



Excellence • Integrity • Success • Welcoming • Community

**DISTRICT BOARD OF TRUSTEES
REGULAR MEETING
TUESDAY, JANUARY 14, 2025 - 11:30 AM**

**FACILITATED FROM THE PORTER CAMPUS CONFERENCE CENTER
2727 MANSFIELD BOULEVARD, WESLEY CHAPEL**

JOIN VIA ZOOM:

<https://phsc.zoom.us/j/84167499650?pwd=XuIWahN6tY9Auvo805NBfIISEDOWtF.1>

A. GENERAL FUNCTIONS

- 1.1 Call to Order
- 1.2 Roll Call
- 1.3 Pledge of Allegiance and Invocation
 - 1.3.1 Vision Statement and Mission Statement
- 1.4 Recognition of President's Guests
 - 1.4.1 Karin Glessner, In Recognition of Her 16 Years of Service
- 1.5 Hearing of Citizens and Petitions
- 1.6 Approval, Minutes/November 19, 2024, Consent and Hand-Out Agenda Items
- 1.7 Lodging of Board Rules/Policies
 - 1.7.1 6Hx19-2.56 Educational and Workplace Harassment
 - 1.7.2 6Hx19-6.35 Educational Equity
 - 1.7.3 6Hx19-6.40 Accommodations for Students with Disabilities
- 1.8 President's Report
 - 1.8.1 Fire Tower Ribbon Cutting Media Coverage

APPROVAL/RATIFICATION & INFORMATION ITEMS

B. ACADEMIC AFFAIRS

Approvals

- 2.2 Summer Camp Offerings
- 2.3 Program Revisions
- 2.4 New Course
- 2.5 Course Revisions

C. ADVANCEMENT, INNOVATION & STRATEGIC PARTNERSHIPS/FOUNDATION

Approval

3.1 President's Investiture Budget

D. FINANCIAL SERVICES

Approvals

4.4 Budget Amendments, 2024-2025

4.4.1 Fund 1 Current Unrestricted

4.4.2 Fund 2 Current Restricted

4.4.3 Fund 3 Auxiliary Services

Informational

4.5 Monthly Budget Summary

E. STUDENT AFFAIRS

Informational

5.1 Retention Report

F. ENROLLMENT MANAGEMENT

Informational

6.1 Enrollment Report

G. SAFETY AND SECURITY

Informational

7.1 Active Shooter Protocol Presentation

H. GOVERNMENT RELATIONS AND GENERAL COUNSEL

Approval

8.1 Legislative Asks

I. TRUSTEE REMARKS

J. ADJOURNMENT

6Hx19-1.16 COLLEGE VISION STATEMENT AND MISSION STATEMENT

The purpose of this Board Rule is to establish the Vision Statement and Mission Statement of Pasco-Hernando State College.

VISION STATEMENT

We will be the premier college of choice for our community, driving transformational change for intellectual, social, and economic mobility through educational opportunities.

MISSION STATEMENT

Pasco-Hernando State College, a comprehensive, learning-centered institution, serves its community by providing affordable, accessible, and diverse educational experiences that empower students to achieve academic success, personal enrichment, and socio-economic advancement.

Rule Adopted: 3/20/72; 12/16/74; 8/25/75; 11/19/79; 1/23/84; 5/20/85; 10/19/87; 4/10/90; 3/21/95; 4/16/96; 2/24/98; 2/18/02; 1/20/04; 4/18/06; 1/15/08; 10/28/10; 4/17/12;+01/21/14; 11/20/18; 05/18/21

Effective Date: 3/20/72; 12/16/74; 10/7/75; 11/19/79; 1/23/84; 5/20/85; 10/19/87; 4/10/90; 3/21/95; 4/16/96; 2/24/98; 2/18/02; 1/20/04; 4/18/06; 1/15/08; 10/28/10; 4/17/12;+01/21/14; 11/20/18; 05/18/21

Legal Authority:

General Authority: Florida Statutes: 1001.64; 1001.65; 1004.65

Other References:

Law Implemented: Florida Statutes: 1001.64 (1)(2)(4);1001.65(1)(16)(24); 1004.65; 1011.82; 1011.84

Proposer: Timothy L. Beard, President

+Amendment renamed the College to "State College" and added Baccalaureate Degrees to the Mission.



Excellence • Integrity • Success • Equity • Community

**DISTRICT BOARD OF TRUSTEES
REGULAR MEETING *DRAFT MINUTES*
TUESDAY, NOVEMBER 19, 2024 - 12:00 NOON**

**FACILITATED FROM THE EAST CAMPUS CONFERENCE CENTER
36727 BLANTON ROAD, DADE CITY**

JOIN VIA ZOOM:

<https://phsc.zoom.us/j/84167499650?pwd=XulWahN6tY9Auvo805NBfIISEDOWtF.1>

A. GENERAL FUNCTIONS

1.1 Call to Order

1.2 Roll Call

Roll call was taken and indicated the following Board members in attendance: Ms. Marilyn Pearson-Adams, Chair, Dr. Becky Shulkowski, Vice Chair, Mr. Lee Maggard, Mr. John Mitten, Mrs. Nicole Newlon, Mr. Ryan Brady, Dr. Gino Collura, and Student Representative Ms. Krista Knowles. Dr. Jesse Pisors, College President, and Mr. Andrea Brvenik, Vice President of Government Relations and General Counsel, were also present.

Absent: Mr. John Allocco, Jr.

College administrators and staff present: Dr. Bob Bade, Dr. Gerene Thompson, Maria Witherell, Dr. Yongmei Li, Shauna Kincade, Laura Raposa, Reggie Wilson, Thomas Hull, Dr. Dennis Feltwell, Dr. Bilie Gabbard, Dr. Alysén Heil, Courtney Boettcher, Dr. Lisa Richardson, Steve Winterling, Sanda Anderson, Jacki Waller, Brian Horn, John Fey, Dave Mayler, Jessica White, Chiquita Henderson, Steven Wasilefsky, David McCain, Patricia Stewart, Dr. Misty Price, Mark Mckinney, Markisha Clarke, Celyse Dahdal, Tyler Claassen, Harold Hedrick, and Autumn Alexis.

1.3 Pledge of Allegiance and Invocation

1.3.1 Vision Statement and Mission Statement

1.4 Recognition of President's Guests

1.4.1 Maria Witherell, In Recognition of Her 32 Years of Service

1.4.2 Steve Winterling, In Recognition of His 33 Years of Service

1.4.3 Sandra Anderson, In Recognition of Her 30 Years of Service

1.4.4 Jacki Waller, 2024 PHSC Hall of Fame

1.4.5 PHSC Engagement Games, 2024 Association of Florida Colleges Exemplary Practice Winner

1.5 Hearing of Citizens and Petitions

Dr. Pisors inquired if there were any requests for hearing of citizens and petitions. There being none they moved on to the next agenda item.

1.6 Approval, Minutes/September 9, 2024, and September 17, 2024; Consent and Hand-Out Agenda Items

Mrs. Newlon made a motion to approve the September 9, 2024 and September 17, 2024 Minutes and the Consent and Hand-Out Agenda Items. The motion was seconded by Dr. Schulkowski and unanimously approved.

1.7 Lodging of Board Rules/Policies

Dr. Pisors and Mr. Brvenik requested the Lodging of Board Rules/Policies 6Hx19-2.56 Educational and Workplace Harassment, 6Hx19-6.35 Educational Equity, and 6Hx19-6.40 Accommodations for Students with Disabilities be placed on the January agenda. Mr. Mitten made a motion to approve moving the Board Rules/Policies to the January Agenda. The motion was seconded by Dr. Collura and unanimously approved.

1.7.1 6Hx19-2.56 Educational and Workplace Harassment

1.7.2 6Hx19-6.35 Educational Equity

1.7.3 6Hx19-6.40 Accommodations for Students with Disabilities

1.8 President's Report

- PHSC received many awards at the Joint Annual Association of Florida Colleges, Council of Presidents and Trustees Meeting. The Engagement Games Team received the 2024 Association of Florida Colleges Exemplary Practice Winner Award. This is among many awards PHSC received at the AFC Joint Annual Association of Florida Colleges, Council of Presidents and Trustees Meeting. Dr. Pisors and Mrs. Nicole Miller presented the Listening Tour at the Conference.
- Women's Cross Country Team won the Florida College System Activities Association DII Region 8 championship.
- Men's Cross Country Team won second place for the FCSAA DII Region 8.
- Women's Soccer Team had four players make the DII All -Region team: Congratulations to Haylee Chase, Jackie Cuevas, Jackie Downey and Ariana Wilson

1.8.1 DBOT Meeting Dates and Upcoming Events

1.8.2 From Dual Enrollment to Ph.D., Heidi Sievers Journey at PHSC Video

1.9 Approval, Strategic Plan Presentation

After a final presentation of the Strategic Plan from the Committee members, Mr. Mitten made a motion to approve the 2025-2029 Strategic Plan. The motion was seconded by Dr. Collura and unanimously approved.

