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SJRstate.edu
EQUAL OPPORTUNITY/EQUAL ACCESS COLLEGE

MEMORANDUM

TO: All Trustees

FROM: Joe H. Pickens, J.D.

DATE: February 10, 2026

RE: February Board Meeting

The St. Johns River State College District Board of Trustees Meeting will be held on **Wednesday, February 18**, at the **Orange Park Campus** in the Thrasher-Horne Center, Suites C & D, beginning at **2:00 pm**.

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



ST. JOHNS RIVER STATE COLLEGE DISTRICT BOARD OF TRUSTEES

Meeting, Wednesday, February 18, 2026,
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 21, 2026, Board 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. Approval of Monthly Financial Report – January 2026
 2. Facilities Usage Report – January 2026
 - 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 Modification to the 2025-2026 Academic Calendar
 2. Approval of the 2026-2027 Academic Calendar

Academic Affairs:

3. Approval of the following curriculum revisions effective Fall 2026 for the Arts and Sciences Department:
 - a. Revised Course(s):
 - i. IDS 1110 Honors Explorations
 - ii. PCB 3043 Ecology
 - iii. PCB 3043L Laboratory for Ecology
 - iv. SPN 1120 Foundations of Spanish I
 - v. SPN 1121 Foundations of Spanish II
 - b. Deleted Course(s):
 - i. AMH 1070 Florida Heritage (5 year)
 - ii. ANT 2100 Introduction to Archaeology (5 year)
 - iii. ANT 2511 Human Origins (5 year)
 - iv. POT 2002 Introduction to Political Theory (5 year)
4. Approval of the following curriculum revisions effective Fall 2026 for the Florida School of the Arts:
 - a. Deleted Course(s):
 - i. DAA 2743 Pilates Body Conditioning (5 year)
 - ii. DIG 2100 Web Design (5 year)
 - iii. GRA 2915C Advertising Design (5 year)
 - iv. THE 2300 Dramatic Literature (5 year)
 - v. TPP 2119 Acting IV (5 year)
 - vi. TPP 2803 Stage Speech IV (5 year)
 - b. Revised Programs:
 - i. Associate in Science in Theater and Entertainment Technology, Acting
 - ii. Associate in Science in Theater and Entertainment Technology, Theater Technology
 - c. Terminate Program:
 - i. Associate in Science in Theater and Entertainment Technology, Stage Management
5. Approval of the following curriculum revisions effective Fall 2026 for the Teacher Education Department:
 - a. Revised Course(s):
 - i. EDF 3430 Measurement, Evaluation, and Assessment in Education
 - ii. EDF 3940 Clinical Field Experience in Curriculum and Instruction
 - iii. EEC 4241 Integrated Music, Art, and Movement
 - iv. RED 3309 Early and Emergent Literacy
 - v. RED 4319 Diagnosis and Instructional Intervention in Reading
 - vi. RED 4342 Foundations of Research Based Practices in Reading
 - vii. RED 4844 Reading Practicum
 - viii. TSL 3080 Principles and Practices of ESOL I
 - ix. TSL 3083 ESOL Issues and Strategies
 - x. TSL 4081 Principles and Practices of ESOL II
 - b. New Program:
 - i. Stand-Alone Reading Endorsement Program
 - c. Revised Program:
 - i. Educator Preparation Institute (EPI)

6. Approval of the following curriculum revisions effective Fall 2027 for the Arts and Sciences Department:
 - a. Revised Courses
 - i. MAC 1147 Precalculus
 - ii. MAC 1147 Honors Precalculus
 - b. Revised Programs
 - i. Honors Program
 - ii. General Education
 - iii. Associate in Arts Degree

Workforce Education:

7. Approval of the following curriculum revisions effective Fall 2026 for the Allied Health Department:
 - a. Deleted Course:
 - i. HCP 0001 Health Career Core (5 year)

8. Approval of the following curriculum revisions effective Fall 2026 for the Criminal Justice & Public Safety Department:
 - a. New Program:
 - i. Crime Scene Technology/Forensic Science, A.S. – Program Learning Outcomes
 - b. New Course(s):
 - i. CJE 1641 Crime Scene Technology I
 - ii. CJE 1642 Crime Scene Technology II
 - iii. CJE 1671 Latent Fingerprint Development
 - iv. CJE 1770 Crime Scene Photography
 - v. CJE 1772 Crime Scene Photography II
 - vi. CJE 2649 Forensic Death Investigations
 - c. Terminated Program(s):
 - i. Correctional Probation Officer Cross-Over Training to Florida Corrections Academy, C.C. – 0548
 - ii. Correctional Probation Officer Cross-Over Training to Florida Law Enforcement Academy, C.C. - 0547
 - d. Deleted Course(s):
 - i. CJE 2130 Criminal Investigations (5 year)
 - ii. CJE 1300 The Patrol Function (5 year)
 - iii. CJE 2790 CJST CMS LE Bridge (5 year)

9. Approval of the following curriculum revisions effective Fall 2026 for the Business, Industry, & Computer Information Systems Department:
 - a. New Program:
 - i. Agribusiness Management, A.S. – Program Learning Outcomes
 - b. New Course(s):
 - i. ORH 1000 Introduction to Horticulture
 - ii. ORH 1113C Pest & Disease Control
 - iii. ORH 1301 Introduction to Irrigation
 - iv. AEB 2102 Principles of Agribusiness Management
 - v. AOM 2316 Agricultural Machinery & Equipment
 - vi. AEB 1949 Agribusiness Internship

- c. Deleted Course(s):
 - i. APA 2502 Payroll Tax (5 year)
 - ii. CGS 1560C Microcomputer Operating Systems
 - iii. EET 1033C Fundamentals of DC/AC Circuits (5 year)

V. New Business

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

- 1. Chief Operating Officer – Dr. Melanie Brown
 - a. Action to Approve the Request to Cancel the March 2026 SJR State Board of Trustees Meeting Action
 - b. Action to Approve the 2024-25 Student Housing DSO Internal Revenue Service Return of Organization Exempt from Income Tax Form 990N (Taxable Year Ended March 31, 2025) Action
 - c. Information Only: SJR State President’s Gala, Thursday, March 5, 2026, 6pm Thrasher Horne Center, Orange Park www.sjstate.edu/presidents-gala Information
 - d. Information Only: Vikings Spring into Service, Friday, March 13, 2026 <https://thecenter.sjstate.edu/VikingsDaysofService> Information
- 2. Facilities – AVP of Facilities, Planning, and Capital Projects - Terry Thomas
 - a. Information Only: Construction Update: Remodel and Addition of the Palatka Campus FloArts Building Information
- 3. Human Resources – AVP / Chief Human Resources Officer – Chuck Romer
 - a. Information Only: SJR State Faculty Collective Bargaining Unit Update 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 2025 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 – Information Agenda Items *(If you have any questions, please call Dr. Jordan’s direct #386-312-4151.)*

- | | |
|--|-------------|
| 1. Proposed Revisions to the following program(s): | Information |
| a. Admissions criteria for Diagnostic Medical Sonography, A.S. – 2135/2136 | |
| b. Admissions criteria for Respiratory Care, A.S. - 2125/2126 | |
| c. Admissions criteria for Radiologic Technology, A.S. - 2155/2156 | |
| d. Admissions criteria for Health Information Technology, A.S. – 0350/0351 | |
| e. Admissions criteria for Nursing, A.S. - 0208/0299 | |
| f. Admissions criteria for Nursing: LPN Bridge to ASN, A.S. - 0208/0298 | |
| g. Admissions criteria for Nursing: RN to BSN, B.S. – 8700 | |

D. VP / Chief Institutional Research Officer – Dr. Ros Humerick – Action/Informational Agenda Items *(If you have any questions, please call VP Humerick’s direct #386-312-4212.)*

- | | |
|---|-------------|
| 1. Action to Reaffirm the College Mission, Vision and Values for the 2022-2027 Strategic Plan | Action |
| 2. Action to Reaffirm the College Goals and Objectives for the 2022-2027 Strategic Plan | Action |
| 3. Information Only: | Information |
| • Strategic Plan Scorecards | |
| • Strategic Plan Performance Measures: 2024-2025 Update | |
| 4. Information Only: | Information |
| • Board Self-Evaluation Procedures | |
| 5. Information Only: | Information |
| • Update on Changing Institutional Accreditors | |

VI. President’s Report

VII. Trustees’ Comments

VIII. Adjournment

ST. JOHNS RIVER STATE COLLEGE
DISTRICT BOARD OF TRUSTEES

January 21, 2026

MEMBERS PRESENT:

Mr. Rich Komando, Chairperson
Mr. Nick Primrose, Vice-Chair
Mr. Wendell Davis
Mr. Jud Sapp
Ms. Chereese Stewart via Zoom
Mr. Cyrus Zomorodian

OTHERS PRESENT:

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

Chairperson Komando called the meeting to order at 2:00 pm.

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

Chairperson Komando requested approval of the Consent Agenda Items IV.a-c:

Consent Agenda Items

a.1-2 – Approval of Revisions to Minutes of September 17 and October 15, 2025, Board Meetings; Minutes of December 3, 2025, Board Meeting

b.1 - Chief Operating Officer/Senior Vice President – Dr. Melanie Brown: Personnel Matters

c.1-4 - Vice President for Finance/CFO – Randy Peterson: Monthly Financial Report – December 2025; Budget Amendments (Operating Fund 1, Restricted Fund 2, Auxiliary Fund 3, Capital Outlay / Plant Fund 7); Facilities Usage Report – December 2025; and Write-offs of Tangible Personal Property.

Mr. Sapp moved approval of Consent Agenda Items IV.a-c. Mr. Primrose seconded the motion. Motion carried (Davis, Komando, Primrose, Sapp, Stewart, Zomorodian – Yes).

Approved Consent Agenda Items IV.a-c

Dr. Melanie Brown reviewed and requested approval of the 2024-25 St. Johns River State College Student Housing DSO Audit, Student Housing Direct Support Organizations (DSO) Audit Review Checklist, and the

Memorandum of Understanding between St. Johns River State College and the St. Johns River State College Student Housing DSO. She noted the 2024-25 Student Housing DSO Internal Revenue Service Return of Organization Exempt from Income Tax Form 990N (Taxable Year Ended March 31, 2025) document was not available yet, so this item is deferred.

Mr. Primrose moved approval of items a, c, and d. and Mr. Sapp seconded the motion, to approve Chief Operating Officer Items V.A.1.a, c, and d (a detailed listing is contained in the material submitted by the Office of Chief Operating Officer). Motion carried (Davis, Komando, Primrose, Sapp, Stewart, Zomorodian – Yes).

Approved Chief Operating Officer Items V.A.1.a, c, and d

Dr. Brown reviewed for information only a Letter from the Internal Revenue Service, Recognition of Student Housing DSO Tax Exempt Status resulting from Filing Application Form 1023-EZ.

Chief Operating Officer Item V.A.1.e

Dr. Brown reviewed for information only the SJR State President's Gala, which will be held on March 5, 2026, beginning at 6:00 pm, at the Thrasher Horne Center. She noted the 2026 goals are to establish the President's Gala as an annual event held at the Thrasher Horne Center each spring and to raise \$60,000 to support SJR State students through scholarships and student success initiatives. She overviewed the sponsorship opportunities and stated that tickets are on sale now.

Chief Operating Officer Item V.A.1.f

AVP Terry Thomas reviewed for information only Change Order #001, Scherer Construction, Remodel & Additions to the FloArts Building Project, Palatka Campus.

Chief Operating Officer Item V.A.2.a

AVP Thomas reviewed and requested approval to Award RFQ-SJR-06-2025 for New Prequalified Contractor Status.

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

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

AVP Thomas reviewed and requested approval to Award RFQ-SJR-07-2025 for Renewal of Prequalified Contractor Status.

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

Approved Chief
Operating Officer Item
V.A.2.c

AVP Thomas reviewed and requested approval to Award BID-SJR-08-2025 for the Exterior Painting Gymnasium Project, Palatka Campus.

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

Approved Chief
Operating Officer Item
V.A.2.d

AVP Thomas reviewed and requested approval to Award BID-SJR-09-2025 for the Renovation of Offices and Addition, Gymnasium Project, Palatka Campus.

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

Approved Chief
Operating Officer Item
V.A.2.e

AVP Thomas reviewed and requested approval to Waive Solicitation Requirements for Beach Volleyball Courts Project, Palatka Campus, per *Florida Administrative Code 6A-14.0734(3)* (*The college president or designee, may waive solicitation requirements in emergencies when there is an imminent threat to students, employees, or public safety or in cases when necessary to prevent damage to the facilities caused by an unexpected circumstance in accordance with rules established by the local board of trustees.*) She explained the justification that in addition to the cost savings and lack of expert knowledge, there are safety and security concerns for the student female athletes which is the main reason for this request. The team has been practicing and having games on the courts at Triangle Park in Palatka, which is a public park. The cleanliness of the area is a concern as there is often broken glass laying around. There is a homeless group of people who frequent the area and use the restroom facilities. In the past, homeless males have made the athletes

uncomfortable. While the County is aware of the issue and officers patrol the area, they are not able to provide coverage all the time.

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

Approved Chief
Operating Officer Item
V.A.2.f

VP/CFO Randy Peterson reviewed for information only the Financial Audit for Fiscal Year Ended June 20, 2025.

VP/Chief Finance
Officer Item V.B.1

Mr. Peterson presented a PowerPoint on the Economic Impact Analysis of St. Johns River State College conducted by Lighthouse Professional Services. The presentation included a summary of the article “Florida State Colleges: Delivering Florida’s Workforce Solutions” published in *Florida Trend Magazine*.

VP/Chief
Finance Officer Item
V.B.2

President Pickens discussed the revitalization of the Florida College System Council of Trustees. He noted Chair Komando has participated in the three (3) meetings held to date. The group is comprised of the Trustee Chairs of the twenty-eight (28) Florida College System colleges. Bylaws have been passed and the organizational structure has been formed. The group will present a unified front with the State Legislature.

President’s Report

President Pickens informed the Trustees that the Office of Policy & Budget (OPB) has invited/summoned all of the colleges to meet with them to give a presentation on PECO projects.

President Pickens noted this is the 25th anniversary of the Legislature’s first term-limit class of which he was a member. He will be in Tallahassee on February 2-3 for the Legislative Reunion. He will meet with the OPB staff then. He noted it will be a lean budget year; he will be advocating for the FCS system ask.

President Pickens discussed spring sports. The baseball team is ranked 11th pre-season and the softball team is ranked 3rd.

President Pickens noted that Trustee Primrose has been reappointed to the board through May 31, 2029.

President Pickens informed the Trustees that on February 1st, the College is retiring the jerseys of Nathaniel Lowe and Myles Straw.

Trustee comments were made.

Trustee Comments

Chairperson Komando adjourned the meeting at 3:00 p.m.

Adjournment

TO: Joe Pickens, J.D.
College President

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

DATE: February 10, 2026

RE: **CONSENT** Agenda Item
February 18, 2026, District Board of Trustees Meeting

The following item is submitted for the Board of Trustees' consideration at the February 18, 2026, meeting:

1. *Approval of Personnel Matters*

DISTRICT BOARD OF TRUSTEES				
PERSONNEL MATTERS				
BOARD MEETING: February 18, 2026				
NAME	JOB CLASSIFICATION	TYPE OF PAY OR ACTION	PAY SCALE OR RATE	DATES
Kayla Cook	FT - Para-professional	Resignation	N/A	12/19/2025
Christina Slater	FT - Para-professional	Hire	PP - Grade 114	2/9/2026
NAME	JOB CLASSIFICATION	TYPE OF PAY OR ACTION	PAY SCALE OR RATE	DATES
Benny Baggs	FT - Career Service	Retirement	N/A	1/31/2026
Tierra Chandler	FT - Career Service	Resignation	N/A	12/19/2025
MISCELLANEOUS				
1. DROP entries				
Royce Bass - 1/1/2026				
Christina Will - 2/1/2026				



ST. JOHNS RIVER

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

Memorandum

TO: Joe Pickens, J.D.
President

FROM: Randy Peterson
Vice President/CFO 

DATE: February 9, 2026

RE: Consent Agenda Items: February 18, 2026, District Board of Trustees Meeting

The following Consent items are submitted for the Board of Trustees' consideration at the February 18, 2026, meeting:

CONSENT AGENDA ITEMS:

1. Approval of Monthly Financial Report – January 2026
2. Facilities Usage Report – January 2026



ST. JOHNS RIVER
S T A T E C O L L E G E

Monthly Financial Report

January 2026

ST. JOHNS RIVER STATE COLLEGE
BALANCE SHEET
As of January 31, 2026

	TOTAL	FUND TYPE					
		GENERAL CURRENT	RESTRICTED CURRENT	AUXILIARY	SCHOLARSHIP	AGENCY	UNEXPENDED PLANT
Assets							
1 Cash	\$ 23,940,120	\$ 1,815,220	\$ 619,361	\$ 5,486,609	\$ 268,619	\$ 1,378,736	\$ 14,371,576
2 Cash Equivalents	563	563	-	-	-	-	-
3 Certificates of Deposit	20,000,000	20,000,000	-	-	-	-	-
4 Accounts Receivable	1,571,028	1,416,558	31,501	50,103	18,507	-	54,360
5 Inventories	282,763	-	-	282,763	-	-	-
6 Due From Component Unit	-	-	-	-	-	-	-
7 Prepaid Assets	10,768	10,768	-	-	-	-	-
8 Other Assets	2,600	2,600	-	-	-	-	-
9 Due from State	19,711,677	-	-	-	-	-	19,711,677
10 Total Assets	65,519,520	23,245,709	650,861	5,819,475	287,126	1,378,736	34,137,613
11 Deferred Outflow of Resources	8,489,699	8,489,699	-	-	-	-	-
Liabilities							
12 Net Pension Liability	23,950,733	23,950,733	-	-	-	-	-
13 Compensated Absences Payable	4,188,531	4,188,531	-	-	-	-	-
14 Other Post Employment Benefit Payable	1,579,841	1,579,841	-	-	-	-	-
15 Deferred Revenue	7,611	-	-	7,611	-	-	-
16 Payables	1,523,946	14,864	11	76,512	53,823	1,378,736	-
17 Due to Other Funds	2,279	2,279	-	-	-	-	-
18 Total Liabilities	31,252,941	29,736,248	11	84,123	53,823	1,378,736	-
19 Deferred Inflow of Resources	4,410,853	4,410,853	-	-	-	-	-
20 Fund Balance	38,345,424	(2,411,693)	650,850	5,735,351	233,303	(0)	34,137,613
21 Amount Expected to be Financed in Future Years	25,640,259	25,640,259	-	-	-	-	-
22 Adjusted Fund Balance	63,985,684	23,228,567	650,850	5,735,351	233,303	(0)	34,137,613

ST. JOHNS RIVER STATE COLLEGE
SUMMARY OF INCOME AND EXPENDITURES
UNRESTRICTED CURRENT FUND
For the Month Ended January 31, 2026

	CURRENT YEAR 2025-2026			FY %	PRIOR YEAR 2024-2025
	Current Budget	Year to Date Activity	Unobligated Balance	Act %	Year to Date Activity
Revenue:					
1 Tuition and Fees	\$ 11,362,531	\$ 9,673,847	\$ 1,688,684	85.1%	\$ 8,925,596
2 State Support	38,431,358	20,087,578	18,343,780	52.3%	20,974,300
3 Local Support	2,100,000	1,238,436	861,564	59.0%	1,327,686
4 Other Sources	1,613,800	1,079,104	534,696	66.9%	1,231,140
5 Total Revenue	<u>53,507,689</u>	<u>32,078,964</u>	<u>21,428,725</u>	60.0%	<u>32,458,722</u>
Expenditures:					
6 Salaries	27,604,306	15,991,754	11,612,552	57.9%	15,669,726
7 Benefits	11,857,290	6,657,283	5,200,008	56.1%	5,391,011
8 Total Salaries & Benefits	<u>39,461,596</u>	<u>22,649,037</u>	<u>16,812,560</u>	57.4%	<u>21,060,736</u>
9 Materials and Supplies	2,457,220	1,527,202	1,527,202	62.2%	1,470,516
10 Contracted Non Instructional	1,706,914	743,429	963,485	43.6%	830,631
11 Utilities	1,264,310	709,584	554,727	56.1%	643,422
12 Repairs and Maintenance	1,473,603	727,928	745,675	49.4%	855,686
13 Professional Fees	263,950	150,844	113,105	57.1%	135,982
14 Insurance	962,125	573,703	388,422	59.6%	594,026
15 Technology Services	193,549	140,846	52,703	72.8%	131,830
16 Travel	476,529	134,416	342,113	28.2%	118,748
17 Advertising	111,168	79,170	31,998	71.2%	47,102
18 Other Services	1,000,333	532,127	468,206	53.2%	476,357
19 Other Current Charges	1,177,454	646,381	531,073	54.9%	652,125
20 Total Current Expenses	<u>11,087,153</u>	<u>5,965,628</u>	<u>5,718,710</u>	53.8%	<u>5,956,425</u>
21 Capital Outlay	3,078,423	285,004	2,793,420	9.3%	438,334
22 Transfers	4,500,000	4,000,000	500,000	88.9%	1,000,000
23 Total Expenditures	<u>58,127,173</u>	<u>32,899,668</u>	<u>25,227,505</u>	56.6%	<u>28,455,495</u>
24 Net Revenues and Expenditures	<u>\$ (4,619,484)</u>	<u>\$ (820,703)</u>			<u>\$ 4,003,227</u>
25 Budgeted Ending Adjusted Fund Balance *	<u>\$ 19,429,786</u>				

* excludes Amount to be Financed in Future Years of \$25,640,259

ST. JOHNS RIVER STATE COLLEGE
SUMMARY OF INCOME AND EXPENDITURES
RESTRICTED CURRENT FUND
For the Month Ended January 31, 2026

		<u>CURRENT YEAR 2025-2026</u>			FY % 58.3%	<u>PRIOR YEAR 2024-2025</u>
		Current Budget	Year to Date Activity	Unobligated Balance	Act %	Year to Date Activity
Revenue:						
1	Federal Support	\$ 977,311	\$ 445,054	\$ 532,257	45.5%	\$ 332,859
2	Student Fees	762,000	680,717	81,283	89.3%	638,249
3	State Support	113,177	81,506	31,671	72.0%	73,693
4	Other Sources	-	-	-	0.0%	-
5	Total Revenue	1,852,488	1,207,277	645,211	65.2%	1,044,801
Expenditures:						
6	Salaries	675,755	410,025	265,730	60.7%	384,485
7	Benefits	280,288	172,043	108,245	61.4%	122,175
8	Total Salaries & Benefits	956,043	582,067	373,975	60.9%	506,660
9	Materials and Supplies	241,394	132,845	108,548	55.0%	171,938
10	Contracted Non Instructional	50,378	35,425	14,953	70.3%	28,955
11	Repairs and Maintenance	418	418	-	0.0%	2,691
12	Professional Fees	28,065	5,885	22,180	21.0%	18,716
13	Technology Services	-	-	-	0.0%	-
14	Travel	178,832	74,348	104,484	41.6%	40,970
15	Advertising	-	-	-	0.0%	649
16	Other Services	115,844	54,496	61,348	47.0%	62,130
17	Other Current Charges	20,584	17,495	3,089	85.0%	-
18	Total Current Expenses	635,514	320,912	314,602	50.5%	326,049
19	Capital Outlay	335,009	61,501	273,508	18.4%	4,465
20	Total Expenditures	1,926,566	964,480	962,086	50.1%	837,174
21	Net Revenues and Expenditures	\$ (74,078)	\$ 242,797			\$ 207,626



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 *at*
Senior Accountant

Date: February 9, 2026

Subject: Report on Facilities Use for January 2026

For the month of January 2026:

Daytona State College – DCF exams	Palatka
CC's Motorcycle Training	Palatka
Fellowship of Christian Athletes	Palatka
Ross Jones Baseball Academy	Palatka
Babe Ruth of Palatka	Palatka
Glock Inc, Armorer Course for Criminal Justice	St Augustine
United Way of NE FL VITA Tax Preparation Training	St Augustine
United Way of St Johns Co VITA Tax Preparation Training	Orange Park

TO: Joe Pickens, J.D.
College President

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

DATE: February 9, 2026

RE: Agenda Item: February 18, 2026, District Board of Trustees Meeting

The following items are submitted for the Board of Trustees' consideration at the February 18, 2026, meeting:

Consent Agenda Items

- I. Approval of modification to the 2025-2026 Academic Calendar
- II. Approval of the 2026-2027 Academic Calendar

Academic Affairs

III. Approval of the following curriculum revisions effective Fall 2026 for the Arts and Sciences Department:

- A. Revised Course(s):
 - 1. IDS 1110 Honors Explorations
 - 2. PCB 3043 Ecology
 - 3. PCB 3043L Laboratory for Ecology
 - 4. SPN 1120 Foundations of Spanish I
 - 5. SPN 1121 Foundations of Spanish II
- B. Deleted Course(s):
 - 1. AMH 1070 Florida Heritage (5 year)
 - 2. ANT 2100 Introduction to Archaeology (5 year)
 - 3. ANT 2511 Human Origins (5 year)
 - 4. POT 2002 Introduction to Political Theory (5 year)

IV. Approval of the following curriculum revisions effective Fall 2026 for the Florida School of the Arts:

- A. Deleted Course(s):
 - 1. DAA 2743 Pilates Body Conditioning (5 year)
 - 2. DIG 2100 Web Design (5 year)
 - 3. GRA 2915C Advertising Design (5 year)
 - 4. THE 2300 Dramatic Literature (5 year)
 - 5. TPP 2119 Acting IV (5 year)
 - 6. TPP 2803 Stage Speech IV (5 year)
- B. Revised Programs:

1. Associate in Science in Theater and Entertainment Technology, Acting
2. Associate in Science in Theater and Entertainment Technology, Theater Technology
- C. Terminate Programs:
 1. Associate in Science in Theater and Entertainment Technology, Stage Management

V. Approval of the following curriculum revisions effective Fall 2026 for the Teacher Education Department:

- A. Revised Courses:
 1. EDF 3430 Measurement, Evaluation, and Assessment in Education
 2. EDF 3940 Clinical Field Experience in Curriculum and Instruction
 3. EEC 4241 Integrated Music, Art, and Movement
 4. RED 3309 Early and Emergent Literacy
 5. RED 4319 Diagnosis and Instructional Intervention in Reading
 6. RED 4342 Foundations of Research Based Practices in Reading
 7. RED 4844 Reading Practicum
 8. TSL 3080 Principles and Practices of ESOL I
 9. TSL 3083 ESOL Issues and Strategies
 10. TSL 4081 Principles and Practices of ESOL II
- B. New Programs:
 1. Stand-Alone Reading Endorsement Program
- C. Revised Programs:
 1. Educator Preparation Institute (EPI)

VI. Approval of the following curriculum revisions effective Fall 2027 for the Arts and Sciences Department:

- A. Revised Courses
 1. MAC 1147 Precalculus
 2. MAC 1147 Honors Precalculus
- B. Revised Programs
 1. Honors Program
 2. General Education
 3. Associate in Arts Degree

Workforce Education

VII. Approval of the following curriculum revisions effective Fall 2026 for the Allied Health Department:

- A. Deleted Course(s):
 1. HCP 0001 Health Career Core (5 year)

VIII. Approval of the following curriculum revisions effective Fall 2026 for the Criminal Justice & Public Safety Department:

- A. New Program(s):
 1. Crime Scene Technology/Forensic Science, A.S. – Program Learning Outcomes
- B. New Course(s):
 1. CJE 1641 Crime Scene Technology I
 2. CJE 1642 Crime Scene Technology II
 3. CJE 1671 Latent Fingerprint Development
 4. CJE 1770 Crime Scene Photography
 5. CJE 1772 Crime Scene Photography II
 6. CJE 2649 Forensic Death Investigations
- C. Terminated Program(s):
 1. Correctional Probation Officer Cross-Over Training to Florida Corrections Academy, C.C. – 0548

2. Correctional Probation Officer Cross-Over Training to Florida Law Enforcement Academy, C.C. - 0547
- D. Deleted Course(s):
 1. CJE 2130 Criminal Investigations (5 year)
 2. CJE 1300 The Patrol Function (5 year)
 3. CJE 2790 CJST CMS LE Bridge (5 year)

IX. Approval of the following curriculum revisions effective Fall 2026 for the Business, Industry, & Computer Information Systems Department:

- A. New Program(s):
 1. Agribusiness Management, A.S. – Program Learning Outcomes
- B. New Course(s):
 1. ORH 1000 Introduction to Horticulture
 2. ORH 1113C Pest & Disease Control
 3. ORH 1301 Introduction to Irrigation
 4. AEB 2102 Principles of Agribusiness Management
 5. AOM 2316 Agricultural Machinery & Equipment
 6. AEB 1949 Agribusiness Internship
- C. Deleted Course(s):
 1. APA 2502 Payroll Tax (5 year)
 2. CGS 1560C Microcomputer Operating Systems
 3. EET 1033C Fundamentals of DC/AC Circuits (5 year)

Information Agenda Items

- I. Proposed Revisions to the following program(s):
 - A. Admissions criteria for Diagnostic Medical Sonography, A.S. – 2135/2136
 - B. Admissions criteria for Respiratory Care, A.S. - 2125/2126
 - C. Admissions criteria for Radiologic Technology, A.S. - 2155/2156
 - D. Admissions criteria for Health Information Technology, A.S. – 0350/0351
 - E. Admissions criteria for Nursing, A.S. - 0208/0299
 - F. Admissions criteria for Nursing: LPN Bridge to ASN, A.S. - 0208/0298
 - G. Admissions criteria for Nursing: RN to BSN, B.S. – 8700



Ryan Petty, *Chair*
MaryLynn Magar, *Vice Chair*
Members
Grazie P. Christie
Layla Collins
Daniel P. Foganholi, Sr.
Erika Fritz-Ochs
Luis Fuste

February 6, 2026

Dear Florida College System Presidents and Members of the Boards of Trustees,

As you are aware, Governor Ron DeSantis has announced that state offices will be closed on Monday, February 16, 2026, in observance of Washington's Birthday. This additional holiday recognizes the nation's 250th anniversary, with particular emphasis on honoring the legacy of George Washington.

