classrooms.

VII. Program Outcomes

- Demonstrate an understanding of various exceptionalities, including learning disabilities, emotional and behavioral disorders, intellectual disabilities, and sensory impairments.
- Design and implement individualized and evidence-based instructional strategies tailored to meet the unique needs of students with exceptionalities.
- Demonstrate the use of a variety of assessment tools and techniques to evaluate students' progress.
- Demonstrate competency in collaborating with parents, caregivers, and other professionals to create a supportive learning environment for students with exceptionalities.

- Understand and adhere to legal and ethical standards related to exceptional student education, including individualized education programs (IEPs) and privacy laws.
- Implement effective behavior management strategies and provide support for students with behavioral and emotional challenges.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Assume the roles and responsibilities of an ESE K-12 classroom teacher and be able to demonstrate:
 1. The Florida Educator Accomplished Practices (FEAP).
 2. Professional Education Competencies (PEC).
 3. Subject area competencies (SAC) for the appropriate placements.

IX. Course Content

The purpose of this 15-week, full term, course is for teacher candidates to apply their knowledge and skills by planning, implementing, and evaluating classroom activities in a 12-week internship. Teacher candidates must complete 45 hours of direct reading instruction within the internship. Observations and evaluations will be conducted by both the classroom teacher and the college supervisor. The internship is scheduled outside of regular class time and is offered in the Fall and Spring terms, with placements arranged by the Office of Teacher Education.

X. Special Course Requirements

None.

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials and reading supplements, online or electronic resources, etc.

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve tests, quizzes, essays, research papers, oral presentations, and individual and group projects.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2024 Rebecca Alexander, Ashley Braswell, Shari Little

XV. Administrator Review/Revision

1/6/2025 Myrna Allen, Mary Ann Kester

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

EDG 4323 Professional Teaching Practices

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course is designed to provide the pre-service teacher with essential skills of planning units and lessons, selecting learning outcomes, appropriate activities, and methods of learning to achieve student learning outcomes and methods of assessment.

IV. Prerequisites and/or Co-requisites

No prerequisites and/or co-requisites.

V. Upper Division Core Course

VI. Program Mission Statement

The mission of the Department of Teacher Education aligns with the mission of St. Johns River State College. The goal of the Department of Teacher Education is to prepare educators for employment in K-12 classrooms. Instruction provides graduates with the knowledge and skills necessary to excel as teaching professionals in their own classrooms.

VII. Program Outcomes

- Design and implement individualized and evidence-based instructional strategies tailored to meet the unique needs of students with exceptionalities.
- Demonstrate the use of a variety of assessment tools and techniques to evaluate students' progress.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Determine long-term goals and short-term objectives appropriate for student learning needs.
- B. Demonstrate strategies, use of materials and technologies that promote higher order, critical and creative thinking skills.
- C. Design unit and daily lesson plans to meet the learning needs of diverse students in the classroom and which reflects state curriculum standards.

- D. Explain the relationships between student learning outcomes, curriculum materials, classroom activities and assessment strategies.
- E. Demonstrate how technology can enhance instruction for remedial and advanced students as well as regular, special needs, and ELL students.
- F. Demonstrate effective verbal and nonverbal communication skills that promote student performance.
- G. Identify techniques of effective communication with students, parents, and other professionals.
- H. Demonstrate skills of higher order questioning strategies designed to promote student learning.
- I. Select materials and strategies that encourage learning of all students.
- J. Apply theories of human development and learning that support the intellectual, personal, and social/emotional development of all students.
- K. Apply knowledge of assessment to all planning and learning activities.

IX. Course Content

This course will prepare students with the knowledge of planning units and lessons, selecting learning outcomes, appropriate activities, and methods of learning to achieve student learning outcomes and methods of assessment.

X. Special Course Requirements

None.

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials and reading supplements, online or electronic resources, etc.

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve tests, quizzes, essays, research papers, oral presentations, and individual and group projects.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/18/2024 Rebecca Alexander, Ashley Braswell, Shari Little

XV. Administrator Review/Revision

1/6/2025 Myrna Allen, Mary Ann Kester

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

EEX 4221 Assessment of Exceptional Education Students

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

4 credit hours, 4 contact hours

III. Course Description

This course will examine the various assessment strategies for diagnosis and intervention of learning, behavioral, and developmental needs of students who qualify for exceptional student education (ESE) services. It will include development of individual education plans to align curriculum, instructional methods, and evaluation to meet the identified needs of students. This course requires 15 hours of field experience.

IV. Prerequisites and/or Co-requisites

Prerequisite EEX 4265. No co-requisites.

V. Upper Division Core Course

VI. Program Mission Statement

The mission of the Department of Teacher Education aligns with the mission of St. Johns River State College. The goal of the Department of Teacher Education is to prepare educators for employment in K-12 classrooms. Instruction provides graduates with the knowledge and skills necessary to excel as teaching professionals in their own classrooms.

VII. Program Outcomes

- Demonstrate an understanding of various exceptionalities, including learning disabilities, emotional and behavioral disorders, intellectual disabilities, and sensory impairments.
- Design and implement individualized and evidence-based instructional strategies tailored to meet the unique needs of students with exceptionalities.
- Demonstrate the use of a variety of assessment tools and techniques to evaluate students' progress.
- Demonstrate competency in collaborating with parents, caregivers, and other professionals to create a supportive learning environment for students with exceptionalities.
- Understand and adhere to legal and ethical standards related to exceptional student education, including individualized education programs (IEPs) and privacy laws.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Describe a variety of methods and materials for assessing students that show sensitivity to cultural and linguistic diversity.
- B. Improve teaching practices by engaging in activities to collect, organize, and analyze information to align curriculum, instructional strategies, and goals with students' ability levels and learning styles.
- C. Evaluate the assessment process and tests used for determining eligibility and reevaluation for special education services, considering LEP.
- D. Differentiate between and apply modifications and accommodations.
- E. Create and link goals, and activities on the individual education plan to the Florida State Standards.
- F. Incorporate knowledge of children's needs, development, and culture when developing assessment, goals, curriculum, and instructional strategies.
- G. Identify guidelines, components, and procedures governing the development of individual education plans.
- H. Identify and use appropriate techniques for effective communication and collaboration with students, parents, and other professionals.
- I. Use data, assessment, and technology in the learning environment to identify innovative instruction that meets the needs of individual students.
- J. Describe students' and parents' rights regarding evaluation, eligibility, services, and discipline.

IX. Course Content

This course explores assessment strategies for diagnosing and intervening in the learning, behavioral, and developmental needs of students in exceptional student education (ESE). It covers the creation of individualized education plans to tailor curriculum, teaching methods, and evaluations to effectively address each student's specific needs. This course requires 15 hours of field experience.

X. Special Course Requirements

None.

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials and reading supplements, online or electronic resources, etc.

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve tests, quizzes, essays, research papers, oral presentations, and individual and group projects.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/18/2024 Rebecca Alexander, Ashley Braswell, Shari Little

XV. Administrator Review/Revision

1/6/2025 Myrna Allen, Mary Ann Kester

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

EEX 4265 Curriculum and Instruction for Students with Disabilities 6-12

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course teaches the development of knowledge and skills necessary for exceptional student educators to meet the needs of students with disabilities in grades 6-12. Focus is on specialized methods and strategies for students with disabilities in grades 6-12.

IV. Prerequisites and/or Co-requisites

No prerequisites and/or co-requisites.

V. Upper Division Core Course

VI. Program Mission Statement

The mission of the Department of Teacher Education aligns with the mission of St. Johns River State College. The goal of the Department of Teacher Education is to prepare educators for employment in K-12 classrooms. Instruction provides graduates with the knowledge and skills necessary to excel as teaching professionals in their own classrooms.

VII. Program Outcomes

- Design and implement individualized and evidence-based instructional strategies tailored to meet the unique needs of students with exceptionalities.
- Demonstrate the use of a variety of assessment tools and techniques to evaluate students' progress.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Develop a repertoire of instructional strategies and approaches to individualized instruction for exceptional education students in grades 6-12.
- B. Develop long range instructional plans for both general and special education curricula for students with exceptional needs in grades 6-12.
- C. Develop short and long term goals/objectives for students with exceptional needs in both general and special education 6-12 curriculum.
- D. Identify Florida State Standards and Florida Access Points for grades 6-12.

- E. Develop activities that can be adapted to meet the various learning styles of exceptional students in grades 6-12.
- F. Identify and demonstrate assessment instruments to identify the needs of students with disabilities in grades 6-12.
- G. Develop strategies to promote student independence towards transitioning from middle to high school to postsecondary institutions and community.
- H. Identify, select and complete an interest inventory with students with disabilities in an ESE classroom in grades 6-12.
- I. Identify and describe appropriate technology applications for enhancing curriculum requirements for students with disabilities and diverse languages.
- J. Interpret results of career and vocational assessment for individuals, families, and professionals.

IX. Course Content

This course explores the framework and development of the general education curriculum for grades 6-12, focusing on Florida standards and local curriculum guides. It emphasizes specialized techniques for crafting instructional methods and strategies tailored to students with disabilities. Students will learn how to design and implement curricula that accommodate a range of abilities and learning styles, ensuring that all students receive effective and inclusive instruction.

X. Special Course Requirements

None.

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials and reading supplements, online or electronic resources, etc.

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve tests, quizzes, essays, research papers, oral presentations, and individual and group projects.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/18/2024 Rebecca Alexander, Ashley Braswell, Shari Little

XV. Administrator Review/Revision

1/6/2025 Myrna Allen, Mary Ann Kester

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

ESE 4945 Senior Seminar

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

2 credit hours, 2 contact hours

III. Course Description

This course serves as a support course that accompanies the pre-service teacher's senior internship. The focus of this course is to discuss issues in the pre-service teacher's placement in the public-school setting, competencies that need to be addressed, and professional development plans. This is a full-term course offered during the Fall and Spring terms only.

IV. Prerequisites and/or Co-requisites

Prerequisite Senior Status. Co-requisites EDF 4943 and RED 4940

V. Upper Division Core Course

VI. Program Mission Statement

The mission of the Department of Teacher Education aligns with the mission of St. Johns River State College. The goal of the Department of Teacher Education is to prepare educators for employment in K-12 classrooms. Instruction provides graduates with the knowledge and skills necessary to excel as teaching professionals in their own classrooms.

VII. Program Outcomes

- Demonstrate an understanding of various exceptionalities, including learning disabilities, emotional and behavioral disorders, intellectual disabilities, and sensory impairments.
- Design and implement individualized and evidence-based instructional strategies tailored to meet the unique needs of students with exceptionalities.
- Demonstrate the use of a variety of assessment tools and techniques to evaluate students' progress.
- Demonstrate competency in collaborating with parents, caregivers, and other professionals to create a supportive learning environment for students with exceptionalities.
- Understand and adhere to legal and ethical standards related to exceptional student education, including individualized education programs (IEPs) and privacy laws.

- Implement effective behavior management strategies and provide support for students with behavioral and emotional challenges.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Create an appropriate professional resume.
- B. Analyze and complete reflections on the Florida Educator Accomplished Practices.
- C. Engage in professional discussions with current practitioners to evaluate educational practices.
- D. Apply interviewing skills through learning and practice.
- E. Evaluate and discuss emerging, challenging, and changing issues in ESE K-12 settings.

IX. Course Content

This course supports pre-service teachers during their senior internship, focusing on discussing issues in their public-school placement, addressing required competencies, and developing professional growth plans. It is a full-term course offered only during the Fall and Spring semesters.

X. Special Course Requirements

None.

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials and reading supplements, online or electronic resources, etc.

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve tests, quizzes, essays, research papers, oral presentations, and individual and group projects.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/18/2024 Rebecca Alexander, Ashley Braswell, Shari Little

XV. Administrator Review/Revision

1/6/2025 Myrna Allen, Mary Ann Kester

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

LAE 4314 Teaching Language Arts

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

4 credit hours, 4 contact hours

III. Course Description

This course provides the pre-service teacher with knowledge of how to teach language arts using: methods, materials, content, organization for teaching reading, writing, listening, and speaking. This course requires 15 hours of field experience.

IV. Prerequisites and/or Co-requisites

Prerequisite EEX 4265. No co-requisites.

V. Upper Division Core Course

VI. Program Mission Statement

The mission of the Department of Teacher Education aligns with the mission of St. Johns River State College. The goal of the Department of Teacher Education is to prepare educators for employment in K-12 classrooms. Instruction provides graduates with the knowledge and skills necessary to excel as teaching professionals in their own classrooms.

VII. Program Outcomes

- Design and implement individualized and evidence-based instructional strategies tailored to meet the unique needs of students with exceptionalities.
- Demonstrate the use of a variety of assessment tools and techniques to evaluate students' progress.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Identify appropriate skills and strategies for teaching language arts that match students' cognitive, social, linguistic, cultural, emotional, and physical needs.
- B. Demonstrate a broad knowledge of students with different profiles, including students with disabilities and students from diverse populations.
- C. Apply knowledge of ELA Florida Standards to lesson plan development, instructional strategies, and assessment.

- D. Integrate listening, speaking, reading, and writing into the elementary language arts program including the key role these play in reading, writing, and second language development.
- E. Understand the impact of dialogue, writing to learn, and print environment upon reading development.
- F. Identify explicit, systematic instructional plans for scaffolding fluency development and reading endurance.
- G. Demonstrate an understanding of effective spelling, grammar, and handwriting instruction for the elementary student, taking into consideration differentiation across developmental levels and for the cultural and linguistic child.
- H. Demonstrate knowledge of, as well as instructional strategies to develop, the writing process.
- I. Demonstrate and have knowledge of effective differentiated instruction using instructional multisensory strategies to include all students, especially students with disabilities and from diverse populations.

IX. Course Content

The purpose of this course is to provide the pre-service teacher with the knowledge of how to teach language arts using: methods, materials, content, organization for teaching reading, writing, listening, and speaking. This course requires 15 hours of field experience.

X. Special Course Requirements

None.

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials and reading supplements, online or electronic resources, etc.

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve tests, quizzes, essays, research papers, oral presentations, and individual and group projects.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/18/2024 Rebecca Alexander, Ashley Braswell, Shari Little

XV. Administrator Review/Revision

1/6/2025 Myrna Allen, Mary Ann Kester

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

MAE 4326 How Children Learn Mathematics

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

4 credit hours, 4 contact hours

III. Course Description

This course prepares pre-service teachers with strategies to foster mathematical literacy and comprehension in elementary students. This course requires 15 hours of field experience.

IV. Prerequisites and/or Co-requisites

Prerequisite EEX 4265. No co-requisites.

V. Upper Division Core Course

VI. Program Mission Statement

The mission of the Department of Teacher Education aligns with the mission of St. Johns River State College. The goal of the Department of Teacher Education is to prepare educators for employment in K-12 classrooms. Instruction provides graduates with the knowledge and skills necessary to excel as teaching professionals in their own classrooms.

VII. Program Outcomes

- Design and implement individualized and evidence-based instructional strategies tailored to meet the unique needs of students with exceptionalities.
- Demonstrate the use of a variety of assessment tools and techniques to evaluate students' progress.
- Demonstrate competency in collaborating with parents, caregivers, and other professionals to create a supportive learning environment for students with exceptionalities.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Analyze the social, psychological, and historical foundations of learning mathematics.
- B. Describe how children vary in their approaches to learning and developing mathematical understanding.

- C. Evaluate practices, theories, and debates in mathematics education, including issues related to scope and sequence, the use of technology, and other contemporary ideas.
- D. Create units and lessons that align with national and state mathematics standards for elementary school that accommodate the needs of all students.
- E. Develop instructional plans by analyzing mathematical concepts and content, assessing students' understanding and prior knowledge, considering their learning needs and preferences, and aligning with curriculum goals.
- F. Apply a variety of instructional strategies to promote the development of critical thinking, problem solving, and other higher order thinking skills in all students.
- G. Evaluate students' mathematical reasoning and their comprehension of concepts and skills through appropriate assessment methods.
- H. Design a learning environment that fosters student safety and encourages them to share and justify their thinking, ask questions, make inferences, and take risks.
- I. Utilize a variety of activities and manipulatives in the classroom to enhance student learning.
- J. Explore various technologies designed to enhance mathematical learning, evaluate their effectiveness, articulate issues surrounding their use, and integrate them into planning and instruction.
- K. Cultivate a professional stance that fosters positive relationships with students, peers, school colleagues, other professionals, parents, and community agencies.

IX. Course Content

This course explores elementary mathematical standards and instructional practices. Students will apply knowledge of operations, algebraic thinking, counting, numbers in base ten, fractions, ratios, integers, measurement, data analysis, statistics, and geometric concepts to develop instructional plans that accommodate the needs of all students.

X. Special Course Requirements

None.

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials and reading supplements, online or electronic resources, etc.

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve tests, quizzes, essays, research papers, oral presentations, and individual and group projects.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/18/2024 Rebecca Alexander, Ashley Braswell, Shari Little

XV. Administrator Review/Revision

1/6/2025 Myrna Allen, Mary Ann Kester

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

SCE 3310 Teaching Science in the Elementary School

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course provides the pre-service teacher with the knowledge and skills to be an effective elementary science teacher. Pre-service teachers will explore the foundational topics in Earth/Space, Life and Physical Sciences.

IV. Prerequisites and/or Co-requisites

Prerequisite EEX 4265. No co-requisites.