APPROVAL/RATIFICATION & INFORMATION ITEMS

B. ACADEMIC AFFAIRS

Approvals

2.4 Academic Calendars for 2025 - 2026 and 2026 - 2027

Dr. Daniel Powell presented the edits to the 2025-2026 and 2026-2027 Academic Calendars. Mr. Brady made a motion to approve the Academic Calendars for 2025 - 2026 and 2026 - 2027. The motion was seconded by Mrs. Newlon and unanimously approved.

2.5 Course Revisions

Dr. Daniel Powell and Dr. Gerene Thompson presented the Course Revisions. Mr. Mitten made a motion to approve the recommended Course Revisions. The motion was seconded by Dr. Schulkowski and unanimously approved.

2.6 Early College Program Partnerships

Dr. Daniel Powell and Mrs. Laura Raposa presented the Early College Program Partnerships. Mr. Maggard made a motion to approve the Early College Program Partnerships. The motion was seconded by Mrs. Newlon and unanimously approved.

2.7 Presidential Investiture and Rescheduled All College Day

Dr. Daniel Powell presented the new proposed date, February 25, 2025 for the Presidential Investiture and rescheduled All College Day. Mr. Brady made a motion to approve the Presidential Investiture and Rescheduled All College Day. The motion was seconded by Mrs. Newlon and unanimously approved.

Informational

2.8 Quality Enhancement Plan (QEP) Presentation

C. FACILITIES

Approvals

3.5 North Campus Skanska USA Settlement Repairs Library Project

3.6 North Campus Skanska USA Facade Repair Building A Project

3.7 Spring Hill and North Campus Skanska USA LED Lighting Upgrade Project

3.8 West Campus Skanska USA M Building Fume Hood Project

3.9 West Campus Skanska USA 500 Ton Chiller Project

Mr. Steven Wasilefsky reviewed items 3.5 through 3.9. Dr. Schulkowski made a motion to approve items:

- 3.5 North Campus Skanska USA Settlement Repairs Library Project
- 3.6 North Campus Skanska USA Facade Repair Building A Project
- 3.7 Spring Hill and North Campus Skanska USA LED Lighting Upgrade Project
- 3.8 West Campus Skanska USA M Building Fume Hood Project
- And 3.9 West Campus Skanska USA 500 Ton Chiller Project.

The motion was seconded by Mr. Brady and unanimously approved.

D. FINANCIAL SERVICES

Approvals

4.4 Budget Amendments, 2024-2025

4.4.1 Fund 2 Current Restricted

4.4.2 Fund 5 Scholarships

Mr. Brian Horn presented the 2024-2025 Budget Amendments for Fund 2, Current Restricted and Fund 5, Scholarships. Mr. Maggard made a motion to approve the 2024-2025 Budget Amendments for Fund 2, Current Restricted and Fund 5, Scholarships.

The motion was seconded Mr. Brady and unanimously approved.

Informational

4.5 Monthly Budget Summary

E. STUDENT AFFAIRS

Informational

5.1 Retention Report

F. ENROLLMENT MANAGEMENT

Informational

6.1 Enrollment Report

G. ADVANCEMENT, INNOVATION & STRATEGIC PARTNERSHIPS/FOUNDATION Approval

7.1 Naming of the West Campus Performing Arts Center in Honor of Lawrence and Charlotte Klau

Dr. Lisa Richardson presented the Naming of the West Campus Performing Arts Center in Honor of Lawrence and Charlotte Klau request for approval. Dr. Collura made a motion to approve the Naming of the West Campus Performing Arts Center in Honor of Lawrence and Charlotte Klau. The motion was seconded by Mr. Brady and unanimously approved.

H. INSTITUTIONAL TECHNOLOGY Informational

8.1 Banner Implementation Update

I. SAFETY AND SECURITY Informational

9.1 Active Shooter Protocol Presentation

Due to time constraints, the Board requested to review this presentation at the January meeting.

J. TRUSTEE REMARKS

- Ms. Krista Knowles thanked the Trustees for the opportunity to represent the College at these conferences.
- Mr. Andrea Brvenik reviewed different topics for the upcoming Legislative Session.
- Many Trustees echoed Dr. Collura’s remarks thanking Maria Witherell, Steve Winterling and Sandra Anderson for tenure and devotion to our students and community.

10.1 Possible Change for January 21, 2025 Meeting Time

Dr. Pisors and Chair Pearson-Adams requested to move the January Board meeting to Tuesday, January 14, 2025. Mr. Maggard made a motion to approve the date change. The motion was seconded by Mr. Brady, and approved with only one nay. Dr. Pisors shared on Trustee Newlon’s behalf a request to move the Board meetings to earlier times. Dr. Schulkowski made a motion to move all future Board meetings beginning January 14, 2025 to start at 11:30 am and end at 1:30 pm. The motion was seconded by Mr. Brady and unanimously approved.

K. ADJOURNMENT

There being no further business, Chair Pearson-Adams adjourned the meeting at 2:05 pm.

MARILYN PEARSON-ADAMS, CHAIR

ATTEST:

DR. JESSE PISORS, SECRETARY



Inter-Office Memorandum

To: Jesse Pisors, Ed.D., President
From: Brian S. Horn, Executive Vice President of Administration and Chief Executive Officer
Date: January 14, 2025
Subject: Request Approval for Conference Center Upgrades

The following proposals support the required upgrades at our conference centers located at the West Campus, Spring Hill Campus, and the Porter Campus. The college utilized the Interlocal Purchasing System (TIPS) for contract pricing for each detailed proposal attached.

The key details of the proposals are as follows:

- Project: New Port Richey/West Campus Conference Center
- Total Cost: \$286,502.01

- Project: Wesley Chapel/Porter Campus Conference Center
- Total Cost: \$197,827.28

- Project: Spring Hill/Spring Hill Campus Conference Center
- Total Cost: \$13,367.12

- **Total Cost of Projects: \$497,696.41**

We kindly request your endorsement of these proposals and recommend their ratification by our District Board of Trustees at the January 14, 2025, meeting.

Your support in this matter is greatly appreciated. Please review the attached proposal and provide your endorsement at your earliest convenience.

Thank you for your attention to these important projects.

BSH/ab.

cc: Thomas Hull, Vice President of Technology and CIO



November 6, 2024

TECHNOLOGY GROUP

Pasco-Hernando State College
10230 Ridge Rd.
New Port Richey, FL 34654

Attn: Jeff Pruett (via email: pruetjt@phsc.edu)

RE: PHSC – New Port Richey Conference Center
New Port Richey, FL
APG Quote # A1597 rev3

Dear Jeff,

The following is our cost proposal for audio visual systems work in connection with the above referenced project:

Audio Visual systems work outlined in the Scope of Work portion of our proposal in full accordance with local codes and ordinances.

TIPS Contract #230105 Technology Solutions Products and Services

SUBTOTAL	\$	286,502.01
SALES TAX (<i>Exempt</i>)	\$	00.00
TOTAL BID AMOUNT	\$	286,502.01

ALTERNATES

- 1) APG Technology shall provide and install one (1) quad channel digital wireless receivers with four (4) handheld microphones.
- 2) APG Technology shall provide and install one (1) 48 port managed network switch.

ADD	\$	9,172.00
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SERVICE MAINTENANCE ALTERNATE

ADD	\$	8,400.00
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One year support coverage is provided through remote or onsite technicians from the APG service team and includes:

- Technical Phone Support: The service team is available Monday through Friday, 7AM to 4PM EST during normal business days. The phone response shall be within 4 hours of initial contact.