While this action does not mandate changes to college operating schedules, I write to encourage and recommend that Florida's colleges, where feasible, align with the Governor's decision and observe Washington's Birthday as a holiday.

I recognize that each institution must carefully balance its academic calendar and obligations to students and staff. As you and your boards consider future calendar planning, I encourage you to evaluate the feasibility of formally adopting Washington's Birthday, observed as the third Monday in February, as an institutional holiday moving forward.

Thank you for your continued leadership and dedication to Florida's higher education system.

Sincerely,

Kevin O'Farrell, Ph.D.
Senior Chancellor

ACADEMIC CALENDAR

2025-2026

2025

August 14 – 15	New Full Time Faculty Report
August 18	Returning Faculty Report
August 21	Faculty Convocation
August 25	Classes Begin (Full Term and Fall A)
September 1	Labor Day Holiday
October 13	College Holiday
October 15	Fall A Term Ends
October 20	Fall B Term Begins
November 11	Veterans Day
November 26, 27, 28	Thanksgiving Holiday and Break (November 25 classes end at 10:00 p.m.)
December 6 – 12	Final Exams Schedule
December 12	Classes End at 5:00 p.m. (Full Term and Fall B)
December 15	Grades due (2:00 p.m.)
December 16	Faculty SLOs due (10:00 p.m.)
December 18	Commencement (10:00 a.m.)
December 18	Faculty End
December 19	College Closes at 12:00 p.m.

Fall Term

2026

January 5	All Full-Time Employees Report
January 7	Classes Begin (Full Term and Spring A)
January 19	Martin Luther King, Jr. Holiday
February 6	College Closed to Students: Faculty & Staff Professional Development
February 16	Presidents' Day
February 25	Spring A Term Ends
March 2	Spring B Term Begins
March 16 – 20	Spring Break
April 3	Good Friday Holiday
April 18 – 24	Final Exams Schedule
April 24	Classes End at 5:00 p.m. (Full Term and Spring B)
April 27	Grades Due (2:00 p.m.)
April 28	Faculty SLOs Due (10:00 p.m.)
May 1	Commencement (9:30 a.m. and 2:00 p.m.)
May 1	Faculty End

Spring Term

2026

May 6
May 6
May 25
July 6
August 4
August 5
August 5

Summer Full Term (POT 1)

Faculty Report
Classes Begin
Memorial Day Holiday
Independence Day Holiday
Summer Full Term Ends (10:00 p.m.)
Grades Due (11:59 p.m.)
Faculty End

2026

May 6
May 6
May 25
June 19
June 20
June 20

Summer Term A (POT 2)

Faculty Report
Classes Begin
Memorial Day Holiday
Summer A Term Ends (10:00 p.m.)
Grades Due (11:59 p.m.)
Faculty End

2026

June 22
June 22
July 6
August 4
August 5
August 5

Summer Term B (POT 3)

Faculty Report
Classes Begin
Independence Day Holiday (Observed)
Summer B Term Ends (10:00 p.m.)
Grades Due (11:59 p.m.)
Faculty End

4-Day Summer Work Week May 4, 2026 – August 7, 2026

2025-2026
Instructional Days Per Term, by Day of Week

	Fall Term	Fall A	Fall B	Spring Term	Spring A	Spring B	Summer A	Summer B
Monday	14	6	8	12	5	7	5	6
Tuesday	15	8	7	14	7	7	6	7
Wednesday	15	8	7	15	8	7	7	6
Thursday	15	7	7	15	7	7	7	6
Friday	15	7	7	13	6	6		
Total Days	74	36	36	69	33	34	25	25

ACADEMIC CALENDAR

2026-2027

2026

August 13 – 14	New Full Time Faculty Report
August 17	Returning Faculty Report
August 20	Faculty Convocation
August 24	Classes Begin (Full Term and Fall A)
September 7	Labor Day Holiday
October 12	College Holiday
October 14	Fall A Term Ends
October 19	Fall B Term Begins
November 11	Veterans Day
November 25, 26, 27	Thanksgiving Holiday and Break (November 24 classes end at 10:00 p.m.)
December 5 – 11	Final Exams Schedule
December 11	Classes End at 5:00 p.m. (Full Term and Fall B)
December 14	Grades due (2:00 p.m.)
December 15	Faculty SLOs Due (10:00 p.m.)
December 17	Commencement (10:00 a.m.)
December 17	Faculty End
December 18	College Closes at 12:00 p.m.

2027

January 4	All Full-Time Employees Report
January 6	Classes Begin (Full Term and Spring A)
January 18	Martin Luther King, Jr. Holiday
February 5	College Closed to Students: Faculty & Staff Professional Development
February 15	Presidents' Day
February 24	Spring A Term Ends
March 1	Spring B Term Begins
March 15 – 19	Spring Break
March 26	College Holiday
April 17 – 23	Final Exams Schedule
April 23	Classes End at 5:00 p.m. (Full Term and Spring B)
April 26	Grades Due (2:00 p.m.)
April 27	Faculty SLOs Due (10:00 p.m.)
April 30	Commencement (10:00 a.m. and 1:30 p.m.)
April 30	Faculty End

2027

May 5
May 5
May 31
July 5
August 3
August 4
August 4

Summer Full Term (POT 1)

Faculty Report
Classes Begin
Memorial Day Holiday
Independence Day Holiday (observed)
Summer Full Term Ends (10:00 p.m.)
Grades Due (2:00 p.m.)
Faculty End

2027

May 5
May 5
May 31
June 18
June 19
June 19

Summer Term A (POT 2)

Faculty Report
Classes Begin
Memorial Day Holiday
Summer A Term Ends (10:00 p.m.)
Grades Due (2:00 p.m.)
Faculty End

2027

June 21
June 21
July 5
August 3
August 4
August 4

Summer Term B (POT 3)

Faculty Report
Classes Begin
Independence Day Holiday (observed)
Summer B Term Ends (10:00 p.m.)
Grades Due (2:00 p.m.)
Faculty End

4-Day Summer Work Week May 3, 2027 – August 6, 2027

2026-2027
Instructional Days Per Term, by Day of Week

	Fall Term	Fall A	Fall B	Spring Term	Spring A	Spring B	Summer A	Summer B
Monday	14	6	8	12	5	7	5	6
Tuesday	16	8	8	14	7	7	6	7
Wednesday	14	8	6	15	8	7	7	6
Thursday	15	7	7	15	7	7	7	6
Friday	15	7	7	13	6	6		
Total Days	74	36	36	69	33	34	25	25

DRAFT

6A-10.0331 Deletion of Courses from Catalogs and Statewide Course Numbering System.

(1) Each university and each Florida College System institution shall adopt, as part of the procedure for the preparation of its institutional catalog, a rule to ensure that courses which have not been taught for five (5) years, or less if desired, are deleted from the catalog. Each institution shall also notify the Office of the Statewide Course Numbering System to delete these courses.

(2) Courses not taught in the preceding five (5) years or less in keeping with institutional requirements, that an institution wishes to continue shall be reviewed in the same manner that the institution reviews courses which are proposed for addition to the catalog and statewide course numbering system. A course may be continued in the catalog if the institution plans to offer it during the next five (5) years.

(3) The president of each university and the president of each Florida College System institution shall annually certify to the board of trustees for that university or college that the institution has complied with Section 1007.24, F.S.

Rulemaking Authority 1007.24(8) FS. Law Implemented 1001.02, 1007.24 FS. History—New 12-31-86, Amended 4-7-87, 8-30-88, 12-18-05.

**Instructional Curriculum Committee
Curriculum Change Submission Form**
Submit this completed form with your curriculum changes.

Department: <i>Arts and Sciences</i>	Date: <i>January 2026</i>
New Courses: <i>none</i>	Date Approved by Department:
Revised Courses: <i>IDS 1110 Honors Explorations</i> <i>PCB 3043 Ecology</i> <i>PCB 3043 Laboratory for Ecology</i> <i>SPN 1120 Foundations of Spanish I</i> <i>SPN 1121 Foundations of Spanish II</i>	Date Approved by Department: <i>December 16, 2025</i> <i>December 17, 2025</i> <i>December 17, 2025</i>
Courses to Delete: <i>AMH 1070 Florida Heritage</i> <i>ANT 2100 Introduction to Archaeology</i> <i>ANT 2511 Human Origins</i> <i>POT 2002 Introduction to Political Theory</i> <i>ENC 2210 Technical and Professional Report Writing</i>	Date Approved by Department: <i>December 16, 2025</i> <i>December 17, 2025</i>
New Programs: <i>none</i>	Date Approved by Department:
Revised Programs: <i>none</i>	Date Approved by Department:
Terminate Programs: <i>none</i>	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. 	

A. Revised Courses

Deletions are in red strikethrough and additions are in yellow highlight.

1. IDS 1110 Honors Explorations

Current 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, **natural** 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~~ **ideas from multiple disciplines** ~~using~~ 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.

Proposed 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, natural science, and social science. The fundamental goal of the course is to help students appreciate the interconnectedness of knowledge and synthesize ideas from multiple disciplines using critical thinking, collaboration, and communication skills. As a result, students will develop and 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.

Current 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

Proposed Course Content

- A. Introduction
- B. Communication: Writing
- C. Communication: Speaking
- D. Humanities: Ancient Greece
- E. Humanities: Ancient Rome
- F. Humanities: Art
- G. Humanities: Literature
- H. Humanities: Music
- I. Humanities: Philosophy
- J. Mathematics
- K. Natural Science
- L. Social Science: Economics
- M. Social Science: United States History
- N. Social Science: United States Government

Current 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.

Proposed Student Learning Outcomes

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

- A. Create an individualized academic plan that fulfills degree requirements and supports timely transfer.
- B. Demonstrate effective written communication skills through the development of essays, proper source documentation, and professional correspondence.
- C. Deliver an effective oral presentation that demonstrates strong organization, confident delivery, and audience engagement.
- D. Examine the history and major contributions of ancient civilizations and explain their influence on later societies.
- E. Identify key works and forms of art and music across civilizations and historical periods and explain how they reflect human values and ideas.
- F. Examine major types and representative works of literature across civilizations and historical periods.
- G. Examine key figures, texts, and moral frameworks in Western philosophy to explain how they address ethical questions and human behavior.
- H. Apply mathematical reasoning to recognize patterns in nature and art and to make informed financial decisions.
- I. Apply scientific principles and mathematical reasoning to explain natural phenomena and predict real-world outcomes.
- J. Explain fundamental principles of economics and how economic decisions at the individual, national, and global levels influence society and everyday life.
- K. Apply historical reasoning to interpret major events and developments that shaped the United States and its role in the world.
- L. Apply knowledge of United States founding principles, constitutional structure, and civic responsibilities to analyze how government functions and how citizens influence it.

Rationale

The course was recently moved from the Communications department to the Humanities department. Upon review of the course, the course description, course content, and student learning outcomes were revised.

2. PCB 3043 Ecology

Current 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 Utilize** organismic ecology, including behavioral and physiological adaptations, **in assessing the response of plants and animals** 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.

Proposed 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. Utilize organismic ecology, including behavioral and physiological adaptations, in assessing the response of plants and animals 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.

3. PCB 3043L Laboratory for Ecology

Current 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 Apply** 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.

Proposed 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. Apply 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.

Rationale

These student learning outcomes were revised to better align with the program learning outcomes.

4. SPN 1120 Foundations of Spanish I

Current Course Description

An introduction to the Spanish language for those who have little or no knowledge of Spanish. The sequence of SPN 1120/1121 presents the essential elements of Spanish grammar, vocabulary, and culture that are needed in everyday life to speak in Spanish and understand it when it is spoken at a moderate speed by sympathetic native speakers. This course includes many types of activities designed to develop basic skills in speaking, listening comprehension, reading, and writing, with the greatest emphasis placed on practicing conversation. Communicative competence is stressed. Students learn present tense conjugation (including irregular and stem-changing verbs), conjugation of reflexive verbs, and the informal future, ~~and~~ the present progressive, ~~and the present progressive~~. The class is conducted mostly in Spanish.

Proposed Course Description

An introduction to the Spanish language for those who have little or no knowledge of Spanish. The sequence of SPN 1120/1121 presents the essential elements of Spanish grammar, vocabulary, and culture that are needed in everyday life to speak in Spanish and understand it when it is spoken at a moderate speed by sympathetic native speakers. This course includes many types of activities designed to develop basic skills in speaking, listening comprehension, reading, and writing, with the greatest emphasis placed on practicing conversation. Communicative competence is stressed. Students learn present tense conjugation (including irregular and stem-changing verbs), conjugation of reflexive verbs, and the informal future, the present progressive, and the present progressive. The class is conducted mostly in Spanish.

5. SPN 1121 Foundations of Spanish II

Current Course Description

This course is a continuation of SPN 1120. This course includes many types of activities designed to further expand the students' communicative proficiency in speaking, listening comprehension, reading, and writing, with the greatest emphasis placed on practicing conversation. Communicative competence is stressed. Students solidify and strengthen their grasp and use of regular and irregular present tense conjugations, reflexive verbs, and the informal future, ~~and the present progressive tense.~~ ~~They learn the present progressive tense, the use and conjugation of regular and irregular verbs in the preterit tense, the imperfect tense, the preterit versus the imperfect tense, direct object pronouns, indirect object pronouns, double object pronouns, and gustar and similar verbs. Students are also introduced to the present perfect tense, the impersonal se, and/or commands.~~ ~~They learn the use and conjugation of regular and irregular verbs in the preterit and imperfect tenses, and when to use each one.~~ The students are also taught: direct object pronouns, indirect object pronouns, double object pronouns, *gustar* and similar verbs, the impersonal *se*, and the present perfect tense. Additionally, two or more of the following grammatical structures will also be taught: the future tense, the conditional tense, commands, and/or the present subjunctive. Culture, history, and/or geography related to the Spanish-speaking world is also presented. The class is conducted mostly in Spanish.

Proposed Course Description

This course is a continuation of SPN 1120. This course includes many types of activities designed to further expand the students' communicative proficiency in speaking, listening comprehension, reading, and writing, with the greatest emphasis placed on practicing conversation. Communicative competence is stressed. Students solidify and strengthen their grasp and use of regular and irregular present tense conjugations, reflexive verbs, the informal future, and the present progressive tense. They learn the use and conjugation of regular and irregular verbs in the preterit and imperfect tenses, and when to use each one. The students are also taught: direct object pronouns, indirect object pronouns, double object pronouns, *gustar* and similar verbs, the impersonal *se*, and the present perfect tense. Additionally, two or more of the following grammatical structures will also be taught: the future tense, the conditional tense, commands, and/or the present subjunctive. Culture, history, and/or geography related to the Spanish-speaking world is also presented. The class is conducted mostly in Spanish.

Rationale

These changes are to make the course description more comprehensive and generalizable to be consistent with the current textbook and future textbook changes.

B. Courses to Delete

1. **AMH 1070 Florida Heritage**
2. **ANT 2100 Introduction to Archaeology**
3. **ANT 2511 Human Origins**
4. ~~**ENC 2210 Technical and Professional Report Writing**~~
5. **POT 2002 Introduction to Political Theory**

Rationale

AMH 1070, ANT 2511, and POT 2002 were last taught in Spring 2022.

ANT 2100 was last taught in Spring 2024, but the instructor is no longer at the College.

ENC 2210 was last taught in Spring 2024. The course was part of the Fleet Readiness Center Southeast (FRCSE) Apprenticeship Program. Since FRCSE is no longer at the College, enrollment in the course is too low to continue offering the course.

These courses are not general education courses and are not part of any current degree or program.

Florida Rule 6A-10.0331 Deletion of Courses from Catalogs and Statewide Course Numbering System.

ENC 2210 is a choice for an elective to the Engineering Technology, A.S. degree and to the Business Specialist, College Career Certificate.

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, natural science, and social science. The fundamental goal of the course is to help students appreciate the interconnectedness of knowledge and synthesize ideas from multiple disciplines using critical thinking, collaboration, and communication skills. As a result, students will develop and 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 Corequisites

Prerequisite: Admission to the SJR State Honors Program.

V. General Education Course

No.

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 Learning Outcomes

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

- Demonstrate effective communication strategies in reading, writing, and speaking.
- Demonstrate an understanding of humanity's defining cultural trends throughout history by the study of art, literature, music, dance, theatre, philosophy, or religion.
- Apply appropriate methods of mathematics to solve problems.
- Apply the methods, principles, and concepts of the natural sciences.
- Examine human behavior and institutions from political, economic, historical, psychological, or sociological perspectives.
- 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 an individualized academic plan that fulfills degree requirements and supports timely transfer.
- B. Demonstrate effective written communication skills through the development of essays, proper source documentation, and professional correspondence.
- C. Deliver an effective oral presentation that demonstrates strong organization, confident delivery, and audience engagement.
- D. Examine the history and major contributions of ancient civilizations and explain their influence on later societies.
- E. Identify key works and forms of art and music across civilizations and historical periods and explain how they reflect human values and ideas.
- F. Examine major types and representative works of literature across civilizations and historical periods.
- G. Examine key figures, texts, and moral frameworks in Western philosophy to explain how they address ethical questions and human behavior.
- H. Apply mathematical reasoning to recognize patterns in nature and art and to make informed financial decisions.
- I. Apply scientific principles and mathematical reasoning to explain natural phenomena and predict real-world outcomes.
- J. Explain fundamental principles of economics and how economic decisions at the individual, national, and global levels influence society and everyday life.
- K. Apply historical reasoning to interpret major events and developments that shaped the United States and its role in the world.
- L. Apply knowledge of United States founding principles, constitutional structure, and civic responsibilities to analyze how government functions and how citizens influence it.

IX. Course Content

- | | |
|-------------------------------|---|
| A. Introduction | H. Humanities: Music |
| B. Communication: Writing | I. Humanities: Philosophy |
| C. Communication: Speaking | J. Mathematics |
| D. Humanities: Ancient Greece | K. Natural Science |
| E. Humanities: Ancient Rome | L. Social Science: Economics |
| F. Humanities: Art | M. Social Science: United States History |
| G. Humanities: Literature | N. Social Science: United States Government |

X. Special Course Requirements

None

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. Assessment Methods for the College's Institutional Effectiveness System

Program learning outcomes and student learning outcomes in this course are not currently being assessed in College's institutional effectiveness system.

XIV. Faculty Review/Revision

11/18/2025 Jason Whitmarsh

XV. Administrator Review/Revision

11/24/2025 Mike Keller

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, and 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 Corequisites

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

Corequisite: PCB 3043L

V. General Education Course

No.

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 Learning Outcomes

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

- 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. Utilize organismic ecology, including behavioral and physiological adaptations, in assessing the response of plants and animals 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

- A. The Nature of Ecology
- B. Climate
- C. The Aquatic Environment
- D. The Terrestrial Environment
- E. Adaptation and Natural Selection
- F. Plant Adaptations to the Environment
- G. Animal Adaptations to the Environment
- H. Properties of Populations
- I. Population Growth
- J. Life History
- K. Intraspecific Population Regulation
- L. Species Interactions, Population Dynamics, and Natural Selection
- M. Interspecific Competition
- N. Predation
- O. Parasitism and Mutualism
- P. 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. Assessment Methods for the College's Institutional Effectiveness System

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

XIV. Faculty Review/Revision

12/17/2025 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

XV. Administrator Review/Revision

1/13/2026 Mike Keller

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 Corequisites

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

Corequisite: PCB 3043

V. General Education Course

No.

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 Learning Outcomes

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

- 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. Apply 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

- A. The Nature of Data
- B. The Process of Science
- C. Soil Analysis
- D. Oxygen and Carbon Dioxide Cycling
- E. Population Growth
- F. Age Distribution and Survivorship
- G. Terrestrial Plant Community Assessment
- H. Stream Ecosystem Assessment
- I. Micro Community Assessment
- J. Sampling a Plant Community
- K. Sampling Animal Communities
- L. Species Diversity
- M. Primary Production in an Aquatic Community
- N. Competition
- O. Natural Selection
- P. Adaptations of Animals to Their Environment
- Q. 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. Assessment Methods for the College's Institutional Effectiveness System

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

XIV. Faculty Review/Revision

12/17/2025 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

XV. Administrator Review/Revision

1/13/2026 Mike Keller

St. Johns River State College

Course Outline

I. Course Symbol and Title

SPN 1120 Foundations of Spanish I

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

4 credit hours, 4 contact hours

III. Course Description

An introduction to the Spanish language for those who have little or no knowledge of Spanish. The sequence of SPN 1120/1121 presents the essential elements of Spanish grammar, vocabulary, and culture that are needed in everyday life to speak in Spanish and understand it when it is spoken at a moderate speed by sympathetic native speakers. This course includes many types of activities designed to develop basic skills in speaking, listening comprehension, reading, and writing, with the greatest emphasis placed on practicing conversation. Communicative competence is stressed. Students learn present tense conjugation (including irregular and stem-changing verbs), conjugation of reflexive verbs, the informal future, and the present progressive. The class is conducted mostly in Spanish.

IV. Prerequisites and/or Corequisites

None

V. General Education Course

No

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 Learning Outcomes

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

- 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. Understand and say in Spanish many of the things he/she might say in everyday life situations.
- B. Read, comprehend, and summarize the main ideas of basic texts (such as advertisements, short readings, and dialogues of familiar and everyday contexts) in Spanish without conscious translation.
- C. Communicate in writing on familiar and everyday topics, using a variety of words, phrases, simple sentences, and questions in short compositions and exchanges such as emails, letters, and postcards in Spanish.
- D. Identify and locate countries and places around the world where Spanish is spoken; recognize some geographical features, cities, and capitals of Spanish-speaking countries.

IX. Course Content

A. Thematic vocabulary topics include all or most of the following:

1. greetings
2. origin
3. day and date
4. numbers
5. descriptive adjectives
6. interrogative words
7. verbs of being and activities
8. family members
9. classroom words and phrases
10. academic studies
11. leisure time activities
12. daily routines
13. weather
14. food and beverages
15. the home
16. household chores
17. clothing and shopping

B. Grammar includes all or most of the following:

1. pronunciation
2. present tense conjugation of regular verbs
3. present tense conjugation of stem-changing verbs
4. present tense conjugation of irregular verbs
5. present tense conjugation of reflexive verbs
6. the informal future
7. the present progressive

8. forming questions and statements
9. gender and number agreement with adjectives and nouns
10. subject pronouns
11. reflexive pronouns
12. indefinite and negative expressions
13. telling time
14. expressing possession
15. demonstratives
16. comparisons of equality and inequality
17. *por* versus *para* (only some of the uses)

C. Culture topics are presented in readings, video segments, and class discussions. These explore the lives, realities, and/or perspectives of peoples in many or most of the Spanish-speaking countries of the world. They often also deal with the themes of the various chapters (family life, etc.). Topics include, but are not limited to, information about:

1. artists
2. music
3. everyday life
4. holidays
5. geography
6. indigenous populations
7. national economies
8. practices, traditions, and perspectives

X. Special Course Requirements

None

XI. Course Support Materials

May include, but are not limited to, the following: course textbook, the textbook's companion website, and instructors' resource materials.

XII. Criteria for Student Evaluation

- 25% to 38% of the course grade will come from the Midterm and Final exams in the on-campus classes (but with a higher percentage in the online classes). Both will be cumulative and comprehensive. The Midterm exam will cover approximately the first three chapters of the textbook; the Final exam will cover every chapter in the course. Those exams may include, but are not limited to, the following types of sections: conversation, composition, extended listening comprehension, student response (written and/or oral) to oral questions, grammar, culture, translations, and cognate

patterns. Instructors will include a conversation portion in both the Midterm and Final exams.

- 62% to 75% of the course grade will include, but not be limited to: chapter quizzes and/or exams, homework exercises from the textbook's companion website, and compositions (in addition to, and of greater length and complexity than those from the textbook's companion website). This section of the course grade may also include, but not be limited to: a presentation (group or individual), a geography and/or culture quiz or exam, additional vocabulary and/or grammar homework assignments (of the instructors' creation and/or from the textbook), projects, participation, and attendance.
- Online workbook that accompanies the textbook: Sections taught on the college campuses, high school sites, and online will all require students to do a large amount of homework from the textbook's companion website, in addition to the other homework assignments that individual instructors assign. Sections taught on the high school sites will require students to do the equivalent amount of homework as sections taught on the college campuses.

XIII. Assessment Methods for the College's Institutional Effectiveness System

Student Learning Outcomes for this course are assessed in the following manner:

- SLO A of section VIII is assessed by embedding two oral questions in the final exam that the instructor will read aloud to the class (in Spanish). The students will then answer those questions in writing (in complete sentences, in Spanish).
- SLO C of section VIII is assessed by embedding a composition in the final exam, and the instructor will evaluate the students' writing by considering four main criteria: vocabulary, grammar, content, and comprehensibility.

XIV. Faculty Review/Revision

12/18/2025 Bruce Fox, Jeannette Harker

XV. Administrator Review/Revision

1/13/2026 Dustin Latta

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

SPN 1121 Foundations of Spanish II

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

4 credit hours, 4 contact hours

III. Course Description

This course is a continuation of SPN 1120. This course includes many types of activities designed to further expand the students' communicative proficiency in speaking, listening comprehension, reading, and writing, with the greatest emphasis placed on practicing conversation. Communicative competence is stressed. Students solidify and strengthen their grasp and use of regular and irregular present tense conjugations, reflexive verbs, the informal future, and the present progressive tense. They learn the use and conjugation of regular and irregular verbs in the preterit and imperfect tenses, and when to use each one. The students are also taught: direct object pronouns, indirect object pronouns, double object pronouns, *gustar* and similar verbs, the impersonal *se*, and the present perfect tense. Additionally, two or more of the following grammatical structures will also be taught: the future tense, the conditional tense, commands, and/or the present subjunctive. Culture, history, and/or geography related to the Spanish.

IV. Prerequisites and/or Corequisites

Prerequisite: SPN 1120 with a grade of "C" or higher.

V. General Education Course

No

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 Learning Outcomes

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

- 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. Understand and say in Spanish many of the things he/she might say in everyday life situations.
- B. Read, comprehend, and summarize the main ideas of basic texts (such as advertisements, short readings, and dialogues of familiar and everyday contexts) in Spanish without conscious translation.
- C. Communicate in writing on familiar and everyday topics, using a variety of words, phrases, simple sentences, and questions in short compositions and exchanges such as emails, letters, and postcards in Spanish.
- D. Identify and locate countries and places around the world where Spanish is spoken; recognize some geographical features, cities, and capitals of Spanish-speaking countries.

IX. Course Content

A. Thematic vocabulary topics include all or most of the following, but are not limited to:

1. food and beverages
2. ordering in restaurants
3. activities in one's free time
4. sports
5. weather expressions
6. travel, the airport
7. the human body
8. health and medicines
9. banking
10. the office and computers
11. employment and professions
12. clothing and shopping
13. holidays and celebrations

B. Grammar review includes, but is not limited to:

1. regular and irregular present tense verb conjugations
2. reflexive verbs
3. the informal future
4. the present progressive

Introduction of grammar includes all or most of the following, but is not limited to:

5. conjugation of regular and irregular verbs in the preterit tense
6. the imperfect tense
7. the preterit versus the imperfect tense
8. direct object pronouns
9. indirect object pronouns
10. double object pronouns

11. *gustar* and similar verbs
12. the impersonal *se*
13. the present perfect tense
14. the future tense
15. the conditional tense
16. *por* versus *para*
17. past participles as adjectives
18. commands
19. the present subjunctive
20. comparisons of equality and inequality
21. prepositional pronouns
22. demonstratives

C. Culture topics are presented in readings, video segments, and class discussions. These explore the lives, realities, and/or perspectives of peoples in many or most of the Spanish-speaking countries of the world. They often also deal with the themes of the various chapters (family life, holidays, etc.). Topics include, but are not limited to, information about:

1. artists
2. music
3. everyday life
4. holidays
5. geography
6. indigenous populations
7. history
8. national economies
9. practices, traditions, and perspectives

X. Special Course Requirements

None

XI. Course Support Materials

May include, but are not limited to, the following: course textbook, the textbook's companion website, and instructors' resource materials.