V. Upper Division Core Course

VI. Program Mission Statement

The mission of the Department of Teacher Education aligns with the mission of St. Johns River State College. The goal of the Department of Teacher Education is to prepare educators for employment in K-12 classrooms. Instruction provides graduates with the knowledge and skills necessary to excel as teaching professionals in their own classrooms.

VII. Program Outcomes

- Design and implement individualized and evidence-based instructional strategies tailored to meet the unique needs of students with exceptionalities.
- Demonstrate the use of a variety of assessment tools and techniques to evaluate students' progress.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Apply knowledge of effective science instruction.
- B. Apply knowledge of the nature of science.
- C. Apply knowledge of Physical science.
- D. Apply knowledge of Earth and Space science.
- E. Apply knowledge of Life science.

IX. Course Content

The purpose of this course is to provide the pre-service teacher with the knowledge and skills to be an effective elementary science teacher. Pre-service teachers will explore the foundational topics in Earth/Space, Life and Physical Sciences.

X. Special Course Requirements

None.

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials and reading supplements, online or electronic resources, etc.

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve tests, quizzes, essays, research papers, oral presentations, and individual and group projects.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/18/2024 Rebecca Alexander, Ashley Braswell, Shari Little

XV. Administrator Review/Revision

1/6/2025 Myrna Allen, Mary Ann Kester

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

SSE 3312 Teaching Social Studies

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credit hours, 3 contact hours

III. Course Description

This course provides the pre-service teacher with the practical and theoretical knowledge and skills to be an effective elementary social studies teacher.

IV. Prerequisites and/or Co-requisites

Prerequisite EEX 4265. No co-requisites.

V. Upper Division Core Course

VI. Program Mission Statement

The mission of the Department of Teacher Education aligns with the mission of St. Johns River State College. The goal of the Department of Teacher Education is to prepare educators for employment in K-12 classrooms. Instruction provides graduates with the knowledge and skills necessary to excel as teaching professionals in their own classrooms.

VII. Program Outcomes

- Design and implement individualized and evidence-based instructional strategies tailored to meet the unique needs of students with exceptionalities.
- Demonstrate the use of a variety of assessment tools and techniques to evaluate students' progress.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Relate and integrate the subject matter with other disciplines and life experiences.
- B. Apply knowledge of effective instructional practices and assessment
- C. Apply knowledge of time, continuity, and change (i.e., History)
- D. Apply knowledge of people, places, and environment (i.e., Geography)
- E. Apply knowledge of government and the citizen (i.e., Government and Civics)
- F. Apply knowledge of production, distribution, and consumption (i.e., Economics)

IX. Course Content

The purpose of this course is to provide the pre-service teacher with the practical and theoretical knowledge and skills to be an effective elementary social studies teacher.

X. Special Course Requirements

None.

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials and reading supplements, online or electronic resources, etc.

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve tests, quizzes, essays, research papers, oral presentations, and individual and group projects.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/18/2024 Rebecca Alexander, Ashley Braswell, Shari Little

XV. Administrator Review/Revision

1/6/2025 Myrna Allen, Mary Ann Kester

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

EDF 3940 Clinical Field Experience in Curriculum and Instruction

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credits, 3 hours

III. Course Description

This course is a three-credit clinical field experience, for teachers with a temporary certificate or prospective teachers, in a K-12 classroom with a minimum 60-hours in a public, charter, or accredited private school which includes teaching demonstrations, analysis, and reflections on candidates' current teaching related to the Florida Educator Accomplished Practices (FEAPs). The course is reserved for those candidates seeking alternative professional certification in Florida. Students will spend a minimum of sixty (60) school-based hours in a K-12 classroom or a setting pre-approved by the Department of Teacher Education.

IV. Prerequisites and/or Co-requisites

None

V. General Education Course

No. This course cannot be used to satisfy the general education requirements for the A.A. degree.

VI. Program Mission Statement

The mission of the Department of Teacher Education aligns with the mission of St. Johns River State College. The goal of the Department of Teacher Education is to prepare educators for employment in K-12 classrooms. Instruction provides graduates with the knowledge and skills necessary to excel as teaching professionals in their own classrooms.

VII. Program Outcomes

- Maintain a safe classroom environment.
- Effectively apply a variety of instructional strategies based on learning styles, cooperative and collaborative learning, accommodations for exceptional students, and the infusion of technology into lesson plans.

- Employ technology into the teaching and learning process.
- Apply the various learning theories into the instructional process.
- Comprehend the language structure and function and cognition of phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Gain an understanding of the organization and administration of the accredited public school, the laws governing teachers, the Code of Ethics, and the purpose of schools.
- Understand the variety of backgrounds and cultures that may be found in a typical classroom.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the student will be able to

- A. Implement theoretically and developmentally appropriate instruction to equitably meet the needs of diverse learners who process information differently
- B. Incorporate clinical feedback to improve teaching practices
- C. Evaluate the classroom learning environment to meet Florida Educator Accomplished Practices criteria
- D. Utilize a comprehensive communication plan with all stakeholders
- E. Demonstrate comprehensive knowledge of the subject taught when delivering and facilitating lesson content
- F. Analyze data to inform instruction and equitably meet the needs of all students
- G. Develop a comprehensive professional development plan

IX. Course Content

Clinical field experience, for teachers with a temporary certificate or prospective teachers, in a PK-12 classroom with a minimum 60-hours in a public, charter, or accredited private school which includes teaching demonstrations, analysis, and reflections on candidates' current teaching related to the Florida Educator Accomplished Practices (FEAPs). The course is reserved for those candidates seeking alternative professional certification in Florida.

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials and reading supplements.

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve tests, quizzes, essays, research papers, oral presentations, and individual and group projects.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in College's institutional effectiveness system.

XIV. Faculty Review/Revision

1/7/2025 Rebecca Alexander, Ashley Braswell, Shari Little

XV. Administrator Review/Revision

1/7/2025 Myrna Allen, Mary Ann Kester

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

EDF 4603 Critical Issues in Classroom Management, Ethics, Law, and Safety

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credits, 3 hours

III. Course Description

This course covers basic skills and knowledge for creating a safe environment that encourages learning, positive social interaction, and effective communication among students of diverse gender, ability, culture, language, race, ethnicity, and sexual orientation. The course emphasizes attitudes, language patterns, communication, values, and behaviors for eliciting and maintaining student learning as well as on-task behaviors. Included are methods and strategies for communicating and working safely and effectively with students, other school professionals, community members, and parents. The course examines public and private school law as it affects teachers' legal rights and legal responsibilities to students. The course covers ethical issues relevant to teaching and the development of one's personal professional ethics.

IV. Prerequisites and/or Co-requisites

None

V. General Education Course

No. This course cannot be used to satisfy the general education requirements for the A.A. degree.

VI. Program Mission Statement

The mission of the Department of Teacher Education aligns with the mission of St. Johns River State College. The goal of the Department of Teacher Education is to prepare educators for employment in K-12 classrooms. Instruction provides graduates with the knowledge and skills necessary to excel as teaching professionals in their own classrooms.

VII. Program Outcomes

- Maintain a safe classroom environment.
- Gain an understanding of the organization and administration of the accredited public school, the laws governing teachers, the Code of Ethics, and the purpose of schools.
- Understand the variety of backgrounds and cultures that may be found in a typical classroom.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the student will be able to

- A. Organize, allocate and manage the resources of time, space, and attention.
- B. Manage individual and class behaviors through a well-planned management system.
- C. Convey high expectations to all students.
- D. Maintain a climate of openness, inquiry, fairness and support.
- E. Apply knowledge of rights, legal responsibilities, and procedures for reporting incidences of abuse, neglect, or other signs of distress.
- F. Apply the Code of Ethics and Principles of Professional Conduct to professional and personal situations.
- G. Identify statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual.

IX. Course Content

The purpose of this course is to introduce basic skills and knowledge for creating a safe environment that encourages learning, positive social interaction, and effective communication among students of diverse gender, ability, culture, language, race, ethnicity, and sexual orientation. The course emphasizes attitudes, language patterns, communication, values, and behaviors for eliciting and maintaining student learning as well as on-task behaviors. Included are methods and strategies for communicating and working safely and effectively with students, other school professionals, community members, and parents. The course examines public and private school law as it affects teachers' legal rights and legal responsibilities to students. The course covers ethical issues relevant to teaching and the development of one's personal professional ethics.

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials and reading supplements.

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve tests, quizzes, essays, research papers, oral presentations, and individual and group projects.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in College's institutional effectiveness system.

XIV. Faculty Review/Revision

1/7/2025 Rebecca Alexander, Ashley Braswell, Shari Little

XV. Administrator Review/Revision

1/7/2025 Myrna Allen, Mary Ann Kester

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

RED 4319 Diagnosis and Instructional Intervention in Reading

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credits, 3 hours

III. Course Description

This course provides diagnostic and instructional interventions in reading through formal and informal methods and materials used to identify reading strengths and weaknesses of students. Emphasis is placed on diagnosis of reading problems, administration of assessments, evaluation of results, and planning instructional interventions to remediate reading deficiencies. Successful completion of this course will signify completion of Competencies 3 and 4.

IV. Prerequisites and/or Co-requisites

Prerequisite: RED 4342.

V. General Education Course

No. This course cannot be used to satisfy the general education requirements for the A.A. degree.

VI. Program Mission Statement

The mission of the Department of Teacher Education aligns with the mission of St. Johns River State College. The goal of the Department of Teacher Education is to prepare educators for employment in K-12 classrooms. Instruction provides graduates with the knowledge and skills necessary to excel as teaching professionals in their own classrooms.

VII. Program Outcomes

Comprehend the language structure and function and cognition of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the student will be able to

- A. Students will identify and explain the stages of literacy development.
- B. Students will identify and explain testing validity and reliability.

- C. Students will define and explain diagnostic testing and the application of diagnostic testing in the early elementary grades.
- D. Students will compare and contrast different types of reading assessments.
- E. Students will create a reading intervention program.

IX. Course Content

This course uses developmental reading stages as a framework and utilizes assessment as a natural part of the instructional cycle. This course will focus on Response to Intervention (RTI) and will help teacher candidates effectively understand, identify, and manage the levels of intervention needed to meet the individual differences and differentiated for instruction of all students. With RTI, educators identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials and reading supplements.

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve tests, quizzes, essays, research papers, oral presentations, and individual and group projects.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in College's institutional effectiveness system.

XIV. Faculty Review/Revision

1/7/2025 Rebecca Alexander, Ashley Braswell, Shari Little

XV. Administrator Review/Revision

1/7/2025 Myrna Allen, Mary Ann Kester

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

RED 4844 Reading Practicum

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

1 credit, 3 hours

III. Course Description

This course ensures participants demonstrate knowledge of the components of reading, as well as assessments and data analysis. Instruction is grounded in scientifically based reading research as a mechanism to inform instructional practice. Demonstration and evidence of the application of the knowledge and skills to improve instructional practice and student learning are course requirements. Successful completion of this course will signify completion of Competency 5. Students will spend a minimum of fifteen (15) school-based hours in a K-12 classroom or a setting pre-approved by the Department of Teacher Education.

IV. Prerequisites and/or Co-requisites

Prerequisites: RED 4319 and RED 4342.

V. General Education Course

No. This course cannot be used to satisfy the general education requirements for the A.A. degree.

VI. Program Mission Statement

The mission of the Department of Teacher Education aligns with the mission of St. Johns River State College. The goal of the Department of Teacher Education is to prepare educators for employment in K-12 classrooms. Instruction provides graduates with the knowledge and skills necessary to excel as teaching professionals in their own classrooms.

VII. Program Outcomes

- Comprehend the language structure and function and cognition of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the student will be able to

- A. Connect scientific evidence to reading instruction.
- B. Identify phonemes, morphemes, inflection, and deprivations.
- C. Demonstrate strategies for teaching basic decoding.
- D. Identify techniques for building vocabulary.
- E. Implement strategies for building fluency.
- F. Identify skills for vocabulary and reading comprehension instruction.
- G. Demonstrate the connection between reading and writing.
- H. Apply skills for reading in the content area.

IX. Course Content

This course will provide an understanding of the reading process as well as the knowledge structure and cognition as it pertains to reading. After completing this course educators will have an understanding of scientifically based research practices which include the five components of reading: phonics, phonemic awareness, fluency, comprehension, and vocabulary development. Students will develop explicit strategies which promote reading progress for all students.

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials and reading supplements.

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve tests, quizzes, essays, research papers, oral presentations, and individual and group projects.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in College's institutional effectiveness system.

XIV. Faculty Review/Revision

1/7/2025 Rebecca Alexander, Ashley Braswell, Shari Little

XV. Administrator Review/Revision

1/7/2025 Myrna Allen, Mary Ann Kester

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

RED 4342 Foundations of Research-Based Practices in Reading

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credits, 3 hours

III. Course Description

This course teaches the participant language structure and function, and cognition of phonemic awareness, phonics, fluency, vocabulary, and comprehension. The instruction is grounded in scientifically based research. Successful completion of this course will signify completion of Competencies I and II of the Florida Reading Endorsement.

IV. Prerequisites and/or Co-requisites

None

V. General Education Course

No. This course cannot be used to satisfy the general education requirements for the A.A. degree.

VI. Program Mission Statement

The mission of the Department of Teacher Education aligns with the mission of St. Johns River State College. The goal of the Department of Teacher Education is to prepare educators for employment in K-12 classrooms. Instruction provides graduates with the knowledge and skills necessary to excel as teaching professionals in their own classrooms.

VII. Program Outcomes

- Comprehend the language structure and function and cognition of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the student will be able to

- A. Connect scientific evidence to reading instruction.
- B. Identify phonemes, morphemes, inflection, and deprivations.
- C. Demonstrate strategies for teaching basic decoding.
- D. Identify techniques for building vocabulary.
- E. Implement strategies for building fluency.

- F. Identify skills for vocabulary and reading comprehension instruction.
- G. Demonstrate the connection between reading and writing.
- H. Apply skills for reading in the content area.

IX. Course Content

This course teaches the participant reading instruction that is scientifically based. Successful completion of this course will signify completion of Competencies I and II of the Florida Reading Endorsement.

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to the following: textbook with instructor's resource materials and reading supplements.

XII. Criteria for Student Evaluation

Criteria for student evaluation may involve tests, quizzes, essays, research papers, oral presentations, and individual and group projects.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/12/2023 Shari Little, Ashley Braswell

XV. Administrator Review/Revision

9/7/2023 Dr. Mary Ann Kester

1/11/2024 Mike Keller

**Instructional Curriculum Committee
Curriculum Change Submission Form**
Submit this completed form with your curriculum changes.

Department: <i>Allied Health</i>	Date: <i>01/23/2025</i>
New Courses:	Date Approved by Department:
Revised Courses:	Date Approved by Department:
Courses to Delete:	Date Approved by Department:
New Programs:	Date Approved by Department:
Revised Programs: Addition of LIT 2000 to the <i>Humanities Core General Education</i> options for the following programs: Emergency Medical Services (0085) Health Services Management (0133) Health Information Technology (0350/0351) Office Administration - Medical (2149) Radiologic Technology (2155/2156) Respiratory Care (2125/2126) Diagnostic Medical Sonography Technology (2135/2136)	Date Approved by Department: <i>10/23/24 – Division of Florida Colleges General Education Course Review</i> <i>12/17/24 – Arts & Sciences Department</i> <i>1/15/25 – State Board of Education</i>
Terminate Programs:	Date Approved by Department:
<p style="text-align: center;">REMINDERS:</p> <ul style="list-style-type: none"> After approval by the Instructional Curriculum Committee, submit SCNS and Catalog/Student Handbook Change forms for all changes listed on this form. Changes to degree requirements and new and terminated programs will be communicated to Academic Advising in late Spring. New programs and program terminations require modifications to the SJR State Application as soon as possible—December ideally. 	

Addition of LIT 2000 to Humanities Core General Education Option for All A.S. Degree Programs

Rationale #1

From the Division of Florida Colleges - General Education Course Review

SJR State's literature courses being identified as Communications courses did not align with FL DOE's Statewide Course Numbering System's designation of literature courses as being Humanities courses. To satisfy the requirements of the 2024 General Education Review, and to correct this discrepancy, the college submitted to DFC its general education course list reflecting the change in designation for the literature courses. DFC received the college's updated course list on November, 26, 2024, and the State Board of Education approved the list on January 15, 2025.

Rationale #2

From Arts & Sciences – English Department

LIT 2000 is a statewide offered general education core course, is offered at 23 other FCS and 8 SUS institutions, and was previously offered at SJR State.

**Instructional Curriculum Committee
Curriculum Change Submission Form**
Submit this completed form with your curriculum changes.

Department: <i>Criminal Justice</i>	Date: <i>01/21/2025</i>
New Courses: <i>PLA 2872 Artificial Intelligence and the Law (The course outline with additional details is attached.)</i>	Date Approved by Department: <i>08/21/2024</i>
Revised Courses: <i>CJE 4692 Technology and Crime (The course outline with additional details is attached.)</i>	Date Approved by Department: <i>8/21/24</i>
Courses to Delete:	Date Approved by Department:
New Programs:	Date Approved by Department:
Revised Programs: <i>The Paralegal program will be revised as follows: PLA 2872 Artificial Intelligence and the Law will replace PLA 2465 Debtor/Creditor Law. (The revised course rotation is attached.)</i>	Date Approved by Department: <i>08/21/25</i>
Terminate Programs:	Date Approved by Department:
REMINDERS:	
<ul style="list-style-type: none"> After approval by the Instructional Curriculum Committee, submit SCNS and Catalog/Student Handbook Change forms for all changes listed on this form. Changes to degree requirements and new and terminated programs will be communicated to Academic Advising in late Spring. New programs and program terminations require modifications to the SJR State Application as soon as possible—December ideally. 	