- On-Site Services: An APG service technician will be scheduled to the client location (within 48 hours) once a problem has been reported to the APG service team and level 1 phone support has determined an on-site technician is required. The service team is available Monday through Friday, 7AM to 4PM during normal business days.
- Part replacement: Upon identifying the part needing replacement by the remote service team, a proposal will be generated for the replacement part. After approval of the proposal, the replacement part will be ordered and delivered or installed at the client location. APG recommends that the customer maintains a stock of common equipment that will be used prior to any new equipment being ordered. This will minimize downtime.
- Warranty Parts: Some equipment may be able to be fixed or replaced under the warranty policy of the manufacturer. The service team will aid the client in arranging the return of the inoperative equipment to the manufacturer for service. Replacement labor of equipment under manufacturer's warranty is included in this tier. Equipment outside of manufacturer's warranty will be billed as time and material as outlined in Appendix A of this document.
- Escalation Support: Provides management of escalation for issue resolution with manufacturers of the client's equipment and software, as well as internal APG Technology escalation.
- Annual Review: Prior to the contract anniversary date, APG Technology and the client will schedule and review status, condition, and performance of the client's equipment and software or needed adjustments to the service coverage prior to contract renewal.

SCOPE OF WORK

Audio Visual System

- APG shall uninstall ceiling mounted projectors and screens, rack and lectern equipment. All unused equipment will be handed to an authorized PHSC representative.
- APG Technology shall provide and install four (4) WUXGA 8,500 lumens ceiling-mounted laser projectors with wide zoom lens.
- APG Technology shall provide and install two (2) 165" tab-tensioned electric screens with TecVision surface.
- APG Technology shall provide and install two (2) 130" tab-tensioned electric screens with TecVision surface.
- APG Technology shall provide and install four (4) 30x Pant-Tilt-Zoom cameras, with Bridge System.
- APG Technology shall provide and install two (2) wireless presentation systems.
- APG Technology shall provide and install one (1) Extron AV presentation system.
 - a. Inputs to include:
 - i. Two (2) OFE PC located at the lecterns
 - ii. Two (2) HDMI connection for laptop connectivity at the lecterns.
 - iii. Four (4) HDMI wall plates
 - iv. Two (2) wireless presentation system
 - v. Four (4) PTZ cameras
 - vi. One (1) OFE Video Mixer (Black Magic Atem Mini Extreme)
 - b. Outputs to include:
 - i. Four (4) projectors
 - ii. One (1) 75" wall mounted display located at the lobby.
 - iii. Two (2) Vaddio Mini Bridge output to the OFE PC and laptop, for using with web conferencing platform via USB
 - iv. Four (4) HDMI connections to the OFE Video mixer in the back of the room.

- APG Technology shall provide and install one (1) control processor to be accessed via two (2) 10" tabletop touch panel, and one (1) OFE iPad with control processor access. When in combined mode one touch panel will be designated as the main controller and the second one shall be inactive.
- APG Technology shall provide and install one (1) wall-mounted Bluetooth audio plate, for audio connectivity from mobile devices.
- APG Technology shall provide and install eight (8) wireless microphones. (4) handheld and four (4) lapel mics.
- APG Technology shall provide and install six (6) ceiling mounted microphone arrays and suspension kits.
- Provide and install eight (8) data connections at the rack
- Provide and install assistive listening device. (200 people capacity).
- Provide and install two (2) gooseneck mics at each lectern.

CLARIFICATIONS

The following costs are **EXCLUDED** from our bid proposal:

- 1) Owner-Furnished Equipment (OFE) shall be on site and accessible at the time of installation. Owner is responsible for the condition and functionality of OFE. Any repairs, replacement and firmware upgrades of OFE shall be billed as 'time and materials'.
- 2) Payment and Performance Bond (0.9% of Base Bid Amount).
- 3) Removal of trash from site.
- 4) Offsite parking and lay down areas for material storage.
- 5) Patch cords.
- 6) Backboards, grounding, back boxes and raceways.

The following costs are **INCLUDED** in our bid proposal in addition to what is shown on bid documents:

- 1) Plenum and non-plenum cable as required.
- 2) Freight included – standard Ground only.
- 3) Clean-up to on-site location(s) per LEED requirements, if required, as designated by the general contractor.
- 4) Fire stopping material.
- 5) Quality audits at various stages during the installation process. The audits will verify compliance with the terms and conditions of this contract as well as installation standards and building codes. Any items found non-conforming will be noted and repaired at that time.
- 6) All cables labeled and tested per current industry standards, unless otherwise noted in bid documents.
- 7) J-Hook pathways.
- 8) Ladder racking in MDF/IDF rooms and required cable management.
- 9) Lifts for our work.
- 10) Florida State and County sales tax on all materials and labor, except with valid Tax Exemption Certificate on file.
- 11) All work shall be performed during the normal business hours of Monday to Friday 7:00AM-3:30PM. All rooms must be made available for at least eight hours per day. Any overtime required shall be approved by Owner and billed as a change order on the project.

- 12) Ninety (90) day P&L warranty - APG warrants all labor and equipment for ninety (90) days from the project sign-off date or first approved substantial completion, whichever occurs first. This warranty does not include any damage or defects in the product except to the extent solely caused by APG installation of the product. If a piece of equipment is found to be defective within the manufacturer warranty, APG is available on a 'time and materials' basis (at a standard hourly rate of \$125 for Technician, \$175 for Programming or Engineering), to troubleshoot, return, and reinstall the defective equipment.

All work will be performed during normal business hours and includes all labor and miscellaneous materials to complete the above-mentioned project. All material and work is guaranteed to be as specified and completed in a workmanlike manner in full accordance with local codes and ordinances.

Any alteration or deviation from the scope of work detailed above involving extra costs will be executed only upon written order and will become an extra charge over and above the estimate.

This proposal is valid for 90 days.

We want to thank you for the opportunity to present our proposal and look forward to working with you on this project.

Sincerely,
APG Technology



Jessica Abrante, CTS
Business Development/ Account Manager

ACCEPTANCE OF PROPOSAL

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work specified. Payment will be made as outlined above.

Date of Acceptance _____ Signature _____
Brian Horn, Executive VP of Administration and CFO

Once PO is issued and Vendor can order the equipment, it will be approximately a six-week lead time for installation.

Legal Language Previously Approved by PHSC Legal Counsel

Initials PAN

APPROVED
By nadolsp at 9:30 am, Dec 04, 2024



ELECTRIC
ENGINEERING
TECHNOLOGY
LIFE SAFETY
SECURITY

Pasco Hernando State College
Jeff Pruett
PHSC - New Port Richey - Conference Center
Opportunity #A1597

TIPS Contract #230105 Technology Solutions Products and Services

Item	Qty	Manufacturer	Model Number	Description	Unit Price	Total Price
1				Video		
2	4	Epson	V11HA33920	EB-PU1008W, WUXGA, 8500 lumens, 3LCD NO LENS - White TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$10,593.00	\$ 7,962.90	\$ 31,851.60
3	4	Epson	V12H004W08	ELPLW08 Wide Zoom Lens (0.86-1.21:1) for 9k-20k lumen models TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$11,219.00	\$ 7,659.30	\$ 30,637.20
4	4	Draper		165" Diagonal 16:10 XT1000VB Screen with TecVision® MS1000X ALR	\$ 5,007.20	\$ 20,028.80
5	4	Chief	RPMAUW	RPA Elite Universal Projector Mount with Keyed Locking TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$394.00	\$ 213.84	\$ 855.36
6	4	Vaddio	999-99630-200W	RoboSHOT 30E HDBT OneLINK Bridge Express PTZ Camera System TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$7,548.00	\$ 5,890.96	\$ 23,563.84
7	2	Extron	60-1943-01	ShareLink Pro 1100 Wired and Wireless Presentation System TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$2,770.00	\$ 1,523.50	\$ 3,047.00
8	1	Extron	ConfigID138212	XTP II CrossPoint 1600 Custom Modular Digital Matrix Switchers from 4x4 to 32x32 TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$59,330	\$ 34,587.30	\$ 34,587.30
9	15	Extron	60-1611-13	XTP T HWP 101 4K/ 4K HDMI Transmitter - Decorator-Style Wallplate TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$1,040.00	\$ 606.10	\$ 9,091.50
10	1	Sony	FW75BZ40H	75" 3840x2160 4K, 620nit, 24/7 Display - Black TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$3,284.10	\$ 2,767.60	\$ 2,767.60
11	1	Chief	LTM1U	Large Fusion® Micro-Adjustable Tilt Wall Mount TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$384.00	\$ 253.44	\$ 253.44
12	2	Vaddio	999-60320-000	Easy IP Mixer TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$2,499.00	\$ 2,061.09	\$ 4,122.18
13	8	Extron	60-1629-23	XTP R HWP 201 4K 4K HDMI Receiver with 90° Connector for Wall-Mounted Displays TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$1,610.00	\$ 938.30	\$ 7,506.40
14	1	Extron	60-1524-01	XTP SR HD 4K 4K HDMI Scaling Receiver TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$1,610.00	\$ 938.30	\$ 938.30