XII. Criteria for Student Evaluation

- 25% to 38% of the course grade will come from the Midterm and Final exams in the traditional classes (but with a higher percentage in the online classes). Both will be cumulative and comprehensive. The Midterm exam will cover all of the chapters of SPN I and the first two or three new chapters covered in SPN II (with the greatest emphasis on the newer chapters). The Final exam will cover every chapter covered

in the course (probably with extra emphasis on the most recent chapter or chapters).

Those exams may include, but are not limited to, the following types of sections: conversation, composition, extended listening comprehension, student response (written and/or oral) to oral questions, grammar, culture, translations, and cognate patterns. Instructors will include a conversation portion in both the Midterm and Final exams. Both the Midterm and Final Exam will be done in-person on campus, including for asynchronous online and LiveOnline sections.

- 62% to 75% of the course grade will include, but not be limited to: a review quiz (of the material covered in SPN I), chapter quizzes and/or exams, homework from the textbook's companion website, compositions (in addition to, and of greater length and complexity than, those from the textbook's companion website). This section of the course grade may also include, but not be limited to: a presentation (group or individual), a geography and/or culture quiz or exam, additional vocabulary and/or grammar homework assignments (of the instructors' creation and/or from the textbook), projects, participation, and attendance.
- Online work that accompanies the textbook: Sections taught on the college campuses, high school sites, and online will all require students to do a large amount of homework from the textbook's companion website, in addition to the other homework assignments that individual instructors assign. Sections taught on the high school sites will require students to do the equivalent amount of homework as sections taught on the college campuses.

XIII. Assessment Methods for the College's Institutional Effectiveness System

Student Learning Outcomes for this course are assessed in the following manner:

- SLO A of section VIII is assessed by embedding two oral questions in the final exam that the instructor will read aloud to the class (in Spanish). The students will then answer those questions in writing (in complete sentences, in Spanish).
- SLO C of section VIII is assessed by embedding a composition in the final exam, and the instructor will evaluate the students' writing by considering four main criteria: vocabulary, grammar, content, and comprehensibility.

XIV. Faculty Review/Revision

12/18/2025 Bruce Fox, Jeannette Harker

XV. Administrator Review/Revision

1/13/2026 Dustin Latta

**Instructional Curriculum Committee
Curriculum Change Submission Form**
Submit this completed form with your curriculum changes.

Department: <i>Florida School of the Arts</i>	Date: January 2026
New Courses: None	Date Approved by Department:
Revised Courses: None	Date Approved by Department:
Courses to Delete: <i>DAA 2743 Pilates Body Conditioning</i> <i>TPP 2119 Acting IV</i> <i>TPP 2803 Stage Speech IV</i> <i>DIG 2100 Web Design</i> <i>GRA 2915C Advertising Design</i> <i>THE 2300 Dramatic Literature</i>	Date Approved by Department: <i>September 19, 2025</i> <i>January 16, 2026</i>
New Programs: <i>None</i>	Date Approved by Department:
Revised Programs: <i>Associate in Science in Theater and Entertainment Technology, Acting</i> <i>Associate in Science in Theater and Entertainment Technology, Theater Technology</i>	Date Approved by Department: <i>January 16, 2026</i>
Terminate Programs: <i>Associate in Science in Theater and Entertainment Technology, Stage Management</i>	Date Approved by Department: <i>January 16, 2026</i>
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. 	

A. Courses to Delete

The following courses have not been offered in five years and there are no plans to offer them again.

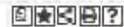
1. **DAA 2743 Pilates Body Conditioning**
2. **DIG 2100 Web Design**
3. **GRA 2915C Advertising Design**
4. **THE 2300 Dramatic Literature**
5. **TPP 2119 Acting IV**
 - No longer in Acting curriculum
6. **TPP 2803 Stage Speech IV**
 - Eliminated from Foundation section as an option in 2026-2027 curriculum change

6A-10.0331 Deletion of Courses from Catalogs and Statewide Course Numbering System.

B. Revised Programs

1. **A.S. in Theater and Entertainment Technology, Acting**
 - a. Change total credit hours in Foundation section to 26
 - b. Change TPP 1514 Stage Movement for the Actor OR TPP 1120 Improvisations for the Theater to both courses being required in the Foundation section. This would raise the Foundation total credit hours to 26 credit hours.
 - c. Delete TPP 2803 Stage Speech IV as an option in the Foundation section
 - d. Delete THE 2300 Dramatic Literature as an option
 - e. Delete MVV- 2 Credits of any MVV Course
 - f. Delete TPP 2300 Play Directing as option in specialization section
 - g. Delete 1 credit hour elective

Acting, A.S.



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Location(s): [Palatka Campus](#)

Program Code: 0155

Theater and Entertainment Technology

This intensive training, consisting of the development of the voice, body, gesture, and creative imagination, enables the actor to work in many forms of theater—from the classics to the contemporary comedy, drama, and musicals. Upon graduation, the student will be prepared for careers in the theater and entertainment industries.

For additional information, visit our website at SJRstate.edu/floarts-programs or call (386) 312-4300.

General Education Courses (15 Credit Hours)

- [ENC 1101 - Composition I](#) Credits: 3 +
- [General Education Core Humanities](#) Credits: 3 *
- [General Education Core Mathematics](#) Credits: 3 *
- [General Education Core Natural Science](#) Credits: 3 *

Choose one of the following Social Science courses:

- [AMH 2010 - United States History to 1877](#) Credits: 3
OR
- [AMH 2020 - United States History since 1877](#) Credits: 3
OR
- [POS 1041 - United States Federal Government](#) Credits: 3

Foundation (25 Credit Hours)

- [TPP 2110 - Acting I](#) Credits: 3
- [TPP 2111 - Acting II](#) Credits: 3 +
- [TPP 1810 - Stage Speech I](#) Credits: 3

- [TPP 1514 - Stage Movement for the Actor](#) Credits: 3
OR
- [TPP 1120 - Improvisation for the Theater](#) Credits: 3 +
OR
- [TPP 2803 - Stage Speech IV](#) Credits: 3 +

- [THE 1020 - Introduction to Theater History](#) Credits: 3 (recommended for A.S + A.A. degree pathway)
OR
- [THE 2300 - Dramatic Literature](#) Credits: 3 +

- [THE 1925 - Play Production](#) Credits: 1
- [TPA 2290L - Theater Production Laboratory](#) Credits: 1
- [TPA 1200 - Introduction to Production/Design](#) Credits: 3
- [TPA 1248 - Stage Make-Up](#) Credits: 3
- [MVV - 2 Credits of Any MVV Course](#) Credits: 2

Delete

Specialization (19 Credit Hours)

- [TPP 2118 - Acting III](#) Credits: 3 +
- [TPP 2260 - Acting for the Camera](#) Credits: 3 +

- [TPP 2261 - Acting for the Camera II](#) Credits: 3 +
OR
- [TPP 2300 - Play Directing](#) Credits: 3 +
OR
- [TPP 2141 - Acting in Shakespeare](#) Credits: 3 +

- [TPP 1811 - Stage Speech II](#) Credits: 3 +
- [TPP 2812 - Stage Speech III](#) Credits: 3 +
- [TPA 2290L - Theater Production Laboratory](#) Credits: 1 (Technical)
- [TPP 2220 - Audition Techniques](#) Credits: 3 +

Elective (1 Credit Hour)

- Corequisite Science Lab or any courses with the prefix of MUT, MVV, MVK, THE, TPA, DAA, TPP, ARH, ART, PGY or any course

2. A.S. in Theater and Entertainment Technology, Theater Technology

- a. Move ART 1300C Drawing I from the Foundation section to the Technical Theater Specialization and the Costume Technology Specialization
- b. Change “TPP 2100 Intro to Acting” to “TPP 2100 Intro to Acting or TPP 2110 Acting I” in Foundation section
- c. Change total credit hours in Foundation section to 25
- d. Change total credit hours in Specialization to 17
- e. Create a Stage Management specialization within the Theater Technology degree (0161)
- f. In Stage Management Specialization add:
 - i. MUT 1001 Fundamentals of Music Theory – 2 credits
 - ii. MVK 1111 Class Piano I– 2 credits
 - iii. TPA 1274 Stage Properties– 2 credits
 - iv. TPA 1342 Drafting for the Stage– 3 credits
 - v. TPA 1600 Stage Management– 3 credits
 - vi. TPA 1603 Stage Management Prep and Practice- (1) 2 credits
 - vii. TPA 1040 Costume Design or TPA 1260 Sound for the Stage or TPA 2063 Principles of Scenic Design – 3 credits

Theater Technology, A.S.



Location(s): [Palatka Campus](#)

Program Code: 0161

Theater and Entertainment Technology

Upon completion of the Theater Technology program, the costume student will be prepared for employment as a costume/wardrobe professional or as a costume technician in a professional shop. The technical theatre student will be prepared for successful employment in professional theatre houses as well as touring companies or for transfer to a four year BFA program.

For additional information, visit our website at SJRstate.edu/floarts-programs or call (386) 312-4300.

General Education Courses (18 Credit Hours)

- [ENC 1101 - Composition I](#) Credits: 3 +
- [ENC 1102 - Composition II](#) Credits: 3 +
- [General Education Core Humanities](#) Credits: 3 *
- [General Education Core Mathematics](#) Credits: 3 *
- [General Education Core Natural Science](#) Credits: 3 *

Choose one of the following Social Science courses:

- [AMH 2010 - United States History to 1877](#) Credits: 3
- OR
- [AMH 2020 - United States History since 1877](#) Credits: 3
- OR
- [POS 1041 - United States Federal Government](#) Credits: 3

Foundation (28 Credit Hours)

- [ART 1300C - Drawing I](#) Credits: 3
- [TPA 1202 - Stagecraft](#) Credits: 3
- [TPA 2290L - Theater Production Laboratory](#) Credits: 1 (repeat for credit)
- [TPA 2220 - Lighting Design](#) Credits: 3
- [TPP 2100 - Introduction to Acting](#) Credits: 3
- [TPA 2071 - Theatre Rendering Techniques](#) Credits: 3
- [TPA 2000 - Theatre Design Basics](#) Credits: 3
- [THE 1020 - Introduction to Theater History](#) Credits: 3 (recommended for A.S. & A.A. degree pathways)
- [THE 2304 - Script Analysis](#) Credits: 3

Move to Technical
Theater and
Costume
Specializations

Change to 25 credit hours

Specialization (Select Discipline) (14 Credit Hours)  **Change to 17 credit hours**

Technical Theater:

- [TPA 1342 - Drafting for the Stage](#) Credits: 3 + **Add ART-1300C Drawing I - Credits: 3**
- [TPA 1274 - Stage Properties](#) Credits: 2
- [TPA 2070 - Scene Painting](#) Credits: 3
- [TPA 2063 - Principles of Scenic Design](#) Credits: 3 +
- [TPA 1260 - Sound for the Stage](#) Credits: 3 +

Costume Technology:

- [TPA 1232 - Costume Construction I](#) Credits: 3 **Add ART-1300C Drawing I - Credits: 3**
- [TPA 1233 - Costume Pattern Drafting and Draping](#) Credits: 3 +
- [TPA 1040 - Costume Design](#) Credits: 3
- [TPA 2091 - Advanced Design](#) Credits: 1 +
- [TPA 2083 - Special Problems in Production and Design](#) Credits: 1 to 3 - Variable
- [TPA 1248 - Stage Make-Up](#) Credits: 3

Stage Management Specialization:

- MUT 1001 Fundamentals of Music Theory- 2 Credits
- MVK 1111 Class Piano I- 2 Credits
- TPA 1274 Stage Properties- 2 Credits
- TPA 1342 Drafting for the Stage- 3 Credits
- TPA 1600 Stage Management- 3 Credits
- TPA 1603 Stage Management Prep and Practice- (1 Credit) 2 Credits total
- TPA 1040 Costume Design or TPA 1260 Sound for the Stage or TPA 2063 Principles of Scenic Design- 3 Credits

C. Terminate Programs

1. A.S. in Theater and Entertainment Technology, Stage Management (2510)

Rationale

Stage Management is now one of the specializations in the A.S. in Theater and Entertainment Technology, Theater Technology degree.

**Instructional Curriculum Committee
Curriculum Change Submission Form**
Submit this completed form with your curriculum changes.

Department: <i>Teacher Education</i>	Date: <i>January 2026</i>
New Courses:	Date Approved by Department:
Revised Courses: <i>EDF 3430 Measurement, Evaluation, and Assessment in Education</i> <i>EDF 3940 Clinical Field Experience in Curriculum and Instruction</i> <i>EEC 4241 Integrated Music, Art, and Movement</i> <i>RED 3309 Early and Emergent Literacy</i> <i>RED 4319 Diagnosis and Instructional Intervention in Reading</i> <i>RED 4342 Foundations of Research Based Practices in Reading</i> <i>RED 4844 Reading Practicum</i> <i>TSL 3080 Principles and Practices of ESOL I</i> <i>TSL 3083 ESOL Issues and Strategies</i> <i>TSL 4081 Principles and Practices of ESOL II</i>	Date Approved by Department: <i>December 17, 2025</i>
Courses to Delete:	Date Approved by Department:
New Programs: <i>Stand-Alone Reading Endorsement</i>	Date Approved by Department: <i>December 17, 2025</i>
Revised Programs: <i>Educator Preparation Institute (EPI)</i>	Date Approved by Department: <i>December 17, 2025</i>

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.

A. Revised Courses

Deletions are in red strikethrough and additions are in yellow highlight.

1. EDF 3430 Measurement, Evaluation, and Assessment in Education

Course Description

This course explores the basic concepts of educational measurement, instructional objectives, and student assessment techniques. Teacher candidates will learn how to strengthen the learning process through classroom assessment techniques, the interpretation of standardized tests, and evaluation of student progress using measurement results. **This course requires twenty (20) hours of clinical experience in an approved public school. The clinical experience is completed outside of the scheduled class meeting time.**

Current Student Learning Outcomes

- ~~1. Students will identify and discuss what observation is and what it involves.~~
- ~~2. Students will analyze and discuss why it is important to observe and write observations down.~~
- ~~3. Students will recognize and discuss the concepts of growth and development.~~
- ~~4. Student will describe and discuss the aspects of the observation process.~~
- ~~5. Students will identify, compare and analyze the different types of methods used to observe and record children's development.~~

Proposed Student Learning Outcomes

- Students will identify and explain foundational concepts, terminology, and purposes of educational measurement and assessment.
- Students will explain the relationship between instructional objectives, assessment strategies, and student learning outcomes.
- Students will apply classroom assessment techniques to measure student progress and support instructional decision-making.
- Students will analyze and interpret classroom measurement results and standardized test data, including norm-referenced and criterion-referenced scores, to evaluate student performance and make data-informed instructional decisions.
- Students will evaluate the effectiveness of assessment strategies used during clinical field experiences by interpreting student learning evidence and determining areas for instructional improvement.
- Students will design and implement developmentally appropriate assessments that align with clearly defined instructional objectives and utilize these assessments during clinical field experiences to support and strengthen student learning and instructional decision-making.
- Students will design and implement formative and summative classroom assessments that accurately measure student learning and progress.

Rationale

The course description was updated to include a statement indicating that this course now requires 20 hours of clinical experience. A 20-hour clinical field experience was added to provide candidates with practical opportunities to apply assessment concepts and techniques in authentic classroom settings. The course learning outcomes were updated to ensure stronger alignment with the course description, reflecting the full scope of educational measurement, assessment techniques, and the applied skills developed through the clinical experience.

2. EDF 3940 Clinical Field Experience in Curriculum & Instruction

Add prerequisites: EDG 4343 Instructional Strategies and EDP 2002 Educational Psychology

Rationale

To successfully complete the student field experience, students must have successfully completed EDG 4343 Instructional Strategies and EDP 2002 Educational Psychology.

3. EEC 4241 Integrated Music, Art, and Movement

Course Description

This course promotes skills, concepts, creativity, and enjoyment in music, art, dramatic play, and movement to create expressive learning activities for young children. The role of the teacher includes instructional strategies for integration, assessment, and concept development to encourage growth and participation for all students.

~~This course requires fifteen (15) hours of field experience/observation in a classroom setting designated by the Office of Teacher Education in the district of the student's choice within the college's service area. The field experience is completed outside of the scheduled class meeting time.~~

Current Student Learning Outcomes

- A. Students will define the creative process.
- B. Students will describe the developmental sequences for creative arts.
- C. Students will describe components of creative environments.
- D. Students will plan, ~~implement, and assess~~ student-centered activities with the integration of music, art, and movement into the core curriculum.
- E. Students will identify and discuss the role of movement in child development.
- F. Students will describe and discuss the categories of movement skills.
- G. Students will identify and discuss the musical elements for young children.
- H. Students will describe, compare, and discuss the guidelines that are needed to keep students safe in movement activities.
- I. Students will analyze, compare and discuss the model of early childhood curriculum within content areas.

Proposed Student Learning Outcomes

- A. Students will define the creative process.
- B. Students will describe the developmental sequences for creative arts.
- C. Students will describe components of creative environments.
- D. Students will plan student-centered activities with the integration of music, art, and movement into the core curriculum.
- E. Students will identify and discuss the role of movement in child development.
- F. Students will describe and discuss the categories of movement skills.
- G. Students will identify and discuss the musical elements for young children.
- H. Students will describe, compare, and discuss the guidelines that are needed to keep students safe in movement activities.
- I. Students will analyze, compare and discuss the model of early childhood curriculum within content areas.

Rationale

The course description was updated to remove the field experience requirement. The field experience requirement was removed from the course to reflect changes in today's public-school classrooms, where music, art, and movement are no longer implemented as consistently, and the clinical hours were reallocated to the assessment course where candidates will benefit more directly from applied practice.

4. RED 3309 Early and Emergent Literacy

Course Description

This course will increase understanding of early literacy development and conditions, which promote total literacy from birth through lower elementary grades. Language theory and current research will shape informed practices regarding literacy development. Connections made among all aspects of literacy learning: reading, writing, listening, speaking, and attitude development. Additionally, this course explores and develops related activities to foster a balanced, positive, constructive attitude towards literacy in young children. **This course requires five (5) hours of observation in an approved public school PreK or Kindergarten classroom. The observation is completed outside of the scheduled class meeting time.**

Current Student Learning Outcomes

- A. Students will identify and discuss the **five** essential components of effective reading instruction.
- B. Students will describe effective instructional strategies, practices, and activities used to teach the **five** components of early literacy.
- C. Students will describe the connection between phonological and phonemic awareness.
- D. Students will identify key phonics elements, describe the features of systematic and explicit phonics instruction, and recognize foundational principles of effective phonics instruction.
- E. Students will identify the key elements of reading fluency and describe effective methods for assessing fluency.
- F. Students will describe the basic components of rich and robust vocabulary and identify strategies for selecting vocabulary for explicit instruction.
- G. Students will discuss and explain how the reader, the text, and the reading activity interact to support effective comprehension.
- H. Students will identify and describe effective **language support programs for second language learners literacy interventions and support for all students, including students with dyslexia and English language learners.**
- I. Students will describe the three tiers of the MTSS framework and explain the primary goal of each tier.

Proposed Student Learning Outcomes

- A. Students will identify and discuss the essential components of effective reading instruction.
- B. Students will describe effective instructional strategies, practices, and activities used to teach the components of early literacy.
- C. Students will describe the connection between phonological and phonemic awareness.
- D. Students will identify key phonics elements, describe the features of systematic and explicit phonics instruction, and recognize foundational principles of effective phonics instruction.
- E. Students will identify the key elements of reading fluency and describe effective methods for assessing fluency.
- F. Students will describe the basic components of rich and robust vocabulary and identify strategies for selecting vocabulary for explicit instruction.
- G. Students will discuss and explain how the reader, the text, and the reading activity interact to support effective comprehension.
- H. Students will identify and describe effective literacy interventions and support for all students, including students with dyslexia and English language learners.
- I. Students will describe the three tiers of the MTSS framework and explain the primary goal of each tier.

Rationale

The course description was updated to include a statement indicating that this course now requires 5 hours of observation in a PreK or Kindergarten classroom. Five hours of observation in a Pre-K or kindergarten classroom were added to allow candidates to observe early literacy instructional techniques in authentic learning environments.

5. RED 4319 Diagnosis and Instructional Intervention in Reading

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. **This course requires thirty (30) hours of clinical experience in an approved public school.**

Rationale

The course description was updated to include a statement indicating that this course now requires thirty (30) hours of clinical experience. The clinical experience was added to the course because satisfying sections of Reading Competencies 3 and 4 requires candidates to complete applied activities in authentic classroom settings.

6. RED 4342 Foundations of Research Based Practices in Reading

Current 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.~~

Proposed Student Learning Outcomes

- A. Students will identify and discuss the essential components of effective reading instruction.
- B. Students will describe effective instructional strategies, practices, and activities used to teach the components of early literacy.
- C. Students will describe the connection between phonological and phonemic awareness.
- D. Students will identify key phonics elements, describe the features of systematic and explicit phonics instruction, and recognize foundational principles of effective phonics instruction.
- E. Students will identify the key elements of reading fluency and describe effective methods for assessing fluency.
- F. Students will describe the basic components of rich and robust vocabulary and identify strategies for selecting vocabulary for explicit instruction.
- G. Students will discuss and explain how the reader, the text, and the reading activity interact to support effective comprehension.
- H. Students will identify and describe effective literacy interventions and support for all students, including students with dyslexia and English language learners.
- I. Students will describe the three tiers of the MTSS framework and explain the primary goal of each tier.

Rationale

The revised student learning outcomes align with the updated Florida Reading Endorsement Matrix, approved by the State Board of Education (Rule 6A-4.0163). The new matrix reflects evidence-based reading practices, including explicit instruction in phonics, fluency, comprehension, and related areas.

7. RED 4844 Reading Practicum

Current Course Description *(with addition highlighted in yellow)*

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)~~ **forty-five (45)** school-based hours in a K-12 classroom or a setting pre-approved by the Department of Teacher Education.

Rationale

The course description was updated to include a statement indicating that the clinical experience hours have increased from fifteen (15) to forty-five (45) hours. The clinical experience requirement was increased from 15 hours to 45 hours because Reading Competency 5 requires candidates to engage in extensive applied activities within classroom settings to demonstrate mastery of advanced reading instruction practices. Additionally, the 45-hour requirement aligns with clinical expectations at other Florida College System institutions.

8. TSL 3080 Principles and Practices of ESOL I

Current Student Learning Outcomes

- A. Students will identify and discuss theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds.
- B. Students will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.
- C. Students will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics, and pragmatics.
- D. Students will define, explain, and support ELLs' acquisition of English to learn and to read, write, and communicate orally in English.
- E. Students will understand and apply theories and research on second language acquisition and development to support ELLs' learning.
- F. Students will demonstrate an understanding of the components of literacy and will understand and apply theories of second language literacy development to support ELLs' learning.
- G. Students will develop an understanding of the role, function, and types of assessment in the classroom to monitor student progress.
- H. Students will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills.
- I. Students will support ELLs' access to the core curriculum by teaching language through academic content.

Proposed Student Learning Outcomes

- A. Students will be able to identify and discuss theories related to language acquisition and school achievement for ELLs/English Language Learners.
- B. Students will be able to identify and describe ways of life and educational practices in various nations, to better understand ELLs and their families, from countries around the world.
- C. Students will be able to demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics, and pragmatics.
- D. Students will be able to define, explain, and support ELLs' acquisition of English to learn and to read, write, listen, and speak in English.
- E. Students will be able to understand theories and research on second language acquisition and development to support ELLs' learning.
- F. Students will be able to develop an understanding of the role, function, and types of assessment in the classroom to monitor student progress.
- G. Students will be able to demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve their future teaching and learning for ELLs.

Rationale

The State Board of Education approved the Florida Teacher Standards for ESOL Endorsement on August 20, 2025, under Rule 6A-4.02451, Florida Administrative Code. Therefore, the student learning outcomes have been revised.

9. TSL 3083 ESOL Issues and Strategies

Current Student Learning Outcomes

- A. Students will identify and ~~discuss theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds.~~
- B. Students ~~will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.~~
- C. ~~Students will define, explain, and support ELLs' acquisition of English in order to learn and to read, write, and communicate orally in English.~~
- D. Students will ~~know, manage, and implement~~ a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills.

Proposed Student Learning Outcomes

- A. Students will identify and describe ways of life and educational practices in various nations, to better understand ELLs and their families from countries around the world.
- B. Students will define, explain, and support ELLs' acquisition of English to learn to read, write, and communicate orally in English.
- C. Students will identify, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills.

Rationale

The State Board of Education approved the Florida Teacher Standards for ESOL Endorsement on August 20, 2025, under Rule 6A-4.02451, Florida Administrative Code. Therefore, the student learning outcomes have been revised.

10. TSL 4081 Principles and Practices of ESOL II

Course Description

This course builds on TSL 3080 with the goal to link the theory and practice for effective teaching of ESOL (English Speakers of Other Languages). The course will emphasize methods, curriculum, and assessment of ESOL students. This course requires ~~twenty (20)~~ **fifteen (15)** hours of field experience/observation in a classroom setting designated by the Office of Teacher Education in the district of the students' choice within the college's service area. The field experience is completed outside of the scheduled class meeting time.

Current Student Learning Outcomes

- A. Students will identify select, adapt and ~~use a wide range of standards-based materials, resources, and technologies.~~
- B. Students ~~will know, understand, and apply concepts, research, best practices, and~~ evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs.
- C. Students will plan ~~for multilevel classrooms with learners from diverse backgrounds using~~ a standards-based ESOL curriculum.
- D. Students will identify and explain ~~assessment issues~~ as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels.
- E. Students will ~~identify and discuss issues around accountability, implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.~~
- F. Students will appropriately ~~use and interpret a variety of language proficiency~~ assessment instruments to meet district, state, and federal guidelines, and to inform their instruction.
- G. Students will ~~understand language assessment uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying~~ English proficiency levels.
- ~~H. Students will explain the appropriateness of ELL assessments to stakeholders.~~
- I. Students will ~~know and manage a variety of teaching~~ strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills.

Proposed Student Learning Outcomes

- A. Students will be able to select, adapt, and implement standards-based materials, resources, and technological tools to support English learners' development of academic language and content knowledge.
- B. Students will be able to apply knowledge of research-based methods and evidence-based strategies to plan instruction that meets the needs of English learners in supportive, least restrictive learning environments during the required field experience.
- C. Students will be able to plan instruction for multilevel classrooms by incorporating benchmarks-aligned academic content and English language objectives for learners at varying English proficiency levels.
- D. Students will be able to identify and explain key issues in ESOL assessment, including accountability requirements, and the implications of standardized versus performance-based assessments.
- E. Students will be able to select and implement evidence-based assessment tools and linguistic strategies to evaluate ELLs' listening, speaking, reading, and writing skills across content areas through both formative and summative assessments.
- F. Students will be able to analyze assessment data to distinguish language proficiency from other learning needs and to guide instructional planning, scaffolding, and corrective feedback.
- G. Students will be able to explain the purposes, uses, and appropriateness of ESOL assessments.
- H. Students will be able to implement and reflect on teaching strategies and techniques that integrate listening, speaking, reading, and writing to promote English learners' academic achievement.

Rationale

The State Board of Education approved the Florida Teacher Standards for ESOL Endorsement on August 20, 2025, under Rule 6A-4.02451, Florida Administrative Code. Therefore, the student learning outcomes have been revised.

The field experience requirement was reduced from 20 hours to 15 hours to more accurately align with the course's objectives, and the remaining 5 hours were reallocated to the Early and Emergent Literacy course to strengthen candidates' observation and understanding of early literacy instructional techniques.

B. New Programs

1. Stand-Alone Reading Endorsement Program

Program Definition

A stand-alone reading endorsement program is a specialized set of upper-level coursework in scientifically based reading instructional strategies. The program allows candidates to earn an endorsement in Reading on their Florida Professional Teaching Certificate. The reading endorsement signifies additional training in reading instruction.

Program Overview

The program will consist of three reading courses:

- RED 4319 Diagnosis and Instructional Intervention in Reading (3 credit hours)
- RED 4342 Foundations of Research-Based Practices in Reading (3 credit hours)
- RED 4844 Reading Practicum (3 credit hours)

The program will be fully online, with clinical experience required in RED 4319 and RED 4844. Completion of these courses does not automatically result in the official Florida Reading Endorsement. Candidates must submit transcripts on their own to the Florida Department of Education for course content analysis to receive the official Florida Reading Endorsement. The program can be completed in three semesters.

Rationale

The purpose of adding a stand-alone Reading Endorsement program is to provide an accessible pathway for teachers in our service area who hold a current Florida Professional Teaching Certificate but have not yet earned the Florida Reading Endorsement. At present, teachers must either complete the full Educator Preparation Institute (EPI) program or enroll at another higher-education institution offering a stand-alone Florida Reading Endorsement program. By offering this program locally, teachers can complete the program in a more economical and efficient manner. The proposed program will consist of three existing three-credit reading courses, enabling the college to meet local workforce needs while leveraging established curriculum and instructional expertise.

C. Revised Programs

1. Educator Preparation Institute

Program Overview:

The EPI's alternative certification prepares non-education bachelor's degree holders for certification. The EPI alternative teacher certification program consists of ~~eight~~ seven courses, including a clinical field experience, for a total of ~~24~~ 21 credits.