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

PLA 2872 Artificial Intelligence and the Law

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 credits

III. Course Description

This course introduces students to the intersection of artificial intelligence (AI) and the law. Students will explore how AI technologies are transforming legal practice, examine the ethical and regulatory challenges posed by AI systems, and discuss the broader societal implications of AI in the legal realm.

IV. Prerequisites and/or Co-requisites

N/A.

V. General Education Course

This course cannot be used to satisfy the general education requirements for the A.A. degree.

VI. Program Mission Statement

The Paralegal Studies curriculum provides students with the opportunity to develop knowledge, skills, and abilities across a broad range of legal topics with an emphasis on real-world practice to prepare them for positions in the legal profession. In addition, the program will focus on teaching students to perform their duties and responsibilities with the highest level of ethics and professionalism.

VII. Program Outcomes

- Identify legal issues given factual scenarios.
- Demonstrate the ability to conduct legal research and analysis for given factual scenarios.
- Demonstrate effective written and oral communication skills.
- Understand the ethical and professional standards required of paralegals.
- Demonstrate effective use of office management procedures and technologies, including the proper maintenance of physical and electronic data and files.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course, the learner will be able to:

- A. Describe the fundamental concepts of AI and its relevance to the legal field.
- B. Discuss how AI is used in various areas of law, including legal research, contract analysis, and e-discovery.
- C. Identify and analyze regulatory frameworks governing AI technologies, including privacy, data protection, and liability concerns.
- D. Evaluate ethical and professional responsibilities when using AI-powered tools in legal practice.
- E. Explain the societal impact of AI, including issues of bias, fairness, and transparency.
- F. Assess the future of AI in the legal industry and beyond including potential areas of innovation and reform.

IX. Course Content

- A. Overview of AI in Law
- B. AI Applications in Legal Practice (Research, Contract Review, E-Discovery)
- C. Regulatory and Legal Frameworks for AI (Privacy, Data Protection, Liability)
- D. Ethical and Professional Considerations
- E. Social and Policy Implications of AI

X. Special Course Requirements

None.

XI. Course Support Materials

TBD.

XII. Criteria for Student Evaluation

- Unit or Chapter quizzes and final exam with multiple choice and short answer questions.
- Short written assignments/discussions designed to engage critical thinking regarding AI concepts and their legal implications.
- Research-based writing assignments requiring analysis of legal issues related to AI, supported by authoritative sources.

XIII. Course Assessment Methods

Student learning outcomes for this course will be assessed by five multiple choice questions for each Student Learning Outcome.

XIV. Faculty Review/Revision

January 2025.

XV. Administrator Review/Revision

January 2025, Dean Adams.



Memorandum

TO: Dr. Paterson
FROM: Tim Adams
RE: Revisions to B.S. Degree in Criminal Justice – Applied Intelligence Studies Curriculum
DATE: July 25, 2024

The B.S. Degree in Criminal Justice – Applied Intelligence Studies at St. Johns River State College was approved by the Florida State Board of Education in January of 2024 and the Southern Association of Colleges and Schools Commission on Colleges in February of 2024. The program will start in the Fall of 2024 and is designed for students to develop the skills and knowledge needed to pursue or advance in careers as law enforcement professionals, intelligence analysts, and related positions. The curriculum has been re-evaluated based on the significant impact that advancements in Artificial Intelligence (AI) are expected to have on these professions.

Some of the expected AI advancements are set forth in an article from September of 2023 in Police Chief Magazine entitled “Exploring AI for Law Enforcement Insight from an Emerging Tech Expert.” The article notes that law enforcement already uses image recognition technology, a form of AI, to capture and read license plates and other information about vehicles. Also, predictive analytics, another form of AI, is being used in a variety of ways to include assisting in determining where crime will occur.

The article also pointed out that law enforcement officers will be able to use generative AI to draft reports and prepare presentations. Systems could also be developed for AI to “ingest” all data associated with a criminal case so law enforcement personnel and defense attorneys can ask the system questions resulting in increased efficiencies with fewer resources.

The article highlighted that AI will change policing by having AI systems in smart glasses for patrol officers; assisting detectives and crime analysts in collecting and analyzing data; helping police leadership in hiring, promotions, and more effective management; and assisting public information officers with better communication skills.

As indicated above, AI training and instruction are essential to law enforcement, intelligence analysis, and related fields. As such, it is requested that AI related topics be added to the Technology and Crime course (CJE 4692) in the curriculum for the B.S. degree in Criminal Justice – Applied Intelligence Studies.

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

CJE 4692- Technology and Crime

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

3 Credit Hours

III. Course Description

This course will introduce the student to recent advances in technology that impact investigations and crime prevention, **including artificial intelligence**. The course will examine strategic-level technologies such as databases, GIS systems, crime mapping by computer, etc. the course will examine ways in which technology assists law enforcement on a tactical level, through such innovations as in-car laptops, advanced communications devices, night-vision systems, etc. students who lack a thorough background in computers will benefit from this courses overview of technology basics. While not a prerequisite, this course will lead nicely into a later course dealing with cyber-crime. Students will learn about the nationwide databases that share information, such as NCIC and AFIS, and how agencies are using database technology to combat the problems of fragmentation. Students will learn about geographic profiling and GIS systems, and their use on a strategic level.

IV. Prerequisites and/or Co-requisites

None

V. General Education Course

No. This course cannot be used to satisfy the general education requirements for the A.A. degree.

VI. Program Mission Statement

Our Bachelor of Science in Criminal Justice with a specialization in Applied Intelligence Studies is dedicated to empowering students with the comprehensive knowledge, skills, and ethical grounding necessary to excel in today's complex world of criminal justice and intelligence. The program aims to develop proficient and ethical professionals who can effectively analyze and apply intelligence information within the context of the criminal justice system. Our program curriculum is designed to offer an in-depth understanding of the criminal justice system alongside specialized training in intelligence gathering, analysis, and application.

VII. Program Outcomes

- Graduates will apply intelligence analysis and collection strategies in the context of the criminal justice system.
- Graduates will create intelligence products and be able to present findings.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course students will be able to:

- A. Recall and use various technologies of modern crime investigations and prevention, including databases and advanced communication devices that can be applied to intelligence analysis and collection strategies in the context of the criminal justice system.
- B. Identify key national databases such as the National Crime Information Center and the Automated Fingerprint Identification System and describe how they are used.
- C. Explain how different technologies like in car laptops and communication systems used by dispatchers assist law enforcement.
- D. Describe the basics of geographic profiling and the strategic use of GIS systems in crime investigations.
- E. Apply knowledge of databases and GPS systems to demonstrate an understanding of their practical use in law enforcement.
- F. Analyze the impact of technology on the efficiency and effectiveness of crime prevention and crime investigation strategies, **including artificial intelligence**.
- G. Critically assess how technology has played a key role in solving crimes and how crime trends have changed due to the use of technology by offenders.
- H. Propose innovative solutions to enhance crime prevention and investigations using technology through the creation of intelligence products.

IX. Course Content

- Overview of technology in crime prevention and investigation focusing on the evolution of technology and law enforcement with basic concepts and computer and information technology.
- An introduction of local, national, and global databases, (how the data is collected and used)
- Strategies for effective data sharing and communication to include legal restrictions.
- Innovations in field technology such as in car laptops, advanced communication devices, night vision systems while focusing on applications and limitations of such technologies.
- Privacy issues and ethical issues regarding the collection and use of data.
- Emerging technologies in crime prevention and investigations focusing on the integration of technology into modern policing.

X. Special Course Requirements

None

XI. Course Support Materials

Handbook on Crime and Technology, by Don Hummer and James M. Byrne, published by Edward Elgar Publishing, 2023.

XII. Criteria for Student Evaluation

- Unit or chapter quizzes and final exam with multiple choice questions.
- Short written assignments in the form of discussions designed to engage critical thinking regarding knowledge of concepts.
- Writing assignments requiring research to support critical thinking regarding theory and material concepts.

XIII. Course Assessment Methods

Student learning outcomes for this course are not currently being formally assessed in the College's institutional effectiveness system.

XIV. Faculty Review/Revision

XV. Administrator Review/Revision



Memorandum

TO: Dr. Paterson
FROM: Tim Adams
RE: Proposed Revisions to A.S. Degree in Paralegal Studies Curriculum
DATE: July 25, 2024

The A.S. Degree in Paralegal Studies at St. Johns River State College received final approval from the Southern Association of Colleges and Schools Commission on Colleges in February of 2024. The program will start in the Fall of 2024. The approval included a proposed program curriculum. The curriculum has been re-evaluated based, in part, on the significant impact that advancements in Artificial Intelligence (AI) are expected to have on the paralegal profession.

A recent article in the American Bar Association Journal (May 15, 2024) entitled "Should paralegals fear artificial intelligence?" discussed the anticipated disruption to the legal profession from AI. The article noted that "... AI tools can be used to conduct legal research; manage case and transaction documents; schedule appointments; track deadlines; and draft emails to clients, opposing counsel, government agencies and witnesses." AI will not, however, be able to perform other responsibilities of paralegals, such as the analysis of a case or the implementation of case strategies. The article pointed out, though, that paralegals who know and use AI will replace those without the knowledge of AI tools.

Additionally, an article in the Florida Bar News (August 17, 2023) entitled "What Does AI Mean for the Paralegal Community" explained that, if used properly, AI can manage administrative tasks that do not require a paralegal and can also assist paralegals in completing certain tasks more efficiently, such as drafting documents. This will leave paralegals more time to focus on other substantive matters, including managing office operations and conducting interviews. Part of the article highlighted how the leveraging of technology, such as AI, will be necessary for paralegals to do their jobs effectively.

The Florida Department of Education recently approved a statewide AI related course for the paralegal discipline, PLA 872 Artificial Intelligence and the Law. This course will be offered by Daytona State College as part of an A.S. Degree in Paralegal Studies.

Based on the information above and the results of similar research into the effects of AI on the paralegal profession, it is imperative that AI training and instruction be included in paralegal studies programs. As such, it is requested that the current curriculum for the A.S. Degree in Paralegal Studies be revised to replace PLA 2465 Debtor/Creditor Law with PLA 2872 Artificial Intelligence and the Law or a similar course.

PARALEGAL STUDIES (0170)

ASSOCIATE IN SCIENCE DEGREE

The purpose of this program is to prepare students for employment as paralegals, legal assistants, and related positions, such as title examiners. Paralegals assist lawyers by conducting investigations, researching legal issues, drafting legal documents, interviewing clients, assisting in trials and other legal proceedings, and managing law office operations. Students who complete the program will be eligible to sit for the certified paralegal (CP) exam administered by the National Association of Legal Assistants (NALA).

The Paralegal Studies degree program is offered fully online.

For additional information, visit our website at SJRstate.edu/criminaljustice or call (904) 808-7490.

GENERAL EDUCATION COURSES:

+	ENC	1101	Composition I	3
+	ENC	1102	Composition II	3
+	*	_____	General Education Core Humanities	3
*	_____	_____	General Education Core Mathematics	3
*	_____	_____	General Education Core Natural Science	3
Choose one of the following Social Science courses:				
	AMH	2010	United States History to 1877	3
			OR	
	AMH	2020	United States History Since 1877	3
			OR	
	POS	1041	United States Federal Government	3

DEGREE SPECIFIC COURSES:

	BUL	1241	Business Law	3
	CGS	1100	Microcomputer Applications Software	3
	PLA	1003	Introduction to Paralegal Studies	3
+	PLA	1104	Legal Research and Writing I	3
+	PLA	1303	Criminal Law and Procedure	3
+	PLA	1421	Contract Law	3
+	PLA	2114	Legal Research and Writing II	4
+	PLA	2200	Litigation	3
	PLA	2273	Tort Law	3
	PLA	2465	Debtor/Creditor Law	3
	PLA	2600	Wills, Trusts, and Estates	3
	PLA	2610	Real Estate Law	3
+	PLA	2763	Law Office Management	3
	PLA	2800	Family Law	3
	PLA	2872	Artificial Intelligence and the Law	3
	PLA	2880	Constitutional Law	3

REQUIRED TOTAL CREDIT HOURS **64**

* Refer to A.S. degree general education core requirements on page 80.

+ Qualifying placement score or prerequisite course may be required. See course descriptions in catalog.

Note: Paralegals may not provide legal services directly to the public except as permitted by law. Florida prohibits the practice of law by non-lawyers.

**Instructional Curriculum Committee
Curriculum Change Submission Form**
Submit this completed form with your curriculum changes.

Department: <i>Criminal Justice</i>	Date: <i>01/23/2025</i>
New Courses:	Date Approved by Department:
Revised Courses:	Date Approved by Department:
Courses to Delete:	Date Approved by Department:
New Programs:	Date Approved by Department:
Revised Programs: Addition of LIT 2000 to the <i>Humanities Core General Education</i> options for the following programs: Criminal Justice Technology (0080) Criminal Justice Technology – Corrections Track (0089) Criminal Justice Technology – Law Enforcement Track (0089) Paralegal Studies (0170)	Date Approved by Department: <i>10/23/24 – Division of Florida Colleges General Education Course Review</i> <i>12/17/24 – Arts & Sciences Department</i> <i>1/15/25 – State Board of Education</i>
Terminate Programs:	Date Approved by Department:
REMINDERS: <ul style="list-style-type: none"> After approval by the Instructional Curriculum Committee, submit SCNS and Catalog/Student Handbook Change forms for all changes listed on this form. Changes to degree requirements and new and terminated programs will be communicated to Academic Advising in late Spring. New programs and program terminations require modifications to the SJR State Application as soon as possible—December ideally. 	

**Instructional Curriculum Committee
Curriculum Change Submission Form**
Submit this completed form with your curriculum changes.

Department: <i>Business, Industry and Computer Information Systems</i>	Date: <i>01/23/2025</i>
New Courses:	Date Approved by Department:
Revised Courses: CTS 2358C Identity with Windows Server 2016	Date Approved by Department: Approved by CIS faculty on 12/12/24
Courses to Delete: Refer to list of Business & CIS courses	Date Approved by Department: Business Education faculty, 12/17/24 CIS faculty, 12/12/24
New Programs:	Date Approved by Department:
Revised Programs:	Date Approved by Department:
Terminate Programs: Network Security CCC (4127)	Date Approved by Department: CIS faculty, 12/12/24
<p style="text-align: center;">REMINDERS:</p> <ul style="list-style-type: none"> • After approval by the Instructional Curriculum Committee, submit SCNS and Catalog/Student Handbook Change forms for all changes listed on this form. • Changes to degree requirements and new and terminated programs will be communicated to Academic Advising in late Spring. • New programs and program terminations require modifications to the SJR State Application as soon as possible—December ideally. 	

MEMORANDUM

TO: Dr. Jay Paterson, AVP of Workforce and Career Services

FROM: Dr. Summer Garrett, Dean of Business, Industry, & CIS

DATE: January 21, 2025

SUBJECT: Business Education recommended course deletions

The following Business Education course deletions were approved at the Business full-time faculty meeting on December 17, 2024. The courses are not required in degrees or certificates and have not been offered in three (3) years or more.

Course Prefix & Number	Course Title
BUL 2242	Business Law II
FIN 1122	Principles Financial Planning
MAN 2043	Principles of Quality Management
MAN 2500	Operations Management
TRA 2010	Transportation and Distribution

MEMORANDUM

TO: Dr. Jay Paterson, AVP of Workforce and Career Services

FROM: Dr. Summer Garrett, Dean of Business, Industry, & CIS

DATE: January 21, 2025

SUBJECT: CIS recommended curriculum changes

The following Computer Information Systems (CIS) program and course recommendations were approved at the CIS full-time faculty meeting on December 12, 2024.

1. Recommend revising the course title of CTS 2358C Identity with Windows Server 2016 course (3 credits – 4 hours) because Windows Server 2016 is outdated.
 - a. Revised course title: CTS 2358C Identity with Windows Server.
 - b. No further updates to the course outline at this time.
2. Recommend deletion of the following courses because they are no longer required in degrees and certificates. With a few exceptions, the courses listed have not been offered in three (3) years or more.

Course Prefix & Number	Course Title
CAP 1760	Introduction to Analytics
CAP 2023	Introduction to Game Programming
CAP 2047	User Interface Design
CAP 2741	Data Visualization and Modeling
CAP 2762	Introduction to Data Mining
CET 2883C	Attack Prevention and Detection
CGS 1470C	Introduction to AutoCAD
CGS 2514	Excel Data Analysis

CGS 2545	Database Concepts for Business
CGS 2554	Introduction to Electronic Commerce
CGS 2811C	Disaster Recovery Fundamentals
CGS 2820	Web Page Design and Publishing
CGS 2871	Multimedia
CGS 2930	Special Topics in Computer Studies
CGS 2949	Computer Information Technology Capstone
CIS 2252	Computer Ethics
CIS 2621	Advanced Cyber Security
COP 1700	Introduction to SQL
COP 2701	Advanced Database Concepts in Programming
COP 2801	Programming in JavaScript
COP 2805	Advanced Java Programming
COP 2822	Web Page Authoring
COP 2837	Introduction to Programming with Visual Basic.NET
CTS 1142	Information Technology Project Management
CTS 211C	Linux Network Administration
CTS 2155	Customer Support Operations
CTS 2370	Virtual Infrastructure Installation and Configuration
DIG 1109	Digital Imaging Fundamentals
DIG 2102	Advanced Web Design

3. Recommend teach-out and elimination of the Network Security college credit certificate (4127) because it no longer aligns with the state framework.
 - a. Elimination of the certificate does not impact courses.
 - b. Teach-out plan will follow college procedures, and students will be notified of the timeline to complete prior to certificate elimination.