Item	Qty	Manufacturer	Model Number	Description	Unit Price	Total Price
15						
16				Audio		
17	6	Sennheiser	509178	TeamConnect Ceiling 2 Microphone kit. Includes (1) TeamConnect Ceiling 2 microphone, (1)Set of SL CM EB mounting brackets, and (1) TCC2 box kit. TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$5,625.00	\$ 3,661.90	\$ 21,971.40
18	6	Sennheiser	508291	SL CM SK TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$139.95	\$ 108.90	\$ 653.40
19	1	RDL	D-BT1A	Wall Mounted Bluetooth Audio Format-A Interface TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$477.60	\$ 322.65	\$ 322.65
20	1	Biamp	TesiraFORTÉ DAN CI	Fixed I/O DSP with 12 analog inputs, 8 analog outputs, 8 channels configurable USB audio, 32 x 32 channels of Dante, and AEC technology (all 12 inputs) TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$4,730.00	\$ 2,601.50	\$ 2,601.50
21	2	Shure	ULXD4Q	Quad-Channel Digital Wireless Receiver TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$9,034.00	\$ 4,968.70	\$ 9,937.40
22	6	Shure	ULXD2/SM58	WLS HH Mic TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$852.00	\$ 468.60	\$ 2,811.60
23	2	Shure	ULDY1--G50	WLS Lav Mic bodypack TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$794.00	\$ 436.70	\$ 873.40
24	2	Shure	WL185	Cardioid TQG Lavalier Microphone TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$136.00	\$ 99.00	\$ 198.00
25	1	Listen	LS-55-216	iDSP Prime Level III Stationary RF System (216 MHz) TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$2,922.00	\$ 1,928.52	\$ 1,928.52
26	1	Listen	LS-54-216	iDSP Prime Level II Stationary RF System (216 MHz) TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$2,466.00	\$ 1,627.56	\$ 1,627.56
27	2	Shure	MX418/C	Microflex® Standard Gooseneck Microphone TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$376.00	\$ 206.80	\$ 413.60
28	2	RDL	PS-24AS	24 Vdc Switching Power Supply, North American AC Plug, 500 mA, dc Plug TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$40.09	\$ 27.08	\$ 54.16
29	2	RDL	TX-TPR1A	Active Single-Pair Receiver - Twisted Pair Format-A - Balanced line output TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$221.98	\$ 149.96	\$ 299.92
30	6	Sennheiser	508291	Ceiling Mic Extension kit TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$139.95	\$ 108.90	\$ 653.40
31	4	RDL	D-XLR2	XLR 3-pin Female & 3-pin Male on Decora® Wall Plate TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$32.21	\$ 21.77	\$ 87.08
32						

Item	Qty	Manufacturer	Model Number	Description	Unit Price	Total Price
33				Control		
34	2	Extron	80-1565-02	TLP Pro 1025T 10" Tabletop TouchLink Pro Touchpanel TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$3,230.00	\$ 1,883.20	\$ 3,766.40
35	1	Extron	60-1432-01	IPCP Pro 360 IP Link Pro Control Processor TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$3,000.00	\$ 1,749.00	\$ 1,749.00
36	1	Extron	79-2546-01	LinkLicence User Interface TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$1,380.00	\$ 804.10	\$ 804.10
37	1	Apple	MM9F3LL/A	Apple 10.9-inch iPad Air Wi-Fi - 5th generation - tablet - 64 GB - 10.9" Open Market	\$ 631.04	\$ 631.04
38	1	Vidavox	VB_OWL_IPAD10G_B	VIDAMOUNT ON-WALL TABLET MOUNT - 10.9-INCH IPAD 10TH GEN - BLACK Open Market	\$ 405.86	\$ 405.86
39						
40				Rack/Power/Accessories		
41	1			APG Juice Goose Power Supply	\$ 137.50	\$ 137.50
42						\$ -
43	1			Lift Rental	\$ 1,284.00	\$ 1,284.00
44	1			Miscellaneous Material	\$ 7,800.00	\$ 7,800.00
45	1			Shipping	\$ 3,200.00	\$ 3,200.00
46						
47					Subtotal	\$ 233,462.01
48				Professional Services		
49	72			Programming and Commissioning	\$ 125.00	\$ 9,000.00
50	16			Engineering	\$ 150.00	\$ 2,400.00
51	40			Project Management	\$ 125.00	\$ 5,000.00
52	16			CAD Technician	\$ 90.00	\$ 1,440.00
53	320			Technician 1	\$ 110.00	\$ 35,200.00
					Total :	\$ 286,502.01



November 4, 2024

TECHNOLOGY GROUP

Pasco-Hernando State College
2727 Mansfield Blvd.
Wesley Chapel, FL 33543

Attn: Jeff Pruett

(via email: pruetjt@phsc.edu)

RE: PHSC - Wesley Chapel Conference Center
Wesley Chapel, FL
APG Quote # A1543-rev5

Dear Jeff,

The following is our cost proposal for audio visual systems work in connection with the above referenced project:

Audio Visual systems work outlined in the Scope of Work portion of our proposal in full accordance with local codes and ordinances.

TIPS Contract #230105 Technology Solutions Products and Services

SUBTOTAL	\$	197,827.28
SALES TAX (<i>Exempt</i>)	\$	00.00
TOTAL BID AMOUNT	\$	197,827.28

ALTERNATES

- 1) APG Technology shall provide and install two (2) quad channel digital wireless receivers with six (6) handheld microphones.
- 2) APG Technology shall provide and install one (1) 48 port managed network switch.

ADD	\$	17,554.89
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SERVICE ALTERNATE

ADD	\$	6,000.00
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One year support coverage is provided through remote or onsite technicians from the APG service team and includes:

- Technical Phone Support: The service team is available Monday through Friday, 7AM to 4PM EST during normal business days. The phone response shall be within 4 hours of initial contact.

- On-Site Services: An APG service technician will be scheduled to the client location (within 48 hours) once a problem has been reported to the APG service team and level 1 phone support has determined an on-site technician is required. The service team is available Monday through Friday, 7AM to 4PM during normal business days.
- Part replacement: Upon identifying the part needing replacement by the remote service team, a proposal will be generated for the replacement part. After approval of the proposal, the replacement part will be ordered and delivered or installed at the client location. APG recommends that the customer maintains a stock of common equipment that will be used prior to any new equipment being ordered. This will minimize downtime.
- Warranty Parts: Some equipment may be able to be fixed or replaced under the warranty policy of the manufacturer. The service team will aid the client in arranging the return of the inoperative equipment to the manufacturer for service. Replacement labor of equipment under manufacturer's warranty is included in this tier. Equipment outside of manufacturer's warranty will be billed as time and material as outlined in Appendix A of this document.
- Escalation Support: Provides management of escalation for issue resolution with manufacturers of the client's equipment and software, as well as internal APG Technology escalation.
- Annual Review: Prior to the contract anniversary date, APG Technology and the client will schedule and review status, condition, and performance of the client's equipment and software or needed adjustments to the service coverage prior to contract renewal.