- EDG 4343 Instructional Strategies Credits: 3
- EDF 4603 Critical Issues in Classroom Management, Ethics, Law, and Safety Credits: 3
- EDP 2002 Educational Psychology Credits: 3
- EDF 4444 Assessment of Learning & Behavior Credits: 3
- RED 4342 Foundations of Research-Based Practices in Reading Credits: 3
- TSL 3083 ESOL Issues & Strategies Credits: 3
- EDF 3940 Clinical Field Experience in Curriculum & Instruction Credits: 3

For those seeking certification in one of the following areas: Elementary Education (K-6), Pre-K/Primary Education (PreK-Third Grade), Exceptional Student Education (K-12), English 5-9, or English 6-12, two additional Reading courses are required in the program of study:

- RED 4319 Diagnosis and Instructional Intervention in Reading Credits: 3
- RED 4844 Reading Practicum Credits: 3

Rationale

The Florida Department of Education requires two additional Reading courses for those seeking the certification areas mentioned above. Due to this, RED 4319 was removed as a required course and listed as an optional course for those who need it.

St. Johns River State College

Course Outline

I. Course Prefix, Number, Title

EDF 3430 Measurement, Evaluation, & Assessment in Education

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

2 credit hours, 2 contact hours

III. Course Description

This course explores the basic concepts of educational measurement, instructional objectives, and student assessment techniques. Teacher candidates will learn how to strengthen the learning process through classroom assessment techniques, the interpretation of standardized tests, and evaluation of student progress using measurement results. This course requires twenty (20) hours of clinical experience in an approved public school. The clinical experience is completed outside of the scheduled class meeting time.

IV. Prerequisites and/or Corequisites

None

V. General Education Course

No

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 Learning Outcomes

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

- Identify and analyze the diverse needs and learning styles of all children in today's multicultural early childhood settings.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course

- A. Students will identify and explain foundational concepts, terminology, and purposes of educational measurement and assessment.
- B. Students will explain the relationship between instructional objectives, assessment strategies, and student learning outcomes.
- C. Students will apply classroom assessment techniques to measure student progress and support instructional decision-making.

- D. Students will analyze and interpret classroom measurement results and standardized test data, including norm-referenced and criterion-referenced scores, to evaluate student performance and make data-informed instructional decisions.
- E. Students will evaluate the effectiveness of assessment strategies used during clinical field experiences by interpreting student learning evidence and determining areas for instructional improvement.
- F. Students will design and implement developmentally appropriate assessments that align with clearly defined instructional objectives and utilize these assessments during clinical field experiences to support and strengthen student learning and instructional decision-making.
- G. Students will design and implement formative and summative classroom assessments that accurately measure student learning and progress.

IX. Course Content

This course introduces teacher candidates to key concepts in educational measurement, instructional objectives, and assessment practices. Candidates learn how to align objectives with assessment strategies, design and implement developmentally appropriate formative and summative assessments, and use classroom assessment techniques to measure student progress. Candidates analyze classroom data and standardized test results to make research-based instructional decisions. The required 20-hour clinical experience allows candidates to apply assessment strategies in real classroom settings, evaluate their effectiveness, and use student learning evidence to improve instruction.

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to the following: textbook(s) 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, individual and group projects.

XIII. Assessment Methods for the College's Institutional Effectiveness System

Program learning outcomes and student learning outcomes for this course are not currently being formally assessed in the College's Institutional Effectiveness System.

XIV. Faculty Review/Revision

12/17/2025 Shari Little, Rebecca Alexander, Ashley Braswell

XV. Administrator Review/Revision

12/17/2025 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 Teacher Education Department.

IV. Prerequisites and/or Corequisites

Prerequisites: EDG 4343 and EDP 2002

V. General Education Course

No.

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 Learning Outcomes

Upon successful completion of this program, the learning will be able to:

- 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 learner will be able to:

- A. Implement theoretically and developmentally appropriate instruction to equitably meet the needs of all 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. Assessment Methods for the College's Institutional Effectiveness System

The following program learning outcome is being assessed: Program completers will apply a variety of instructional strategies based on learning styles, cooperative and collaborative learning, and accommodations for exceptional students, and the infusion of technology into lesson plans.

XIV. Faculty Review/Revision

12/17/2025 Rebecca Alexander, Ashley Braswell, Shari Little

XV. Administrator Review/Revision

12/17/2025 Mary Ann Kester

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

EEC 4241 – Integrated Music, Art, and Movement

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

4 credit hours, 4 contact hours

III. Course Description

This course promotes skills, concepts, creativity, and enjoyment in music, art, dramatic play, and movement to create expressive learning activities for young children. The role of the teacher includes instructional strategies for integration, assessment, and concept development to encourage growth and participation for all students.

IV. Prerequisites and/or Corequisites

Prerequisite: EDG 3620.

V. General Education Course

No

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

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

- Apply the best teaching competencies, educator practices and leadership styles to personal teaching philosophy.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course,

- A. Students will define the creative process.
- B. Students will describe the developmental sequences for creative arts.
- C. Students will describe components of creative environments.
- D. Students will plan student-centered activities with the integration of music, art, and movement into the core curriculum.
- E. Students will identify and discuss the role of movement in child development.
- F. Students will describe and discuss the categories of movement skills.
- G. Students will identify and discuss the musical elements for young children.
- H. Students will describe, compare, and discuss the guidelines that are needed to keep students safe in movement activities.

- I. Students will analyze, compare and discuss the model of early childhood curriculum within content areas.

IX. Course Content

This course explores the integration of music, art, movement, into the core curriculum in an early childhood K-3 public school classroom. Emphasis is placed on understanding the creative process, developmental sequences, and the design of supportive, engaging learning environments. Students will plan developmentally appropriate, student-centered activities that integrate the creative arts into the core curriculum. Additional topics include movement and musical elements, safety in physical activities, and models of early childhood curricula.

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. Assessment Methods for the College's Institutional Effectiveness System

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

XIV. Faculty Review/Revision

12/17/2025 Shari Little, Ashley Braswell, Rebecca Alexander

XV. Administrator Review/Revision

12/17/2025 Mary Ann Kester

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

RED 3309 Early and Emergent Literacy

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

3 credits, 3 hours

III. Course Description

This course will increase understanding of early literacy development and conditions, which promote total literacy from birth through lower elementary grades. Language theory and current research will shape informed practices regarding literacy development. Connections made among all aspects of literacy learning: reading, writing, listening, speaking, and attitude development. Additionally, this course explores and develops related activities to foster a balanced, positive, constructive attitude towards literacy in young children. This course requires five (5) hours of observation in an approved public school PreK or Kindergarten classroom. The observation is completed outside of the scheduled class meeting time.

IV. Prerequisites and/or Corequisites

None.

V. General Education Course

No.

V. 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 Learning Outcomes

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

- Apply Reading principles of teaching and learning to early childhood classrooms.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course:

- A. Students will identify and discuss the essential components of effective reading instruction.
- B. Students will describe effective instructional strategies, practices, and activities used to teach the components of early literacy.
- C. Students will describe the connection between phonological and phonemic awareness.
- D. Students will identify key phonics elements, describe the features of systematic and explicit phonics instruction, and recognize foundational principles of effective phonics instruction.

- E. Students will identify the key elements of reading fluency and describe effective methods for assessing fluency.
- F. Students will describe the basic components of rich and robust vocabulary and identify strategies for selecting vocabulary for explicit instruction.
- G. Students will discuss and explain how the reader, the text, and the reading activity interact to support effective comprehension.
- H. Students will identify and describe effective literacy interventions and support for all students, including students with dyslexia and English language learners.
- I. Students will describe the three tiers of the MTSS framework and explain the primary goal of each tier.

IX. Course Content

This course explores early literacy development from birth through the early elementary years, emphasizing the interconnectedness of reading, writing, listening, speaking, and attitudes toward literacy. Grounded in language theory and current research, the course focuses on effective practices and engaging activities that support balanced and positive literacy growth in young children. This course requires candidates to participate in five hours of classroom observation in an approved PreK or Kindergarten classroom.

X. Special Course Requirements

None.

XI. Course Support Materials

May include, but not limited to the following: textbook, reserved reading, invited speakers.

XII. Criteria for Student Evaluation

Criteria for student evaluation may include tests, quizzes, essays, oral presentation, and individual and group projects.

XIII. Assessment Methods for the College's Institutional Effectiveness System

Program learning outcomes and student learning outcomes for this course are not currently being formally assessed in College's institutional effectiveness system.

XIV. Faculty Review/Revision

12/17/2025 Shari Little, Rebecca Alexander, Ashley Braswell

XV. Administrator Review/Revision

12/17/2025 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. This course requires thirty (30) hours of clinical experience in an approved public school.

IV. Prerequisites and/or Corequisites

Prerequisite: RED 4342.

V. General Education Course

No.

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 Learning Outcomes

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

- 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:

- A. Students will describe various assessments used to evaluate reading ability, including test types, scoring methods, and the concepts of validity and reliability.

- B. Students will identify, describe, and apply appropriate assessments and interventions to inform and support reading instruction.
- C. Students will define diagnostic testing and explain its application in early elementary reading instruction.
- D. Students will investigate and explain the relationship between assessment results and instructional decision-making.
- E. Students will develop a reading case study using diagnostic data and the components of reading and reflect on its effectiveness in supporting student learning.

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 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. Assessment Methods for the College's Institutional Effectiveness System

The following program learning outcome is being assessed: Program completers will apply evidence-based ESOL strategies to support English language learners, using differentiated instruction and assessment to promote language acquisition and academic success.

XIV. Faculty Review/Revision

12/17/2025 Shari Little, Ashley Braswell, Rebecca Alexander

XV. Administrator Review/Revision

12/17/2025 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 Corequisites

None

V. General Education Course

No.

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

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

- 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,

- A. Students will identify and discuss the essential components of effective reading instruction.
- B. Students will describe effective instructional strategies, practices, and activities used to teach the components of early literacy.
- C. Students will describe the connection between phonological and phonemic awareness.

- D. Students will identify key phonics elements, describe the features of systematic and explicit phonics instruction, and recognize foundational principles of effective phonics instruction.
- E. Students will identify the key elements of reading fluency and describe effective methods for assessing fluency.
- F. Students will describe the basic components of rich and robust vocabulary and identify strategies for selecting vocabulary for explicit instruction.
- G. Students will discuss and explain how the reader, the text, and the reading activity interact to support effective comprehension.
- H. Students will identify and describe effective literacy interventions and support for all students, including students with dyslexia and English language learners.
- I. Students will describe the three tiers of the MTSS framework and explain the primary goal of each tier.

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. Assessment Methods for the College's Institutional Effectiveness System

The following program learning outcome is assessed: Program completers will apply evidence-based instructional and intervention strategies to support literacy development.

XIV. Faculty Review/Revision

12/17/2025 Rebecca Alexander, Shari Little, Ashley Braswell

XV. Administrator Review/Revision

12/17/2025 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

3 credits, 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 forty-five (45) school-based hours in a K-12 classroom or a setting pre-approved by the Department of Teacher Education.

IV. Prerequisites and/or Corequisites

Prerequisites: RED 4342 and RED 4319

V. General Education Course

No.

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 Learning Outcomes

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

- 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 learner 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. Assessment Methods for the College's Institutional Effectiveness System

The following two program learning outcomes are assessed: Program completers will demonstrate the use of a variety of classroom strategies and assessment tools and techniques to evaluate students' progress and varying student needs; Program completers will apply evidence-based instructional and intervention strategies to support literacy development.

XIV. Faculty Review/Revision

12/17/2025 Shari Little, Rebecca Alexander, Ashley Braswell

XV. Administrator Review/Revision

12/17/2025 Mary Ann Kester

St. Johns River State College

Course Outline

I. **Course Prefix, Number, Title**

TSL 3080 – Principles & Practices of ESOL I

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

3 credit hours, 3 contact hours

III. **Course Description**

This course introduces issues, principles, theories, research, and best practices of teaching English to Speakers of Other Languages. The goal of this course is to develop the foundation of knowledge necessary to prepare educators to understand the concepts upon which second language acquisition is based in addition to the impact these concepts will have on instruction.

IV. **Prerequisites and/or Corequisites**

None

V. **General Education Course**

No

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**

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

- Apply Reading principles of teaching and learning to early childhood classrooms.
- Identify and analyze the diverse needs and learning styles of all children in today's multicultural early childhood settings.
- Develop an integrated culturally responsive curriculum plan utilizing technology to engage children from age 3 through grade 3 in developmentally appropriate practices.

VIII. **Student Learning Outcomes**

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

- A. Students will be able to identify and discuss theories related to language acquisition and school achievement for ELLs/English Language Learners.
- B. Students will be able to identify and describe ways of life and educational practices in various nations, to better understand ELLs and their families, from countries around the world.
- C. Students will be able to demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics, and pragmatics.
- D. Students will be able to define, explain, and support ELLs' acquisition of English to learn and to read, write, listen, and speak in English.

- E. Students will be able to understand theories and research on second language acquisition and development to support ELLs' learning.
- F. Students will be able to develop an understanding of the role, function, and types of assessment in the classroom to monitor student progress.
- G. Students will be able to demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve their future teaching and learning for ELLs.

IX. Course Content

This course examines the principles, theories, and practices of teaching English to speakers of other languages (ESOL). Emphasis is placed on understanding language as a system—including phonology, morphology, syntax, semantics, and pragmatics—and applying this knowledge to support English learners at varying proficiency levels. Students will explore second language acquisition theories, literacy development, and evidence-based instructional practices that promote academic achievement and language growth. The course also addresses the use of assessment data to inform instruction, strategies for scaffolding and differentiation, and the role of family and community engagement in supporting English learners. Additionally, students will analyze the history, public policy, and current research that shape ESOL education and classroom practices.

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to the following: textbook(s) 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. Assessment Methods for the College's Institutional Effectiveness System

Student learning outcomes for this course are formally assessed in the College's Institutional Effectiveness System. The following program learning outcome is assessed: Graduates will apply evidence-based ESOL strategies to support English language learners, using differentiated instruction and assessment to promote language acquisition and academic success. The following BS ESE SLO is assessed: Students will demonstrate an understanding of the components of literacy and will understand and apply theories of second language literacy development to support ELLs' learning. The following BS ECE SLO is assessed: Students will be able to demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics, and pragmatics.

XIV. Faculty Review/Revision

12/17/2025 Shari Little, Rebecca Alexander, Ashley Braswell

XV. Administrator Review/Revision

12/17/2025 Mary Ann Kester

St. Johns River State College

Course Outline

I. **Course Prefix, Number, Title**

TSL 3083 – ESOL Issues and Strategies

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

3 credit hours, 3 contact hours

III. **Course Description**

This course introduces instructional strategies for teaching students of limited English proficiency including instruction in the English language. Students will develop the foundation of knowledge necessary to prepare educators to understand the concepts upon which second language acquisition are based in addition to the impact these concepts will have on instruction.

IV. **Prerequisites and/or Corequisites**

None.

V. **General Education Course**

No

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**

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

- Apply Reading principles of teaching and learning to early childhood classrooms.
- Identify and analyze the diverse needs and learning styles of all children in today's multicultural early childhood settings.
- Develop an integrated culturally responsive curriculum plan utilizing technology to engage children from age 3 through grade 3 in developmentally appropriate practices.

VIII. **Course/Student Learning Outcomes**

Upon successful completion of this course,

- A. Students will identify and describe ways of life and educational practices in various nations, to better understand ELLs and their families from countries around the world.
- B. Students will define, explain, and support ELLs' acquisition of English to learn to read, write, and communicate orally in English.

- C. Students will identify, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills.

IX. Course Content

This course explores the foundational theories, research, and instructional strategies in second language acquisition with an emphasis on English learners. Students will examine learner variables, sociocultural factors, and instructional practices that support English language development across proficiency levels and academic contexts.

X. Special Course Requirements

None.

XI. Course Support Materials

May include, but not be limited to the following: textbook(s) 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. Assessment Methods for the College's Institutional Effectiveness System

The following program learning outcome is assessed: Program completers will apply evidence-based ESOL strategies to support English language learners, using differentiated instruction and assessment to promote language acquisition and academic success.

XIV. Faculty Review/Revision

12/17/2025 Shari Little, Rebecca Alexander, Ashley Braswell

XV. Administrator Review/Revision

12/17/2025 Mary Ann Kester

St. Johns River State College

Course Outline

I. Course Prefix, Number, Title

TSL 4081 – Principles & Practices of ESOL II

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

3 credit hours, 3 contact hours

III. Course Description

This course builds on TSL 3080 with the goal to link the theory and practice for effective teaching of ESOL (English Speakers of Other Languages). The course will emphasize methods, curriculum, and assessment of ESOL students. This course requires fifteen (15) hours of field experience/observation in a classroom setting designated by the Office of Teacher Education in the district of the student's choice within the college's service area. The field experience is completed outside of the scheduled class meeting time.

IV. Prerequisites and/or Corequisites

Prerequisite: TSL 3080.

V. General Education Course

No

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

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

- Apply Reading principles of teaching and learning to early childhood classrooms.
- Identify and analyze the diverse needs and learning styles of all children in today's multicultural early childhood settings.
- Develop an integrated culturally responsive curriculum plan utilizing technology to engage children from age 3 through grade 3 in developmentally appropriate practices.

VIII. Course/Student Learning Outcomes

Upon successful completion of this course,

- A. Students will be able to select, adapt, and implement standards-based materials, resources, and technological tools to support English learners' development of academic language and content knowledge.
- B. Students will be able to apply knowledge of research-based methods and evidence-based strategies to plan instruction that meets the needs of English learners in

supportive, least restrictive learning environments during the required field experience.

- C. Students will be able to plan instruction for multilevel classrooms by incorporating benchmarks-aligned academic content and English language objectives for learners at varying English proficiency levels.
- D. Students will be able to identify and explain key issues in ESOL assessment, including accountability requirements, and the implications of standardized versus performance-based assessments.
- E. Students will be able to select and implement evidence-based assessment tools and linguistic strategies to evaluate ELLs' listening, speaking, reading, and writing skills across content areas through both formative and summative assessments.
- F. Students will be able to analyze assessment data to distinguish language proficiency from other learning needs and to guide instructional planning, scaffolding, and corrective feedback.
- G. Students will be able to explain the purposes, uses, and appropriateness of ESOL assessments.
- H. Students will be able to implement and reflect on teaching strategies and techniques that integrate listening, speaking, reading, and writing to promote English learners' academic achievement.

IX. Course Content

This course focuses on planning, implementing, and assessing effective instruction for English learners through the use of standards-based materials, resources, and technology. Students apply research-based methods and evidence-based strategies to design instruction that meets the diverse needs of English learners in supportive, least restrictive environments. Emphasis is placed on planning for multilevel classrooms by integrating academic content and language objectives aligned with state benchmarks. The course also examines key issues in ESOL assessment, including linguistic and accountability considerations, and provides hands-on experience in selecting, administering, and interpreting assessment instruments to guide instructional planning and provide feedback. Through field experience, students implement and reflect on teaching strategies that integrate listening, speaking, reading, and writing to promote English learners' academic achievement.

X. Special Course Requirements

None

XI. Course Support Materials

May include, but not be limited to the following: textbook(s) 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. Assessment Methods for the College's Institutional Effectiveness System

Student learning outcomes for this course are formally assessed in the College's Institutional Effectiveness System. The following program learning outcome is assessed: Graduates will apply evidence-based ESOL strategies to support English language learners, using differentiated instruction and assessment to promote language acquisition and academic success. The following SLO is assessed: Students will be able to implement and reflect on teaching strategies and techniques that integrate listening, speaking, reading, and writing to promote English learners' academic achievement.

XIV. Faculty Review/Revision

12/17/2025 Shari Little, Ashley Braswell, Rebecca Alexander

XV. Administrator Review/Revision

12/17/2025 Mary Ann Kester

**Instructional Curriculum Committee
Curriculum Change Submission Form**
Submit this completed form with your curriculum changes.

Department: <i>Arts and Sciences</i>	Date: <i>January 2026</i>
New Courses: <i>none</i>	Date Approved by Department:
Revised Courses: <i>MAC 1147 Precalculus MAC 1147 Honors Precalculus</i>	Date Approved by Department: <i>December 16, 2025</i>
Courses to Delete: <i>none</i>	Date Approved by Department:
New Programs: <i>none</i>	Date Approved by Department:
Revised Programs: <i>Honors Program General Education Associate in Arts Degree</i>	Date Approved by Department: <i>December 16, 2025</i>
Terminate Programs: <i>none</i>	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. 	

A. Revised Courses

1. **MAC 1147 Precalculus**
2. **MAC 1147 Honors Precalculus**

Change the course title from Precalculus to Precalculus: Algebra and Trigonometry

Rationale

Including Algebra and Trigonometry in the course title will improve clarity and accuracy. The revised title clearly communicates that trigonometry is a required and significant component of the course. This change also reduces the risk of students enrolling in an inappropriate course due to misinterpretation of the current title. Twenty other colleges in the Florida College System already use a title that includes the word Trigonometry.

B. Revised Programs

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

These programs and degree are updated to include the title change for MAC 1147.

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 - United States History to 1877](#) Credits: 3
- [AMH 2020 - United States History since 1877](#) Credits: 3
- [AML 2010 - American Literature I](#) Credits: 3
- [AML 2020 - American Literature II](#) Credits: 3
- [AML 2601 - African-American Literature I](#) Credits: 3
- [ARH 2050 - Art History I](#) Credits: 3
- [ARH 2051 - Art History II](#) Credits: 3
- [BSC 2010 - General Biology I](#) Credits: 3
- [BSC 2010L - Laboratory for General Biology I](#) Credits: 1
- [BSC 2011 - General Biology II](#) Credits: 3
- [BSC 2011L - Laboratory for General Biology II](#) Credits: 1
- [BSC 2085 - Human Anatomy and Physiology I](#) Credits: 3
- [BSC 2085L - Laboratory for Human Anatomy and Physiology I](#) Credits: 1
- [BSC 2086 - Human Anatomy and Physiology II](#) Credits: 3
- [BSC 2086L - Laboratory for Human Anatomy and Physiology II](#) Credits: 1
- [CHM 1045 - General Chemistry I](#) Credits: 3
- [CHM 1045L - Laboratory for General Chemistry I](#) Credits: 1
- [CHM 1046 - General Chemistry II](#) Credits: 3
- [CHM 1046L - Laboratory for General Chemistry II](#) Credits: 1
- [DEP 2004 - Human Growth and Development](#) Credits: 3
- [ECO 2013 - Macroeconomics](#) Credits: 3
- [ECO 2023 - Microeconomics](#) Credits: 3
- [ENC 1101 - Composition I](#) Credits: 3
- [ENC 1102 - Composition II](#) Credits: 3
- [ENL 2012 - English Literature I](#) Credits: 3
- [ENL 2022 - English Literature II](#) Credits: 3
- [ENL 2330 - Introduction to Shakespeare](#) Credits: 3
- [HUM 2020 - Introduction to Humanities](#) Credits: 3
- [HUM 2220 - Greek and Roman Humanities](#) Credits: 3
- [HUM 2223 - Late Roman and Medieval Humanities](#) Credits: 3
- [HUM 2232 - Renaissance and Baroque Humanities](#) Credits: 3
- [HUM 2234 - Enlightenment and Romanticism Humanities](#) Credits: 3
- [HUM 2250 - 20th Century Humanities](#) Credits: 3
- [HUM 2310 - Mythology in Art, Literature and Music](#) Credits: 3
- [LIT 2182 - Modern Irish Literature](#) Credits: 3
- [LIT 2380 - Literature by Women](#) Credits: 3
- [MAC 1147 - Precalculus: Algebra and Trigonometry](#) Credits: 4
- [MAC 2311 - Analytic Geometry and Calculus I](#) Credits: 4
- [MAC 2312 - Analytic Geometry and Calculus II](#) Credits: 4
- [MAC 2313 - Analytic Geometry and Calculus III](#) Credits: 4
- [MCB 2010 - Microbiology](#) Credits: 3
- [MCB 2010L - Lab for Microbiology](#) Credits: 3
- [MUH 2112 - Music History](#) Credits: 3
- [PHI 2630 - Contemporary Ethics](#) Credits: 3 Deleted at the Oct mtg
- [PHY 1053 - General Physics I](#) Credits: 3
- [PHY 1053L - Laboratory for General Physics I](#) Credits: 1
- [PHY 1054 - General Physics II](#) Credits: 3
- [PHY 1054L - Laboratory for General Physics II](#) Credits: 1
- [PHY 2048 - Physics I with Calculus](#) Credits: 3
- [PHY 2048L - Laboratory for Physics I with Calculus](#) Credits: 1
- [PHY 2049 - Physics II with Calculus](#) Credits: 3
- [PHY 2049L - Laboratory for Physics II with Calculus](#) Credits: 1
- [POS 1041 - United States Federal Government](#) Credits: 3
- [PSY 2012 - General Psychology](#) Credits: 3
- [STA 2023 - Elementary Statistics](#) Credits: 3
- [SYG 1000 - Introduction to Sociology](#) Credits: 3
- [WOH 1012 - World Civilization to 1600](#) Credits: 3
- [WOH 1022 - World Civilization since 1600](#) Credits: 3

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.**

Mathematics:

- [MAC 1147 - Precalculus: Algebra and Trigonometry](#) Credits: 4
- [MAC 2233 - Survey of Calculus](#) Credits: 3
- [MAC 2312 - Analytic Geometry and Calculus II](#) Credits: 4
- [MAC 2313 - Analytic Geometry and Calculus III](#) Credits: 4
- [MAP 2302 - Elementary Differential Equations](#) Credits: 3
- [MGF 1131 - Mathematics in Context](#) Credits: 3

Associate in Arts Degree

Mathematics (6 Credit Hours)

Course selection should be transfer specific.

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

Choose one mathematics course from the following list:

- [MAC 1105 - College Algebra](#) Credits: 3
- [MAC 2311 - Analytic Geometry and Calculus I](#) Credits: 4
- [MGF 1130 - Mathematical Thinking](#) Credits: 3
- [STA 2023 - Elementary Statistics](#) Credits: 3

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

- [MAC 1147 - Precalculus: Algebra and Trigonometry](#) Credits: 4
- [MAC 2233 - Survey of Calculus](#) Credits: 3
- [MAC 2312 - Analytic Geometry and Calculus II](#) Credits: 4
- [MAC 2313 - Analytic Geometry and Calculus III](#) Credits: 4
- [MAP 2302 - Elementary Differential Equations](#) Credits: 3
- [MGF 1131 - Mathematics in Context](#) Credits: 3

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

MAC 1147 Precalculus: Algebra and Trigonometry

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

4 credit hours, 4 contact hours

III. Course Description

This course covers trigonometry and a review of the algebra skills needed for calculus. Trigonometry topics include functions, graphs, identities, equations, and their applications. Algebra topics include linear, quadratic, exponential, logarithmic, polynomial and rational functions and their applications.

IV. Prerequisites and/or Corequisites

Prerequisite: Completion of MAC 1105 with a grade of "C" or higher, or a satisfactory score on a placement test.

V. General Education Course

MAC 1147 is a general education institutional mathematics course.

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 Learning Outcomes

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

- 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. Model a geometric situation using a function.
- B. Solve a polynomial equation using the rational zeros theorem.
- C. Solve an application arising from a right triangle.
- D. Write the equation for a trigonometric function or graph using at least two transformations.
- E. Verify a trigonometric identity.

IX. Course Content

- A. Functions (Review from MAC 1105)
 - 1. Definition of Function
 - 2. Function Notation and Evaluation
 - 3. Domain and Range
 - 4. Sum, Difference, Product, and Quotient of Functions
 - 5. Graphs of Functions
 - 6. Even and Odd Functions
 - 7. Average Rate of Change and Difference Quotients
 - 8. Piecewise Defined Functions
 - 9. Library of Functions
 - 10. Transformations
 - 11. Modeling with Functions
- B. Polynomial and Rational Functions
 - 1. Linear Functions and Applications (Review from MAC 1105)
 - 2. Quadratic Functions and Applications (Review from MAC 1105)
 - 3. Graphs of Polynomial Functions
 - 4. Long Division and Synthetic Division
 - 5. Remainder and Factor Theorems
 - 6. Rational Zeros Theorem
 - 7. Descartes' Rule of Signs; Upper and Lower Bounds Theorem
 - 8. Complex Zeros; Fundamental Theorem of Algebra
 - 9. Properties and Graphs of Rational Functions
 - 10. Quadratic, Polynomial, and Rational Inequalities
- C. Exponential and Logarithmic Functions (Review from MAC 1105)
 - 1. Composite Functions
 - 2. One-to-One and Inverse Functions
 - 3. Exponential Functions
 - 4. Logarithmic Functions
 - 5. Properties of Logarithms
 - 6. Exponential and Logarithmic Equations
 - 7. Compound Interest
 - 8. Exponential Growth and Decay
- D. Systems of Linear Equations in Two Unknowns (Review from MAC 1105)
 - 1. Substitution Method
 - 2. Elimination Method
- E. Trigonometric Functions
 - 1. Angles and Their Measure (Degrees and Radians)
 - 2. Length of a Circular Arc, Area of a Circular Sector
 - 3. Linear Speed, Angular Speed
 - 4. Right Triangle Trigonometry
 - 5. Trigonometric Function Values of Angles
 - 6. Unit Circle Approach, Even-Odd and Periodic Properties
 - 7. Pythagorean, Quotient, and Reciprocal Identities

8. Graphs of Sine and Cosine
 9. Graphs of Tangent, Cotangent, Secant, and Cosecant
- F. Analytic Trigonometry
1. Inverse Trigonometric Functions
 2. Solving Trigonometric Equations
 3. Verifying Trigonometric Identities
 4. Sum and Difference Formulas
 5. Double-Angle and Half-Angle Formulas
 6. Product-to-Sum and Sum-to-Product Formulas
- G. Applications of Trigonometric Functions
1. Applications Involving Right Triangles
 2. The Law of Sines
 3. The Law of Cosines
 4. Area of a Triangle

Suggested pacing schedule for a class that meets MWF for 70 minutes
 (The sections listed correspond to Precalculus: Concepts Through Functions, A Right Triangle Approach to Trigonometry, 5th edition, Sullivan, Sullivan and are given as a guide to find examples and problems.)