St. Johns River State College

Course Outline

I. Course Symbol and Title

CTS 2358C Identity with Windows Server 2016

3 Credit Hours/ 4 Contact Hours

II. Course Description

Prerequisite: CNT 1001 with a grade of “C” or higher. This course addresses the concepts, terminology and technology covered through a deep investigation into the world of active directory and its associated technologies. Students will also learn about PowerShell along the way. The course provides students with the opportunity to get hands-on practice via virtual labs, for a complete learning experience in the world of Active Directory.

III. General Education Course

This course does not fulfill the general education requirement for the A.A. and cannot be used as elective.

IV. Program Mission Statement

The mission of St. Johns River State College Computer programs is to produce graduates with the knowledge and skills essential for success in the workplace, and to encourage the pursuit of academic and lifelong learning and personal growth through high quality, innovative, and effective instruction.

V. Program Outcomes

1. Graduates will be able to implement LAN, setup, maintain, and support a computer network.
2. Graduates will be able to install server operating system, perform routine maintenance and support.
3. Graduates will demonstrate fundamental proficiency in network security essentials in identifying risks, managing security software, and creating security policies.
4. Graduates will demonstrate understanding of routing concepts and protocols by configuring routers, implementing VLAN and configuring switches.
5. Graduates will apply skills to configure WAN topology.

VI. Course/Student Learning Outcomes

Upon successful completion of this course, the student should be able to:

1. Install and configure directory domain services AD DS
2. Manage and maintain AD DS
3. Create and manage Group Policy
4. Implement Active Directory Certificate services AD CS
5. Implement and identify federation and access solutions.

VII. Course Content

Major Topics (from SCNS.FLDOE.ORG):

Windows Server Active Directory installation and configuration, group policy settings and management, sites management, implementation of federation and access solutions, deployment of certificates, synchronization, monitoring, troubleshooting, establishing business continuity

VIII. Special Course Requirements

None

IX. Course Support Materials

May include but not be limited to the following:

1. Textbook with instructor's resource materials.
2. Internet, PowerPoint presentations, multimedia, and MS Word
3. Other instructional materials: journals, newspapers, books, etc.

X. Criteria for Student Evaluation

Items which may be used to evaluate students for grading purposes, but not limited to, are tests, quizzes, attendance, class participation, presentations, individual and group projects.

XI. Course Assessment Methods

Methods to assess whether students as a whole are accomplishing the student learning outcomes stated in VI shall include any or all of the following: embedded questions in quizzes/tests, pre/post tests, final exams, rubrics, surveys, projects, presentations, etc.

**Instructional Curriculum Committee
Curriculum Change Submission Form**
Submit this completed form with your curriculum changes.

Department: <i>Business, Industry and Computer Information Systems</i>	Date: <i>01/23/2025</i>
New Courses:	Date Approved by Department:
Revised Courses:	Date Approved by Department:
Courses to Delete:	Date Approved by Department:
New Programs:	Date Approved by Department:
Revised Programs: Addition of LIT 2000 to the <i>Humanities Core General Education</i> options for the following programs: Accounting Technology (0093) Business Administration (0202) Computer Programming and Analysis (2011) Network Systems Technology (0193) Engineering Technology (4300)	Date Approved by Department: <i>10/23/24 – Division of Florida Colleges General Education Course Review</i> <i>12/17/24 – Arts & Sciences Department</i> <i>1/15/25 – State Board of Education</i>
Terminate Programs:	Date Approved by Department:
<p style="text-align: center;">REMINDERS:</p> <ul style="list-style-type: none"> After approval by the Instructional Curriculum Committee, submit SCNS and Catalog/Student Handbook Change forms for all changes listed on this form. Changes to degree requirements and new and terminated programs will be communicated to Academic Advising in late Spring. New programs and program terminations require modifications to the SJR State Application as soon as possible—December ideally. 	

**Instructional Curriculum Committee
Curriculum Change Submission Form**
Submit this completed form with your curriculum changes.

Department: Nursing	Date: January 22, 2025
New Courses: N/A	Date Approved by Department:
Revised Courses: NUR 1140 Pharmacology NUR 1212C Adult Health II NUR 2244C Adult Health III PRN 0290 Medical Surgical Nursing I PRN 0291 Medical Surgical Nursing II	Date Approved by Department: December 9, 2024 June 6, 2024
Courses to Delete: N/A	Date Approved by Department:
New Programs: N/A	Date Approved by Department:
Revised Programs: Nursing (0208/0299) Nursing – LPN Bridge to ASN (0208/0298) -Admission Point system -Required exam grade score -Incorporate Pharmacology Practical Nursing (0297) -Staggered Admission <i>List the programs your area is proposing to revise. If the revision is to a degree, check to ensure that there is not an unintended impact to any associated certificates. All certificate programs should be embedded in the associated degree. Attach a revised degree/certificate plan using the format in our Catalog/Student Handbook and submit a memorandum describing the curriculum review and proposed program revision.</i>	Date Approved by Department: December 9, 2024 October 25, 2024 October 25, 2024 October 25, 2024 June 6, 2024

Terminate Programs: N/A <i>List the programs your area is proposing to delete. Submit a memorandum describing the curriculum review and proposed program termination.</i>	Date Approved by Department:
<p style="text-align: center;">REMINDERS:</p> <ul style="list-style-type: none"> • After approval by the Instructional Curriculum Committee, submit SCNS and Catalog/Student Handbook Change forms for all changes listed on this form. • Changes to degree requirements and new and terminated programs will be communicated to Academic Advising in late Spring. • New programs and program terminations require modifications to the SJR State Application as soon as possible—December ideally. 	

MEMORANDUM

TO: Dr. Jay Paterson
Assistant Vice President of Workforce and Career Services

FROM: Dr. Melody Corso
Dean of Nursing

DATE: January 22, 2025

RE: 2025 Practical Nursing Program Revision

I have submitted SCNS forms for the four Practical Nursing courses that did not previously show prerequisites in SCNS. Also, the names of two of the courses do not match what is in the Department of Education Frameworks as well as in SCNS, Medical Surgical Nursing I and Medical Surgical Nursing II. I am requesting the change be made to remove the roman numerals in the course titles and replace them with numeric numbers so that all course titles match.

ST. JOHNS RIVER STATE COLLEGE
PRACTICAL NURSING
PRN0290 MEDICAL SURGICAL NURSING I-1
COURSE OUTLINE

Contact Hours: **300** hours
(Classroom 80 hrs. Lab 65 hrs. Simulation 35 hrs. Clinical 120 hrs.)

Prerequisites: ***PRN0099 Practical Nursing Foundations 2***

Co-requisite: ***None***

Course Description

This course is designed to introduce the student to general concepts related to medical and surgical nursing and the nursing process in acute and long-term care settings. The health-illness continuum is covered including pathophysiological processes and medical-surgical interventions. Nursing care of patients with specific disease / disorders are discussed. Clinical experiences are provided in both a nursing simulated laboratory and various healthcare facilities under faculty supervision.

End of Program Student Learning Outcomes

By the conclusion of the Practical Nursing program, the student should be able to:

- Utilize nursing judgment to provide safe and effective care for a variety of client populations. (*Nursing Judgement*)
- Collaborate with interdisciplinary members of the healthcare team to manage client care. (*Collaboration*).
- Utilize evidence-based practice to evaluate care processes, quality and safety improved client outcomes. (*Evidence-Based Practice*)
- Implement practices that support the clients' cultural and societal beliefs. (*Culture*)

Student Learning Outcomes

After successfully completing this program, the student will be able to perform the following:

- Demonstrate how to care for the surgical patient with a cardiovascular, respiratory, lymphatic, Musculoskeletal, Endocrine or Integumentary disease / disorder. (*Nursing Judgement*)
- Demonstrate how to care for the pre-operative and post-operative patients, utilizing nursing principles. (*Nursing Judgement*)

Course Content Outline

After successfully completing this course, the student will be able to perform the following:

- I. Nursing Care of Patients with Cardiovascular/ Circulatory disease/disorder
 - a. Self-Care Deficits: Signs & Symptoms
 - b. Diagnostic Tests
 - c. Medications
 - d. Treatment

- II. Nursing Care of Patients with Respiratory disease/disorder
 - a. Self-Care Deficits: Signs & Symptoms
 - b. Diagnostic Tests
 - c. Medications
 - d. Treatment
- III. Nursing Care of Patients with Lymphatic/ Immune disease/disorder
 - a. Self-Care Deficits: Signs & Symptoms
 - b. Diagnostic Tests
 - c. Medications
 - d. Treatment
- IV. Nursing Care of Patients with Musculoskeletal disease/disorder
 - a. Self-Care Deficits: Signs & Symptoms
 - b. Diagnostic Tests
 - c. Medications
 - d. Treatment
- V. Nursing Care of Patients with Endocrine disease/disorder
 - a. Signs & Symptoms
 - b. Diagnostic Tests
 - c. Medications
 - d. Treatment
- VI. Nursing Care of Patients with Integumentary/Sensory disease/disorder
 - a. Self-Care Deficits: Signs & Symptoms
 - b. Diagnostic Tests
 - c. Medications
 - d. Treatment

ST. JOHNS RIVER STATE COLLEGE
PRACTICAL NURSING
PRN0291 MEDICAL SURGICAL NURSING II 2
COURSE OUTLINE

Contact Hours: **300** hours
(Classroom 80 hrs. Lab 65 hrs. Simulation 35 hrs. Clinical 120 hrs.)

Prerequisites: PRN0290 Medical Surgical Nursing I 1

Co-requisite: None

Course Description

This course builds on the concepts related to medical and surgical nursing and the nursing process in acute and long-term care settings. The health-illness continuum is covered including pathophysiological processes and medical-surgical interventions. Nursing care of patients with specific disease / disorders are discussed. Clinical experiences are provided in both a nursing simulated laboratory and various healthcare facilities under faculty supervision.

End of Program Student Learning Outcomes

By the conclusion of the Practical Nursing program, the student should be able to:

- Utilize nursing judgment to provide safe and effective care for a variety of client populations. (*Nursing Judgement*)
- Collaborate with interdisciplinary members of the healthcare team to manage client care. (*Collaboration*).
- Utilize evidence-based practice to evaluate care processes, quality and safety improved client outcomes. (*Evidence-Based Practice*)
- Implement practices that support the clients' cultural and societal beliefs. (*Culture*)

Student Learning Outcomes

After successfully completing this program, the student will be able to perform the following:

- Demonstrate how to care for the surgical patient with a gastrointestinal, neurological, urinary, reproductive or oncologic disease / disorder. (*Nursing Judgement, Evidence-based Practice*)

Course Content Outline

After successfully completing this course, the student will be able to perform the following:

- I. Nursing Care of Patients with Gastrointestinal disease/disorder
 - a. Self-Care Deficits: Signs & Symptoms
 - b. Diagnostic Tests
 - c. Medications
 - d. Treatment
- II. Nursing Care of Patients with Neurological of disease/disorder
 - a. Self-Care Deficits: Signs & Symptoms
 - b. Diagnostic Tests
 - c. Medications

- d. Treatment
- III. Nursing Care of Patients with Urinary of disease/disorder
 - a. Self-Care Deficits: Signs & Symptoms
 - b. Diagnostic Tests
 - c. Medications
 - d. Treatment
- IV. Nursing Care of Patients with Reproductive of disease/disorder
 - a. Self-Care Deficits: Signs & Symptoms
 - b. Diagnostic Tests
 - c. Medications
 - d. Treatment
- V. Nursing Care of Patients with Oncologic of disease/disorder
 - a. Self-Care Deficits: Signs & Symptoms
 - b. Diagnostic Tests
 - c. Medications
 - d. Treatment

MEMORANDUM

TO: Dr. Jay Paterson
Assistant Vice President of Workforce and Career Services

FROM: Dr. Melody Corso
Dean of Nursing

DATE: January 22, 2025

RE: 2025 Associate Degree Nursing Program Revision

I am requesting that the Pharmacology course be removed from the AS Nursing degree programs. The content from the Pharmacology course will be divided into two different adult health courses. Two credits will be added to Adult Health Nursing II and one credit will be added to Adult Health Nursing III. Students struggle with Pharmacology content along with taking a nursing course. A review of pharmacology content is already taught in most of our adult health nursing courses. This will allow for the pharm content to be taught alongside the medical problems.

In addition, I have submitted SCNS forms for the two associate degree nursing courses that will need to be changed in SCNS.

NURSING (0208/0299) CONTINUED

ASSOCIATE IN SCIENCE DEGREE

NURSING RELATED COURSES:

+^	BSC	2086	Human Anatomy and Physiology II.....	3
+	BSC	2086L	Laboratory for Human Anatomy and Physiology II	1
	DEP	2004	Human Growth and Development	3
+^	MCB	2010	Microbiology	3
+	MCB	2010L	Laboratory for Microbiology	1
	PSY	2012	General Psychology	3

NURSING CORE COURSES:

+	NUR	1020	Foundations of Nursing Practice.....	4
+	NUR	1020L	Foundations of Nursing Practice Lab	5
+	NUR	1140	Clinical Pharmacology	3
+	NUR	1210C	Adult Health Nursing I	5
+	NUR	1212C	Adult Health Nursing II	7
+	NUR	1521C	Mental Health Nursing	3
+	NUR	2244C	Adult Health Nursing III	6
+	NUR	2460C	Parent Child Nursing	4
+	NUR	2251C	Adult Health Nursing IV.....	4
+	NUR	2943C	Transitional Nursing	4

REQUIRED TOTAL CREDIT HOURS

72

* Refer to A.S. degree general education core requirements on page 80.

+ Qualifying placement score or prerequisite course may be required. See course descriptions in catalog.

^ Corequisite lab required. See course descriptions in catalog.

Note: Any person having been arrested or convicted of any offense other than a minor traffic violation should refer to Florida Statutes, Chapter 464, regarding nursing licensure. For further information, contact the Department of Health, Division of Medical Quality Assurance, Florida Board of Nursing, 4052 Bald Cypress Way, BIN C02, Tallahassee, FL 32399-3252. (850) 245-4125. Fax (850) 245-4172.

NURSING: PRACTICAL (0297) CONTINUED

CAREER CERTIFICATE

3

NURSING RELATED COURSES:

+^	BSC	2086	Human Anatomy and Physiology II.....	3
+	BSC	2086L	Laboratory for Human Anatomy and Physiology II	1
	DEP	2004	Human Growth and Development	3
+^	MCB	2010	Microbiology	3
+	MCB	2010L	Laboratory for Microbiology	1
	PSY	2012	General Psychology	3

NURSING CORE COURSES:

+	NUR	1005	LPN Transition	4
+	NUR	1140	Clinical Pharmacology	3
+	NUR	1212C	Adult Health Nursing II.....	7
+	NUR	1521C	Mental Health Nursing	3
+	NUR	2244C	Adult Health Nursing III	6
+	NUR	2460C	Parent Child Nursing	4
+	NUR	2251C	Adult Health Nursing IV	4
+	NUR	2943C	Transitional Nursing	4

CREDITS AWARDED FOR LPN CERTIFICATION **10**

REQUIRED TOTAL CREDIT HOURS **72**

* Refer to A.S. degree general education core requirements on page 80.

+ Qualifying placement score or prerequisite course may be required. See course descriptions in catalog.

^ Corequisite lab required. See course descriptions in catalog.

Note: Any person having been arrested or convicted of any offense other than a minor traffic violation should refer to Florida Statutes, Chapter 464, regarding nursing licensure. For further information, contact the Department of Health, Division of Medical Quality Assurance, Florida Board of Nursing, 4052 Bald Cypress Way, BIN C02, Tallahassee, FL 32399-3252. (850) 245-4125. Fax (850) 245-4172.

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

NUR 1212C Adult Health Nursing II

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

~~5 Credit Hours – 130.5 hours (Classroom 45 hrs, Lab 9 hrs, Simulation/Clinical 76.5 hrs)~~
7 Credit Hours – 160.5 hours (Classroom 75 hrs, Lab 9 hrs, Simulation/Clinical 76.5 hrs)

III. Course Description

This course focuses on the care of the adult, older adult and elderly patients with self-care requisites. Emphasis is placed on the medical-surgical patient. The student will be able to recognize the normal and abnormal physical and sociological needs of the patient to improve patient outcomes. This course encompasses didactic, lab, simulation, and clinical experiences.

IV. Prerequisites and/or Co-requisites

Prerequisites: ~~NUR 1140 Clinical Pharmacology~~
NUR1210C Adult Health Nursing I
Corequisite: None

V. General Education Course

Can the course be used to satisfy general education requirements? If so, what area?