SCOPE OF WORK

Audio Visual System

- APG shall uninstall ceiling mounted projectors and screens, rack and lectern equipment. All unused equipment will be handed to an authorized PHSC representative.
- APG Technology shall provide and install two (2) WUXGA 8,500 lumens ceiling-mounted laser projectors with wide zoom lens.
- APG Technology shall provide and install two (2) 198" tab-tensioned electric screens with TecVision surface.
- APG Technology shall reuse six (6) existing 65" displays. The two (2) displays in the back shall be connected to act like confidence monitors, the two (2) displays on the right wall will display the same source and the same scenario for the two (2) on the left wall.
- APG Technology shall provide and install three (3) 30x Pant-Tilt-Zoom cameras, with Bridge System.
- APG Technology shall provide and install one (1) wireless presentation system.
- APG Technology shall provide and install one (1) Extron AV presentation system. Reusing one (1) OFE 16x16 Switcher chassis (APG to provide the cards for the existing Switcher)
 - a. Inputs to include:
 - i. One (1) OFE PC located at the lectern
 - ii. One (1) HDMI connection at the lectern, for laptop connectivity
 - iii. One (1) HDMI connection in the back of the room
 - iv. Four (4) HDMI wall plates
 - v. One (1) wireless presentation system
 - vi. Three (3) PTZ cameras
 - vii. One (1) OFE Video Mixer (Black Magic Atem Mini Extreme)
 - b. Outputs to include:
 - i. Two (2) projectors
 - ii. Six (6) OFE 65" displays

- iii. Two (2) Vaddio Mini Bridge output to the OFE PC and laptop, for using with web conferencing platform via USB
- iv. Three (3) HDMI connections to the OFE Video mixer in the back of the room.
- APG Technology shall provide and install one (1) control processor to be accessed via one (1) 10" tabletop touch panel, and one (1) OFE iPad with control processor access.
- APG Technology shall provide and install one (1) wall-mounted Bluetooth audio plate, for audio connectivity from mobile devices.
- APG Technology shall provide and install six (6) wireless microphones. Four (4) handheld and two (2) lapel mics.
- APG Technology shall provide and install six (6) ceiling mounted microphone arrays.

CLARIFICATIONS

The following costs are **EXCLUDED** from our bid proposal:

- 1) Owner-Furnished Equipment (OFE) shall be on site and accessible at the time of installation. Owner is responsible for the condition and functionality of OFE. Any repairs, replacement and firmware upgrades of OFE shall be billed as 'time and materials'.
- 2) Payment and Performance Bond (0.9% of Base Bid Amount).
- 3) Removal of trash from site.
- 4) Offsite parking and lay down areas for material storage.
- 5) Patch cords.
- 6) Backboards, grounding, back boxes and raceways.

The following costs are **INCLUDED** in our bid proposal in addition to what is shown on bid documents:

- 1) Plenum and non-plenum cable as required.
- 2) Freight included – standard Ground only.
- 3) Clean-up to on-site location(s) per LEED requirements, if required, as designated by the general contractor.
- 4) Fire stopping material.
- 5) Quality audits at various stages during the installation process. The audits will verify compliance with the terms and conditions of this contract as well as installation standards and building codes. Any items found non-conforming will be noted and repaired at that time.
- 6) All cables labeled and tested per current industry standards, unless otherwise noted in bid documents.
- 7) J-Hook pathways.
- 8) Ladder racking in MDF/IDF rooms and required cable management.
- 9) Lifts for our work.
- 10) Florida State and County sales tax on all materials and labor, except with valid Tax Exemption Certificate on file.
- 11) All work shall be performed during the normal business hours of Monday to Friday 7:00AM-3:30PM. All rooms must be made available for at least eight hours per day. Any overtime required shall be approved by Owner and billed as a change order on the project.
- 12) Ninety (90) day P&L warranty - APG warrants all labor and equipment for ninety (90) days from the project sign-off date or first approved substantial completion, whichever occurs first. This warranty does not include any damage or defects in the product except to the extent solely caused by APG installation of the product. If a piece of equipment is found to be defective within the manufacturer warranty, APG is available on a 'time and materials' basis (at a standard

hourly rate of \$125 for Technician, \$175 for Programming or Engineering), to troubleshoot, return, and reinstall the defective equipment.

All work will be performed during normal business hours and includes all labor and miscellaneous materials to complete the above-mentioned project. All material and work is guaranteed to be as specified and completed in a workmanlike manner in full accordance with local codes and ordinances.

Any alteration or deviation from the scope of work detailed above involving extra costs will be executed only upon written order and will become an extra charge over and above the estimate.

This proposal is valid for 90 days.

We want to thank you for the opportunity to present our proposal and look forward to working with you on this project.

Sincerely,
APG Technology



Jessica Abrante, CTS
Business Development/ Account Manager

ACCEPTANCE OF PROPOSAL

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work specified. Payment will be made as outlined above.

Date of Acceptance _____ Signature _____
Brian Horn, Executive VP of Administration and CFO

Once PO is issued and Vendor can order the equipment, it will be approximately a six-week lead time for installation.

Legal Language Previously Approved by PHSC Legal Counsel

Initials PAN

APPROVED
By nadolsp at 9:29 am, Dec 04, 2024



ELECTRIC
ENGINEERING
TECHNOLOGY
LIFE SAFETY
SECURITY

Pasco Hernando State College
Jeff Pruett
HSC - Wesley Chapel - Conference Center
Opportunity #A1543-rev5

TIPS Contract #230105 Technology Solutions Products and Services

Item	Qty	Manufacturer	Model Number	Description	Unit Price	Total Price
1				Video		
2	2	Epson	V11HA33920	EB-PU1008W, WUXGA, 8500 lumens, 3LCD NO LENS - White TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$10,593.00	\$ 7,962.90	\$ 15,925.80
3	2	Epson	V12H004W08	ELPLW08 Wide Zoom Lens (0.86-1.21:1) for 9k-20k lumen models TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$11,219.00	\$ 7,659.30	\$ 15,318.60
4	2	Draper	140042TCU	Access V Electric Projection Screen with TecVision® MS1000X ALR TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$19,360.00	\$ 10,287.35	\$ 20,574.71
5	2	Chief	RPMAUW	RPA Elite Universal Projector Mount with Keyed Locking TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$394.00	\$ 213.84	\$ 427.68
6	3	Vaddio	999-99630-200W	RoboSHOT 30E HDBT OneLINK Bridge Express PTZ Camera System TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$7,548.00	\$ 5,890.96	\$ 17,672.89
7	1	Extron	60-1943-01	ShareLink Pro 1100 Wired and Wireless Presentation System TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$2,770.00	\$ 1,523.50	\$ 1,523.50
8	1	Extron	80-1607-01	DA HD 4K PLUS Series 4K/60 HDMI Distribution Amplifiers TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$930.00	\$ 511.50	\$ 511.50
9	7	Extron	80-1611-13	XTP T HWP 101 4K/ 4K HDMI Transmitter - Decorator-Style Wallplate TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$1,040.00	\$ 606.10	\$ 4,242.70
10	1	Extron	70-1112-01	XTP II CP 4i HD 4K PLUS Four Input Board, 4K/60 HDMI w/ Stereo Audio TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$3,690.00	\$ 2,151.60	\$ 2,151.60
11	2	Extron	70-940-31	Four Input Board, XTP - 26W Remote Power Capable TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$5,080.00	\$ 2,961.20	\$ 5,922.40

Item	Qty	Manufacturer	Model Number	Description	Unit Price	Total Price
12	4	Extron	70-943-31	Four Output Board, XTP - 26W Remote Power Capable TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$3,000.00	\$ 1,749.00	\$ 6,996.00
13	2	Vaddio	999-60320-000	Easy IP Mixer TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$2,499.00	\$ 2,061.09	\$ 4,122.18
14	11	Extron	60-1629-23	XTP R HWP 201 4K 4K HDMI Receiver with 90° Connector for Wall-Mounted Displays TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$1,610.00	\$ 938.30	\$ 10,321.30
15	1	Extron	60-1524-01	XTP SR HD 4K 4K HDMI Scaling Receiver TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$1,610.00	\$ 938.30	\$ 938.30
16				Audio		
17	6	Sennheiser	509178	TeamConnect Ceiling 2 Microphone kit. Includes (1) TeamConnect Ceiling 2 microphone, (1)Set of SL CM EB mounting brackets, and (1) TCC2 box kit. TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$5,625.00	\$ 3,661.90	\$ 21,971.40
18	6	Sennheiser	508291	Ceiling Mic Extension kit TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$139.95	\$ 108.90	\$ 653.40
19	1	RDL	D-BT1A	Wall Mounted Bluetooth Audio Format-A Interface TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$477.60	\$ 322.88	\$ 322.88
20	1	Biamp	TesiraFORTÉ DAN CI	Fixed I/O DSP with 12 analog inputs, 8 analog outputs, 8 channels configurable USB audio, 32 x 32 channels of Dante, and AEC technology (all 12 inputs) TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$4,730.00	\$ 2,601.50	\$ 2,601.50
21	1	Shure	ULXD4Q-G50	Quad-Channel Digital Wireless Receiver TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$9,034.00	\$ 4,968.70	\$ 4,968.70
22	4	Shure	ULXD2/SM58-G50	WLS HH Mic TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$852.00	\$ 468.60	\$ 1,874.40
23	1	Shure	ULXD4D-G50	Dual-Channel Digital Wireless Receiver TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$4,516.00	\$ 2,483.80	\$ 2,483.80
24	2	Shure	ULDX1--G50	WLS Lav Mic backpack TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$794.00	\$ 436.70	\$ 873.40
25	2	Shure	WL185	Cardioid TQG Lavalier Microphone	\$ 99.00	\$ 198.00
26	1	Listen	LS-54-216	iDSP Prime Level II Stationary RF System (216 MHz) TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$2,466.00	\$ 1,627.56	\$ 1,627.56