Lesson	Topics	Sections
1	Definition of Function; Function Notation and Evaluation; Domain and Range; Sum, Difference, Product, and Quotient of Functions; Graphs of Functions	1.1, 1.2
2	Even and Odd Functions, Average Rate of Change, Difference Quotients, Piecewise Defined Functions, Library of Functions	1.3, 1.4
3	Transformations, Mathematical Models	1.5, 1.6
4	Linear Functions, Systems of Linear Equations in Two Unknowns	2.1, 10.1
5	Zeros of Quadratic Functions	2.3, 2.7
6	Graphs and Applications of Quadratic Functions	2.4, 2.6
7	Graphs of Polynomial Functions	3.1
8	Real Zeros: Remainder and Factor Theorems, Rational Zeros Theorem, Descartes' Rule of Signs, Upper and Lower Bounds Theorem	3.2
9	Complex Zeros: The Fundamental Theorem of Algebra	3.3
10	Properties and Graphs of Rational Functions	3.4, 3.5
11	Quadratic, Polynomial, and Rational Inequalities	2.5, 3.6
12	Composite Functions, One-to-One and Inverse Functions	4.1, 4.2
13	Exponential and Logarithmic Functions	4.3, 4.4
14	Properties of Logarithms, Exponential and Logarithmic	4.5, 4.6

	Equations	
15	Compound Interest, Growth and Decay	4.7, 4.8
16	Angles and Their Measure, Length of a Circular Arc, Area of a Circular Sector, Linear Speed, Angular Speed	5.1
17	Right Triangle Trigonometry	5.2
18	Trigonometric Function Values of Angles	5.3, 5.4
19	Unit Circle Approach, Even-Odd and Periodic Properties	5.5
20	Graphs of Sine and Cosine Functions	5.6, 5.8
21	Graphs of Tangent, Cotangent, Secant, and Cosecant Functions	5.7
22	Inverse Sine, Cosine, and Tangent Functions: Finding Values, Inverse Properties	6.1
23	Inverse Cotangent, Secant, and Cosecant Functions, Finding Composite Values	6.2
24	Solving Trigonometric Equations	6.3
25	Verifying Trigonometric Identities	6.4
26	Sum and Difference Formulas	6.5
27	Double-Angle, Half-Angle, and Product-Sum Formulas	6.6, 6.7
28	Applications Involving Right Triangles	7.1
29	The Law of Sines	7.2
30	The Law of Cosines, Area of a Triangle	7.3, 7.4

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

- This is a Gordon Rule mathematics course.
- 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, Online Homework System, Student Solutions Manual.
A Texas Instruments scientific calculator is strongly recommended.

XII. Criteria for Student Evaluation

May include, but not limited to, homework, quizzes, tests, and a final exam.

XIII. Assessment Methods for the College's Institutional Effectiveness System

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

XIV. Faculty Review/Revision

12/16/2025 Eric Berg, Stacy Daniels, Deborah Eckhardt, Thomas Flanagan, Jessi Greer, Phil Lyons, Jay Mersch, John Metcalf, Nahed Okasha, Traci Reed, Tracy Wallace, Mark Wilson, Derek Wray

XV. Administrator Review/Revision

1/12/2026 Mike Keller

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

MAC 1147 Honors Precalculus: Algebra and Trigonometry

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

4 credit hours, 4 contact hours

III. Course Description

This course covers trigonometry and a review of the algebra skills needed for calculus. Trigonometry topics include functions, graphs, identities, equations, and their applications. Algebra topics include linear, quadratic, exponential, logarithmic, polynomial and rational functions and their applications. This course involves significant reading, writing, discussion, challenge problems and/or student participation.

IV. Prerequisites and/or Corequisites

Prerequisite: Admission to the SJR State Honors Program and completion of MAC 1105 with a grade of "C" or higher, or a satisfactory score on a placement test.

V. General Education Course

MAC 1147 is a general education institutional mathematics course.

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 Learning Outcomes

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

- 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. Model a geometric situation using a function.
- B. Solve a polynomial equation using the rational zeros theorem.
- C. Solve an application arising from a right triangle.
- D. Write the equation for a trigonometric function or graph using at least two transformations.
- E. Verify a trigonometric identity.

IX. Course Content

- A. Functions (Review from MAC 1105)
 - 1. Definition of Function
 - 2. Function Notation and Evaluation
 - 3. Domain and Range
 - 4. Sum, Difference, Product, and Quotient of Functions
 - 5. Graphs of Functions
 - 6. Even and Odd Functions
 - 7. Average Rate of Change and Difference Quotients
 - 8. Piecewise Defined Functions
 - 9. Library of Functions
 - 10. Transformations
 - 11. Modeling with Functions
- B. Polynomial and Rational Functions
 - 1. Linear Functions and Applications (Review from MAC 1105)
 - 2. Quadratic Functions and Applications (Review from MAC 1105)
 - 3. Graphs of Polynomial Functions
 - 4. Long Division and Synthetic Division
 - 5. Remainder and Factor Theorems
 - 6. Rational Zeros Theorem
 - 7. Descartes' Rule of Signs; Upper and Lower Bounds Theorem
 - 8. Complex Zeros; Fundamental Theorem of Algebra
 - 9. Properties and Graphs of Rational Functions
 - 10. Quadratic, Polynomial, and Rational Inequalities
- C. Exponential and Logarithmic Functions (Review from MAC 1105)
 - 1. Composite Functions
 - 2. One-to-One and Inverse Functions
 - 3. Exponential Functions
 - 4. Logarithmic Functions
 - 5. Properties of Logarithms
 - 6. Exponential and Logarithmic Equations
 - 7. Compound Interest
 - 8. Exponential Growth and Decay
- D. Systems of Linear Equations in Two Unknowns (Review from MAC 1105)
 - 1. Substitution Method
 - 2. Elimination Method
- E. Trigonometric Functions
 - 1. Angles and Their Measure (Degrees and Radians)
 - 2. Length of a Circular Arc, Area of a Circular Sector
 - 3. Linear Speed, Angular Speed
 - 4. Right Triangle Trigonometry
 - 5. Trigonometric Function Values of Angles
 - 6. Unit Circle Approach, Even-Odd and Periodic Properties
 - 7. Pythagorean, Quotient, and Reciprocal Identities
 - 8. Graphs of Sine and Cosine

- 9. Graphs of Tangent, Cotangent, Secant, and Cosecant
- F. Analytic Trigonometry
 - 1. Inverse Trigonometric Functions
 - 2. Solving Trigonometric Equations
 - 3. Verifying Trigonometric Identities
 - 4. Sum and Difference Formulas
 - 5. Double-Angle and Half-Angle Formulas
 - 6. Product-to-Sum and Sum-to-Product Formulas
- G. Applications of Trigonometric Functions
 - 1. Applications Involving Right Triangles
 - 2. The Law of Sines
 - 3. The Law of Cosines
 - 4. Area of a Triangle

Suggested pacing schedule for a class that meets MWF for 70 minutes
 (The sections listed correspond to Precalculus: Concepts Through Functions, A Right Triangle Approach to Trigonometry, 5th edition, Sullivan, Sullivan and are given as a guide to find examples and problems.)

Lesson	Topics	Sections
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2	Even and Odd Functions, Average Rate of Change, Difference Quotients, Piecewise Defined Functions, Library of Functions	1.3, 1.4
3	Transformations, Mathematical Models	1.5, 1.6
4	Linear Functions, Systems of Linear Equations in Two Unknowns	2.1, 10.1
5	Zeros of Quadratic Functions	2.3, 2.7
6	Graphs and Applications of Quadratic Functions	2.4, 2.6
7	Graphs of Polynomial Functions	3.1
8	Real Zeros: Remainder and Factor Theorems, Rational Zeros Theorem, Descartes' Rule of Signs, Upper and Lower Bounds Theorem	3.2
9	Complex Zeros: The Fundamental Theorem of Algebra	3.3
10	Properties and Graphs of Rational Functions	3.4, 3.5
11	Quadratic, Polynomial, and Rational Inequalities	2.5, 3.6
12	Composite Functions, One-to-One and Inverse Functions	4.1, 4.2
13	Exponential and Logarithmic Functions	4.3, 4.4
14	Properties of Logarithms, Exponential and Logarithmic Equations	4.5, 4.6
15	Compound Interest, Growth and Decay	4.7, 4.8

16	Angles and Their Measure, Length of a Circular Arc, Area of a Circular Sector, Linear Speed, Angular Speed	5.1
17	Right Triangle Trigonometry	5.2
18	Trigonometric Function Values of Angles	5.3, 5.4
19	Unit Circle Approach, Even-Odd and Periodic Properties	5.5
20	Graphs of Sine and Cosine Functions	5.6, 5.8
21	Graphs of Tangent, Cotangent, Secant, and Cosecant Functions	5.7
22	Inverse Sine, Cosine, and Tangent Functions: Finding Values, Inverse Properties	6.1
23	Inverse Cotangent, Secant, and Cosecant Functions, Finding Composite Values	6.2
24	Solving Trigonometric Equations	6.3
25	Verifying Trigonometric Identities	6.4
26	Sum and Difference Formulas	6.5
27	Double-Angle, Half-Angle, and Product-Sum Formulas	6.6, 6.7
28	Applications Involving Right Triangles	7.1
29	The Law of Sines	7.2
30	The Law of Cosines, Area of a Triangle	7.3, 7.4

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

- This is a Gordon Rule mathematics course.
- 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, Online Homework System, Student Solutions Manual
A Texas Instruments scientific calculator is strongly recommended.

XII. Criteria for Student Evaluation

May include, but not limited to: homework quizzes, tests, and a final exam

XIII. Assessment Methods for the College's Institutional Effectiveness System

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

XIV. Faculty Review/Revision

12/16/2025 Eric Berg, Stacy Daniels, Deborah Eckhardt, Thomas Flanagan, Jessi Greer, Phil Lyons, Jay Mersch, John Metcalf, Nahed Okasha, Traci Reed, Tracy Wallace, Mark Wilson, Derek Wray

XV. Administrator Review/Revision

1/12/2026 Mike Keller

**Instructional Curriculum Committee
Curriculum Change Submission Form**
Submit this completed form with your curriculum changes.

Department: Allied Health	Date: January 22, 2026
New Courses:	Date Approved by Department:
Revised Courses:	Date Approved by Department:
Courses to Delete: HCP 0001 Health Career Core	Date Approved by Department: 1/13/26
New Programs:	Date Approved by Department:
Revised Programs: Diagnostic Medical Sonography Respiratory Care Radiologic Technology Health Information Technology	Date Approved by Department: 10/24/25
Terminate Programs:	Date Approved by Department:

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.

Health Career Core 2025-2026 Catalog and Student Handbook

HCP 0001 - Health Career Core

Credits: 3

Course is the introductory course for all allied health careers. Course provides a knowledge of the health care delivery system and an understanding of wellness and disease concepts.

Terms Offered: Fall, Spring, Summer

Clock Hours: 90

**Instructional Curriculum Committee
Curriculum Change Submission Form**
Submit this completed form with your curriculum changes.

Department: Criminal Justice	Date: January 22, 2026
New Courses: <i>CJE 1641 Crime Scene Technology I</i> <i>CJE 1642 Crime Scene Technology II</i> <i>CJE 1671 Latent Fingerprint Development</i> <i>CJE 1770 Crime Scene Photography</i> <i>CJE 1772 Crime Scene Photography II</i> <i>CJE 2649 Forensic Death Investigations</i>	Date Approved by Department: 1/14/26
Revised Courses:	Date Approved by Department:
Courses to Delete: <i>CJE 2130 Criminal Investigations</i> <i>CJE 1300 The Patrol Function</i> <i>CJE 2790 CJST CMS LE Bridge</i>	Date Approved by Department: 1/13/26
New Programs: <i>Crime Scene Technology/Forensic Science, A.S.</i>	Date Approved by Department: 8/19/25
Revised Programs:	Date Approved by Department:
Terminate Programs: <i>Correctional Probation Officer Cross-Over Training to Florida Corrections Academy (0548)</i> <i>Correctional Probation Officer Crossover Training to Florida Law Enforcement Academy (0547)</i>	Date Approved by Department: 11/12/25 3/24/25

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. Paterson
FROM: Tim Adams
RE: Workforce Curriculum Committee Meeting
DATE: November 12, 2025

Below is information for the Criminal Justice Department related agenda items which are scheduled to be considered by the Workforce Curriculum Committee on November 19, 2025.

1. **New Advanced and Specialized Course Offering:** Attached is an outline for a newly developed course, SHIELD Frontline Leadership Training. Lt. Paul Normann (retired CCSO), one of our adjunct instructors, put together a leadership training course which we would like to include as part of the Advanced and Specialized course offerings. We took Lt. Normann's information and developed this course pursuant to the guidelines set forth in FDLE's Specialized Goals and Objectives Manual, which is required if the course is not already part of FDLE approved courses.
2. **Correctional Probation Officer Cross-Over Training to Florida Corrections Academy:** This program (0548) has had little to no enrollment over the last few years. The Criminal Justice Department approves of this career certificate program being removed from the department's program offerings.
3. **Proposed A.S Degree in Crime Scene Technology/Forensic Science:** This proposed degree would be added to the program offerings in SJR State's Criminal Justice Department. Crime Scene Technicians (CST) are vital to modern law enforcement operations, and a gap in specialized training for this role has been identified within our service area. The proposed program will further align the College's academic offerings with the workforce needs of local law enforcement agencies. It will provide students with foundational training in crime scene processing; evidence identification, collection, and preservation; forensic procedures; crime scene photography; and laboratory practices. The program will also enhance the training of certified law enforcement officers. Additionally, the degree will serve as a direct pathway into the B.S. in Criminal Justice – Applied Intelligence Studies.

The curriculum will include six (6) newly offered courses which will be taught by adjunct instructors. The other classes in the curriculum are currently offered by the college and are taught by either full-time faculty or onboard adjunct instructors. A copy of the proposed curriculum and the outlines for the new courses are attached.

The Criminal Justice Department and SJR State Criminal Justice Advisory Council have voted in favor of pursuing the approval and development of this program. The attached degree proposal

form sets forth additional information related to the workforce demand, unmet need, and anticipated revenues and expenditures.

A.S. Degree in Crime Scene Technology and Forensic Science

The A.S. degree in Crime Scene Technology is designed to provide students with foundational training in crime scene processing, evidence identification, collection, and preservation, forensic procedures, fingerprinting, crime scene photography, and laboratory practices. It will prepare students for positions as Crime Scene Technicians, Forensic Crime Scene Technicians, and related positions in the criminal justice profession.

Program Outcomes:

- Demonstrate proper techniques and methods related to crime scene processing, including the identification, collection, and preservation of crime scene evidence.
- Demonstrate the ability to detect, enhance, and recover latent fingerprints, and classify fingerprint patterns.
- Demonstrate proper crime scene photography skills.
- Utilize proper safety protocols for crime scene processing.

This program is offered primarily online except for certain lab requirements.

A.S. Degree in Crime Scene Technology/Forensic Science Curriculum

General Education Requirements							
ENC 1101		Composition I					3 Credits
		General Education Core Humanities					3 Credits
		General Education Core Mathematics					3 Credits
		General Education Core Natural Sciences					3 Credits
		AMH 2010, AMH 2020, or POS 1041					3 Credits
						Total	15 Credits
Degree Specific Courses							
CCJ 1020		Introduction to Criminal Justice					3 Credits
CGS 1100		Microcomputer Applications					3 Credits
CJL 1102		Criminal Evidence and Courtroom Procedure					3 Credits
CCJ 2358		Criminal Justice Report Writing					3 Credits
CJE 2600		Fundamentals of Criminal Investigations					3 Credits
CJE 2640		Introduction to Forensic Science - Crime Scene					3 Credits
CJE 1641		Crime Scene Technology I					3 Credits
CJE 1642		Crime Scene Technology II					3 Credits
CJE 1671		Latent Fingerprint Development					3 Credits
CJE 2649		Forensic Death Investigations					3 Credits
CJE 1770		Crime Scene Photography I					3 Credits
CJE 1772		Crime Scene Photography II					3 Credits
						Total	36 Credits
<p>Students are required to take 9 credits of electives from the below listed courses. Students must take at least one of CCJ 1010, CJL 1062, or CJL 1100, and at least one from ANT 2000, HSC 1531, PSY 2012, SPC 1608, EVR 1001C, or ENC 1102.</p>							
Electives							
CCJ 1010		Introduction to Criminology					3 Credits
CJL 1062		Constitutional Law					3 Credits
CJL 1100		Criminal Law					3 Credits
ANT 2000		General Anthropology					3 Credits
HSC 1531		Medical Terminology					3 Credits
PSY 2012		General Psychology					3 Credits
SPC 1608		Fundamentals of Speech Communications					3 Credits
EVR 1001C		Introduction to Environmental Science and Laboratory					3 Credits
ENC 1102		Composition II					3 Credits
						Total	9 Credits
						Total Program Hours	60 Credits

CJE 1641**Crime Scene Technology I
(3 credits – 3 hours)**

This course covers foundational concepts and skills related to crime scene investigations and will primarily focus on crime scene processing and the proper methods to identify, collect, and preserve evidence.

CJE 1642**Crime Scene Technology II
(3 credits – 3 hours)**

This course expands upon the concepts and skills taught in Crime Scene Technology I with a continued focus on crime scene processing and the proper methods to identify, collect, and preserve evidence, and includes advanced methods and techniques.

Prereq: CJE 1641 Crime Scene Technology I

CJE 1671**Latent Fingerprint Development
(3 credits – 3 hours)**

This course covers techniques used in the detection, enhancement, and recovery of latent fingerprints. This course includes different methods to collect fingerprints from various surfaces for analysis.

CJE 1770**Crime Scene Photography I
(3 credits – 3 hours)**

This course covers basic crime scene photography skills, including camera operation and exposure control, proficiency in relational photography, and flash control for evidentiary documentation.

CJE 1772**Crime Scene Photography II
(3 credits – 3 hours)**

This course expands on the concepts, knowledge, and skills taught in Crime Scene Photography I, and includes specialty light sources, lighting techniques, shutter speed, depth of field, filters, and utilizing specialty equipment.

Prereq: CJE 1770 Crime Scene Photography I

CJE 2649**Forensic Death Investigations
(3 credits – 3 hours)**

This course examines the legal/medical investigation of death. Topics include the pathology of trauma, forensic issues relating to the investigation of death, and evidentiary factors distinguishing homicide from accidental, natural, or traumatic death. Class discussions will examine the cause, type, and manner of death.

Prereq: CJE 2640 Introduction to Forensic Science

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

CJE 1641 Crime Scene Technology I

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

3 credits

III. Course Description

This course covers foundational concepts and skills related to crime scene investigations and will primarily focus on crime scene processing and the proper methods to identify, collect, and preserve evidence.

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 curriculum for the A.S. degree in Crime Scene Technology will provide students with foundational training in crime scene processing, evidence identification, collection, and preservation, forensic procedures, fingerprinting, crime scene photography, and laboratory practices. It will prepare them for positions as Crime Scene Technicians, Forensic Crime Scene Technicians and related positions in the criminal justice profession.

VII. Program Outcomes

- Demonstrate proper techniques and methods related to crime scene processing, including the identification, collection, and preservation of crime scene evidence.

VIII. Course/Student Learning Outcomes

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

- A. Describe the personnel responsible for crime scene investigation.
- B. Describe the objectives of a crime scene investigation.
- C. Describe the safety considerations for processing a crime scene.
- D. Describe the types of evidence.
- E. Demonstrate the methods to process a crime scene
- F. Demonstrate the steps to collect and preserve evidence.
- G. Describe the value of physical evidence.

H. Describe the ethics in crime scene investigations.

IX. Course Content

- A. Crime Scene Investigation.
- B. Crime Scene Processing.
- C. Identification of Evidence.

X. Special Course Requirements

None.

XI. Course Support Materials

An Introduction to Crime Scene Investigation (4th Edition) by Aric W. Dutelle, Copyright 2022.

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.
- Demonstrated proficiencies.

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

December 2025.

XV. Administrator Review/Revision

December 2025, Dean Adams.

St. Johns River State College

Course Outline

I. **Course Prefix, Number, and Title**

CJE 1642 Crime Scene Technology II

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

3 credits

III. **Course Description**

This course expands upon the concepts and skills taught in Crime Scene Technology I with a continued focus on crime scene processing and the proper methods to identify, collect, and preserve evidence, and includes advanced methods and techniques.

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 curriculum for the A.S. degree in Crime Scene Technology will provide students with foundational training in crime scene processing, evidence identification, collection, and preservation, forensic procedures, fingerprinting, crime scene photography, and laboratory practices. It will prepare them for positions as Crime Scene Technicians, Forensic Crime Scene Technicians and related positions in the criminal justice profession.

VII. **Program Outcomes**

- Utilize proper safety protocols for crime scene processing.

VIII. **Course/Student Learning Outcomes**

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

- A. Demonstrate specialized collection procedures.
- B. Develop of plan of action for crime scene processing.
- C. Demonstrate report writing related to crime scene processing.
- D. Analyze crime scene related data.

IX. Course Content

- A. Crime Scene Investigation.
- B. Crime Scene Processing.
- C. Identification of Evidence.

X. Special Course Requirements

None.

XI. Course Support Materials

An Introduction to Crime Scene Investigation (4th Edition) by Aric W. Dutelle, Copyright 2022.

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.
- Demonstrated proficiencies.

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

December 2025.

XV. Administrator Review/Revision

December 2025, Dean Adams.

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

CJE 1671 Latent Fingerprint Development

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

3 credits

III. Course Description

This course covers techniques used in the detection, enhancement, and recovery of latent fingerprints. This course includes different methods to collect fingerprints from various surfaces for analysis.

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 curriculum for the A.S. degree in Crime Scene Technology will provide students with foundational training in crime scene processing, evidence identification, collection, and preservation, forensic procedures, fingerprinting, crime scene photography, and laboratory practices. It will prepare them for positions as Crime Scene Technicians, Forensic Crime Scene Technicians and related positions in the criminal justice profession.

VII. Program Outcomes

- Demonstrate the ability to detect, enhance, and recover latent fingerprints, and classify fingerprint patterns.

VIII. Course/Student Learning Outcomes

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

- A. Demonstrate techniques for the detection of fingerprints.
- B. Demonstrate techniques for the enhancement of fingerprints.
- C. Demonstrate techniques for the recovery of latent fingerprints.
- D. Demonstrate different techniques to collect fingerprints from various surfaces for analysis.

IX. Course Content

- A. Fingerprint Collection.
- B. Crime Scene Processing.

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 questions.
- Short written assignments in the form of discussions designed to engage critical thinking regarding knowledge of concepts.
- Demonstrated proficiencies.

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

December 2025.

XV. Administrator Review/Revision

December 2025, Dean Adams.

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

CJE 1770 Crime Scene Photography I

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

3 credits

III. Course Description

This course covers basic crime scene photography skills, including camera operation and exposure control, proficiency in relational photography, and flash control for evidentiary documentation.

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 curriculum for the A.S. degree in Crime Scene Technology will provide students with foundational training in crime scene processing, evidence identification, collection, and preservation, forensic procedures, fingerprinting, crime scene photography, and laboratory practices. It will prepare them for positions as Crime Scene Technicians, Forensic Crime Scene Technicians and related positions in the criminal justice profession.

VII. Program Outcomes

- Demonstrate proper crime scene photography skills.

VIII. Course/Student Learning Outcomes

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

- A. Demonstrate the basics of camera operation and exposure control.
- B. Demonstrate proficiency in photographing a crime scene.
- C. Demonstrate proper evidentiary documentation related to crime scene photography.

IX. Course Content

- A. Crime Scene Photography.
- B. Crime Scene Processing.

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 questions.
- Short written assignments in the form of discussions designed to engage critical thinking regarding knowledge of concepts.
- Demonstrated proficiencies.

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

December 2025.

XV. Administrator Review/Revision

December 2025, Dean Adams.

St. Johns River State College

Course Outline

I. **Course Prefix, Number, and Title**

CJE 1772 Crime Scene Photography II

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

3 credits

III. **Course Description**

This course expands on the concepts, knowledge, and skills taught in Crime Scene Photography I, and includes specialty light sources, lighting techniques, shutter speed, depth of field, filters, and utilizing specialty equipment.

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 curriculum for the A.S. degree in Crime Scene Technology will provide students with foundational training in crime scene processing, evidence identification, collection, and preservation, forensic procedures, fingerprinting, crime scene photography, and laboratory practices. It will prepare them for positions as Crime Scene Technicians, Forensic Crime Scene Technicians and related positions in the criminal justice profession.

VII. **Program Outcomes**

- Demonstrate proper crime scene photography skills.

VIII. **Course/Student Learning Outcomes**

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

- A. Utilize specialty light sources in crime scene photography.
- B. Demonstrate lighting techniques for crime scene photography.
- C. Demonstrate advanced crime scene photography techniques, including shutter speed, depth of field in crime scene photography.
- D. Demonstrate the use of specialty crime scene photography equipment.

IX. Course Content

- A. Crime Scene Photography.
- B. Crime Scene Processing.

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 questions.
- Short written assignments in the form of discussions designed to engage critical thinking regarding knowledge of concepts.
- Demonstrated proficiencies.

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

December 2025.

XV. Administrator Review/Revision

December 2025, Dean Adams.

St. Johns River State College

Course Outline

I. **Course Prefix, Number, and Title**

CJE 2649 Forensic Death Investigations

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

3 credits

III. **Course Description**

This course examines the legal/medical investigation of death. Topics include the pathology of trauma, forensic issues relating to the investigation of death, and evidentiary factors distinguishing homicide from accidental, natural, or traumatic death. Class discussions will examine the cause, type, and manner of death.

IV. **Prerequisites and/or Co-requisites**

CJE 2640 Introduction to Forensic Science

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 curriculum for the A.S. degree in Crime Scene Technology will provide students with foundational training in crime scene processing, evidence identification, collection, and preservation, forensic procedures, fingerprinting, crime scene photography, and laboratory practices. It will prepare them for positions as Crime Scene Technicians, Forensic Crime Scene Technicians and related positions in the criminal justice profession.

VII. **Program Outcomes**

- Demonstrate proper techniques and methods related to crime scene processing, including the identification, collection, and preservation of crime scene evidence.
- Utilize proper safety protocols for crime scene processing.

VIII. **Course/Student Learning Outcomes**

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

- A. Distinguish between accidental, natural, or traumatic death.
- B. Analyze the pathology of trauma.
- C. Demonstrate specialized collection procedures for death investigations.
- D. Develop a plan of action for crime scene processing in a death investigation.

- E. Demonstrate report writing related to crime scene processing in a death investigation.

IX. Course Content

- A. Pathology of Trauma.
- B. Forensic Issues Related to Death Investigations
- C. Crime Scene Processing for Death Investigations.

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 questions.
- Short written assignments in the form of discussions designed to engage critical thinking regarding knowledge of concepts.
- Demonstrated proficiencies.

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 2026, Deborah McCarley.

XV. Administrator Review/Revision

January 2026, Dean Adams.



Memorandum

TO: Dr. Paterson
FROM: Tim Adams
RE: Deactivation of Correctional Probation Officer Crossover Programs
DATE: March 24, 2025

The Correctional Probation Officer Crossover Training to Florida Corrections Academy (0548) and the Correctional Probation Officer Crossover Training to Law Enforcement Academy (0547) are part of the regular program offerings at the Criminal Justice Academy. A review of academy records determined that no students have registered for these programs for over at least ten (10) years. Consequently, these programs will be deactivated and removed from the list of program offerings. The programs will be reactivated for students, if needed.

Correctional Probation Officer Cross-Over Training to Florida Law Enforcement Academy, C.C.

Location(s): St. Augustine Campus

Program Code: 0547

RECRUIT COURSES AVAILABLE AT THE ST. AUGUSTINE CAMPUS ONLY

This program is designed for certified correctional probation officers who are planning lateral movement between the criminal justice disciplines probation and law enforcement. The curriculum is prescribed by the Florida Department of Law Enforcement, Criminal Justice Standards and Training Commission, in accordance with Florida Statute. Upon completion of the program, candidates will be eligible to take the state exam for law enforcement officers.