No. This course cannot be used to satisfy the general education requirements.

VI. Program Mission Statement

The Department of Nursing Education supports the mission of St. Johns River State College. The Department of Nursing Education prepares students to enter the workforce with the ability to think critically about actual or potential self-care deficits, as well as demonstrate caring behaviors while practicing within the legal and ethical scope of professional nursing practice. Nursing students are prepared to function competently as entry level nurses upon graduation.

VII. Program Outcomes

At the end of the program the graduate will be able to:

- Utilize nursing judgment to provide safe and effective care for a variety of client populations. (Nursing Judgement)

- Collaborate with interdisciplinary members of the healthcare team to manage client care. (Collaboration).
- Utilize evidence-based practice to evaluate care processes, quality and safety improved client outcomes. (Evidence-Based Practice)
- Implement practices that support the clients' cultural and societal beliefs. (Culture)

VIII. Course/Student Learning Outcomes

At the completion of this course, the student should be able to:

- Select nursing processes to maintain an optimal level of wellbeing and safely assists adult patients and families to resolve self-care deficits. (Nursing Judgement)
- Establish collaboration with health care team members as it relates to providing comprehensive patient care. (Collaboration)
- Use current nursing literature as a basis for critical thinking and decision-making in nursing practice. (Evidence-based Practice)
- Recognize culturally competent patient care. (Culture)

IX. Course Content

Pharmacology

Principles of pharmacology will be covered throughout the course that safely assist patients receiving drug therapies to maintain an optimal level of well-being and to resolve or minimize health issues.

I. Immunology

- A. Care of the Patient with Immune Function Excess
 1. Hypersensitivity
 2. Autoimmunity

II. Fluid and Electrolytes

- A. Fluid and Electrolyte Imbalance
- B. Peripheral IV therapy

III. Cardiac

- A. Introduction to Abnormal Heart Sounds
- B. Care of Patients with Vascular Problems

IV. Respiratory System

- A. Care of Patients with Non-Infectious Upper Respiratory Problems
- B. Care of Patients with Non-Infectious Lower Respiratory Problems
- C. Abnormal Breath Sounds

V. Neurologic System

- A. Seizures
- B. Encephalitis
- C. Meningitis

VI. Renal System

- A. Care of Patients with Urinary Problems

VII. Gastrointestinal

- A. Care of Patients with Stomach Disorders
- B. Care of Patients with Inflammatory Intestinal Disorders
- C. Care of Patients with Non-Inflammatory Intestinal Disorders

VIII. Endocrine System

- A. Care of the Patients with Diabetes

IX. Integumentary

- A. Care of Patients with Skin Problems

X. Musculoskeletal

- A. Care of Patients with Musculoskeletal Problems

XI. Peri-Operative

- A. Management of Peri-Operative Patients
- B. Anesthetic Drugs

XII. Reproductive

- A. Care of Patients with Breast Disorders
- B. Care of Patients with Gynecological Problems

X. Special Course Requirements

- An overall course average of 75%, which includes all exams, final exam, graded homework, quizzes, and the HESI Specialty Test conversion score
- Resolved or completed remediation and/or assignments.
- Attendance that meets the nursing program requirements
- A satisfactory clinical evaluation including resolved or completed remediation and/or assignments.

XI. Course Support Materials

Elsevier's 2023 Intravenous Medications

Author: Rainforth & Collins

Publisher: Elsevier Health Sciences

Edition: 39

ISBN: 978-0-32-393180-9

XII. Criteria for Student Evaluation

Students demonstrate mastery knowledge of material through performance on objective and subjective examinations and quizzes, nursing care plans, in-class and out-of-class assignments, laboratory performance assessments, clinical performance assessments, independent study assignments, and dosage calculation assessments.

75% Exams

10% Assignments

15% HESI (Pharmacology)

XIII. Course Assessment Methods

Exams, homework, quizzes, HESI

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

NUR 2244C Adult Health Nursing III

II. Number of Credit Hours, Contact Hours, and/or Clock Hours

~~5 Credit Hours - 146 hours (Classroom 40 hrs, Simulation/Clinical 106 hrs)~~

6 Credit Hours - 161 hours (Classroom 55 hrs, Simulation/Clinical 106 hrs)

III. Course Description

This course focuses on more complex diseases and self-care requisites of the adult, older adult and elderly patients in medical/surgical and critical care area. Emphasis placed on advancing critical thinking skills to detect changes in patient status and to be able to respond appropriately to those changes. Analyzes effectiveness of nursing interventions based on patient outcomes. This course encompasses didactic, lab, simulation, and clinical experiences.

IV. Prerequisites and/or Co-requisites

Prerequisites: NUR 1212C Adult Health Nursing II
NUR 1521C Mental Health Nursing

V. General Education Course

Can the course be used to satisfy general education requirements? If so, what area?

No. This course cannot be used to satisfy the general education requirements.

VI. Program Mission Statement

The Department of Nursing Education supports the mission of St. Johns River State College. The Department of Nursing Education prepares students to enter the workforce with the ability to think critically about actual or potential self-care deficits, as well as demonstrate caring behaviors while practicing within the legal and ethical scope of professional nursing practice. Nursing students are prepared to function competently as entry level nurses upon graduation.

VII. Program Outcomes

At the end of the program the graduate will be able to:

- Utilize nursing judgment to provide safe and effective care for a variety of client populations. (Nursing Judgement)

- Collaborate with interdisciplinary members of the healthcare team to manage client care. (Collaboration).
- Utilize evidence-based practice to evaluate care processes, quality and safety improved client outcomes. (Evidence-Based Practice)
- Implement practices that support the clients' cultural and societal beliefs. (Culture)

VIII. Course/Student Learning Outcomes

At the completion of this course, the student should be able to:

- Organize nursing processes to maintain an optimal level of well-being and safely assists adult patients and families to resolve self-care deficits. (Nursing Judgement)
- Examine the role of shared-decision making in collaboration with nurses and allied health team members in providing comprehensive patient care. (Collaboration)
- Research outcome-based nursing literature to create teaching plans. (Evidence-based Practice)
- Provide culturally competent patient care. (Culture)

IX. Course Content

Pharmacology

Principles of pharmacology will be covered throughout the course that safely assist patients receiving drug therapies to maintain an optimal level of well-being and to resolve or minimize health issues.

I. Immunology

- Connective Tissue Diseases
- HIV and Other Immune Deficiencies

II. Fluid and Electrolytes

- Acid Base Imbalance
- ABG Interpretation
- Central Infusion Therapy
 - PICC
 - Port-a-Cath (POC)
 - Triple Lumen Catheters

III. Hematology

- Care of Patients with Hematological Problems
- Blood Transfusion Therapy

IV. Cardiac

- Introduction to Basic Rhythm Interpretation and Monitoring
- Care of Patients with Cardiac Problems
- Care of Patients with Acute Coronary Syndrome

V. Respiratory

- A. Care of Patients with Infectious Respiratory Problems

VI. Neurologic

- A. Transient Ischemic Attack (TIA)
- B. Stroke

VII. Renal System

- A. Care of Patients with Renal Disorders

VIII. Gastrointestinal

- A. Care of Patients with Liver Problems
- B. Care of Patients with Pancreas and Biliary Problems

IX. Endocrine

- A. Care of Patients with Pituitary and Adrenal Gland Problems
- B. Care of Patients with Problems of the Thyroid and Parathyroid Glands

X. Special Course Requirements

- HESI Exam
- A minimum average of 75% on exams/unit tests, including the final exam, but excluding HESI Specialty Tests, quizzes, graded assignments, and graded homework. This average is calculated separately and not part of the overall course average.
- An overall course average of 75%, which includes all exams, final exam, graded homework, quizzes, and the HESI Specialty Test conversion score
- A satisfactory clinical evaluation including resolved or completed remediation and/or assignments.
- Practical Lab Exam: Pass with a maximum of 3 attempts (refer to grading rubric for criteria)

XI. Course Support Materials

List all of the materials used for instructional and student use.

XII. Criteria for Student Evaluation

The final grade for the course will be determined by using the following plan:

- HESI (Medical-Surgical) 15%
- 4 Exams and Final 75%
- Homework/Quizzes 10%

XIII. Course Assessment Methods

Exams, homework assignments, quizzes, and HESI

NURSING (0208/0299) CONTINUED

ASSOCIATE IN SCIENCE DEGREE

NURSING RELATED COURSES:

+^	BSC	2086	Human Anatomy and Physiology II.....	3
+	BSC	2086L	Laboratory for Human Anatomy and Physiology II	1
	DEP	2004	Human Growth and Development	3
+^	MCB	2010	Microbiology	3
+	MCB	2010L	Laboratory for Microbiology	1
	PSY	2012	General Psychology	3

NURSING CORE COURSES:

+	NUR	1020	Foundations of Nursing Practice.....	4
+	NUR	1020L	Foundations of Nursing Practice Lab	5
+	NUR	1140	Clinical Pharmacology	3
+	NUR	1210C	Adult Health Nursing I	5
+	NUR	1212C	Adult Health Nursing II	5 7
+	NUR	1521C	Mental Health Nursing	3
+	NUR	2244C	Adult Health Nursing III	5 6
+	NUR	2460C	Parent Child Nursing	4
+	NUR	2251C	Adult Health Nursing IV.....	4
+	NUR	2943C	Transitional Nursing	4

REQUIRED TOTAL CREDIT HOURS

72

* Refer to A.S. degree general education core requirements on page 80.

+ Qualifying placement score or prerequisite course may be required. See course descriptions in catalog.

^ Corequisite lab required. See course descriptions in catalog.

Note: Any person having been arrested or convicted of any offense other than a minor traffic violation should refer to Florida Statutes, Chapter 464, regarding nursing licensure. For further information, contact the Department of Health, Division of Medical Quality Assurance, Florida Board of Nursing, 4052 Bald Cypress Way, BIN C02, Tallahassee, FL 32399-3252. (850) 245-4125. Fax (850) 245-4172.

NURSING: LPN BRIDGE TO ASN (0208/0298) CONTINUED

ASSOCIATE IN SCIENCE DEGREE

NURSING RELATED COURSES:

+ [^]	BSC	2086	Human Anatomy and Physiology II.....	3
+	BSC	2086L	Laboratory for Human Anatomy and Physiology II	1
	DEP	2004	Human Growth and Development	3
+ [^]	MCB	2010	Microbiology	3
+	MCB	2010L	Laboratory for Microbiology	1
	PSY	2012	General Psychology	3

NURSING CORE COURSES:

+	NUR	1005	LPN Transition	4
+	NUR	1140	Clinical Pharmacology	3
+	NUR	1212C	Adult Health Nursing II.....	5 7
+	NUR	1521C	Mental Health Nursing	3
+	NUR	2244C	Adult Health Nursing III	5 6
+	NUR	2460C	Parent Child Nursing	4
+	NUR	2251C	Adult Health Nursing IV	4
+	NUR	2943C	Transitional Nursing	4

CREDITS AWARDED FOR LPN CERTIFICATION **10**

REQUIRED TOTAL CREDIT HOURS **72**

* Refer to A.S. degree general education core requirements on page 80.

+ Qualifying placement score or prerequisite course may be required. See course descriptions in catalog.

[^] Corequisite lab required. See course descriptions in catalog.

Note: Any person having been arrested or convicted of any offense other than a minor traffic violation should refer to Florida Statutes, Chapter 464, regarding nursing licensure. For further information, contact the Department of Health, Division of Medical Quality Assurance, Florida Board of Nursing, 4052 Bald Cypress Way, BIN C02, Tallahassee, FL 32399-3252. (850) 245-4125. Fax (850) 245-4172.

NURSING: PRACTICAL (0297) CONTINUED

CAREER CERTIFICATE

POST- ADMISSION REQUIREMENTS

1. Applicants must meet the TABE placement test score for language, reading, arithmetic ability at the 11th grade level or better prior to program completions. Applicants who do not meet the 11th grade TABE placement test score for language reading, arithmetic ability at the 11th grade level are required to participate in mandatory remediation.
2. All students are asked to sign a consent and waiver to perform a criminal background check and drug screen. Failure to provide a consent will render the applicant ineligible for admission to the program. Admission to the program is conditional upon the results of the criminal and professional background check and drug screen. Additional random and scheduled drug screening may be required at any time during the program.
3. Attend nursing student orientation online prior to the first day of class.
4. Have an annual physical examination verifying acceptable health status and completing all requirements for the nursing program. Requirements for the physical are included on the form provided to each student after admission to the nursing program.
5. Have liability/malpractice insurance of \$1,000,000 per incident and \$3,000,000 per aggregate. (Payment included with lab fees during the registration).
6. Initiate and maintain an annual subscription to required third party clinical compliance sites as a clinical requirement. The initial payment is included with course fees during registration. The annual renewal is the financial responsibility of the student and is submitted individually.

PRACTICAL NURSING COURSES

PRN 0098C	Practical Nursing Foundations 1	300
PRN 0099C	Practical Nursing Foundations 2	300
PRN 0290C	Medical Surgical Nursing I Nursing 1	300
PRN 0291C	Medical Surgical Nursing II Nursing 2	300
PRN 0690C	Comprehensive Nursing & Transitional Skills	150


TOTAL PROGRAM CONTACT HOURS

1350

**Instructional Curriculum Committee
Curriculum Change Submission Form**
Submit this completed form with your curriculum changes.

Department: <i>Nursing</i>	Date: <i>01/23/2025</i>
New Courses:	Date Approved by Department:
Revised Courses:	Date Approved by Department:
Courses to Delete:	Date Approved by Department:
New Programs:	Date Approved by Department:
Revised Programs: Addition of LIT 2000 to the <i>Humanities Core General Education</i> options for the following programs: Nursing (0208/0299) Nursing – LPN Bridge to ASN (0208/0298)	Date Approved by Department: <i>10/23/24 – Division of Florida Colleges General Education Course Review</i> <i>12/17/24 – Arts & Sciences Department</i> <i>1/15/25 – State Board of Education</i>
Terminate Programs:	Date Approved by Department:
REMINDERS: <ul style="list-style-type: none"> After approval by the Instructional Curriculum Committee, submit SCNS and Catalog/Student Handbook Change forms for all changes listed on this form. Changes to degree requirements and new and terminated programs will be communicated to Academic Advising in late Spring. New programs and program terminations require modifications to the SJR State Application as soon as possible—December ideally. 	

TO: Joe Pickens, J.D.
College President

FROM: Melanie Rosen Brown, Ph.D. 
Chief Operating Officer/Senior Vice President

DATE: February 11, 2025

RE: ***ACTION*** Agenda Items
February 19, 2025, District Board of Trustees Meeting

The following items are submitted for the Board of Trustees' consideration at the February 19, 2025, meeting:

1. Chief Operating Officer, Dr. Melanie Brown

- a. Information Only: Amendment to SJR Board Rule 7.21 (R1) Acceleration Programs
*After advertising, will be brought for approval at April 16, 2025, BOT Meeting

2. Facilities Management & Planning: AVP Terry Thomas

- a. Information Item: Change Order #001 to Foresight Construction Contract
- b. Action Item: Declare an Emergency for Remodel and Addition to the FloArts Building Project Bid, Palatka Campus
- c. Information Item: Update on the Student Housing Project, Palatka Campus

SJR 7.21 (R12) Acceleration Programs

(New Rule Promulgated 6/01/05)

Approved 1/18/06

Amended 1/16/13; Amended 4/16/25

Specific Authorities: FS 1007.27, FS 1007.271, ~~FS 1007.272, FAC 6A-14.031~~, FS 1001.02(1), FS 1001.03, ~~FS 1001.02(9), FAC 6A-1.095(2)~~, FS 1001.65 ~~(21)(20)~~, **FS 1004.0981**

In accordance with **Florida Statutes**, ~~FS 1007.27, FS 1007.271, FS 1007.272, and FAC 6A-14.031~~, the District Board of Trustees directs the College President and appropriate College personnel to establish mechanisms for participation in Articulated Acceleration Programs. The Articulated Acceleration programs shall provide eligible students an opportunity for advanced credit as outlined by the Florida Articulation Coordination Committee. St. Johns River State College shall award credit for the following programs:

- 1) Advanced Placement (AP)
- 2) The International Baccalaureate Degree Program (IB)
- 3) College Level Examination Program (CLEP)
- 4) Cambridge Advanced International Certificate of Education (AICE)
- 5) Defense Activity for Non-traditional Education Support (DANTES/DSST)
- 6) Credit by Examination
- 7) Dual Enrollment
- 8) Early Admission Programs ~~[FAC 6A-1.095(2)]~~
- 9) Law Enforcement Training and Experience**

Each of these Articulated Acceleration Programs will be described in the College Catalog, including eligibility requirements, procedures to enroll and/or utilize the program, and an appeals process.

SJR 7.21 (R2) Acceleration Programs

(New Rule Promulgated 6/01/05)

Approved 1/18/06

Amended 1/16/13; Amended 4/16/25

Specific Authorities: FS 1007.27, FS 1007.271, FS 1001.02(1), FS 1001.03, FS 1001.65(20), FS 1004.0981

In accordance with Florida Statutes, the District Board of Trustees directs the College President and appropriate College personnel to establish mechanisms for participation in Articulated Acceleration Programs. The Articulated Acceleration programs shall provide eligible students an opportunity for advanced credit as outlined by the Florida Articulation Coordination Committee. St. Johns River State College shall award credit for the following programs:

- 1) Advanced Placement (AP)
- 2) The International Baccalaureate Degree Program (IB)
- 3) College Level Examination Program (CLEP)
- 4) Cambridge Advanced International Certificate of Education (AICE)
- 5) Defense Activity for Non-traditional Education Support (DANTES/DSST)
- 6) Credit by Examination
- 7) Dual Enrollment
- 8) Early Admission Programs
- 9) Law Enforcement Training and Experience

Each of these Articulated Acceleration Programs will be described in the College Catalog, including eligibility requirements, procedures to enroll and/or utilize the program, and an appeals process.