Item	Qty	Manufacturer	Model Number	Description	Unit Price	Total Price
27	2	RDL	PS-24AS	24 Vdc Switching Power Supply, North American AC Plug, 500 mA, dc Plug TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$40.09	\$ 27.08	\$ 54.16
28	1	RDL	TX-TPR1A	Active Single-Pair Receiver - Twisted Pair Format-A - Balanced line output TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$221.98	\$ 149.96	\$ 149.96
29	1	RDL	D-XLR2	XLR 3-pin Female & 3-pin Male on Decora® Wall Plate TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$32.21	\$ 21.77	\$ 21.77
30				Control		
31	1	Extron	80-1565-02	TLP Pro 1025T 10" Tabletop TouchLink Pro Touchpanel TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$3,230.00	\$ 1,883.20	\$ 1,883.20
32	1	Extron	60-1432-01	IPCP Pro 360 IP Link Pro Control Processor TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$3,000.00	\$ 1,749.00	\$ 1,749.00
33	1	Extron	79-2546-01	LinkLicence User Interface TIPS Contract #230105 Technology Solutions Products and Services MSRP: \$1,380.00	\$ 804.10	\$ 804.10
34	1	Apple	MM9F3LL/A	Apple 10.9-inch iPad Air Wi-Fi - 5th generation - tablet - 64 GB - 10.9" Open Market	\$ 631.04	\$ 631.04
35	1	Vidavox	VB_OWL_IPAD10 G_BLK	VIDAMOUNT ON-WALL TABLET MOUNT - 10.9-INCH IPAD 10TH GEN - BLACK Open Market	\$ 405.86	\$ 405.86
36						\$ -
37	1			Lift Rental	\$ 1,284.00	\$ 1,284.00
38	1			Miscellaneous Material	\$ 7,800.00	\$ 7,800.00
39	1			Shipping	\$ 3,200.00	\$ 3,200.00
40					Subtotal	\$ 162,207.28
41				Professional Services		
42	56			Programming and Commissioning	\$ 125.00	\$ 7,000.00
43	16			Engineering	\$ 150.00	\$ 2,400.00
44	30			Project Management	\$ 125.00	\$ 3,750.00
45	15			CAD Technician	\$ 90.00	\$ 1,350.00
46	192			Technician 1	\$ 110.00	\$ 21,120.00
					Total :	\$ 197,827.28



November 25, 2024

TECHNOLOGY GROUP

Pasco Hernando State College
10230 Ridge Road
New Port Richey, FL 34654

Attn: Jeff Pruett (via email: pruetjt@phsc.edu)

**RE: PHSC Springhill Campus – Conference Center MIC Addition
New Port Richey, Florida
APG Quote # AVS1103 rev2**

Dear Jeff,

The following is our cost proposal for audio visual systems work in connection with the above referenced project:

Audio Visual systems work outlined in the Scope of Work portion of our proposal in full accordance with local codes and ordinances.

TIPS Contract #230105 Technology Solutions Products and Services

SUBTOTAL	\$	13,367.12
SALES TAX (<i>Exempt</i>)	\$	00.00
TOTAL BID AMOUNT	\$	13,367.12

SCOPE OF WORK

Audio Visual System

- APG Technology shall provide and install one (1) 8-channel access point transceiver.
- APG Technology shall provide and install six (6) handheld microphones.
- APG Technology shall provide and install two (2) lavalier microphones and bodypacks.
- APG Technology shall provide and install one (1) network switch to expand the current network switch.
- APG Technology shall program existing control system to include a microphone control page on the touch panel.
- APG Technology shall program audio DSP to add the new microphones; options will include setting proper gain structure, optimizing signal to noise, setting up auto mixing and EQ for a flat response.

CLARIFICATIONS

The following costs are **EXCLUDED** from our bid proposal:

- 1) Owner-Furnished Equipment (OFE) shall be on site and accessible at the time of installation. Owner is responsible for the condition and functionality of OFE. Any repairs, replacement and firmware upgrades of OFE shall be billed as 'time and materials'.
- 2) Payment and Performance Bond (0.9% of Base Bid Amount).
- 3) Removal of trash from site.
- 4) Offsite parking and lay down areas for material storage.
- 5) Patch cords.
- 6) Backboards, grounding, back boxes and raceways.

The following costs are **INCLUDED** in our bid proposal in addition to what is shown on bid documents:

- 1) Plenum and non-plenum cable as required.
- 2) Freight included – standard Ground only.
- 3) Clean-up to on-site location(s) per LEED requirements, if required, as designated by the general contractor.
- 4) Fire stopping material.
- 5) Quality audits at various stages during the installation process. The audits will verify compliance with the terms and conditions of this contract as well as installation standards and building codes. Any items found non-conforming will be noted and repaired at that time.
- 6) All cables labeled and tested per current industry standards, unless otherwise noted in bid documents.
- 7) J-Hook pathways.
- 8) Ladder racking in MDF/IDF rooms and required cable management.
- 9) Lifts for our work.
- 10) Florida State and County sales tax on all materials and labor, except with valid Tax Exemption Certificate on file.
- 11) All work shall be performed during the normal business hours of Monday to Friday 7:00AM-3:30PM. All rooms must be made available for at least eight hours per day. Any overtime required shall be approved by Owner and billed as a change order on the project.
- 12) Ninety (90) day P&L warranty - APG warrants all labor and equipment for ninety (90) days from the project sign-off date or first approved substantial completion, whichever occurs first. This warranty does not include any damages or defects in the product except to the extent solely caused by APG installation of the product. If a piece of equipment is found to be defective within the manufacturer warranty, APG is available on a 'time and materials' basis (at a standard hourly rate of \$125 for Technician, \$175 for Programming or Engineering), to troubleshoot, return, and reinstall the defective equipment.

All work will be performed during normal business hours and includes all labor and miscellaneous materials to complete the above-mentioned project. All material and work is guaranteed to be as specified and completed in a workmanlike manner in full accordance with local codes and ordinances.

Any alteration or deviation from the scope of work detailed above involving extra costs will be executed only upon written order, and will become an extra charge over and above the estimate.

This proposal is valid for 90 days.

We want to thank you for the opportunity to present our proposal and look forward to working with you on this project.

Sincerely,
APG Technology



Jessica Abrante, CTS
Business Development/ Account Manager

ACCEPTANCE OF PROPOSAL

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work specified. Payment will be made as outlined above.

Date of Acceptance _____ Signature _____
Brian Horn, Executive VP of Administration and CFO

Once PO is issued and Vendor can order the equipment, it will be approximately a six-week lead time for installation.