The program is intended to facilitate the lateral movement and to reduce the duplication of instructional content. It requires only those courses encompassing the law enforcement discipline and the high liability proficiency

For additional information, visit our website at SJRstate.edu/criminaljustice or call (904) 808-7490.

To be eligible for acceptance into the correctional probation to law enforcement program, the applicant must:

1. Be a certified correctional probation officer or have successfully completed the Basic Correctional Probation Officer Academy and passed the state certification examination within 4 years of the beginning of the cross-over program
2. Have passed the Criminal Justice Basic Abilities Test (CJBAT) for law enforcement
3. Not have been convicted of, or pled guilty or nolo-contendere to, any felony or misdemeanor involving perjury or false statement
4. Not have been convicted of any crime involving domestic violence nor is under the provisions of a domestic violence injunction
5. Not have received a dishonorable discharge from any of the armed forces of the United States
6. Be able to pass a physical examination by a licensed physician
7. Not have used any substances or prescription medication in violation of state or federal law within 12 months prior to application
8. Complete the Criminal Justice Academy application process

Correctional Probation Officer Cross-Over Training to Florida Law Enforcement Academy

- CJK 0002 - Introduction to Law Enforcement **Credits:** 0.400, Clock Hours:12
- CJK 0016 - Communication **Credits:** 0.800, Clock Hours: 24
- CJK 0018 - Legal **Credits:** 2.130, Clock Hours: 64
- CJK 0019 - Interviewing and Report Writing **Credits:** 1.870, Clock Hours: 56
- CJK 0020 - CMS Law Enforcement Vehicle Operations **Credits:** 1.600, Clock Hours: 48
- CJK 0021 - Serving Your Community **Credits:** 1.13, Clock Hours: 34
- CJK 0063 - Fundamentals of Patrol **Credits:** 1.33, Clock Hours: 40
- CJK 0072 - Crimes Against Persons **Credits:** 1.6, Clock Hours 48
- CJK 0073 - Crimes Involving Property and Society **Credits:** 0.4, Clock Hours:12

- CJK 0079 - Crime Scene Follow-up Investigations **Credits:** 1.13, Clock Hours:34
- CJK 0093 - Critical Incidents **Credits:** 1.47, Clock Hours: 44
- CJK 0394 - CPO: Cross-Over Program Updates **Credits:** 0.333, Clock Hours: 10
- CJK 0400 - Traffic Incidents **Credits:** 0.4, Clock Hours: 12
- CJK 0401 - Traffic Stops **Credits:** 0.8, Clock Hours: 24
- CJK 0402 - Traffic Crash Investigations **Credits:** 1, Clock Hours: 30
- CJK 0403 - DUI Traffic Stops **Credits:** 0.8, Clock Hours: 24
- CJK 0421 - Conducted Electrical Weapon / Dart Firing Stun Gun **Credits:** 0.13, Clock Hours: 4

Total Program Contact Hours: 520

* Students who completed Correctional Probation Officer Basic Recruit training prior to July 1, 2022 will need to complete the eighty (80) hour course CJK 0040 CMS Criminal Justice Firearms.

Correctional Probation Officer Cross-Over Training to Florida Corrections Academy, C.C.

Location(s): St. Augustine Campus

Program Code: 0548

RECRUIT COURSES AVAILABLE AT THE ST. AUGUSTINE CAMPUS ONLY

This program is designed for certified correctional probation officers who are planning lateral movement between the criminal justice disciplines probation and corrections. The curriculum is prescribed by the Florida Department of Law Enforcement, Criminal Justice Standards and Training Commission, in accordance with Florida Statute. Upon completion of the program, candidates will be eligible to take the state exam for corrections officers.

The program is intended to facilitate the lateral movement and to reduce the duplication of instructional content. It requires only those courses encompassing the corrections discipline and the high liability proficiency skills demonstrations not previously taken in the Florida Correctional Probation Academy.

For additional information, visit our website at SJRstate.edu/criminaljustice or call (904) 808-7490.

To be eligible for acceptance into the correctional probation to corrections program, the applicant must:

1. Be a certified correctional probation officer or have successfully completed the Basic Correctional Probation Officer Academy and passed the state certification examination within 4 years of the beginning of the crossover program
2. Have passed the Criminal Justice Basic Abilities Test (CJBAT) for law enforcement
3. Not have been convicted of, pled guilty or nolo-contendere to any felony or a misdemeanor involving perjury or false statement
4. Not have been convicted of any crime involving domestic violence nor is under the provisions of a domestic violence injunction
5. Not have received a dishonorable discharge from any of the Armed Forces of the United States
6. Be able to pass a physical examination by a licensed physician
7. Not have used any substances or prescription medication in violation of state or federal law within 12 months prior to application
8. Complete the Criminal Justice Academy application process

Correctional Probation Officer Cross-Over Training to Florida Corrections Officer Academy

- CJK 0301 - Introduction to Corrections **Credits:** N/A, Clock Hours: 32
- CJK 0355 - Legal for Correctional Officers **Credits:** N/A, Clock Hours: 22
- CJK 0306 - Communication for Correctional Officers **Credits:** N/A, Clock Hours: 32
- CJK 0111 - Interviewing and Report Writing in Corrections **Credits:** N/A, Clock Hours: 16
- CJK 0327 - Shift Management and Safety **Credits:** N/A, Clock Hours: 20
- CJK 0321 - Intake and Release **Credits:** N/A, Clock Hours: 16
- CJK 0324 - Supervision in Correctional Facilities **Credits:** N/A, Clock Hours: 32
- CJK 0326 - Supervising Correctional Populations **Credits:** N/A, Clock Hours: 25

- CJK 0336 - Incidents and Emergencies in Correctional Facilities **Credits:** N/A, Clock Hours: 20
- CJK 0393 - Cross-Over Program Updates **Credits:** 0.27, Clock Hours: 8

Total Program Contact Hours: 223*

* Students who completed Correctional Probation Officer Basic Recruit training prior to July 1, 2022 will need to complete the eighty (80) hour course CJK 0040 - CMS Criminal Justice Firearms.

Course ID

176325

Institution

SJRSC - ST. JOHNS RIVER STATE COLLEGE

Course Name

CJE 2130 - CRIMINAL INVESTIGATION

Course Title

CRIMINAL INVESTIGATION

Discipline

011 - CRIMINAL JUSTICE

Prefix

CJE - LAW ENFORCEMENT

Level

2

Statewide Course

CJE 130 INTRODUCTION TO CRIMINAL INVESTIGATION

Lab Code**Honors Course**

NO

Add Date

08/01/2009

Effective Date

08/01/2009

Discontinue Date**Date SCNS Approved**

2/26/2010

Term Type

SEMESTER

Course Credits

3

Type of Credit

COLLEGE CREDIT

Clock Hours**Course Status**

ACTIVE

General Education Core**General Education Requirements****Work-Based Learning Course****Rule 6A-10.030**

NO

Rule 6A-10.030 Writing

NO

Degree Type

- T.C.
- A.A.S.
- A.S.

Prerequisites

NONE

Corequisites

CCJ 1020 AND CJE 1300

Course Description

THIS COURSE INTRODUCES THE ELEMENTS OF CRIMINAL INVESTIGATION, CRIME SCENE EXAMINATION, COLLECTION AND PRESERVATION OF EVIDENCE, AND OTHER INFORMATION-GATHERING ACTIVITIES RELATED TO CRIMES COMMITTED AGAINST PERSONS AND/OR PROPERTY.

Learning Outcome(s)

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE ABLE TO IDENTIFY, EXPLAIN AND DEMONSTRATE THE CONCEPTS OF THE FOLLOWING: A. CRIMINAL INVESTIGATION PROCEDURES B. CERTAIN SPECIFIED FORENSIC TASKS C. COMPUTER ASSISTANCE TO THE INVESTIGATION D. APPLICATION OF MATH AND OR DRAWING TO INVESTIGATION E. CERTAIN SPECIFIED PROPERTY CONTROL FUNCTIONS F. USE OF CRIME PREVENTION TO DETER OPPORTUNITY FOR CRIMINAL ACTIVITY

Textbook(s)

NONE

Transfer Status

GUARANTEED TRANSFER TO INSTITUTION OFFERING SAME COURSE.

Transaction Type

Course ID

176147

Institution

SJRSC - ST. JOHNS RIVER STATE COLLEGE

Course Name

CJE 1300 - THE PATROL FUNCTION

Course Title

THE PATROL FUNCTION

Discipline

011 - CRIMINAL JUSTICE

Prefix

CJE - LAW ENFORCEMENT

Level

1

Statewide Course

CJE 300	POLICE ROLE IN CRIME
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Lab Code**Honors Course**

NO

Add Date

08/01/2009

Effective Date

08/01/2009

Discontinue Date**Date SCNS Approved**

2/9/2010

Term Type

SEMESTER

Course Credits

3

Type of Credit

COLLEGE CREDIT

Clock Hours**Course Status**

ACTIVE

General Education Core**General Education Requirements****Work-Based Learning Course****Rule 6A-10.030**

NO

Rule 6A-10.030 Writing

NO

Degree Type

- T.C.
- A.A.S.
- A.S.

Prerequisites

NONE

Corequisites

CCJ 1020 AND CJT 2100

Course Description

THIS COURSE INTRODUCES THE PRINCIPLES OF ORGANIZATION AS APPLIED TO THE OPERATION OF PATROL SERVICES.

Learning Outcome(s)

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE ABLE TO IDENTIFY, EXPLAIN AND DEMONSTRATE THE CONCEPTS OF THE FOLLOWING: A. MAIN DUTIES AND RESPONSIBILITIES OF THE POLICE PATROL FUNCTION. B. IMPACT OF NATIONAL PATROL STUDIES. C. PRINCIPLES OF ALLOCATION AND DEPLOYMENT OF PATROL MANPOWER. D. IMPACT OF THE WICKERSHAM COMMISSION. E. 55% OF ALL SWORN PERSONNEL SHOULD BE ASSIGNED TO PATROL FUNCTION. F. DIFFERENCES BETWEEN LINE AND STAFF OFFICERS. G. THE IMPORTANCE OF THE WRITTEN REPORT. H. PROCEDURES FOR TRAFFIC CONTROL. I. ISSUES RELATING TO USE OF FORCE. J. HAZARDS TO THE PATROL FUNCTION. K. BASIC FIRST AID REQUIREMENTS FOR THE PATROL OFFICER. L. PREVENTION OF THE TRANSMISSION OF CERTAIN DISEASES.

Textbook(s)

NONE

Transfer Status

GUARANTEED TRANSFER TO INSTITUTION OFFERING SAME COURSE.

Transaction Type

Course ID

206400

Institution

SJRSC - ST. JOHNS RIVER STATE COLLEGE

Course Name

CJE 2790 - CJST CMS LE BRIDGE COURSE

Course Title

CJST CMS LE BRIDGE COURSE

Discipline

011 - CRIMINAL JUSTICE

Prefix

CJE - LAW ENFORCEMENT

Level

2

Statewide Course

CJE 790	CJST CMS LE BRIDGE COURSE
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Lab Code**Honors Course**

NO

Add Date

08/01/2014

Effective Date

08/01/2014

Discontinue Date**Date SCNS Approved**

3/6/2014

Term Type

SEMESTER

Course Credits

3

Type of Credit

COLLEGE CREDIT

Clock Hours**Course Status**

ACTIVE

General Education Core**General Education Requirements****Work-Based Learning Course****Rule 6A-10.030**

NO

Rule 6A-10.030 Writing

NO

Degree Type

- A.S.

Prerequisites

COMPLETION OF CJST CMS BASIC LE COURSE AND PASSING OF CJST LE LICENSE EXAM

Corequisites

NONE

Course Description

THIS BRIDGE COURSE IS DESIGNED TO ADD INDEPENDENT STUDY, CRITICAL THINKING, REFLECTION AND ANALYSIS OF COURSE MATERIAL PRESENTED IN THE CJST CMS LE BASIC PROGRAM. THE ADDITIONAL COURSE WORK (EX. RESEARCH PAPERS) GOES BEYOND WHAT WAS LEARNED IN THE LE BASIC PROGRAM TO EXPAND THE STUDENTS KNOWLEDGE IN AREA OF CONSTITUTIONAL LAW, CRIMINAL EVIDENCE AND COURT PROCEDURES, INTRODUCTION TO FORENSICS, AND UNDERSTANDING TERRORISM TO ADD COLLEGE LEVEL CREDIT IN ALIGNMENT WITH THE ASSOCIATE IN SCIENCE IN CRIMINAL JUSTICE DEGREE AT ST. JOHNS RIVER STATE COLLEGE

Learning Outcome(s)

1. DEMONSTRATE A WORKING KNOWLEDGE OF THE CJ SYSTEM INCLUDING NECESSARY EMPLOYMENT SKILLS AND THE IMPACT OF HUMAN DIVERSITY. 2. DEMONSTRATE A WORKING KNOWLEDGE OF THE PRINCIPLES OF CRIMINOLOGY INCLUDING THOSE RELATED TO JUVENILE DELINQUENCY. 3. DEMONSTRATE A WORKING KNOWLEDGE OF LAW ENFORCEMENT OPERATIONS INCLUDING THE ADMINISTRATIVE PROCESS. 4. DEMONSTRATE A WORKING KNOWLEDGE OF THE FIELD OF CORRECTIONS. 5. DEMONSTRATE A WORKING KNOWLEDGE OF THE FIELD OF CRIMINAL LAW, CRIMINAL EVIDENCE, AND THE RULES OF EVIDENCE. 6. DEMONSTRATE THE ABILITY TO OUTLINE THE HISTORY AND FUNCTION OF POLICE CRIME LABORATORIES IN THE UNITED STATES. 7. DEMONSTRATE THE UNDERSTANDING THE DIFFERENT CONSTITUTIONAL RIGHTS ACCORDED A CRIMINAL DEFENDANT AT TRIAL, INCLUDING THE RIGHTS TO TRIAL BY JURY, PUBLIC TRIAL, SPEEDY TRIAL AND THE ASSISTANCE OF COUNSEL. 8. DEMONSTRATE THE ABILITY TO ANALYZE AND UNDERSTAND THE PROBLEMS CONNECTED WITH ORAL TESTIMONY, SUCH AS THE COMPETENCY OF WITNESSES, PRIVILEGED COMMUNICATIONS, OPINION EVIDENCE, THE MANNER IN WHICH A WITNESS CAN BE QUESTIONED, AND IMPEACHMENT OF TESTIMONY. 9. DEVELOP RESEARCH SKILLS TO STAY CURRENT ON TERRORISM INFORMATION.

Textbook(s)

NONE

Transfer Status

GUARANTEED TRANSFER TO INSTITUTION OFFERING SAME COURSE.

Transaction Type

**Instructional Curriculum Committee
Curriculum Change Submission Form**
Submit this completed form with your curriculum changes.

Department: Computer, Engineering & Business	Date: January 22, 2026
New Courses: <i>ORH 1000 Introduction to Horticulture</i> <i>ORH 1113C Pest & Disease Control</i> <i>ORH 1301 Introduction to Irrigation</i> <i>AEB 2102 Principles of Agribusiness Management</i> <i>AOM 2316 Agricultural Machinery & Equipment</i> <i>AEB 1949 Agribusiness Internship</i>	Date Approved by Department: 12/10/25
Revised Courses:	Date Approved by Department:
Courses to Delete: APA 2502 Payroll Tax CGS 1560C – Microcomputer Operating Systems EET 1033 C – Fundamentals of DC/AC Circuits	Date Approved by Department: 1/8/26
New Programs: <i>Agribusiness Management, A.S.</i>	Date Approved by Department: 11/4/25
Revised Programs:	Date Approved by Department:
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. 	

PROPOSED A.S. DEGREE IN AGRIBUSINESS MANAGEMENT CURRICULUM

General Education Courses (15 Credits)

General Education Core Humanities		3 cr.
General Education Core Mathematics		3 cr.
General Education Core Science		3 cr.
ENC 1101	Composition I	3 cr.
AMH 2010	US History to 1877	3 cr.
OR		
AMH 2020	US History Since 1877	3 cr.
OR		
POS 1041	US Federal Govt.	3 cr.

Technical Courses (36 Credits)

GEB 1011	Introduction to Business	3 cr.
CGS 1100	Microcomputer Applications	3 cr.
ORH 1000	Introduction to Horticulture	3 cr.
ORH 1113C	Pest & Disease Control	3 cr.
ORH 1301	Introduction to Irrigation	3 cr.
SWS 2000	Introduction to Soil Science	3 cr.
ACG 2021	Principles of Financial Accounting	3 cr.
ACG 2071	Principles of Managerial Accounting	3 cr.
AEB 2102	Principles of Agribusiness Management	3 cr.
AOM 2316	Agricultural Machinery & Equipment	3 cr.
AEB 1949	Agribusiness Internship	3 cr.
MAN 2011	Principles of Management	3 cr.

Electives (9 Credits) – choose 3 classes

BUL 1241	Business Law I	3 cr.
EVR 1001C	Introduction to Environmental Science	3 cr.
TAX 2002	Small Business & Individual Taxes	3 cr.
ECO 2013	Macroeconomics	3 cr.
ECO 2023	Microeconomics	3 cr.
STA 2023	Elementary Statistics	3 cr.
GEB 2214	Business Communications	3 cr.

Total 60 Crs.

A.S. DEGREE IN AGRIBUSINESS MANAGEMENT

The Associate in Science in Agribusiness Management (Horticulture Technician specialization) is a two-year (60 credit hour) degree program that prepares students for employment as an agricultural professional, manager, or supervisor. The content includes, but is not limited to, instruction that prepares individuals to apply the economic and business principles involved in the organization, operation, and management of agricultural businesses.

Program learning outcomes:

- 01.0 Supervise and manage the operation, maintenance, and repair of an agricultural enterprise.
- 02.0 Interpret and apply state and federal rules and regulations.
- 03.0 Identify, classify, and demonstrate management activities.
- 04.0 Demonstrate a basic understanding of legal and ethical issues in a business environment.
- 05.0 Select, operate, and maintain tools and equipment.
- 06.0 Demonstrate employability skills.

I. Course Prefix, Number, and Title

ORH 1301 Introduction to Irrigation

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

3 credits

III. Course Description

An introduction to the history of irrigation and the analysis of the Florida Water Management Governance System. Students will also be exposed to basic components of planning, installing and maintaining irrigation systems in agriculture, large turf, commercial, and residential settings.

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 Associate in Science in Agribusiness Management (Horticulture Technician specialization) is a two-year (60 credit hour) degree program that prepares students for employment as an agricultural professional, manager or supervisor. The content includes but is not limited to, instruction that prepares individuals to apply the economic and business principles involved in the organization, operation and management of agricultural businesses.

VII. Program Outcomes

- 01.0 Supervise and manage the operation, maintenance, and repair of an agricultural enterprise.
- 02.0 Interpret and apply state and federal rules and regulations.
- 03.0 Identify, classify, and demonstrate management activities.
- 04.0 Demonstrate a basic understanding of legal and ethical issues in a business environment.
- 05.0 Select, operate, and maintain tools and equipment.
- 06.0 Demonstrate employability skills.

VIII. Course/Student Learning Outcomes

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

- A. Explain the history of irrigation, including the Florida water management governance system.
- B. Determine irrigation requirements.
- C. Develop and interpret plans for installation and maintenance of irrigation systems.
- D. Identify safety and environmental requirements

I. Course Prefix, Number, and Title

ORH 1113C Pest & Disease Control

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

3.0 credits (Combined Lab Code)

III. Course Description

Covers the identification, nature, and eradication of ornamental plant pests and includes the development of a pest management program involving the proper selection and application of pesticides and herbicides. Provides technical treatment of the identification, nature, and eradication of ornamental plant diseases and disorders; covers disease control management involving the proper selection and application of disease control practices. This course leads to state certification.

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 Associate in Science in Agribusiness Management (Horticulture Technician specialization) is a two-year (60 credit hour) degree program that prepares students for employment as an agricultural professional, manager or supervisor. The content includes but is not limited to, instruction that prepares individuals to apply the economic and business principles involved in the organization, operation and management of agricultural businesses.

VII. Program Outcomes

01.0 Supervise and manage the operation, maintenance, and repair of an agricultural enterprise.

02.0 Interpret and apply state and federal rules and regulations.

03.0 Identify, classify, and demonstrate management activities.

04.0 Demonstrate a basic understanding of legal and ethical issues in a business environment.

05.0 Select, operate, and maintain tools and equipment.

06.0 Demonstrate employability skills.

VIII. Course/Student Learning Outcomes

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

- A. Manage a comprehensive pest-control program.
- B. Identify and describe the nature of ornamental plant pests and diseases.
- C. Select and apply pesticides, herbicides, and disease control practices correctly.
- D. Obtain a restricted use pesticide license (major learning objective).

I. Course Prefix, Number, and Title

ORH 1000 Introduction to Horticulture

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

3 credits

III. Course Description

An introduction to the disciplines involved in the broad field of horticulture, plant and animal taxonomy, morphology, anatomy, and their fundamental processes as they relate to plant growth, pests, production, maintenance, and planting. Upon completion of this course students will be able to relate this information to the horticultural industry.

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 Associate in Science in Agribusiness Management (Horticulture Technician specialization) is a two-year (60 credit hour) degree program that prepares students for employment as an agricultural professional, manager or supervisor. The content includes but is not limited to, instruction that prepares individuals to apply the economic and business principles involved in the organization, operation and management of agricultural businesses.

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- 02.0 Interpret and apply state and federal rules and regulations.
- 03.0 Identify, classify, and demonstrate management activities.
- 04.0 Demonstrate a basic understanding of legal and ethical issues in a business environment.
- 05.0 Select, operate, and maintain tools and equipment.
- 06.0 Demonstrate employability skills.

VIII. Course/Student Learning Outcomes

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

- A. Demonstrate an understanding of plant physiology and growth (including photosynthesis and plant anatomy).
- B. Describe asexual reproduction processes.
- C. Differentiate between angiosperms/gymnosperms and woody/herbaceous plants.
- D. Demonstrate a knowledge of plant propagation, pest/disease control, and design principles.

I. Course Prefix, Number, and Title

AEB 2102 Principles of Agribusiness Management

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

3 credits

III. Course Description

This course provides an introduction to the principles of economics as applied to agribusiness management. It also provides the student with training in developing job skills, career planning, budgeting, recordkeeping, and determining insurance needs as well as personnel management.

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 Associate in Science in Agribusiness Management (Horticulture Technician specialization) is a two-year (60 credit hour) degree program that prepares students for employment as an agricultural professional, manager or supervisor. The content includes, but is not limited to, instruction that prepares individuals to apply the economic and business principles involved in the organization, operation and management of agricultural businesses.

VII. Program Outcomes

- 01.0 Supervise and manage the operation, maintenance, and repair of an agricultural enterprise.
- 02.0 Interpret and apply state and federal rules and regulations.
- 03.0 Identify, classify, and demonstrate management activities.
- 04.0 Demonstrate a basic understanding of legal and ethical issues in a business environment.
- 05.0 Select, operate, and maintain tools and equipment.
- 06.0 Demonstrate employability skills.

VIII. Course/Student Learning Outcomes

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

- A. Apply economic principles to agribusiness management.
- B. Prepare and agricultural-oriented plan.
- D. Utilize effective communication, human relations, and leadership skills.
- E. Demonstrate understanding of insurance, personnel, legal, and ethical issues and considerations.
- F. Execute business management activities such as budgeting and recordkeeping.

I. Course Prefix, Number, and Title

AEB 1949 Agribusiness Internship

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

3 credits (Requires supervised work experience)

III. Course Description

This course consists of a supervised field experience(s) to provide practical application in appropriate work settings in order to reinforce knowledge acquired in the classroom. It is recommended that students take this course near the end of their degree program.

Instructor permission is required.

IV. Prerequisites and/or Co-requisites

Prerequisites: GEB 1011, MAN 2011, Instructor Permission

Co-requisites: None

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 Associate in Science in Agribusiness Management (Horticulture Technician specialization) is a two-year (60 credit hour) degree program that prepares students for employment as an agricultural professional, manager or supervisor. The content includes but is not limited to, instruction that prepares individuals to apply the economic and business principles involved in the organization, operation and management of agricultural businesses.

VII. Program Outcomes

01.0 Supervise and manage the operation, maintenance, and repair of an agricultural enterprise.

02.0 Interpret and apply state and federal rules and regulations.

03.0 Identify, classify, and demonstrate management activities.

04.0 Demonstrate a basic understanding of legal and ethical issues in a business environment.

05.0 Select, operate, and maintain tools and equipment.

06.0 Demonstrate employability skills.

VIII. Course/Student Learning Outcomes

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

- A. Apply classroom knowledge in a real-world business setting.
- B. Demonstrate appropriate professional attitudes and communication skills.
- C. Complete 120 hours of supervised work with an approved sponsor.
- D. Develop and refine essential skills necessary for success in the business world.

I. Course Prefix, Number, and Title

AOM 2316 Agricultural Machinery and Equipment

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

3 credits

III. Course Description

Agricultural Machinery and Equipment addresses facilities and equipment essential to a successful agricultural enterprise. Topics include land preparation, facility layout, storage facilities, animal facilities, agricultural machinery, harvesting technology, and safety around equipment.

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 Associate in Science in Agribusiness Management (Horticulture Technician specialization) is a two-year (60 credit hour) degree program that prepares students for employment as an agricultural professional, manager or supervisor. The content includes but is not limited to, instruction that prepares individuals to apply the economic and business principles involved in the organization, operation and management of agricultural businesses.

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- 01.0 Supervise and manage the operation, maintenance, and repair of an agricultural enterprise.
- 02.0 Interpret and apply state and federal rules and regulations.
- 03.0 Identify, classify, and demonstrate management activities.
- 04.0 Demonstrate a basic understanding of legal and ethical issues in a business environment.
- 05.0 Select, operate, and maintain tools and equipment.
- 06.0 Demonstrate employability skills.

VIII. Course/Student Learning Outcomes

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

- A. Apply principles of land preparation techniques.
- B. Plan and evaluate facility layouts, including storage and animal facilities.
- C. Describe the function and operation of various agricultural machinery.
- D. Analyze current harvesting technology.
- E. Demonstrate knowledge of safety protocols around agricultural equipment.

Course ID

22152

Institution

SJRSC - ST. JOHNS RIVER STATE COLLEGE

Course Name

APA 2502 - PAYROLL TAX ACCOUNTING

Course Title

PAYROLL TAX ACCOUNTING

Discipline

165 - ACCOUNTING

Prefix

APA - APPLIED ACCOUNTING

Level

2

Statewide Course PAYROLL ACCOUNTING**Lab Code****Honors Course**

NO

Add Date

04/18/1990

Effective Date

08/01/2018

Discontinue Date**Date SCNS Approved**

8/20/2018

Term Type

SEMESTER

Course Credits

3.0

Type of Credit

COLLEGE CREDIT

Clock Hours**Course Status**

ACTIVE

General Education Core**General Education Requirements****Work-Based Learning Course****Rule 6A-10.030**

NO

Rule 6A-10.030 Writing

NO

Degree Type

- T.C.
- A.S.

Prerequisites

PREREQUISITE: ACG 2021 WITH A GRADE OF C OR HIGHER.

Corequisites

NONE

Course Description

THIS COURSE IS DESIGNED TO FAMILIARIZE THE STUDENT WITH THE VARIOUS FEDERAL AND STATE REPORTING REQUIREMENTS, AND THE CONCEPTS, LAWS AND THEORIES BEHIND SUCH REPORTING. COURSE CONTENT INCLUDES CALCULATING OVERTIME, GROSS PAY, FEDERAL AND STATE INCOME TAX WITHHOLDING, FICA AND MEDICARE WITHHOLDING AND OTHER DEDUCTIONS FROM PAY. THE STUDENT WILL ALSO LEARN TO COMPLETE FEDERAL FORMS I-9, W-4, W-2, 1099-MICS, 940EZ, 940 AND 941 AS WELL AS STATE UNEMPLOYMENT COMPENSATION REPORTS.

Learning Outcome(s)

UPON SUCCESSFUL COMPLETION OF THIS COURSE, THE STUDENT SHOULD BE ABLE TO: 1.UNDERSTAND THE PAYROLL REQUIREMENTS OF AN OPERATING BUSINESS AND CALCULATE ITS PAYROLL 2.COMPLETE THE APPROPRIATE LOCAL, STATE AND FEDERAL PAYROLL TAX REPORTS 3.ASSIST EMPLOYEES IN COMPLETING NECESSARY HUMAN RESOURCE AND PAYROLL FORMS REQUIRED BY THE BUSINESS 4.COMPARE AND CONTRAST THE USEFULNESS OF DIFFERENT PAYROLL SYSTEMS

Textbook(s)

NONE

Transfer Status

GUARANTEED TRANSFER TO INSTITUTION OFFERING SAME COURSE.