ST. JOHNS RIVER

STATE COLLEGE

MEMORANDUM

To: Dr. Melanie Brown
Chief Operating Officer and Senior Vice President

From: Terry Thomas 
Assistant Vice President of Facilities, Planning and Capital Projects

Date: February 11, 2025

Subject: Information Item: Change Order #001 to Foresight Construction Contract

This is an information item for the Board of Trustees at their meeting on February 19, 2025. This month, Change Order #001 was executed by the College to the Foresight Construction contract for the Library Restroom/Window Wall System, ADA/Life Safety Project on the Palatka campus.

Change Order #001 was an additive change order in the amount of \$31,360.93. This change order included

COP #2: Break Metal Strips, includes adding break metal strips around the small windows on the North and South elevations due to the curtain wall protruding out past the brick veneer.

COP #3: Sunshade Steel Supports: North elevations, includes adding reinforcement supports for the attachment of exterior sunshades to curtain wall windows.

COP #5: Restroom Repairs includes replacing demolished mud beds and prime epoxy paint for wall tile installation in restrooms.

COP #6; 1-Hour Ceilings, includes patching 1-hour rated lid above ceiling grid in coordinator.

Please let me know if I may answer any questions regarding this agenda item.

Attachment (1)

AIA® Document G701® – 2017

Change Order

PROJECT: <i>(Name and address)</i> St. Johns River State College - Library Renovation 5001 St. Johns Ave Palatka, FL 32117	CONTRACT INFORMATION: Contract For: General Construction Date: 01-14-2025	CHANGE ORDER INFORMATION: Change Order Number: 001 Date:
OWNER: <i>(Name and address)</i> St. Johns River State College 5001 St. Johns Ave Palatka, FL 32177	ARCHITECT: <i>(Name and address)</i> kasper architects + associates 10175 Fortune Parkway, Suite 701 Jacksonville, 32256	CONTRACTOR: <i>(Name and address)</i> Foresight Construction 3491 Pall Mall Drive, Suite 204 Jacksonville, FL 32257

THE CONTRACT IS CHANGED AS FOLLOWS:

(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)

GC to proceed with work outlined in COP #'s 2, 3, 5, 6.

(Please see attached COP's for reference.)

COP #2 \$7,175.12 -Break Metal Strips, includes adding break metal strips around perimeter sections of curtain wall windows to cover of exposed mill finish mullion sections.

COP #3 \$15,210.99 -Sunshade Steel Supports - North Elevations, includes adding steel reinforcement supports for the attachment of exterior sunshades to curtain wall windows along the north elevation.

COP #5 \$6,081.72 -Restroom Repairs, includes replacing demo'd mud beds and prime epoxy paint for wall tile installation in restrooms.

COP #6 \$2,893.10 -1-Hour Ceilings, includes patching 1-hour rated lid above ceiling grid in corridor.


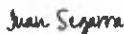
The original Contract Sum was	\$ 1,694,800.00
The net change by previously authorized Change Orders	\$ 0.00
The Contract Sum prior to this Change Order was	\$ 1,694,800.00
The Contract Sum will be increased by this Change Order in the amount of	\$ 31,360.93
The new Contract Sum including this Change Order will be	\$ 1,726,160.93

The Contract Time will be unchanged by Zero (0) days.

The new date of Substantial Completion will be

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.


NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

		
ARCHITECT <i>(Signature)</i>	CONTRACTOR <i>(Signature)</i>	OWNER <i>(Signature)</i>
BY: Erik C. Kasper, President #AR0017162	BY: Juan Segarra, President	BY: Joe H. Pickens, J.D., President
<i>(Printed name, title, and license number if required)</i>	<i>(Printed name and title)</i>	<i>(Printed name and title)</i>
2/6/2025	2/7/2025 7:35 AM PST	
<i>Date</i>	<i>Date</i>	<i>Date</i>



MEMORANDUM

To: Dr. Melanie Brown
Chief Operating Officer and Senior Vice President

From: Terry Thomas 
Assistant Vice President of Facilities, Planning and Capital Projects

Date: January 11, 2025

Subject: Action Item: Declare an Emergency for Remodel and Addition to the FloArts Building Project
Bid – Palatka Campus

This is an action item for the Board of Trustees at their meeting on February 19, 2025. Bids were opened on February 6, 2025, for the Remodel and Addition to the FloArts Building Project.

This project includes a remodel and addition to the existing FloArts building on the east side of campus, located off College Road. The 27,000 square foot remodel will enable new use opportunities and a transformative update to the existing theater, back-of-house, gallery, classroom and office spaces.

The 11,000 square-foot addition includes a central lobby with new classrooms, collaboration and event spaces that will unify the North and South wings of the existing building. A blackbox theater addition to the north side of the building will be equipped with state-of-the-art technology and will provide students with a new range of performance and learning opportunities.

We received three bids from pre-qualified contractors. The low bid was submitted by Scherer Construction of North Florida, LLC. This bid exceeds the construction budget for this project. I would like to request the Board declare an emergency to allow Kasper Architects and SJRSC staff to negotiate and modify the construction plans and specifications with the lowest responsible and responsive bidder.

Please let me know if I may answer any questions regarding this recommendation.

Attachment (1)



St. Johns River State College

BID-SJR-06-2024

Remodel and Addition to the FloArts Building Project - Palatka Campus

NOTICE OF INTENT TO AWARD BID

SJR State anticipates awarding the bid to responsive bidder meeting specifications,
Scherer Construction of North Florida, LLC on February 19, 2025

Respondent	Base Bid	Alternate 1 (Add)	Alternate 2 (Deduct)	Alternate 3 (Add)	Alternate 4 (Deduct)	Alternate 5 (Deduct)	Alternate 6 (Deduct)	Alternate 7 (Deduct)	Alternate 8 (Deduct)	Alternate 9 (Deduct)	Alternate 10 (Deduct)	Alternate 11 (Deduct)	Alternate 12 (Deduct)	Total
E. Vaughan Rivers, Inc.	\$15,160,873	98,245	-36,000	11,250	-53,490	-35,600	0	-4,000	-200	-400	-2,346	-5,650	-598,110	\$14,534,572
Foresight Construction Group, Inc.	\$15,027,019	136,008	-67,142	6,260	-64,961	-62,039	-16,654	-4,000	+1,206	-2,627	-11,698	-6,333	-598,110	\$14,336,929
Parrish McCall Constructors	NO BID													
Scherer Construction of North Florida, LLC	\$14,445,775	149,061	-39,770	6,493	-23,320	-37,340	-774	-3,204	-1,215	-2,902	-35,674	-5,671	-205,057	\$14,246,402
D.E. Scorpio Corporation DBA Scorpio	NO BID													

This bid includes the Base Bid and twelve (12) bid alternates:

1. Aperio Hub Doors (Add Alternate 1)
2. Catwalk in Blackbox (Deductive Alternate 2)
3. DMX Dynamic Lighting Function (Add Alternate 3)



4. Facelift Finish to Backstage/Dressing Room Area (Deductive Alternate 4)
5. Elimination of Equipment Screens (Deductive Alternate 5)
6. Office Doors – Narrow Lite (Deductive Alternate 6)
7. Reduce the Size of Blackbox Windows (Deductive Alternate 7)
8. Eliminate Windows Between 2nd Floor Offices and Theater (Deductive Alternate 8)
9. President's Box – Cushioned Mobile Seating (Deductive Alternate 9)
10. Lobby Acoustic Ceiling – alternate Product (Deductive Alternate 10)
11. Eliminate Corridor Flooring Near Piano/Photo Studio on East Side of South Wing (Deductive Alternate 11)
12. TPO Roofing with Fleece-Backed 20-year Warranty (Deductive Alternate 12)

Failure to file a protest within the time prescribed in section 120.57(3), Florida Statutes, or failure to post the bond or other security required by law within the time allowed for filing a bond shall constitute a waiver of proceedings under Chapter 120, Florida Statutes.

SJR 2.12 Bidding of Construction, Renovation, and Remodeling Contracts**(New Rule Promulgated 6/01/05)****Approved 1/18/06****Specific Authorities: FS 287.055, FS 1013.46, FAC 6A-14.0784**

Unless otherwise authorized by law, all construction, renovation, remodeling and demolition projects will be competitively bid by the District Board of Trustees; however, only those entities that have pre-qualified to bid on the particular project will be allowed to submit bids. The District Board of Trustees will issue an invitation to bid simultaneously to all pre-qualified entities. The invitation to bid will include a detailed description of the construction project; the time and date for the receipt of bids; the time and date for the opening of the bids in a public meeting; and all contractual terms and conditions applicable to the project including the criteria to be used in determining the acceptability of a bid. Bidders for the project will submit sealed bids by the established deadline and the bids will be opened by the College in a public meeting to which all bidders will be invited (FS 287.055)

The contract will be awarded by written notice to the responsible and responsive entity that submits the lowest responsive bid as provided in FS 287.055 (1) (b). If after taking into consideration all alternates, the bid of the lowest responsible and responsive bidder exceeds the construction budget, the Board of Trustees may declare an emergency. After stating the reasons why an emergency exists, the Board may negotiate the construction contract or modify the construction contract, including the specifications, with the lowest responsible and responsive bidder. If the contract is modified, the Board will resubmit the modified documents to the authorized state review authorities for compliance with all SREF and Building Code requirements. The Board may also reject all bids submitted at its discretion and may re-advertise calling for new bids. [FS 1013.46 (1) (a)]

	St. Johns River State College Operating Guidelines and Procedures Manual		
	Procedure Title: Bidding of Construction, Renovation and Remodeling Contracts		
	Legal Authority – SJR Rule #s: 2.12		
	Procedure #: 6.4	IPC Approval Date: 08/2007	
		Date Revised:	

6.4 Bidding of Construction, Renovation, and Remodeling Contracts

Unless otherwise authorized by law, all construction, renovation, remodeling and demolition projects will be competitively bid by District Board of Trustees; however, only those entities that have pre-qualified to bid on the particular project will be allowed to submit bids. The District Board of Trustees will issue an invitation to bid simultaneously to all pre-qualified entities. The invitation to bid will include a detailed description of the construction project; the time and date for the receipt of bids; the time and date for the opening of the bids in a public meeting; and all contractual terms and conditions applicable to the project including the criteria to be used in determining the acceptability of a bid. Bidders for the project will submit sealed bids by the established deadline and the bids will be opened by the College in a public meeting to which all bidders will be invited (FS 287.055)

The contract will be awarded by written notice to the responsible and responsive entity that submits the lowest responsive bid as provided in FS 287.055 (1) (b). If after taking into consideration all alternates, the bid of the lowest responsible and responsive bidder exceeds the construction budget, the Board of Trustees may declare an emergency. After stating the reasons why an emergency exists, the Board may negotiate the construction contract or modify the construction contract, including the specifications, with the lowest responsible and responsive bidder. If the contract is modified, the Board will resubmit the modified documents to the authorized state review authorities for compliance with all SREF and Building Code requirements. The Board may also reject all bids submitted at its discretion and may re-advertise calling for new bids. [FS 1013.46(1) (a)]




ST. JOHNS RIVER

S T A T E C O L L E G E

MEMORANDUM

To: Dr. Melanie Brown
Chief Operating Officer and Senior Vice President

From: Terry Thomas 
Assistant Vice President of Facilities, Planning and Capital Projects

Date: February 11, 2025

Subject: Information Item: Video with Update for the Student Housing Project, Palatka Campus

This is an information item for the Board of Trustees at their meeting on February 19, 2025. Centrally located on the Palatka campus near the softball and baseball fields, the 60,000-foot residence hall provides easy access to the gymnasium, Florida School of the Arts, classrooms and student center.

The facility will offer 32 four-bedroom units with two bathrooms, a living room, eating nook, and kitchen. Each floor will house one studio unit for a resident assistant (RA). Rooms are accessible from interior corridors through keycard access. On-site laundry facilities and a management staff suite are included. Student activities spaces for billiards, ping pong, gaming, and other entertainment are also included.

A video will be shown at the Board meeting with an update on the student housing project. Included in the update will be the rate schedule for Board review.

Please let me know if I may answer any questions regarding this agenda item.

Attachment (1)

Year 1 Approved Rates & Analysis

Occupancy & Rates

Unit Types	Available Units	Available Beds	Occupancy %	Filled Beds	Monthly Rate	Semesterly Rate	Yearly Rate
4 BD / 2 BA - Single Bedrooms	5	20	95%	19	\$950.00	\$4,750.00	\$9,500.00
4 BD / 2 BA - Double Bedrooms	27	216	95%	204	\$760.00	\$3,800.00	\$7,600.00


Year 1 Analysis

Total Rental Income	\$	1,740,020.00
Total Expense (Controllable & Non Controllable)	\$	1,928,661.00
Net Operating Income	\$	(188,641.00)



Memorandum

TO: Joe Pickens, J.D. President

FROM: Randy Peterson
Vice President/CFO 

DATE: February 10, 2025

RE: Action Agenda Items: February 19, 2025, District Board of Trustees Meeting


The following Action items are submitted for the Board of Trustees' approval at the February 19, 2025, meeting:

ACTION AGENDA ITEM:

1. Action to approve the 2024 Annual Property Inventory.
2. Action to approve a transfer from the Board Designated Operating Reserves to the Unexpended Plant Fund.



MEMORANDUM

To: Mr. Randy Peterson
Vice President for Finance 

From: Cindy Reed
Assistant Controller

Date: February 10, 2024

Subject: Action Item: 2024 Annual Property Inventory Report

This is an action item for the Board of Trustees at their meeting on February 19, 2024.

1. **Background** – The annual inventory process is an essential part of complying with Florida Statutes as well as an important action to correspond with generally accepted property management procedures. But more importantly, the purpose of the annual physical inventory is to verify the existence of our listed property items, to ensure the accuracy of our college property records and to ensure our resources are safeguarded. Only property items purchased at a unit price of \$5,000 or more are tagged and inventoried.
2. **Findings** – As of February 1, 2025, we received a 100% response status on our 521 line items from the Functional Property Coordinators. All property records were updated with the reported findings. The following is a summary of the findings:
 - a. During the annual inventory 94.24% of our property items were found in their location as reflected in our College Property System records. We had 0.38% of our records requiring administrative updates due to incorrect property custodian. We discovered 5.18% of the property records required updating due to incorrect location. We had 0.19% of our items reported as not having correct serial numbers.
3. **Verification Discovery** - The verification phase is intended to ensure the accuracy and completeness of our Annual Inventory Validation. We executed a verification using a sampling approach toward each campus proportionate to the total number of line items at the specific campus location. To date, our verification identified 100% of our sampling without any errors from the validation findings.
4. **Summary** - This year's inventory of items found in place as reflected on the College Property System, was 100% which slightly exceeded the previous annual inventory rate of 96.21%. Collectively, this has taken a significant team effort and great cooperation from our Vice Presidents to all of our involved staff members. Attached is a data analysis by department on this year's findings. The key to maintaining this

accuracy level is the continued support of our staff under the same "shared responsibility" approach that has brought us to this successful point as well as ongoing education and proactive support efforts.

I am requesting that the Trustees approve the 2024 Annual Property Inventory Report.

Please let me know if I may answer any questions regarding the report.

As of: 20-Dec-24 at 12pm

Initialized:			Submitted:			Completed		
Department:	# Items	Percentage	Department:	# Items	Percentage	Department:	# Items	Percentage
Admin*	0	0.00%	Admin*	0	0.00%	Admin*	65	100.00%
Finance/Security	0	0.00%	Finance/Security	0	0.00%	Finance/Security	28	100.00%
Academic Affairs/Student Affairs	0	0.00%	Academic Affairs/Student Affairs	0	0.00%	Academic Affairs/Student Affairs	268	100.00%
Insitutional Research	0	0.00%	Insitutional Research	0	0.00%	Insitutional Research	160	100.00%
Overall Total:	0	0.00%	Overall Total:	0	0.00%	Overall Total:	521	100.00%

*includes Facilities/HR/Strat Comm./Thrasher

Inventory Status Definitions:

Initialized : Item has not been physically verified and updated.

Submitted : Item has been updated and verified by Functional Property Coordinator. Waiting on Department Property Custodian review and approval.

Completed : Verified information approved and Property Record updated.



ST. JOHNS RIVER STATE COLLEGE

Memorandum

TO: Joe H. Pickens, J.D.
President

FROM: Randy Peterson *RP*
Vice President, Chief Financial Officer

DATE: February 10, 2025

SUBJECT: Transfers from Board Designated Operating Reserves to the Unexpended Plant Fund

Pursuant to Rule 6A-14.0716(3)(b), Florida Administrative Code, College Board of Trustees are authorized to amend budgets and transfer funds from the Current Unrestricted Fund (Operating Fund). Transfers from the Operating Fund to the Unexpended Plant Fund require review by the Chancellor.