Legal Language Previously Approved by PHSC Legal Counsel

Initials PAN

APPROVED
By nadolsp at 9:30 am, Dec 04, 2024

PRICE BREAKOUT

Item	Qty	Manufacturer	Model Number	Description	MSRP	Unit Price	Total Price
Audio							
1	1	Shure	MXWAPT8=-Z10	8-CH ACCESS POINT TRANSCEIVER	\$ 5,334.00	\$ 2,696.34	\$ 2,696.34
2	1	Shure	MXWNCS8	8-CH NETWORKED CHARGING STATION	\$ 2,780.00	\$ 1,405.29	\$ 1,405.29
3	6	Shure	MXW2/BETA58	Handheld Transmitter with BETA58® Microphone (Includes one SB902 Battery)	\$ 962.00	\$ 486.29	\$ 2,917.75
4	2	Shure	MXW1/O=-Z10	Bodypack Transmitter with Integrated Omnidirectional Microphone and 4-Pin Mini Connector (TA4M) (Includes one SB901 Battery)	\$ 874.00	\$ 441.81	\$ 883.61
5	2	Shure	WL185MB/C-LM3	LAVALIER MICROPHONE, CARDIOID, BLACK	\$ 199.00	\$ 90.99	\$ 181.98
6	1	Luxul	AMS-1208P	AV Series 12-Port/8 PoE+ Gigabit Managed Switch with US Power Cord	\$ 615.00	\$ 374.07	\$ 374.07
7							\$ -
8							\$ -
9				Miscellaneous Material			\$ 348.08
10				Shipping			\$ 70.00
11				Subtotal			\$ 8,877.12
Professional Services							
	16			Programming and Commissioning		\$ 125.00	\$ 2,000.00
	2			Engineering		\$ 150.00	\$ 300.00
	2			Project Management		\$ 125.00	\$ 250.00
	2			CAD Technician		\$ 90.00	\$ 180.00
	16			Technician 1		\$ 110.00	\$ 1,760.00
				Technician 2		\$ 80.00	\$ -
						Total :	\$ 13,367.12



Inter-Office Memorandum

To: Jesse Pisors, Ed.D., President
From: Brian S. Horn, Executive Vice President of Administration and Chief Executive Officer
Date: January 14, 2025
Subject: West Campus Building M, Countertop and Millwork Project

Attached is a final invoice from our contractor, Skanska USA, for the West Campus Building M, Countertop and Millwork project. This invoice finalizes this project for the final payment. Below are the key project details:

- Project: Countertop and Millwork Invoice No. 6
- Original Project Cost: \$242,105.00
- Final Reconciliation Cost Reduction: (\$24,240.59)
- **Final Project Cost: \$217,864.41**

We kindly request your endorsement of this final invoice and recommend its consent by the District Board of Trustees at the January 14, 2025, meeting.

Your review and approval of the attached change order are greatly appreciated. Should you have any questions or need additional information, please do not hesitate to reach out.

Thank you for your attention to this important project.

Attachment

BSH/ab.

cc: Steven Wasilefsky, Associate Vice President of Facilities Administration

TO OWNER/CLIENT:

Pasco Hernando State College
10230 Ridge Road
New Port Richey, Florida 34654

PROJECT:

PHSC - Continuing Services
10230 Ridge Road
New Port Richey, Florida 34654

APPLICATION NO: 6

INVOICE NO: 6

PERIOD: 11/01/24 - 11/30/24

PROJECT NO: 2323004-000

CONTRACT DATE:

JDE REPORTING JOB NO: 2323004-000

FROM CONTRACTOR:

VIA ARCHITECT/ENGINEER:

CONTRACT FOR: PHSC WC - Building M Countertop and Millwork

CONTRACTOR'S APPLICATION FOR PAYMENT

Application is made for payment, as shown below, in connection with the Contract. Continuation Sheet is attached.

1. Original Contract Sum	\$242,105.00
2. Net change by change orders	\$(24,240.59)
3. Contract Sum to date (Line 1 ± 2)	\$217,864.41
4. Total completed and stored to date (Column G on detail sheet)	\$217,864.41
5. Retainage:	
a. Completed Work	\$0.00
b. Stored Material	\$0.00
Total retainage (Line 5a + 5b or total in column I of detail sheet)	\$0.00
6. Total earned less retainage (Line 4 less Line 5 Total)	\$217,864.41
7. Less previous certificates for payment (Line 6 from prior certificate)	\$207,830.98
8. Current payment due:	\$10,033.43
9. Balance to finish, including retainage (Line 3 less Line 6)	\$0.00

CHANGE ORDER SUMMARY	TOTAL
Total changes approved in previous months by Owner/Client:	\$0.00
Total approved this month:	\$-24,240.59
Net changes by change order	\$-24,240.59

WARNING! WIRE FRAUD ADVISORY:

Wire fraud and email hacking/phishing attacks are on the rise! If you receive an email containing wire transfer instructions, DO NOT RESPOND TO THE EMAIL! In an effort to protect our clients from fraudulent attempts to change payment instructions, all requests to modify payment instructions should be viewed as suspicious. Skanska USA Building DOES NOT alter its wiring instructions. If you receive new wire instructions, please notify Ziggy Cartagena immediately via PHONE ONLY at (973) 703-5378.

The undersigned certifies that to the best of the Contractor's knowledge, information and belief, the Work covered by this Application for Payment has been completed in accordance with the Contract Documents, that all amounts have been paid by the Contractor for Work which previous Certificates for payment were issued and payments received from the Owner/Client, and that current payments shown herein is now due.

CONTRACTOR:

By: Gustavo Garib Lyda Date: November 26, 2024
DocuSigned by: 0AD56BA77FB3406...

State of: FLORIDA

County of: HILLSBOROUGH

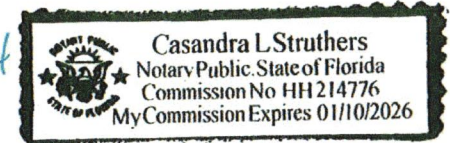
Subscribed and sworn to before

me this 26th day of November 2024

Notary Public: Cassandra L Struthers

My commission expires

Jan 10, 2026



ARCHITECT'S/ENGINEER'S CERTIFICATE FOR PAYMENT

In accordance with the Contract Documents, based on the on-site observations and the data comprising this application, the Architect/Engineer certifies to the Owner/Client that to the best of the Architect's/Engineer's knowledge, information and belief the Work has progressed as indicated, the quality of the Work is in accordance with the Contract Documents, and the Contractor is entitled to payment of the AMOUNT CERTIFIED.

AMOUNT CERTIFIED: \$10,033.43

(Attach explanation if amount certified differs from the amount applied for. Initial all figures on this Application and on the Continuation Sheet that are changed to confirm the amount certified.)

ARCHITECT/ENGINEER:

By: _____ Date: _____

This certificate is not negotiable. The amount certified is payable only to the Contractor named herein. Issuance, payment and acceptance of payment are without prejudice to the rights of the Owner/Client or Contractor under this Contract.

Inter-Office Memorandum

To: Jesse Pisors, Ed.D., President
From: Brian S. Horn, Executive Vice President of Administration and Chief Executive Officer
Date: January 14, 2025
Subject: West Campus Hydro Tank Replacement Project

Attached is a change order from our contractor, Skanska USA, for the West Campus Hydro Tank Replacement project. This change order finalizes this project for the final payment. Below are the key project details:

- Project: Hydro Tank Replacement Change Order PCCO#002
- Original Project Cost: \$298,032.00
- Final Reconciliation Cost Reduction: (\$5,908.32)
- **Final Project Cost: \$292,123.68**

We kindly request your endorsement of this change order and recommend its consent by the District Board of Trustees at the January 14, 2025, meeting.

Your review and approval of the attached change order are greatly appreciated. Should you have any questions or need additional information, please do not hesitate to reach out.

Thank you for your attention to this important project.

Attachment

BSH/ab.

cc: Steven Wasilefsky, Associate Vice President of Facilities Administration



PCCO #002

Skanska USA Building Inc.
400 N. Ashley Dr. Suite 400
Tampa, Florida 33602
Phone: (813) 282-7100
Fax: (813) 281-3262

Project: 2323004-000 - PHSC - Continuing Services
10230 Ridge Road
New Port Richey, Florida 34654
JDE Reporting Job No: 2323004-000

Prime Contract Change Order (PCCO)

TO:	Pasco Hernando State College 10230 Ridge Road New Port Richey, Florida 34654	FROM:	Skanska USA Building Inc. (FL-Tampa) 400 N. Ashley Dr. Suite 400 Tampa, Florida 33602
PCCO NUMBER:	002	TITLE	CE #005-015 - PHSC WC - Hydro Tank - Final Contract Reconciliation
DATE CREATED:	11/27/2024	DUE DATE:	/
CONTRACT NUMBER:	OWNER-005	CONTRACT FOR:	PHSC WC - Hydro Tank Replacement
SCHEDULE IMPACT:		REVISED SUBSTANTIAL COMPLETION DATE:	/
DESCRIPTION:	<u>CE #005-015 - PHSC WC - Hydro Tank - Final Contract Reconciliation</u> Hydro Tank, final contract reconciliation	COST IMPACT:	(\$5,908.32)

ATTACHMENTS:

ADDITIONAL INFORMATION

PCCO FORMAT: One Page

POTENTIAL CHANGE ORDERS IN THIS CHANGE ORDER:

PCO #	Title	Schedule Impact	Amount
002	CE #005-015 - PHSC WC - Hydro Tank - Final Contract Reconciliation		(\$5,908.32)
Total:			(\$5,908.32)

The original (Contract Sum)	\$298,032.00
Net change by previously authorized Change Orders	\$0.00
The contract sum prior to this Change Order was	\$298,032.00
The contract sum would be changed by this Change Order in the amount of	(\$5,908.32)
The new contract sum including this Change Order will be	\$292,123.68
The contract time will not be changed by this Change Order.	