Transaction Type

Course ID

178089

Institution

SJRSC - ST. JOHNS RIVER STATE COLLEGE

Course Name

CGS 1560C - MICROCOMPUTER OPERATING SYSTEMS

Course Title

MICROCOMPUTER OPERATING SYSTEMS

Discipline

010 - COMPUTER SCIENCE & COMPUTING TECHNOLOGIES

Prefix

CGS - COMPUTER GENERAL STUDIES

Level

1

Statewide Course

CGS 560 INTRODUCTION TO OPERATING SYSTEMS

Lab Code

COMBINED

Honors Course

NO

Add Date

08/01/2010

Effective Date

08/01/2013

Discontinue Date**Date SCNS Approved**

6/21/2010

Term Type

SEMESTER

Course Credits

3.0

Type of Credit

COLLEGE CREDIT

Clock Hours**Course Status**

ACTIVE

General Education Core**General Education Requirements****Work-Based Learning Course****Rule 6A-10.030**

NO

Rule 6A-10.030 Writing

NO

Degree Type

- T.C.
- A.S.
- A.A.

Prerequisites

CGS1060 OR CGS 1100 WITH A GRADE OF C OR HIGHER

Corequisites

CGS1060 OR CGS 1100 WITH A GRADE OF C OR HIGHER

Course Description

THIS COURSE IS DESIGNED FOR THE ADVANCED MICROCOMPUTER USER. THIS COURSE INCLUDES A STUDY OF FUNCTIONS COMMON TO MICROCOMPUTER OPERATING SYSTEMS AND THEIR APPLICATION TO COMMON PROBLEMS IN THE BUSINESS ENVIRONMENT. TOPICS INCLUDE DATA STORAGE ORGANIZATION, DATA SECURITY, VIRUS PROTECTION, TASK AUTOMATION AND HARDWARE MANAGEMENT.

Learning Outcome(s)

UPON SUCCESSFUL COMPLETION OF THIS COURSE, THE STUDENT SHOULD BE ABLE TO: 1. IDENTIFY AND EXPLAIN THE FUNCTION OF THE MAJOR MICROCOMPUTER HARDWARE COMPONENTS 2. MODIFY USER-MAINTAINABLE SYSTEM CONFIGURATION FILES 3. LOCATE, VIEW, DUPLICATE, MOVE, DELETE, RENAME AND ORGANIZE FILES 4. PARTITION, FORMAT, DEFRAGMENT AND DUPLICATE DISKS 5. INSTALL AND REMOVE APPLICATION PROGRAMS AND THEIR SUPPORTING FILES 6. PERFORM MAINTENANCE TASKS FOR VIRUS PROTECTION, DATA FILE BACKUP AND RECOVERY 7. CREATE DIRECTORIES/FOLDERS AND DESIGN DIRECTORY/FOLDER TREES TO ORGANIZE FILES

Textbook(s)

NONE

Transfer Status

GUARANTEED TRANSFER TO INSTITUTION OFFERING SAME COURSE.

Transaction Type

Course ID

131828

Institution

SJRSC - ST. JOHNS RIVER STATE COLLEGE

Course Name

EET 1033C - FUNDAMENTALS OF DC/AC CIRCUITS

Course Title

FUNDAMENTALS OF DC/AC CIRCUITS

Discipline

032 - ENGINEERING TECHNOLOGIES

Prefix

EET - ELECTRONIC ENGINEERING TECHNOLOGY

Level

1

Statewide Course

EET 033	FUNDAMENTALS OF DC/AC CIRCUITS (L)
---------	------------------------------------

Lab Code

COMBINED

Honors Course

NO

Add Date

07/19/2004

Effective Date

08/22/2009

Discontinue Date**Date SCNS Approved**

8/24/2004

Term Type

SEMESTER

Course Credits

3

Type of Credit

COLLEGE CREDIT

Clock Hours**Course Status**

ACTIVE

General Education Core**General Education Requirements****Work-Based Learning Course****Rule 6A-10.030**

NO

Rule 6A-10.030 Writing

NO

Degree Type

- T.C.
- A.S.

Prerequisites

MAT 1033 WITH A GRADE OF "C" OR HIGHER OR SATISFACTORY TEST SCORES AT THE COLLEGE ALGEBRA LEVEL.

Corequisites

NONE

Course Description

THIS COURSE INTRODUCES THE BASIC CONCEPTS OF ELECTRICITY AND MAGNETISM AS THEY ARE USED IN PURE AND APPLIED SCIENCE. EMPHASIS IS PLACED ON RESISTANCE, CAPACITANCE AND INDUCTANCE, THE BASIC CIRCUIT COMPONENTS. THIS IS THE FIRST COURSE IN ELECTRICAL PHENOMENA FOR STUDENTS IN THE ELECTRONICS TECHNOLOGY"

Learning Outcome(s)

UPON COMPLETION OF THIS COURSE, THE STUDENT SHOULD BE ABLE TO DO: 1. DEMONSTRATE AN UNDERSTANDING OF THE BASIC PRINCIPLES OF ELECTRICITY AND MAGNETISM TO INCLUDE THE ELECTRON, CURRENT, CHARGE, DC AND AC VOLTAGE, AS WELL AS RESISTANCE, CAPACITANCE AND INDUCTANCE. 2. DEMONSTRATE AN UNDERSTANDING OF CIRCUIT COMPONENTS AND THE USE OF MEASUREMENT EQUIPMENT 3. TO UNDERSTAND AND USE OHM'S LAW TO ANALYZE CIRCUITS 4. TO USE DEMONSTRATED CIRCUIT ANALYSIS TECHNIQUES ON SERIES, PARALLEL AND SERIES-PARALLEL CIRCUITS. 5. TO DEMONSTRATE AN UNDERSTANDING OF MAGNETISM AND ELECTROMAGNETISM.

Textbook(s)

I

Transfer Status

GUARANTEED TRANSFER TO INSTITUTION OFFERING SAME COURSE.

Transaction Type

TO: Joe Pickens, J.D.
College President

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

DATE: February 10, 2026

RE: ***ACTION*** and ***INFORMATIONAL*** Agenda Items
February 18, 2026, District Board of Trustees Meeting

The following items are submitted for the Board of Trustees' consideration at the February 18, 2026, meeting:

1. Chief Operating Officer, Dr. Melanie Brown

- a. Action to Approve the request to cancel the March 2026 SJR State Board of Trustees Meeting
- b. Action to Approve the 2024-25 Student Housing DSO Internal Revenue Service Return of Organization Exempt from Income Tax Form 990N (Taxable Year Ended March 31, 2025)
- c. Information Only: SJR State President's Gala, Thursday, March 5, 2026, 6pm Thrasher Horne Center, Orange Park www.sjrstate.edu/presidents-gala
- d. Information Only: Vikings Spring into Service, Friday, March 13, 2026
<https://thecenter.sjrstate.edu/VikingsDaysofService>

2. Facilities, AVP Terry Thomas

- a. Information Only: Construction Update: Remodel and Addition of the Palatka Campus FloArts Building

3. Human Resources, AVP Chuck Romer

- a. Information Only: SJR State Faculty Collective Bargaining Unit Update



ST. JOHNS RIVER
STATE COLLEGE

JOE H. PICKENS, J.D., PRESIDENT
5001 ST. JOHNS AVENUE | PALATKA, FL 32177-3807
(386) 312-4113 | JoePickens@SJRstate.edu

PALATKA CAMPUS 5001 ST. JOHNS AVENUE
PALATKA, FL 32177-3807 | (386) 312-4200

ST. AUGUSTINE CAMPUS 2990 COLLEGE DRIVE
ST. AUGUSTINE, FL 32084-1197 | (904) 808-7400

ORANGE PARK CAMPUS 283 COLLEGE DRIVE
ORANGE PARK, FL 32065-7639 | (904) 276-6800

SJRstate.edu

EQUAL OPPORTUNITY/EQUAL ACCESS COLLEGE

MEMORANDUM

DATE: February 4, 2026

TO: District Board of Trustees
St. Johns River State College

FROM: President Joe H. Pickens, J.D.

A handwritten signature in blue ink, appearing to read 'JHP', with a long horizontal flourish extending to the right.

SUBJECT: Request to Cancel Board of Trustees Meeting in March

This requests approval to cancel the Board of Trustees Meeting scheduled on Wednesday, March 11, 2026. When the list of District Board of Trustees meetings for FY 25-26 was presented for approval, it was noted that the meeting scheduled on this date would be held only if necessary. At this time, it has been decided that it is not necessary to have this meeting.

Thank you for your consideration of this request.

Acknowledgement and General Information for Taxpayers Who File Returns Electronically

Thank you for taking part in the IRS e-file Program.

St Johns River State College
c/o Joe Pickens 5001 St Johns Ave
Palatka, FL 32177-3897

- [X] Your Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations not Required To File Form 990 or 990-EZ for tax year ending March 31, 2025 is being filed electronically with the IRS by the services of The Forde Firm Inc.
- [X] Your return was accepted by the IRS on 02/03/26 and the Submission Identification Number assigned to your return is 50019020260340020499.

Since you are filing your return electronically, PLEASE DO NOT SEND A PAPER COPY OF YOUR RETURN TO THE IRS. IF YOU DO, IT WILL DELAY THE PROCESSING OF THE RETURN.

Acknowledgement Process

The IRS will notify your electronic return originator when they accept your return, usually within 48 hours. If your return was not accepted, IRS will notify your electronic return originator of the reasons for rejection.

If You Need to Make a Change to Your Return

If you need to make a change or correct the return you filed electronically, you can send either an amended electronic tax return or you can send an amended Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations not Required To File Form 990 or 990-EZ, to the IRS submission processing center that processes paper returns for your area.

Form 990-N	e-Postcard Worksheet	2024
For calendar year 2024, or tax year beginning 04/01/24 , and ending 03/31/25		

Name St Johns River State College Student Housing Corporation	Employer Identification Number 93-2694070
---	---

Note: Form 990-N can ONLY be filed electronically, and is filed in lieu of Forms 990 or 990-EZ, if eligibility is met.

The following items are required for a complete electronic submission:

1. Employer identification number (EIN), also known as a Taxpayer Identification Number (TIN) **93-2694070**
2. Tax year **2024**
3. Legal name of organization **St Johns River State College
Student Housing Corporation**
 Mailing street address **c/o Joe Pickens 5001 St Johns Ave**
 City or foreign province **Palatka**
 State or foreign country code **FL**
 Zip code **32177-3897**
4. Any other names the organization uses (Doing Business As)
5. Principal officer name **Joe Pickens**
 Mailing street address **5001 St Johns Avenue**
 Street address line 2
- City **Palatka**
 Foreign province
- State or foreign country code **FL**
 Zip code **32177-3897**
6. Web site address if the organization has one
7. Organization's annual gross receipts are normally \$50,000 or less **X**
8. Organization is terminated or in the process of termination



Memorandum

TO: Dr. Melanie Brown
Sr. Vice President/ COO

FROM: Charles Romer
Chief Human Resources Officer, Title IX Coordinator and Civil Rights
Compliance Officer

DATE: February 5, 2026

SUBJECT: Bargaining Unit Update

- The current CBA is in effect until June 30, 2026
- The college has proposed bargaining sessions beginning March 6th and 27th for non-wages articles, April 17th and May 14th for wages articles.

Recent Bargaining Unit Participation:

- Ballots cast for certification January 2026: 143 eligible voters, 52 votes in favor, 7 votes against.
- Form 1 Renewal dated August 2025: 139 eligible employees, 34 paid dues, 105 non-dues paying.
- Article 20 Wages ratification vote dated August 2025: 35 votes in favor, 1 vote against.
- Ballots cast for certification November 2024: 143 eligible voters, 60 votes in favor, 21 votes against.
- Form 1 Renewal dated April 2024: 139 eligible employees, 72 paid dues, 67 non-dues paying.

Please place this item on the February Board agenda. I would be happy to answer any questions regarding these increases.



ST. JOHNS RIVER

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

Memorandum

TO: Joe Pickens, J.D. President

FROM: Randy Peterson
Vice President/CFO 

DATE: February 9, 2026

RE: Action Agenda Items: February 18, 2026, District Board of Trustees Meeting

The following Action items are submitted for the Board of Trustees' approval at the February 18, 2026, meeting:

ACTION AGENDA ITEM:

1. Action to approve the 2025 Annual Property Inventory.
2. Action to approve a transfer from the Board Designated Operating Reserves to the Unexpended Plant Fund.



ST. JOHNS RIVER

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

MEMORANDUM

To: Mr. Randy Peterson
Vice President for Finance

From: Cindy Reed
Assistant Controller

Date: February 13, 2026

Subject: Action Item: 2025 Annual Property Inventory Report

This is an action item for the Board of Trustees at their meeting on February 18, 2026.

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, 2026, we received a 98.71% response status on our 541 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 99.96% of our property items were found in their location as reflected in our College Property System records.
 - b. After follow up physical verification by the Assistant Controller and verification by other employees, 100% of our property items were located.
 - c. We had less than 0.01% of our records requiring administrative updates due to incorrect property custodian.
 - d. We discovered 0.03% of the property records required updating due to incorrect location.
 - e. We had 0% 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 accounted for 100% of our property items, which was the same as the previous annual inventory rate of 100.00%. 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 2025 Annual Property Inventory Report.

Please let me know if I may answer any questions regarding the report.

As of: 10-Jan-26 at 12pm

Department:	Initialized:		Department:	Submitted:		Department:	Completed	
	# Items	Percentage		# Items	Percentage		# Items	Percentage
Admin*	0	0.00%	Admin*	0	0.00%	Admin*	66	100.00%
Finance/Security	0	0.00%	Finance/Security	0	0.00%	Finance/Security	26	100.00%
Academic Affairs/Student Affairs	7	2.48%	Academic Affairs/Student Affairs	0	0.00%	Academic Affairs/Student Affairs	275	97.52%
Institutional Research	0	0.00%	Institutional Research	0	0.00%	Institutional Research	167	100.00%
Overall Total:	7	1.29%	Overall Total:	0	0.00%	Overall Total:	534	98.71%

*includes Facilities/HR/Strat Comm./Thrasher

Inventory Status Definitions:
<i>Initialized</i> : Item has not been physically verified and updated.
<i>Submitted</i> : Item has been updated and verified by Functional Property Coordinator. Waiting on Department Property Custodian review and approval.
<i>Completed</i> : Verified information approved and Property Record updated.



ST. JOHNS RIVER STATE COLLEGE

Memorandum

TO: Joe H. Pickens, J.D.
President

FROM: Randy Peterson 
Vice President, Chief Financial Officer

DATE: February 9, 2026

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 the following transfer from designated reserves that were approved by the Board at the September 2025 Board meeting.

- Renovation of the Florida School of the Arts Building: \$2,850,000

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 24-25	Used in 25-26	Balance for Spending Plan
State Declared Emergencies (60 days expenditure reserves)	\$ 3,938		\$ 3,938
State Declared Emergencies (excess expenditure reserves)	\$ 5,932		\$ 5,932
Year end Close	\$ -		\$ -
Health Care Cost Increases	\$ 250		\$ 250
Marketing/Student Success Campaign	\$ 57	(13)	\$ 44
Nonrecurring Comp Adjustments:FT-Non Bargaining	\$ 310	(287)	\$ 23
Nonrecurring Comp Adjustments:PT	\$ 25	(16)	\$ 9
EMT Contingency	\$ 100		\$ 100
Deferred Maintenance/Capital Needs	\$ 400		\$ 400
Flo Arts Deferred Maintenance & Renovation	\$ 7,850	(4,000)	\$ 3,850
Gym Office Renovations	\$ 300		\$ 300
Gym Exterior Painting	\$ 150		\$ 150
Volleyball Courts	\$ 150		\$ 150
Workforce Programs	\$ 552	(27)	\$ 525
Total Board Designations	\$ 20,014	\$ (4,343)	\$ 15,671

TO: Joe Pickens, J.D.
College President

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

DATE: February 9, 2026

RE: Agenda Item: February 18, 2026, District Board of Trustees Meeting

The following items are submitted for the Board of Trustees' consideration at the February 18, 2026, meeting:

Consent Agenda Items

- I. Approval of modification to the 2025-2026 Academic Calendar
- II. Approval of the 2026-2027 Academic Calendar

Academic Affairs

III. Approval of the following curriculum revisions effective Fall 2026 for the Arts and Sciences Department:

- A. Revised Course(s):
 1. IDS 1110 Honors Explorations
 2. PCB 3043 Ecology
 3. PCB 3043L Laboratory for Ecology
 4. SPN 1120 Foundations of Spanish I
 5. SPN 1121 Foundations of Spanish II
- B. Deleted Course(s):
 1. AMH 1070 Florida Heritage (5 year)
 2. ANT 2100 Introduction to Archaeology (5 year)
 3. ANT 2511 Human Origins (5 year)
 4. POT 2002 Introduction to Political Theory (5 year)

IV. Approval of the following curriculum revisions effective Fall 2026 for the Florida School of the Arts:

- A. Deleted Course(s):
 1. DAA 2743 Pilates Body Conditioning (5 year)
 2. DIG 2100 Web Design (5 year)
 3. GRA 2915C Advertising Design (5 year)
 4. THE 2300 Dramatic Literature (5 year)
 5. TPP 2119 Acting IV (5 year)
 6. TPP 2803 Stage Speech IV (5 year)
- B. Revised Programs:

1. Associate in Science in Theater and Entertainment Technology, Acting
2. Associate in Science in Theater and Entertainment Technology, Theater Technology
- C. Terminate Programs:
 1. Associate in Science in Theater and Entertainment Technology, Stage Management

V. Approval of the following curriculum revisions effective Fall 2026 for the Teacher Education Department:

- A. Revised Courses:
 1. EDF 3430 Measurement, Evaluation, and Assessment in Education
 2. EDF 3940 Clinical Field Experience in Curriculum and Instruction
 3. EEC 4241 Integrated Music, Art, and Movement
 4. RED 3309 Early and Emergent Literacy
 5. RED 4319 Diagnosis and Instructional Intervention in Reading
 6. RED 4342 Foundations of Research Based Practices in Reading
 7. RED 4844 Reading Practicum
 8. TSL 3080 Principles and Practices of ESOL I
 9. TSL 3083 ESOL Issues and Strategies
 10. TSL 4081 Principles and Practices of ESOL II
- B. New Programs:
 1. Stand-Alone Reading Endorsement Program
- C. Revised Programs:
 1. Educator Preparation Institute (EPI)

VI. Approval of the following curriculum revisions effective Fall 2027 for the Arts and Sciences Department:

- A. Revised Courses
 1. MAC 1147 Precalculus
 2. MAC 1147 Honors Precalculus
- B. Revised Programs
 1. Honors Program
 2. General Education
 3. Associate in Arts Degree

Workforce Education

VII. Approval of the following curriculum revisions effective Fall 2026 for the Allied Health Department:

- A. Deleted Course(s):
 1. HCP 0001 Health Career Core (5 year)

VIII. Approval of the following curriculum revisions effective Fall 2026 for the Criminal Justice & Public Safety Department:

- A. New Program(s):
 1. Crime Scene Technology/Forensic Science, A.S. – Program Learning Outcomes
- B. New Course(s):
 1. CJE 1641 Crime Scene Technology I
 2. CJE 1642 Crime Scene Technology II
 3. CJE 1671 Latent Fingerprint Development
 4. CJE 1770 Crime Scene Photography
 5. CJE 1772 Crime Scene Photography II
 6. CJE 2649 Forensic Death Investigations
- C. Terminated Program(s):
 1. Correctional Probation Officer Cross-Over Training to Florida Corrections Academy, C.C. – 0548

2. Correctional Probation Officer Cross-Over Training to Florida Law Enforcement Academy, C.C. - 0547
- D. Deleted Course(s):
 1. CJE 2130 Criminal Investigations (5 year)
 2. CJE 1300 The Patrol Function (5 year)
 3. CJE 2790 CJST CMS LE Bridge (5 year)

IX. Approval of the following curriculum revisions effective Fall 2026 for the Business, Industry, & Computer Information Systems Department:

- A. New Program(s):
 1. Agribusiness Management, A.S. – Program Learning Outcomes
- B. New Course(s):
 1. ORH 1000 Introduction to Horticulture
 2. ORH 1113C Pest & Disease Control
 3. ORH 1301 Introduction to Irrigation
 4. AEB 2102 Principles of Agribusiness Management
 5. AOM 2316 Agricultural Machinery & Equipment
 6. AEB 1949 Agribusiness Internship
- C. Deleted Course(s):
 1. APA 2502 Payroll Tax (5 year)
 2. CGS 1560C Microcomputer Operating Systems
 3. EET 1033C Fundamentals of DC/AC Circuits (5 year)

Information Agenda Items

- I. Proposed Revisions to the following program(s):
 - A. Admissions criteria for Diagnostic Medical Sonography, A.S. – 2135/2136
 - B. Admissions criteria for Respiratory Care, A.S. - 2125/2126
 - C. Admissions criteria for Radiologic Technology, A.S. - 2155/2156
 - D. Admissions criteria for Health Information Technology, A.S. – 0350/0351
 - E. Admissions criteria for Nursing, A.S. - 0208/0299
 - F. Admissions criteria for Nursing: LPN Bridge to ASN, A.S. - 0208/0298
 - G. Admissions criteria for Nursing: RN to BSN, B.S. – 8700

TO: Joe Pickens, J.D.
College President

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

DATE: February 9, 2026

RE: Admission Changes in Allied Health and Nursing Programs

The following programs have proposed changes to their admission requirements for entry into their programs, and will be seeking Board of Trustees' approval at the March 2026 meeting. Prior to coming before the Board, the recommended changes will be posted on the College's website for public notice. The proposed changes have been approved by each respective department and by the Workforce Education Curriculum Committee. Please contact me if you have any questions.

Admission Changes

1. Allied Health
 - a. Diagnostic Medical Sonography, A.S. (2135/2136)
 - i. Application window
 - ii. HESI test requirements
 - iii. County of residence point system
 - b. Respiratory Care, A.S. (2125/2126)
 - i. County of residence point system
 - c. Radiologic Technology, A.S. (2155/ 2156)
 - i. County of residence point system
 - d. Health Information Technology, A.S. (0350/0325)
 - i. Math course/placement score requirements
2. Nursing
 - a. Nursing, A.S. (0208/0299)
 - i. HESI test requirements
 - b. LPN Bridge to ASN, A.S. (0208/0298)
 - i. HESI test requirements
 - c. RN to BNS, B.S. (8700)
 - i. Florida College System revision of common prerequisites courses



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ORANGE PARK CAMPUS 283 COLLEGE DRIVE
ORANGE PARK, FL 32065-7639 | (904) 276-6800

SJRstate.edu

EQUAL OPPORTUNITY/EQUAL ACCESS COLLEGE

TO: Joe Pickens, J.D.
College President

FROM: Rosalind Humerick, Ph.D. *R.H.*
VP/Chief Institutional Research Officer

DATE: February 10, 2026

RE: Action/Informational Agenda Items
February 18, 2026, District Board of Trustees Meeting

The following items are submitted for the District Board of Trustees' consideration at the February 18, 2026, meeting:

ACTION/INFORMATIONAL AGENDA ITEMS:

1. Action to Reaffirm the College Mission, Vision and Values for the 2022-2027 Strategic Plan
2. Action to Reaffirm the College Goals and Objectives for the 2022-2027 Strategic Plan
3. Information Only:
 - Strategic Plan Scorecards
 - Strategic Plan Performance Measures: 2024-2025 Update
4. Information Only:
 - Board Self-Evaluation Procedures
5. Information Only:
 - Update on Changing Institutional Accreditors

St. Johns River State College 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 and associate and baccalaureate degrees, and it 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.

The College fulfills its mission through offering:

1. Transferable freshman and sophomore courses in the arts and sciences, as well as other disciplines, leading to the Associate in Arts degree.
2. Career and technical programs leading to an Associate in Science degree, college credit certificate, or career certificate.
3. Upper-level courses leading to baccalaureate degrees as authorized by the Florida State Board of Education.
4. Delivery of high-quality instruction through face-to-face and distance education modalities.
5. Delivery of academic and student services to support student success across all locations and delivery modes.

Approved by District Board of Trustees, February 2022

St. Johns River State College Vision

To be a leader in student-centered education that inspires and transforms lives and communities.

St. Johns River State College Values

St. Johns River State College is committed to following shared values in fulfilling our mission and vision:

- **Academic Excellence**—The College promotes academic rigor and exceptional performance through an engaged learning environment; high expectations for students, faculty, and staff; and a focus on continuous improvement and achievement.
- **Student-focused**—Students are at the core of the College’s mission as an educational institution. The College aligns its decisions, resources, and environment to promote student learning, growth, and independence and empowers students to reach their educational goals.
- **Integrity**—The College promotes a culture of honesty, fairness, mutual respect, and ethical conduct.
- **Accountability**—The College promotes a culture of personal and shared responsibility that allows for ownership, growth and leadership in the classroom, workplace and community.
- **Diversity**—The College fosters an inclusive learning community, which recognizes and respects the experience, values, and learning styles of all members of the College community.

Approved by District Board of Trustees, January 2022

St. Johns River State College's Goals and Objectives for 2022-2027

St. Johns River State College (SJR State) meets its mission through the following goals:

Goal 1: Strengthen the Student Experience in Intake and Onboarding

Strengthen functional units and create streamlined, student-friendly policies and procedures to facilitate intake and onboarding for new and returning students.

Objectives:

- 1-1 Increase the quality of intake and onboarding processes, services and systems.
- 1-2 Increase enrollment of all students with attention to key sub-populations.

Goal 2: Increase Student Achievement and Success

Implement high-quality academic and career educational programs and student services to enable students to meet their educational and career goals and the area's workforce needs.

Objectives:

- 2-1 Increase course success rates, retention/persistence and completion rates with attention to key sub-populations.
- 2-2 Sustain transfer performance to the State University System and job placement rates above the means for the Florida College System.
- 2-3 Continuously improve academic programs and student services.

Goal 3: Contribute to Community Enrichment and Economic Development

Contribute to community enrichment and economic development by providing cultural opportunities and continuing education courses as well as training opportunities to meet the needs of local businesses.

Objectives:

- 3-1 Provide cultural and continuing education activities that contribute to the vitality of our service district.
- 3-2 Provide non-credit training opportunities to meet the needs of local businesses.

Goal 4: Invest in effective college-wide operations

Strengthen operational systems and processes to enhance the student experience and institutional effectiveness.

Objectives:

- 4-1 Recruit, retain and develop excellent faculty and staff.
- 4-2 Increase effectiveness of instructional and administrative operations.