College Administration is requesting Board approval to process one transfer from designated reserves that was approved by the Board at the September 2024 Board meeting.

1. Renovation of the Florida School of the Arts Building: \$3,000,000

A recap of Board Designated Reserves prior to this transfer is as follows:

Designated Fund Category:	OPERATING FUND-BOARD DESIGNATED RESERVES		
	(In thousands) Carryforward from 23-24	Used in 24-25	Balance for Spending Plan
Catastrophic Deductible Contingency (60 days expenditure reserv	\$ 4,007		\$ 4,007
Year end Close	\$ -		\$ -
Weather related contingencies	\$ 1,145		\$ 1,145
Utilities Contingencies	\$ 145		\$ 145
Marketing/Student Success Campaign	\$ 57		\$ 57
Nonrecurring Comp Adjustments:FT-Non Bargaining	\$ 0		\$ 0
Nonrecurring Comp Adjustments:PT	\$ (0)		\$ (0)
Palatka Campus Infrastructure	\$ 629		\$ 629
EMT Contingency	\$ 100		\$ 100
Deferred Maintenance/Capital Needs	\$ -		\$ -
Flo Arts Deferred Maintenance & Renovation	\$ 9,000		\$ 9,000
Workforce Programs	\$ 565	(13)	\$ 552
Total Board Designations	\$ 15,648	\$ (13)	\$ 15,635

BUDGET AMENDMENT REQUEST

COLLEGE: St. Johns River State College

FISCAL YEAR: 2024-25

Be it resolved that the District Board of Trustees, St. Johns River State College, in a meeting assembled pursuant to Section 1011.30, Florida Statutes, and Rule 6A-14.0716(3)(b), Florida Administrative Code, hereby requests the State Board of Education to approve amendments to the college budget for the fiscal year as follows:

REASONS FOR BUDGET AMENDMENT: Place an "X" by the applicable reason for amendment.

X	(1) JUSTIFICATION: Budget transfer from General Fund 1 to Plant Fund 7		
	Fund	Amount	Explanation
	7-Unexpended Plant Fund	\$3,000,000	Renovation of the Florida School of the Arts Building


(2) CHANGE IN FUND BALANCE: Notification necessary only if New Fund Balance is less than 5%
New Fund Balance %

CERTIFIED AS APPROVED BY BOARD: President (as Secretary of the Board) BOARD APPROVAL DATE:

DEPARTMENT OF EDUCATION

CERTIFIED AS APPROVED BY DEPARTMENT OF EDUCATION: CHANCELLOR, THE FLORIDA COLLEGE SYSTEM DATE:

TO: Joe Pickens, J.D.
College President

FROM: Edward P. Jordan, Ph.D. 
Vice President for Academic and Student Affairs

DATE: February 10, 2025

RE: Agenda Item: February 19, 2025, District Board of Trustees Meeting

The following item is submitted for the Board of Trustees' consideration at the February 19, 2025, meeting:

Action Agenda Item:

1. **Approval to close the Network Security CCC (4127) and plan a teach-out period.**

**Instructional Curriculum Committee
Curriculum Change Submission Form**
Submit this completed form with your curriculum changes.

Department: <i>Business, Industry and Computer Information Systems</i>	Date: <i>01/23/2025</i>
New Courses:	Date Approved by Department:
Revised Courses: CTS 2358C Identity with Windows Server 2016	Date Approved by Department: Approved by CIS faculty on 12/12/24
Courses to Delete: Refer to list of Business & CIS courses	Date Approved by Department: Business Education faculty, 12/17/24 CIS faculty, 12/12/24
New Programs:	Date Approved by Department:
Revised Programs:	Date Approved by Department:
Terminate Programs: Network Security CCC (4127)	Date Approved by Department: CIS faculty, 12/12/24

REMINDERS:

- After approval by the Instructional Curriculum Committee, submit SCNS and Catalog/Student Handbook Change forms for all changes listed on this form.
- Changes to degree requirements and new and terminated programs will be communicated to Academic Advising in late Spring.
- New programs and program terminations require modifications to the SJR State Application as soon as possible—December ideally.

MEMORANDUM

TO: Dr. Jay Paterson, AVP of Workforce and Career Services

FROM: Dr. Summer Garrett, Dean of Business, Industry, & CIS

DATE: January 21, 2025

SUBJECT: CIS recommended curriculum changes

The following Computer Information Systems (CIS) program and course recommendations were approved at the CIS full-time faculty meeting on December 12, 2024.

1. Recommend revising the course title of CTS 2358C Identity with Windows Server 2016 course (3 credits – 4 hours) because Windows Server 2016 is outdated.
 - a. Revised course title: CTS 2358C Identity with Windows Server.
 - b. No further updates to the course outline at this time.
2. Recommend deletion of the following courses because they are no longer required in degrees and certificates. With a few exceptions, the courses listed have not been offered in three (3) years or more.

Course Prefix & Number	Course Title
CAP 1760	Introduction to Analytics
CAP 2023	Introduction to Game Programming
CAP 2047	User Interface Design
CAP 2741	Data Visualization and Modeling
CAP 2762	Introduction to Data Mining
CET 2883C	Attack Prevention and Detection
CGS 1470C	Introduction to AutoCAD
CGS 2514	Excel Data Analysis

3. Recommend teach-out and elimination of the Network Security college credit certificate (4127) because it no longer aligns with the state framework.
 - a. Elimination of the certificate does not impact courses.
 - b. Teach-out plan will follow college procedures, and students will be notified of the timeline to complete prior to certificate elimination.

NETWORK SECURITY (4127)

COLLEGE CREDIT CERTIFICATE

This certificate is a college credit program that prepares students for entry level positions in the field of network security. Students will learn and demonstrate proficiency in the following areas: operating systems, virtual machines, network design, operations, securing network infrastructure and protecting data, penetration testing, ethical hacking, cyber security incidents, basic forensic analysis, and employability skills.

For additional information, visit our website at SJRstate.edu/computer or send an email to BCCInfo@SJRstate.edu.

CERTIFICATE.SPECIFIC.COURSES:

+	CET	1600C	Network Fundamentals.....	3
+	CET	2565C	Introduction to Server Operating Systems.....	3
+	CET	2660C	Network Security Essentials	3
	CGS	1060	Introduction to Computer Concepts	3
	CNT	1001	Introduction to Networking.....	3
+	COP	1000	Introduction to Computer Programming.....	3
+	CTS	1387	Introduction to Linux	3

REQUIRED.TOTAL.CREDIT.HOURS.....87

+ Qualifying placement score or prerequisite course may be required. See course descriptions in catalog.

Additional credit may be awarded for current industry certifications based on the Florida Department of Education Gold Standard Industry Certification articulation agreements.

Note: Most of the courses requiring a lab component will be offered as hybrid classes. In hybrid courses, theory and concepts are taught online and students are required to attend campus to complete lab requirements.

Note: Courses are listed alphabetically. This is not the order in which the courses should be taken. Please see the program plan/course rotation to see the order in which courses should be taken. This will ensure that you complete prerequisite courses and are prepared for additional courses when they are offered.



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EQUAL OPPORTUNITY/EQUAL ACCESS COLLEGE

TO: Joe Pickens, J.D.
College President

FROM: Rosalind Humerick, Ph.D. 
VP/Chief Institutional Research Officer

DATE: February 11, 2025

RE: Action/Informational Agenda Items
February 19, 2025, District Board of Trustees Meeting

The following items are submitted for the District Board of Trustees' consideration at the February 19, 2025, meeting:

ACTION/INFORMATIONAL AGENDA ITEMS:

- 1. INFORMATION**
Presentation: SJR State Evaluation and Recommendation for Institutional Accreditor
- 2. ACTION**
Action to approve the College to seek accreditation with the Higher Learning Commission (HLC) and if a member of HLC, to accept the Obligations of Membership.
- 3. ACTION**
Action to approve the College to request a change in primary accreditor with the United States Department of Education, Office of Federal Student Aid.



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EQUAL OPPORTUNITY/EQUAL ACCESS COLLEGE

TO: Joe Pickens, J.D.
College President

FROM: Rosalind Humerick, Ph.D. *RH*
VP/Chief Institutional Research Officer

DATE: February 11, 2025

RE: SJR State Evaluation and Recommendation for Institutional Accreditor

Pursuant to *FS 1008.47*, in the year following reaffirmation, SJR State is required to seek accreditation from an agency identified by the Florida State Board of Education as best suited to serve as an accreditor for public postsecondary institutions. The three agencies identified by the State Board of Education are the Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), and Northwest Commission on Colleges and Universities (NWCCU). The College is expected to acquire the accreditation before its next fifth-year review date in 2029.

Research and Institutional Effectiveness (R&IE) has carried out an extensive review of the three agencies with an emphasis on (1) agency fit/alignment to SJR State mission and (2) process and implementation for quality. The overall goal of the evaluation was to identify an accrediting agency that will drive SJR State to greater institutional quality and has a process that is meaningful and sustainable. This drive for institutional improvement and/or innovation should be within a framework that aligns with our strategic intentions.

Resources for the review included information from official agency websites and feedback from peer institutions who are undergoing a similar transition. R&IE completed an accreditation standards comparison between the three agencies and our current accreditor to identify any unique standards/interpretations. A *Mission Alignment Rubric* and *Process and Implementation for Quality Rubric* were also created as tools for scoring/evaluating each agency. Results from the review were shared with various internal committees such as the Academic Affairs Committee, Workforce Development Committee, and the Institutional Planning Committee. Additionally, all Faculty and Staff were briefed at the College's Professional Development Institute where they also had an opportunity to attend a presentation on the process and results of the review.

The comparisons and the associated analysis led to the **Higher Learning Commission** being identified as the best fit for St. Johns River State College. The agency has criterion that are mission centric, special focus areas that align with our strategic goals/intentions/culture, as well as robust support in terms of conferences, multi-year academies, professional development, and new educational delivery systems. Additionally, the agency has a large cohort of institutions with a similar mission to SJR State. This includes comprehensive

community colleges as well as those who also offer baccalaureate degrees but primarily award degrees at the associate level.

The requested action item for the Board of Trustees meeting on February 19, 2025, is for the Board to grant approval for the College to seek accreditation with the Higher Learning Commission (HLC) and if a member of HLC, to accept the Obligations of Membership.

Before the College may seek accreditation with HLC, it must first gain approval from the United States Department of Education, Office of Federal Student Aid. Therefore, we respectfully ask that the Board also grant approval for the College to request a change in primary accreditation agency with the Office of Federal Student Aid.

I will be happy to answer any questions regarding this evaluation and recommendation of HLC as the College's proposed new primary institutional accreditor.

Board of Trustees

SJR State Evaluation and Recommendation for Institutional Accreditor

Board Meeting: February 19, 2025

Purpose:

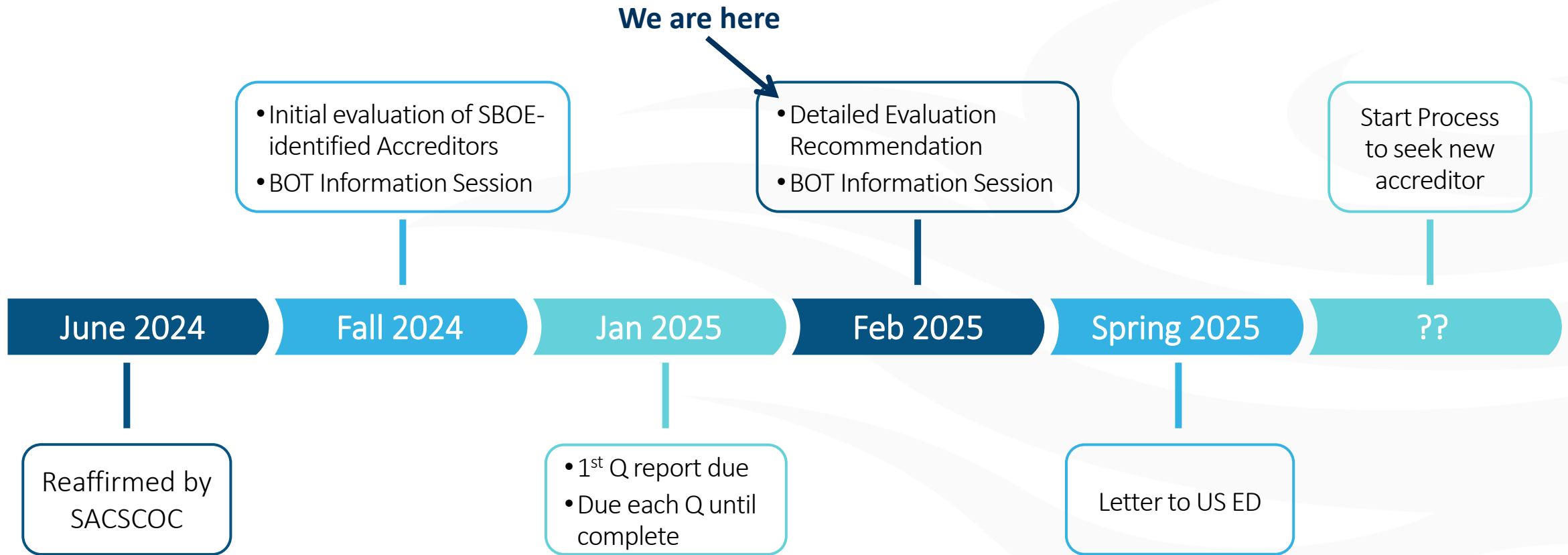
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- 1 Review SJR State evaluation and recommendation for institutional accreditor.
 - 2 Present recommendation for new accreditor.
 - 3 Provide updated timeline and next steps for compliance.
-

SJR State must change accreditors



- **2022 F.S. 1008.47:** In the year following reaffirmation or fifth-year review by its accrediting agencies or associations, each public postsecondary institution must seek and obtain accreditation from an accrediting agency or association identified by the Board of Governors or State Board of Education, respectively, before next reaffirmation or fifth-year review date.
 - Limited to a one-time change in accreditation.
 - Expires December 31, 2032.
 - Quarterly progress reports required.
 - Work down the list until granted candidacy, if refused go to US ED list. If refused by all by 5th year/reaffirmation, remain with current.

SJR State Timeline for Compliance



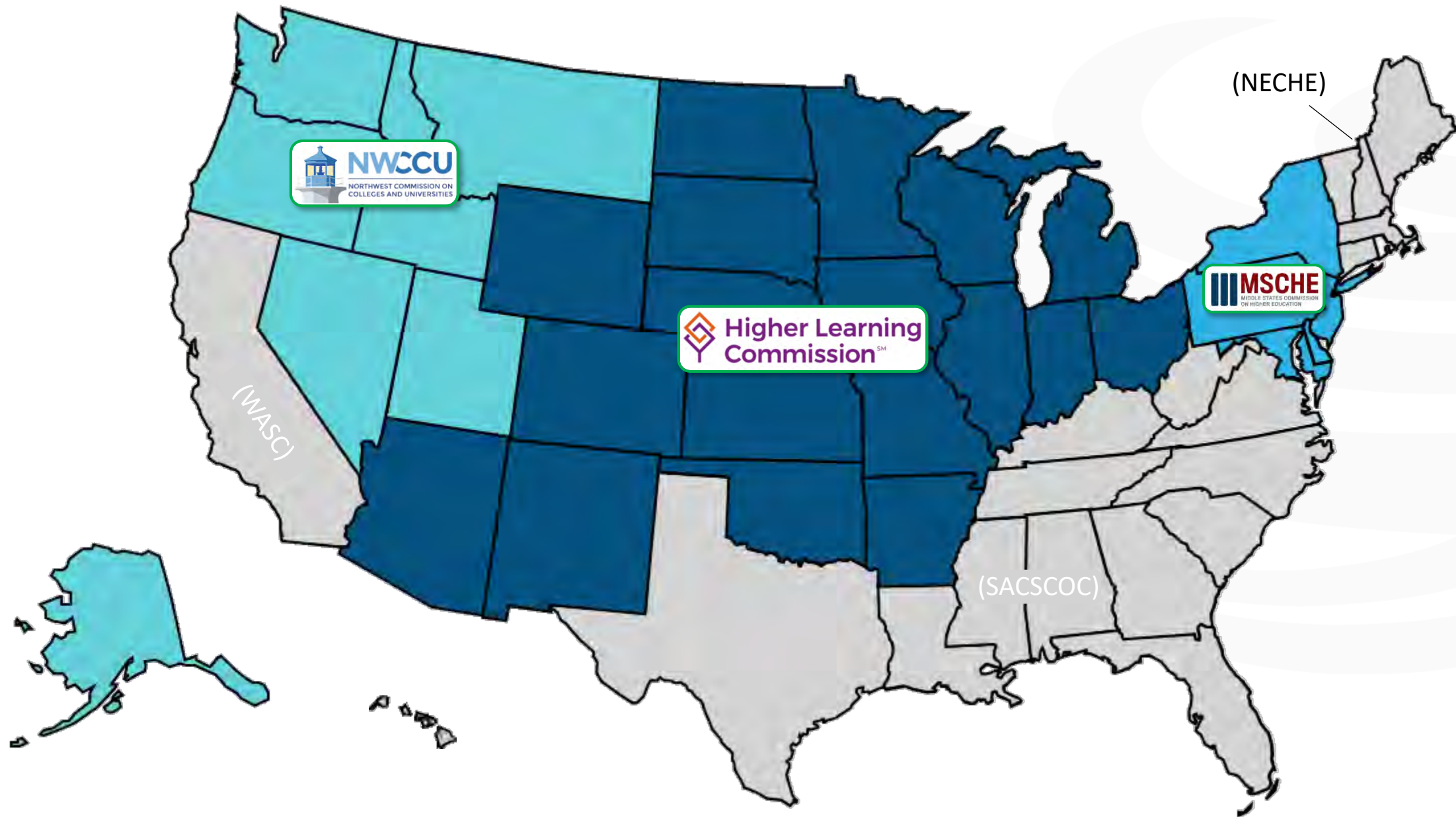
- SACSCOC accreditation must be maintained while seeking new accreditor
- Request for change must be voluntary & demonstrate reasonable cause to US ED
- Timeline beyond February 2025 depends on selecting new accreditor (BOT approval), receiving US ED approval, and length of process to seek new accreditation (~2-4yrs).