Approved by District Board of Trustees, January 2022

Goal 1: Strengthen the Student Experience in Intake and Onboarding	Prior Year	Current Year	Year over Year Trend	Target*	Target Met?
1-1 Increase the quality of intake and onboarding processes, services and systems					
1-1.a. New students will recommend SJR State to friend or family member	97%	93%	Down 	≥ 93 %	Yes 
1-1 b. Average student satisfaction with intake and onboarding	4.28	4.35	Even 	4.0	Over 
1-1 c. New Application Yield	53.7%	55.6%	Up 	58%	Under 
1-2 Increase enrollment of all students with attention to key sub-populations					
1-2 a. Overall Annual FTE	4325.0	4750.5	Up 	Increase 10%	Over 
1-2 b. Total Fall Headcount	7111	7950	Up 	Increase 5%	Over 
1-2 c. Percentage Minority Enrollment (headcount)	35.5%	36.9%	Up 	Increase 5% ^Δ	Over 
1-2 d. Percentage First-time-in-College (FTIC) Enrollment (headcount)	14.8%	14.3%	Even 	Increase 5% ^Δ	Over 
1-2 e. Percentage Dual Enrolled (headcount)	43.2%	43.7%	Even 	Increase 5% ^Δ	Over 
1-2 f. Percentage CTE Enrollment (headcount)	13.4%	14.6%	Up 	Increase 5% ^Δ	Over 
	Credit CTE 12.1%	13.6%			
	Clock CTE 1.3%	1.0%			
1-2 g. Percentage Baccalaureate Enrollment (headcount)	5.2%	4.9%	Even 	Increase 5% ^Δ	Under 

*Taken from the 2022-2027 Strategic Plan; ^ΔRefers to relative percentage change in headcount from baseline value

 Even Change is < 1.0% or 0.1 for survey ratings

Goal 2: Increase Student Achievement and Success	Prior Year	Current Year	Year over Year trend	Target*	Target Met?
2-1 Increase course success rates, retention/persistence and completion rates with attention to key-sub populations					
2-1 a. Fall-to-fall persistence rate for credit credential seeking students	56.3%	58.6%	Up 	Increase 10%	Under 
2-1 b. Fall-to-fall persistence for FTIC students	62.4%	64.4%	Up 	≥ 2-1 a.	Over 
2-1 c. Fall-to-fall persistence for credit career and technical education (CTE) students	56.5%	59.4%	Up 	≥ 2-1 a.	Over 
2-1 d. Fall-to-fall persistence for bachelor's students	72.4%	75.1%	Up 	≥ 2-1 a.	Over 
2-1 e. Fall-to-fall persistence for minority students	58.0%	56.0%	Down 	≥ 2-1 a.	Under 
2-1 f. Total number of graduates/completers	1239	1327	Up 	Increase 5%	Under 
2-1 g. Number of Minority Completers	332	418	Up 	Increase 5%	Over 
2-1 h. Number of CTE Completers	393	451	Up 	Increase 5%	Under 
	Credit CTE Clock CTE	277 116	333 119		
2-1 i. Number of Bachelor's Completers	144	111	Down 	Increase 5%	Under 
2-1 j. Number Dual Enrollment Completers	190	187	Even 	Increase 5%	Over 
2-3 Continuously improve academic programs and services					
2-3 a. Satisfaction with instruction in the academic major	4.16	4.20	Even 	4.0	Over 
2-3 b. Satisfaction with learning support services	4.30	4.37	Even 	4.0	Over 
2-3 c. Annual IE outcome % focused on improving academic programs and services	67.9%	66.3%		≥ 70%	Under 

*Taken from the 2022-2027 Strategic Plan

 Even Change is < 1.0% or 0.1 for survey ratings



Strategic Plan

2025 Scorecard for Goal 3

Goal 3: Contribute to Community Enrichment and Economic Development	Prior Year	Current Year	Year over Year trend	Target*	Target Met?
3-1 Provide cultural and continuing education activities that contribute to the vitality of our service district					
3-1 a. Number of Adult Basic Education students served	269	263	Even	Offer program	Yes
3-1 b. Attendance at Thrasher-Horne Center	91,453	100,914	Up	Pre-pandemic	Yes
3-1 c. Provide cultural events for the community	Yes	Yes	Even	Offer events	Yes
3-2 Provide non-credit training opportunities to meet the needs of local businesses					
3-2 a. Criminal Justice Training Course Enrollments	592	538	Down	Offer program	Yes
3.2 b. Other Corporate Training Course Enrollments	133	160	Up	Offer program	Yes

*Taken from the 2022-2027 Strategic Plan

Even Change is < 1.0% or 0.1 for survey ratings

Goal 4: Invest in Effective College-wide Operations	Prior Year	Current Year	Year over Year trend	Target*	Target Met?
4-1 Recruit, retain and develop excellent faculty and staff					
4-1 a. Departure rate for employees	5.4%	6.4%	Down 	≤ NCCBP	Over 
4-1 b. Satisfaction with employee selection process	4.82	4.35	Down 	4.0	Over 
4-1 c. Satisfaction with employee orientation process	4.52	4.50	Even 	4.0	Over 
4-2 Increase effectiveness of instructional and administrative operations					
4-2 a. Satisfaction with overall instruction	4.20	4.25	Even 	4.0	Over 
4-2 b. Satisfaction with building and grounds	4.26	4.27	Even 	4.0	Over 
4-2 c. Satisfaction with safety and security	4.29	4.35	Even 	4.0	Over 
4-2 d. Satisfaction with classroom technology	4.14	4.15	Even 	4.0	Over 
4-2 e. Satisfaction with online payment services	4.19	4.23	Even 	4.0	Over 

*Taken from the 2022-2027 Strategic Plan

 Even Change is ≥ 1.0% or 0.1 for survey ratings



**ST. JOHNS
RIVER**
STATE COLLEGE

2022-2027 Strategic Plan

2024-2025 Performance Measures Update

Research & Institutional Effectiveness

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2024-2025 STRATEGIC PLAN PERFORMANCE MEASURES UPDATE

EXECUTIVE SUMMARY

This is the third update report associated with the 2022-2027 Strategic Plan. The Strategic Plan defines a single set of goals for St. Johns River State College for the five-year period. The update report provides information on the high-level benchmarks (key performance indicators; KPIs) for each goal. The associated score cards and supplemental data (updated as separate documents) provide an at a glance view of key indicators and additional performance indicators, respectively. The update report as well as the associated scorecards and supplemental data are used as planning tools by college units as they develop their individual unit annual initiatives.

College Goals

The College has four College Goals for the 2022-2027 Strategic Plan. Objectives and key performance indicators are associated with each goal. Baseline data are provided for each key performance indicator along with a five-year target.

St. Johns River State College (SJR State) meets its mission through the following goals:

Goal 1: Strengthen the Student Experience in Intake and Onboarding

Strengthen functional units and create streamlined, student-friendly policies and procedures to facilitate intake and onboarding for new and returning students.

Objectives:

- 1-1** Increase the quality of intake and onboarding processes, services, and systems.
- 1-2** Increase enrollment of all students with attention to key sub-populations.

Goal 2: Increase Student Achievement and Success

Implement high-quality academic and career educational programs and student services to enable students to meet their educational and career goals and the area's workforce needs.

Objectives:

- 2-1** Increase course success rates, retention/persistence and completion rates with attention to key sub-populations.
- 2-2** Sustain transfer performance to the State University System and job placement rates above the means for the Florida College System.
- 2-3** Continuously improve academic programs and student services.

Goal 3: Contribute to Community Enrichment and Economic Development

Contribute to community enrichment and economic development by providing cultural opportunities and continuing education courses as well as training opportunities to meet the needs of local businesses.

Objectives:

- 3-1** Provide cultural and continuing education activities that contribute to the vitality of our service district.
- 3-2** Provide non-credit training opportunities to meet the needs of local businesses.

Goal 4: Invest in effective college-wide operations

Strengthen operational systems and processes to enhance the student experience and institutional effectiveness.

Objectives:

- 4-1** Recruit, retain and develop excellent faculty and staff.
- 4-2** Increase effectiveness of instructional and administrative operations.

Summary of 2024-2025 Performance Measures by College Goal

Below are summaries of 2024-2025 key performance measures organized by college goal. Overall, most indicators are positive although there are some areas where improvement is needed. The College will use these data to develop strategies for improvement where appropriate.

Goal 1: Strengthen the Student Experience in Intake and Onboarding

St. Johns River State College (SJR State) has set ambitious five-year targets for itself in this area. Below are “highlights” from current benchmark data in terms of accomplishments and priorities for improvement.

In 2024-25, student satisfaction with intake and onboarding processes, as measured by the New Student Survey administered each fall, met the College-wide target of 4.0 (out of 5.0) and increased over the prior year (4.35 vs. 4.28) with the largest satisfaction gains in “orientation to the College” and “financial aid services.” Additionally, the application yield (number of new students who complete a college application for fall and enroll) increased by 2% over the prior year.

For many students, the onboarding process begins prior to the student’s application to the College. The College has dedicated recruitment strategies aimed at high school seniors. For example, the College provides FAFSA assistance, scholarship information, and application fee waivers for targeted students. In 2024-25, 573 high school students received one-to-one coaching from SJR State while completing the application and selecting their program of study. Of the 573 students who received application coaching, 324 (56%) registered for classes in fall 2025. In addition to high school visits, the College hosts events which allow for instructors and staff to connect with prospective students prior to enrollment. In 2024-25, 136 recruitment events were held within the College’s three service districts.

Enrollment performance objectives, whether measured in terms of unduplicated headcount or full-time equivalent (FTE), improved for 2024-25. FTE increased 10% over the prior year, while fall headcount increased by 12%. Since 2022-23, FTE and fall unduplicated headcount have both increased by 21%. A breakdown of % fall headcount by subpopulation indicates that most categories were similar to the prior year. Of note however is the increase in career and technical education (CTE) headcount. This category includes workforce AS programs. In the 2024-25 academic year, the College began two new AS programs – Diagnostic Medical Sonography Technology and Computer Programming and Analysis.

A key initiative for Goal 1 in 2024-25 included the final testing of the College’s first customer-relationship management (CRM) system, CRM Recruit in summer 2025. When fully implemented (October 1, 2025) the system will automate prospective student communication, begin tracking students in the enrollment funnel, and maximize prospective student and recruiting opportunities. This

has the potential to not only increase enrollment, but also and more importantly to improve student communication and the student experience. The College also began the implementation of CRM Advise in 2024-25, a companion product to CRM Recruit which allows advisors to provide personalized support to students as they are onboarded to the College.

Improving intake, onboarding, and enrollment continues to be a strategic priority for the College. For 2025-26 several improvements are proposed:

- New application to go live in October 2025 to accompany complete roll out of CRM Recruit and improved student communications.
- Recruitment staff reassigned from Palatka Campus to campuses/counties with highest student enrollment.
- Move from allowing students to pursue multiple programs of study to requiring one program. This will simplify the onboarding process and ensure students are focused on their academic goal.
- CRM Advise used for all new student onboarding.
- Continued recruitment efforts such as free-application and enrollment coaching initiative, targeted digital ad campaigns, open houses, and individual and group tours.

Goal 2: Increase Student Achievement and Success

The College has made significant strides to meet its goal of implementing high-quality academic and career educational programs and student services that meet the needs of students and the local community. Academic success is measured by persistence rates and completions. Quality academic and student support services are gauged primarily through satisfactions scores on internal surveys.

Key metrics for Goal 2 are persistence and credential attainment. Fall-to-fall persistence rates for the overall credit credential-seeking population increased by over 2% over the prior year. Persistence rates for subpopulations of First-time-in-college (FTIC), career and technical education (CTE), and bachelor's students also improved over the prior year. After a two-year decline, overall credential attainment increased by 7% in 2024-25 driven by additional associate degree completions. While dual enrollment completions were similar to the prior year, AS completions grew by 23% and AA completions by 9%.

The *Spring Student Survey* is the primary tool used to assess overall satisfaction with programs and services as the audience is all students enrolled during the spring semester. Spring 2025 data indicate that satisfaction ratings for "instruction in the major" and for "learning support services" are above the target of 4.0 out of 5.0 and similar to satisfaction ratings for spring 2024.

To improve Goal 2 key metrics, the College is focused on re-imagining student pathways and support. One strategy is to provide early and sustained connections to academics and student services through tools such as CRM Advise. As referenced above, CRM Advise was in a pilot stage in 2024-25 with the College reviewing its current outreach practices with the goal of more timely, targeted student communication that reinforce staff accessibility and support. In 2025-26, the College will execute its intentional student communications plan through CRM Advise with the goal of supporting early-

intervention strategies, population-specific outreach, and student engagement. The CRM provides advisors, faculty, and staff with real-time dashboards that track course performance, student risk indicators, and degree programs, enabling timely interventions to support student success. CRM Advise also has an early-alert function that ensures students engage with advisors at key touchpoints, including advisor-initiated check-ins triggered by elevated risk scores in changes in academic behavior.

In 2024-25, the College improved its support services for students by adding additional personnel to the Student Support Ombuds program. This program connects students who may be experiencing academic and non-academic needs with college and community resources while maintaining a case-management structure. These needs may include food insecurity, housing, and mental health counseling services. Additionally, in 2025 the College invested in Bettermynds to provide virtual mental health counseling services.

Another strategy for improved student achievement and success is a revamp of the general education experience to focus on foundational skills, incorporate experiential learning, and create clear pathways to degree and transfer. In 2024-25, as a part of a statewide general education review, the College reviewed its general education offerings and will offer in fall 2025 a narrower range of courses. Additionally, a decision was made to “go to one program” rather than let a student pursue multiple paths simultaneously. It is hoped that these initiatives will facilitate more straightforward student advising and improved time-to-degree. Furthermore, the College’s *Core to Career* QEP project focuses on embedding experiential learning opportunities in core general education courses that connect to career competencies such as communication, teamwork, and technology adoption. This project is in the second year of implementation.

To meet the needs of students and the local community the College implemented three new AS degrees and two new baccalaureate degrees in fall 2024. These were the first new associate degree offerings since fall 2018 and the first new baccalaureate offerings since fall 2013. In 2024-25 the College continued its expansion of its baccalaureate offerings by planning five new degrees for fall 2025 implementation. This will bring the College’s total baccalaureate offerings to 10. Each new degree is based upon student interest and workforce demand and has a clear pathway from the appropriate AS and/or AA degree. The new programs for fall 2025 are: BS in Biological Sciences, BS in Exceptional Student Education, BS in Social and Human Services, BAS in Digital Art and Media, and a BAS in Performance Design and Production. Over 13% of 2024-25 AA graduates transferred into one of the College’s baccalaureate programs by fall 2025.

Maintaining high quality academic programs and services that promote student success is at the heart of the College’s educational mission. The following is a list of selected strategies planned for implementation in 2025-26 related to student achievement and success.

- Implementation of five new baccalaureate programs which start dates of fall 2025
- Move to one program to reduce time-to-degree for new fall 2025 admits
- Expansion of CRM Advise to provide contextualized communications for advising

- Continued training and professional development opportunities for faculty facilitated by the Department of Learning Culture and Innovation

Goal 3: Contribute to Community Enrichment and Economic Development

St. Johns River State College strives to serve the community. The College offered a variety of community enrichment activities and offered community and corporate education in 2024-25. SJR State also held on-site Viking Days of Service in fall and spring, which included projects in all three counties.

Non-credit specialized training was offered in law enforcement to meet the needs of all local law enforcement agencies. Twenty-six unique courses were offered in 2024-25 with an overall enrollment similar to the prior year. Besides law enforcement, other corporate training was offered in QuickBooks, insurance, data analytics, and manufacturing. Overall enrollment in these courses increased by 20% over the prior year.

Adult basic education and GED® preparation opportunities are available to students living in Putnam County, with offerings available on campus or online. The 2024-25 enrollments were similar to the prior year. However, there was a large increase in GED® completions from the prior year (17 to 43). The College also had its first completers from an Integrated Education Training (IET) program for students who wish to pursue an industry recognized certification and their GED® at the same time.

Thrasher-Horne offered a season of events in Clay County for 2024-25 and functions as a complete events center for the region. Attendance increased by over 10% in 2024-25 and has more than doubled over the past three years. Of particular note in 2024-25 is the 19% increase in mainstage rentals. These results suggest that Thrasher-Horne marketing and branding efforts are having a positive impact.

Goal 4: Invest in Effective College-Wide Operations

St. Johns River State College is committed to effective college-wide Operations. The College has established ambitious targets related to this goal and has made significant strides in meeting these.

The College set a goal to maintain a low employee departure rate and be below the departure rate for full-time employees as measured by the National Community College Benchmarking Project (NCCBP). In 2024-25, although the departure rate increased over the prior year, the College met the target with SJR State's departure rate (6.4%) being below that of the NCCBP cohort (9.2%). The College's New Hire Survey administered by the Human Resources Department indicated satisfaction (above 4.0 on a 5.0 scale) with key indicators related to employee recruitment.

The College prioritizes retaining and training excellent faculty and staff as a professional, dedicated and student-centered workforce is essential to achieving Goal 1 and Goal 2 of this Strategic Plan. The Center for Learning Culture is in its second year of operations and provides professional development, training, and information resources for all SJR State employees. In 2024-25, The Center provided multiple monthly webinars on educational technologies, teaching strategies, and student support, with more than 500 employees participating. Additionally, over 1500 opportunities for professional development

provided by the College and related organizations were identified and communicated to employees through a weekly notification email.

Student satisfaction with key indicators of effective college-wide operations is measured through the spring student survey for areas such as overall instruction, building and grounds, safety and security, classroom technology and online payment systems. Satisfaction rates for all areas were similar to the prior year and above the 4.0 target.

The College invested in software systems aimed to improve efficiency of operations. These include CRM Recruit and CRM Advise discussed in earlier sections of this report as well as Modern Campus. Modern Campus is an online catalog software system that allows students to generate a degree planner for their program of study and create individual “portfolios” of saved searches. In 2025-26, the College plans to begin the implementation of Modern Campus Curriculum with the goal of streamlining curriculum management processes.

In 2024-25 there were several facilities improvements on the Palatka Campus which is the College’s oldest and original campus: the completion of the Palatka Campus Library exterior façade and bathroom renovations (summer/fall2024) as well as the construction and opening of student housing by a philanthropic donor in time for the fall 2025 semester. The Florida School of the Arts renovation and expansion began in summer 2025 and is expected to be ready for classes in fall 2026. Other 2025-26 Palatka projects include: sewer piping repair and replacement, renovations to the gymnasium, construction of beach volleyball courts, and the STEM addition to the Palatka T building.

HIGH LEVEL BENCHMARKS

The following table provides the data for each of the College Goals and Performance Indicators for 2022-2027.

Goal 1: Strengthen the Student Experience in Intake and Onboarding

Objectives:

- **1-1** Increase the quality of intake and onboarding processes, services and systems
- **1-2** Increase enrollment of all students with attention to key sub-populations

Strengthen the Student Experience in Intake and Onboarding	Baseline Data	2022-23	2023-24	2024-25	2025-26	2026-27	Target
1-1 Performance indicators for intake and onboarding:							
1.1.1 Percentage of students who would recommend SJR State to a friend or family member	Recommend SJR State: 95%	93%	97%	93%			≥ 93 %
Baseline Data from Fall 2021 New Student Survey	Fall 2021 data	Fall 2022	Fall 2023	Fall 2024			
1.1.2 Average student satisfaction with key intake and onboarding processes as measured by the SJR State New Student Survey will be at least 4.0 on a 5.0 scale	Intake and Onboarding: 4.30	4.13	4.28	4.35			Mean scores will be at least 4.0 on a 5.0 scale
Baseline Data from Fall 2021 New Student Survey	Fall 2021 data	Fall 2022	Fall 2023	Fall 2024			
1.1.3 Applications yield as measured by the number of new students who complete a college application for a particular fall semester and enroll in that semester will increase to 58%	Applications Yield: 53.8%	54.9%	53.7%	55.6%			58%
Baseline Data from Fall 2021 Internal Database	Fall 2021 data	Fall 2022	Fall 2023	Fall 2024			
1-2 Performance indicators for enrollment:							
1.2.1 Overall FTE will increase	Total FTE: 4040.3	3932.5	4325.0	4750.5			Increase total annual FTE by 10%
Baseline data from Florida College Student System 2022 3E FTECOLF Report	2021-22 reporting year	2022-23 RY	2023-24 RY	2024-25 RY			

Strengthen the Student Experience in Intake and Onboarding	Baseline Data	2022-23	2023-24	2024-25	2025-26	2026-27	Target
1.2.2 Fall headcount (expressed as a percentage) for specific sub-populations will increase	Total: 6724 % Minority: 32.3% % FTIC: 13.9% % Dual Enrollment: 39.5% % CTE: 15.1% % Bachelors: 6.1%	6578 32.6% 14.5% 41.3% 13.8% 5.7%	7111 35.5% 14.8% 43.2% 13.4% 5.2%	7950 36.9% 14.3% 43.7% 14.6% 4.9%			Increase total annual headcount by 5%
Baseline Data from Fall 2021 Internal Database	Fall 2021	Fall 2022	Fall 2023	Fall 2024			

Goal 2: Increase Student Achievement and Success
 Implement high-quality academic and career educational programs and student services to enable students to meet their educational and career goals and the area’s workforce needs

Objectives:

- **2-1** Increase course success rates, retention/persistence and completion rates with attention to key sub-populations
- **2-2** Sustain transfer performance to the State University System and job placement rates above the means for the Florida College System
- **2-3** Continuously improve academic programs and student services

Increase Student Achievement and Success	Baseline Data	2022-23	2023-24	2024-25	2025-26	2026-27	Target
2-1 Performance indicators for course success, retention/persistence and completion rates:							
2.1.1 The fall-to-fall persistence rates* of credit credential seeking students will increase 10% from the baseline year *fall to fall persistence = [number of students still enrolled next fall] divided by [number of students in the cohort – number who graduated before next fall]	Fall 2020 to Fall 2021 Overall: 53.1%	F 21 to F 22 53.7%	F 22 to F 23 56.3%	F 23 to F 24 58.6%			Increase 10%
Baseline data from Internal Reports on Persistence	Fall 2020 Cohort	Fall 2021	Fall 2022	Fall 2023			

Increase Student Achievement and Success	Baseline Data	2022-23	2023-24	2024-25	2025-26	2026-27	Target
<p>2.1.2 The fall-to-fall persistence rates of certain credit student sub-populations will be at or above the rate for all credit students</p> <p>Baseline data from Internal Reports (Persistence Studies for EMT)</p>	<p>Fall 2020 to Fall 2021</p> <p>FTIC Cohort: 55.5%</p> <p>CTE Cohort: 53.1%</p> <p>Bachelors Cohort: 73.4%</p> <p>Minority Cohort: 50.9%</p> <p>Fall 2020 Cohort</p>	<p>F 21 to F 22</p> <p>56.7%</p> <p>53.8%</p> <p>65.7%</p> <p>50.9%</p> <p>Fall 2021</p>	<p>F 22 to F 23</p> <p>62.4%</p> <p>56.5%</p> <p>72.4%</p> <p>58.0%</p> <p>Fall 2022</p>	<p>F 23 to F 24</p> <p>64.4%</p> <p>59.4%</p> <p>75.1%</p> <p>56.0%</p> <p>Fall 2023</p>			≥ rate for all credit credential seeking students
<p>2.1.3 The number of graduates/completers in all programs of study for certain student subpopulations at the College will increase.</p> <p>Baseline data from Florida College System Student 2022-3E AA1A Report</p>	<p>Total Completions: 1399</p> <p>Minority: 366</p> <p>CTE: 456</p> <p>Credit CTE 340</p> <p>Clock CTE 116</p> <p>Bachelors: 136</p> <p>Dual Enrollment: 162</p> <p>2021-22 RY</p>	<p>1263</p> <p>373</p> <p>456</p> <p>363</p> <p>93</p> <p>122</p> <p>134</p> <p>2022-23 RY</p>	<p>1239</p> <p>332</p> <p>393</p> <p>277</p> <p>116</p> <p>144</p> <p>190</p> <p>2023-24 RY</p>	<p>1327</p> <p>418</p> <p>451</p> <p>333</p> <p>119</p> <p>111</p> <p>187</p> <p>2024-25 RY</p>			Increase by 5%
2-3 Performance indicators for Continuously improve academic programs and services:							
<p>2.3.1 Student satisfaction with academic programs and services as measured by the SJR State Spring Student Survey will be at least 4.0 on a 5.0 scale</p> <p>Baseline data from 2022 Spring Survey</p>	<p>Instruction in the academic major: 4.25</p> <p>Learning support services: 4.39</p> <p>2022 Spring Student Survey</p>	<p>4.19</p> <p>4.36</p> <p>2023 Spr</p>	<p>4.16</p> <p>4.30</p> <p>2024 Spr</p>	<p>4.20</p> <p>4.37</p> <p>2025 Spr</p>			Mean scores will be at least 4.0 on a 5.0 scale
<p>2.3.2 The percentage of annual outcomes related to improving academic programs and services as reported in the Institutional Effectiveness Report</p> <p>Baseline data from FY21 Institutional Effectiveness Report</p>	<p>Percentage of Annual Outcomes: 69.9%</p> <p>FY21 IE Report</p>	<p>69.1%</p> <p>FY22 IE Rpt</p>	<p>67.9%</p> <p>FY23 IE Rpt</p>	<p>66.3%</p> <p>FY24 IE Rpt</p>			≥ 70%

Goal 3: Contribute to Community Enrichment and Economic Development

Contribute to community enrichment and economic development by providing cultural opportunities and continuing education courses as well as training opportunities to meet the needs of local businesses.

Objectives:

- **3-1** Provide cultural and continuing education activities that contribute to the vitality of our service district
- **3-2** Provide non-credit training opportunities to meet the needs of local businesses.

Contribute to Community Enrichment and Economic Development	Baseline Data	2022-23	2023-24	2024-25	2025-26	2026-27	Target
3-1 Performance indicators for cultural and continuing education:							
3.1.1 Provide access to Adult Basic Education and GED preparation opportunities in Putnam County as measured by students served Baseline data from Florida College Student System 2022 3E ADLTCAP Report	Students Served: 222 2021-22 Reporting Year	234 22-23 RY	269 23-24 RY	263 24-25 RY			The College will offer adult basic education in Putnam County
3.1.2 Provide access to cultural, community and/or performance events at Thrasher-Horne Center. Baseline data from Internal Reports	Attendance: 50,301 2021-22 RY	71,642 22-23 RY	91,453 23-24 RY	100,914 24-25 RY			Increase attendance to pre-pandemic levels
3.1.3 Provide cultural events for the community Baseline data from departmental IE plans	Cultural events provided: Yes 2021-22 RY	Yes 22-23 RY	Yes 23-24 RY	Yes 24-25 RY			Offer events to the community
3-2 Performance indicators for non-credit training opportunities:							
3.2.1 Provide non-credit corporate training opportunities to public service agencies and local business Baseline data from SJR State Internal Database	Criminal Justice Training Course Enrollments: 481 Other Corporate Training Course Enrollments: 140 2021-22 RY	836 113 22-23 RY	592 133 23-24 RY	538 160 24-25 RY			The College will offer training to meet business needs

Goal 4: Invest in Effective College-wide Operations

Strengthen operational systems and processes to enhance the student experience and institutional effectiveness

Objectives:

- **4-1** Recruit, retain and develop excellent faculty and staff
- **4-2** Increase effectiveness of instructional and administrative operations

Invest in Effective College-wide Operations	Baseline Data	2022-23	2023-24	2024-25	2025-26	2026-27	Target
4-1 Performance indicators for faculty and staff:							
4.1.1 The College will maintain a low staff turnover and the College will be below the median departure rate for full-time employees as measured by NCCBP	Departure Rate: 5.7% [NCCBP = 8.2%]	11.1% [10.8%]	5.4% [9.6%]	6.4% [9.2%]			Departures below median for NCCBP Cohort
Baseline data from the 2021 NCCBP Report	2020-21 Academic Year	2021-22 AY	2022-23 AY	2023-24 AY			
4.1.2 Satisfaction with key indicators of employee recruitment as measured by a New Hire Survey administered by the Human Resources Department	Employee Selection Process: N/A Employee Orientation: N/A	N/A	4.82	4.35			Mean scores will be at least 4.0 on a 5.0 scale
Human Resources New Hire Survey	2021-22 Report Year	22-23 RY	23-24 RY	24-25 RY			
4-2 Performance indicators for instructional and administrative operations:							
4.2.1 Satisfaction with key indicators of effective college-wide operations as measured by the SJR State Spring Student Survey will be at least 4.0 on a 5.0 scale	Overall instruction at SJR State: 4.29	4.29	4.20	4.25			Mean scores will be at least 4.0 on a 5.0 scale
	Condition & Appearance of Building & Grounds: 4.28	4.30	4.26	4.27			
	Safety & Security of Campus: 4.23	4.29	4.29	4.35			
	Classroom Technology: 4.04	4.07	4.14	4.15			
	Online Payment Services: 4.18	4.24	4.19	4.23			
Baseline data from 2022 Spring Student Survey	2022 Spring Student Survey	2023 Spr	2024 Spr	2025 Spr			

Example of Email you will receive regarding Board Self-Evaluation

Preview Mailing

From : Rosalind Humerick

Subject : SJR State District Board of Trustees Self-Evaluation Survey

Reply : RosalindHumerick@sjrstate.edu

The College's institutional accreditor requires boards to define and regularly evaluate their respective responsibilities and effectiveness. As a member of the Board of Trustees for St. Johns River State College you are asked to complete a board self-assessment instrument. On each of the following pages you will find questions on Board roles, responsibilities and expectations that are aimed towards:

- gaining awareness of Board strengths
- identifying areas for improvement
- identifying strategies to enhance Board performance.

Make sure you click on "Finish" at the end of the survey to ensure that your results are recorded.

[To access the survey please click here](#). If the survey does not open automatically, please copy and paste the following link to your internet browser's address bar:

<https://baseline.campuslabs.com/p/?uuid=67d911.....>

If you have any questions, please contact:

Rosalind Humerick, Ph.D.

Vice President and Chief Institutional Research Officer

St. Johns River State College

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Palatka, FL 32177

(386) 312-4212

RosalindHumerick@sjrstate.edu

St. Johns River State College
Board of Trustees Self-Assessment

Part I

Indicate your level of agreement with each statement listed below using the following scale:

5 = Strongly Agree

4 = Agree

3 = Neutral

2 = Disagree

1 = Strongly Disagree

If you are unsure of your opinion, select the "Don't Know"

	Board Governance and Operation		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
1	The Board understands its roles and responsibilities as outlined in <i>Florida Statute</i> and the <i>Rules and Policies of the District Board of Trustees of St. Johns River State College</i>							
2	The Board operates as one unit							
3	The Board considers recommendations from the President and staff before adopting new rules and policies							
4	Meeting agenda items contain sufficient background information and recommendations for the Board to make an informed decision							
5	The Board's decisions are independent of partisan bias							
6	The Board demonstrates commitment to collaborative decision making through consistent attendance and active participation in meetings and workshops							
7	The Board understands its role in setting policy and by its actions demonstrates that it defers to the President and staff to administer and implement policy							

	Board-President Relationship		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
8	The Board effectively evaluates the President							
9	The Board clearly delegates the administration of SJR State to the President							
10	The Board and the President have a positive, cooperative relationship							

College Mission/Strategic Goals		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
11	The Board is familiar with the educational programs that implement the mission of the College						
12	The Board is knowledgeable about the educational and workforce training needs in the College's service district.						
13	The Board regularly reviews the mission of the College						
14	The Board monitors the effectiveness of the College in fulfilling its stated mission by reviewing performance data aligned with strategic priorities and outcomes						

Fiscal Oversight/Institutional Performance		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
15	The Board is adequately informed of and understands the fiscal condition of the College						
16	The Board is appropriately involved in, and understands the annual budget process						
17	Board members are informed about the results of internal and external audits in a timely manner						

Board Education		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
18	New board members receive an orientation to the Board and to the College						
19	Board members understand and adhere to a code of ethics and avoid any perception of potential conflicts of interest						
20	Board members receive sufficient education and guidance on Florida's Government-in-the-Sunshine law						