SJR State must choose from SBOE list

SBOE approved:

1. Higher Learning Commission (HLC)
2. Middle States Commission on Higher Education (MSCHE)
3. Northwest Commission on Colleges and Universities (NWCCU)

MAP of SBOE Approved List of Accreditors



High Level Comparison

				
Cycle; Interim review:	10-yr; 4-yr	8-yr; 4-yr	7-yr; 3-yr	10-yr; 5-yr
Membership:	~1,000; Midwest / SW	~525; Mid-Atlantic	~150; W / NW	~800; South
Process/Timeline to approval:	Expedited if already accredited; ~18 m	Not expedited; ~26-30 m	Expedited if already accredited; ~3-36 m	Not available

SBOE information indicates the three agencies:

- Are a suitable fit and have capacity for Florida
- Have costs and quality standards comparable to SACSCOC

SJR State Evaluation of Accreditors

Key Considerations: Strengthen SJR State; Meaningful; Manageable

Fit to SJR State Mission:

- R/IE evaluated accreditors' match to overall mission/vision/values and to specific & unique aspects of SJR State mission
 - 2+2; Bachelor's; Dual Enrollment; Multi-site/Multi-county; AA and WF; Online

Quality Standards:

- All meet minimum requirements of US ED
- R/IE evaluated differences in emphasis & implementation
- Identified best quality and fit for SJR State




Experience of other Institutions:

- Feedback from FCS and/or institutions similar to SJR State on experience with the agencies
- Identified which agencies serve a critical mass of institutions similar to SJR State.

Practical & Sustainable:




- Important to ensure SJR State can meet the timeline and afford the membership.
- Barring any extreme differences, these are secondary to the criteria focused on quality

SJR State Comparison Overview

	 Higher Learning Commission SM	 MSCH MIDDLE STATES COMMISSION ON HIGHER EDUCATION	 NWCCU NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES
Fit to SJR State Mission:	12 points		
Quality Standards:	6 points		
Other IHE's Experience:	3 points		
Practical & Sustainable:	3 points		
Overall:	24 points		

- Scores based on analytical rubric assessing specific categories within each broad criterion
- Fit to Mission and Quality Criteria were weighted higher than Practical & Sustainable and Other IHE's Experience
- In addition, specific sub-categories deemed of special value to ensuring SJR State institutional quality were reviewed to ensure they were among those met by the agencies as part of larger criteria. Examples include: Bachelor's 2+2 emphasis; alignment of agency vision, values, and special emphasis areas to SJR State mission/goals

SJR State Comparison Overview - Continued

	 Higher Learning Commission SM	 MSCHE <small>MIDDLE STATES COMMISSION ON HIGHER EDUCATION</small>	 NWCCU <small>NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES</small>
Fit to SJR State Mission:	<ul style="list-style-type: none"> Agency mission alignment Focus on quality improvement 	<ul style="list-style-type: none"> DEI focus in all areas 	<ul style="list-style-type: none"> Cohort of Bachelor's [2+2]
Quality Standards:	<ul style="list-style-type: none"> Closest to SACSCOC Well articulated processes Targeted training 		<ul style="list-style-type: none"> Initial accreditation procedures lack clarity
Other IHE's Experience:	<ul style="list-style-type: none"> Other FCS/SUS chosen HLC 		
Practical & Sustainable:	<ul style="list-style-type: none"> Shortest route to initial accreditation 	<ul style="list-style-type: none"> \$\$ 	<ul style="list-style-type: none"> \$\$
Overall:	24 points	12 points	15 points

Expanded Analysis

Overall, Higher Learning Commission scored 24 points

In addition, HLC has:

- Criterion that are mission centric
- Special focus areas that align with our strategic goals/intentions/culture
- Robust support in terms of conferences, multi-year academies, professional development, and new educational delivery systems.

These attributes are especially important to SJR State and made HLC stand out in the selection of the College's next accrediting agency.



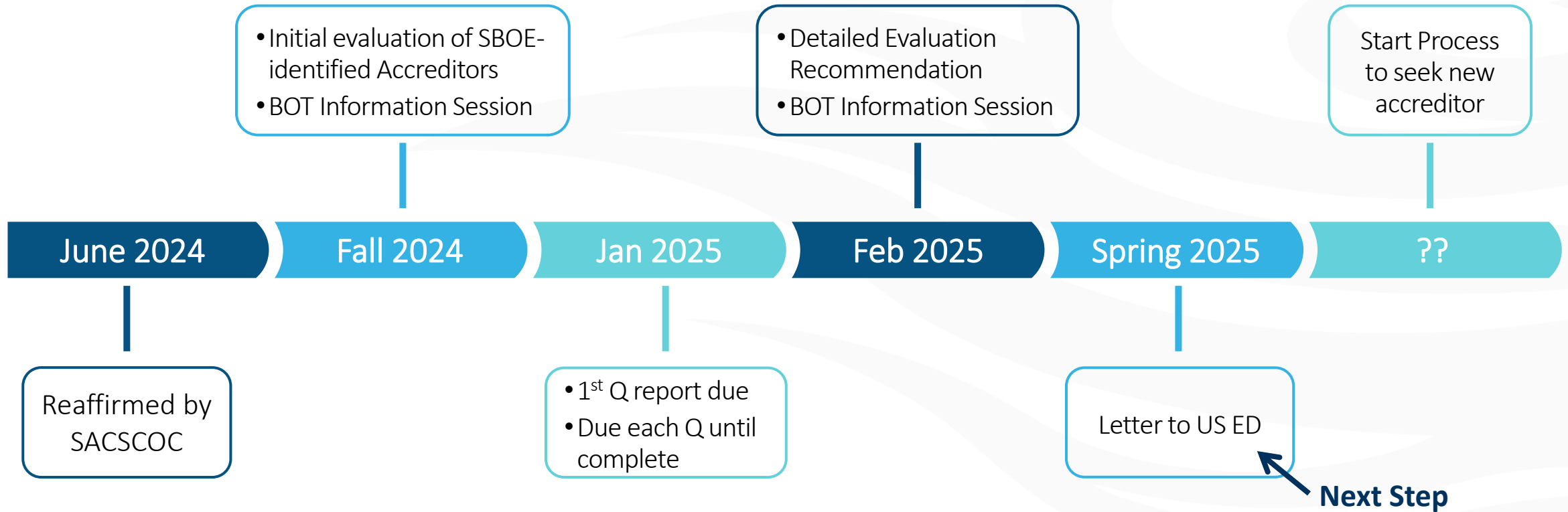
Recommendation

RIE discussed the comparison and the associated analysis with College Leadership. Based on those discussions:

Leadership requests that the Board of Trustees grant approval for the College to seek accreditation with the Higher Learning Commission (HLC) and move forward with the steps required for the Accelerated Process for Initial Accreditation with HLC.



Next Steps for SJR State



- SACSCOC accreditation must be maintained while seeking new accreditor
- Request for change must be voluntary & demonstrate reasonable cause to US ED
- Timeline beyond February 2025 depends on selecting new accreditor (BOT approval), receiving US ED approval, and length of process to seek new accreditation (~2-4yrs).

Next up: Leadership will move forward with the process and keep the Board informed of progress.



Questions?
Comments?

Chapter D: Obligations of Membership

CRRT.D.10.010

Obligations of Membership

While seeking and holding membership with HLC, an institution voluntarily agrees to meet obligations set forth by HLC as follows:

1. The institution participates in periodic evaluation through the structures and mechanisms set forth in HLC policies, submission of reports as requested by HLC, filing of the Institutional Update, and any other requirements set forth in its policies.
2. The institution regularly reviews current HLC policies and procedures. It adheres to such policies and procedures in good faith.
3. The institution designates an Accreditation Liaison Officer in accordance with HLC requirements.
4. The institution is candid, transparent, and forthcoming in its dealings with HLC, including cooperating with all requests for information from HLC.
5. The institution notifies HLC of any condition or situation that has the potential to affect the institution's status with HLC, such as a significant reduction in program offerings, potential institutional closure or serious legal investigation (including, but not limited to, conditions or situations included in HLC's policy on special monitoring).
6. As further defined and explained in HLC policy, the institution informs HLC of its relationship with any related entity wherein institutional decision-making is controlled by that entity and of any changes in that relationship that may affect the institution's compliance with HLC accreditation requirements.
7. The institution describes itself in identical terms to HLC and to any other recognized accreditor or regulatory body with which it holds or seeks membership with regard to purpose, operating authority, governance, programs, locations, degrees, diplomas, certificates, personnel, finances, and constituents.
8. The institution notifies HLC when it receives a pending or final adverse action from or has been placed on sanction by any other recognized accreditor; if a state has issued a pending or final action that affects the institution's legal status or authority to grant degrees; if it is placed on, or removed from, a provisional certification for participation in Title IV by the U.S. Department of Education; or if it is

placed on, or removed from, the Reimbursement payment method or the Heightened Cash Monitoring 2 payment method by the U.S. Department of Education.

9. The institution notifies its constituents when it receives a pending or final adverse action from or has been placed on sanction by any other recognized accreditor or if a state has issued a pending or final action that affects the institution's legal status or authority to grant degrees.
10. The institution notifies applicable constituents whenever HLC has required it to submit a Provisional Plan for approval, and provides an accurate explanation as to the rationale for that Provisional Plan.
11. The institution accepts that HLC will, in the interest of transparency to the public, publish outcomes from its accreditation process in accordance with HLC policy.
12. The institution portrays its accreditation status with HLC clearly to the public, including the status of its branch campuses and related entities. The institution posts the electronic version of HLC's Mark of Accreditation Status in at least one place on its website, linking users directly to the institution's status on HLC's website.
13. The institution provides its constituents and applicants with any Public Disclosure Notice or Public Statement it receives from HLC and accurately communicates the significance of, and underlying reasons for, such Public Disclosure Notice or Public Statement as required by HLC.
14. The institution maintains prominently on its website a telephone number that includes an option for both current students and the public to speak with a representative of the institution.
15. The institution ensures that any information submitted to HLC generally will not include unredacted personally identifiable information (PII). If the institution submits information with unredacted PII because it is necessary for evaluative purposes or otherwise, it will clearly identify the information as such, if applicable.
16. The institution submits timely payment of dues and fees in accordance with the published Dues and Fees Schedule and accepts the fact of surcharges for late payment.
17. Prior to taking legal action against HLC, the institution agrees to submit to initial arbitration any dispute it may raise regarding an adverse action as such term is defined in HLC policy and that it is not able to resolve through HLC's processes.
18. The institution agrees that in the event it, or any third party, takes legal action against HLC related to any accreditation action or makes any legal inquiries of HLC related to the institution, the institution shall, to the extent allowed by law, be responsible for all expenses, including but not limited to attorneys' fees, expert witness, and related fees, incurred by HLC in responding to such legal inquiries and/or defending the action.

Meeting Obligations of Membership

Institutions must remain in compliance with the Obligations of Membership at all times. The HLC President shall make a final determination as to whether an institution is in violation of the Obligations of Membership such that Administrative Probation should be imposed. HLC may make use of any reasonable means to determine whether the institution has violated an Obligation of Membership including, but not limited to, seeking written information from the institution or scheduling one or more peer reviewers or staff members to meet with one or more institutional representatives either on-campus or through other appropriate method.

Administrative Probation

HLC staff or peer reviewer(s) may recommend an institution for Administrative Probation. Such recommendation shall be made to the President in writing and information about such recommendation shall be provided to the institution for an institutional response. The institution shall have a minimum of 14 days to respond in writing to the recommendation. The HLC President shall then review the recommendation and the institution's response and make the decision whether to impose Administrative Probation. If the institution's response is unsatisfactory, the HLC President shall place the institution on Administrative Probation for a period not to exceed ninety days. The HLC President will notify the institution of the imposition of the Administrative Probation and the conditions for its removal in writing. During the ninety-day time period, the institution will be expected to remedy the situation that led to the imposition of Administrative Probation. At the end of the ninety-day period, the institution shall provide evidence that it has remedied the conditions leading to Administrative Probation to the President. Such evidence may be reviewed directly by HLC Staff, or peer reviewers as necessary to confirm the institution's compliance. Upon such validation, the President shall remove Administrative Probation.

If an institution fails to remedy the situation that led to Administrative Probation by the end of the ninety-day period, the HLC President shall take a recommendation concerning the institution to a decision-making body. Depending on the nature and the severity of the circumstances, such recommendation may involve a change in the institution's Pathway for Reaffirmation of Accreditation at the time of its next comprehensive evaluation, removal from the Notification Program for Additional Locations, interim monitoring on the underlying issue that led to Administrative Probation, the application of a sanction, the issuance of a Show-Cause Order or the withdrawal of accreditation, in accordance with HLC policies and procedures.

Disclosure of Administrative Probation

Administrative probation is noted on an institution's Statement of Accreditation Status along with the reason for the Administrative Probation until its removal.

Policy Number Key

Section CRRT: Criteria and Requirements

Chapter D: Obligations of Membership

Part 10: General

Last Revised: June 2023

First Adopted: January 1983

Revision History: Renumbered February 2010, February 2012, June 2013, February 2017, June 2019 (effective September 2020), June 2020, November 2020, February 2022, June 2022, November 2022, February 2023, June 2023

Notes: Policies combined November 2012 – 1.6, 2013 – 1.6(a), 1.6(b), 1.6(b)1. In February 2021, references to the Higher Learning Commission as “the Commission” were replaced with the term “HLC.” Policy renumbered in June 2023 (former policy number INST.B.30.020)



ST. JOHNS RIVER STATE COLLEGE

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EQUAL OPPORTUNITY/EQUAL ACCESS COLLEGE

MEMORANDUM

DATE: February 5, 2025

TO: District Board of Trustees
St. Johns River State College

FROM: President Joe H. Pickens, J.D.

SUBJECT: Board Liaison to the St. Johns River State College Foundation

Upon the resignation of Jan Conrad from the SJR State Board of Trustees, a vacancy was created for the Board Liaison to the SJR State College Foundation. Pursuant to F.S. 1004.70(2), Chairman Rich Komando has appointed Trustee Wendell Davis as the Board Liaison to the Foundation effective until the District Board of Trustees Meeting in August 2025.

The 2024 Florida Statutes

[Title XLVIII](#)[Chapter 1004](#)[View Entire Chapter](#)**EARLY LEARNING-20 EDUCATION CODE PUBLIC POSTSECONDARY EDUCATION****1004.70 Florida College System institution direct-support organizations.—****(1) DEFINITIONS.—**For the purposes of this section:**(a) “Florida College System institution direct-support organization” means an organization that is:**

1. A Florida corporation not for profit, incorporated under the provisions of chapter 617 and approved by the Department of State.

2. Organized and operated exclusively to receive, hold, invest, and administer property and to make expenditures to, or for the benefit of, a Florida College System institution in this state.

3. An organization that the Florida College System institution board of trustees, after review, has certified to be operating in a manner consistent with the goals of the Florida College System institution and in the best interest of the state. Any organization that is denied certification by the board of trustees may not use the name of the Florida College System institution that it serves.

(b) “Personal services” includes full-time or part-time personnel as well as payroll processing.

(2) BOARD OF DIRECTORS.—The chair of the board of trustees shall appoint a representative to the board of directors and the executive committee of each direct-support organization established under this section, including those established before July 1, 1998. The president of the Florida College System institution for which the direct-support organization is established, or the president’s designee, shall also serve on the board of directors and the executive committee of the direct-support organization, including any direct-support organization established before July 1, 1998.

(3) USE OF PROPERTY.—

(a) The board of trustees is authorized to permit the use of property, facilities, and personal services at any Florida College System institution by any Florida College System institution direct-support organization, subject to the provisions of this section.

(b) The board of trustees is authorized to prescribe by rule any condition with which a Florida College System institution direct-support organization must comply in order to use property, facilities, or personal services at any Florida College System institution.

(c) The board of trustees may not permit the use of property, facilities, or personal services at any Florida College System institution by any Florida College System institution direct-support organization that does not provide equal employment opportunities to all persons regardless of race, color, national origin, gender, age, or religion.

(4) ACTIVITIES; RESTRICTIONS.—

(a) A direct-support organization may, at the request of the board of trustees, provide residency opportunities on or near campus for students.

(b) A direct-support organization that constructs facilities for use by a Florida College System institution or its students must comply with all requirements of law relating to the construction of facilities by a Florida College System institution, including requirements for competitive bidding.

(c) Any transaction or agreement between one direct-support organization and another direct-support organization must be approved by the board of trustees.