Pasco Hernando State College
10230 Ridge Road
New Port Richey, Florida 34654

Long and Associates Architects Engineers Inc.
4525 S. Manhattan Ave
Tampa, FL 33611

Skanska USA Building Inc. (FL-Tampa)
400 N. Ashley Dr. Suite 400
Tampa, Florida 33602

SIGNATURE

DATE

SIGNATURE

DATE

SIGNATURE

DATE

Chris Rawlins
Digitally signed by Chris Rawlins
DN: cn=Chris Rawlins, o=Long & Associates, ou,
email=chris@longandassociates.com, c=US
Date: 2024.11.27 10:14:13 -0500

11.27.24

DocuSigned by:

Brian Peterson

November 27, 2024

B58B0A7BC20C40E

Inter-Office Memorandum

To: Jesse Pisors, Ed.D., President
From: Brian S. Horn, Executive Vice President of Administration and Chief Executive Officer
Date: January 14, 2025
Subject: North Campus HVAC Renovation Project

Attached is a change order from our contractor, Skanska USA, for the North Campus HVAC renovation project. This change order finalizes this project for the final payment. Below are the key project details:

- Project: HVAC Renovation Change Order PCCO#003
- Original Project Cost: \$1,733,274.00
- Final Reconciliation Cost Reduction: (\$3,019.91)
- **Final Project Cost: \$1,730,254.09**

We kindly request your endorsement of this change order and recommend its consent by the District Board of Trustees at the January 14, 2025, meeting.

Your review and approval of the attached change order are greatly appreciated. Should you have any questions or need additional information, please do not hesitate to reach out.

Thank you for your attention to this important project.

Attachment

BSH/ab.

cc: Steven Wasilefsky, Associate Vice President of Facilities Administration

SKANSKA

PCCO #003

Skanska USA Building Inc.
400 N. Ashley Dr. Suite 400
Tampa, Florida 33602
Phone: (813) 282-7100
Fax: (813) 281-3262

Project: 2323004-000 - PHSC - Continuing Services
10230 Ridge Road
New Port Richey, Florida 34654
JDE Reporting Job No: 2323004-000

Prime Contract Change Order (PCCO)

TO:	Pasco Hernando State College 10230 Ridge Road New Port Richey, Florida 34654	FROM:	Skanska USA Building Inc. (FL-Tampa) 400 N. Ashley Dr. Suite 400 Tampa, Florida 33602
PCCO NUMBER:	003	TITLE	CE #003-031 - PHSC NC HVAC - Final Reconciliation Change Order
DATE CREATED:	10/31/2024	DUE DATE:	/
CONTRACT NUMBER:	OWNER-003	CONTRACT FOR:	PHSC WC - NC HVAC Renovation
SCHEDULE IMPACT:		REVISED SUBSTANTIAL COMPLETION DATE:	/
DESCRIPTION:	CE #003-031 - PHSC NC HVAC - Final Reconciliation Change Order Final Contract Reconciliation Change Order	COST IMPACT:	(\$3,019.91)
ATTACHMENTS:			

ADDITIONAL INFORMATION

PCCO FORMAT: One Page

POTENTIAL CHANGE ORDERS IN THIS CHANGE ORDER:

PCO #	Title	Schedule Impact	Amount
03	CE #003-031 - PHSC NC HVAC - Final Reconciliation Change Order		(\$3,019.91)
Total:			(\$3,019.91)

The original (Contract Sum)	\$1,733,274.00
Net change by previously authorized Change Orders	\$0.00
The contract sum prior to this Change Order was	\$1,733,274.00
The contract sum would be changed by this Change Order in the amount of	(\$3,019.91)
The new contract sum including this Change Order will be	\$1,730,254.09
The contract time will not be changed by this Change Order.	

Pasco Hernando State College
10230 Ridge Road
New Port Richey, Florida 34654

Florida Architects
103 W. 5th Street
Panama City, Florida 32401

Skanska USA Building Inc. (FL-Tampa)
400 N. Ashley Dr. Suite 400
Tampa, Florida 33602

SIGNATURE DATE

SIGNATURE DATE

DocuSigned by:
Brian Peterson October 31, 2024
B58B0A7BC20C40E...

SIGNATURE DATE



**Dual Enrollment Agreements
 Home Schools/Non-Public Schools**

TO: Dr. Jesse Pisors, President

FROM: Dr. Daniel Powell, Vice President, Academic Affairs/Chief Academic Officer

SUBJECT: Dual Enrollment Agreements: Private/Non-Public Schools and Home Schools

DATE: Tuesday, January 14, 2025

Please see the attached list of the Private/Non-Public Schools and Home School institutions that have applied to participate in our dual enrollment program during the 2024-2025 academic year. I am requesting that you recommend that the District Board of Trustees approve the dual enrollment articulation agreements between Pasco-Hernando State College and the Private/Non-Public and Home Schools as identified in this correspondence. With consent from the District Board of Trustees, I will forward a copy of the approved list to the Florida Department of Education and a copy of the signed articulation agreement to the appropriate institution.

2024-2025 Academic Year

Home Schools	Home Schools
Abrahams Home School	Herbert Home School
Achievement Academy (Cook)	Johns Home School
Amaish Acres (Abuimaish)	Little Home School
Atkinson Home School	Masterson Academy (Poco)
Boyd Home School	Oliva Home School
Brown Home School	Reitberger Preparatory Academy
Discovery K-12 (Rios)	Rouse Home School
DuBuque Home School	Sanchez Home School
Echenique-Martinez Home School	Stanziani Home School
Fishpond Preparatory School (Lawrence)	Torres Home School
Harris Home School	Williams Home School
Non-public/Private Schools	Non-public/Private Schools
Town N Country Christian Academy	

PASCO-HERNANDO STATE COLLEGE
STATE BOARD OF ADMINISTRATION INVESTMENT REPORT
OCT 24

DBOT
1/14/2025
4.1
CONSENT

ACTUAL INVESTMENT FOR THE MONTH OF OCT 24

COLLEGE FUND	INVESTMENT BALANCE BEGINNING OF MONTH	INVESTMENT BALANCE END OF MONTH	% RATE OF INTEREST	AMOUNT OF INTEREST
CURRENT FUNDS - UNRESTRICTED	\$ 5,871,993.83	\$ 5,887,998.80	5.04%	16,004.97
CURRENT FUNDS - RESTRICTED	68,020.70	68,401.42	5.04%	380.72
AUXILIARY FUNDS	4,177,981.69	4,201,366.19	5.04%	23,384.50
SCHOLARSHIP FUNDS	77,920.13	78,356.26	5.04%	436.13
AGENCY FUNDS			5.04%	
UNEXPENDED PLANT FUND	<u>2,593,910.25</u>	<u>2,608,428.56</u>	5.04%	<u>14,518.31</u>
TOTALS	<u><u>12,789,826.60</u></u>	<u><u>\$ 12,844,551.23</u></u>		<u><u>54,724.63</u></u>

* Funds are invested with the State Board of Administration,
Local Government Surplus Trust Funds Investment Pool.

PASCO-HERNANDO STATE COLLEGE
STATE BOARD OF ADMINISTRATION INVESTMENT REPORT
NOV 24

ACTUAL INVESTMENT FOR THE MONTH OF NOV 24

COLLEGE FUND	INVESTMENT BALANCE BEGINNING OF MONTH	INVESTMENT BALANCE END OF MONTH	% RATE OF INTEREST	AMOUNT OF INTEREST
CURRENT FUNDS - UNRESTRICTED	\$ 5,887,998.80	\$ 5,911,681.83	4.87%	23,683.03
CURRENT FUNDS - RESTRICTED	68,401.42	68,676.55	4.87%	275.13
AUXILIARY FUNDS	4,201,366.19	4,218,265.15	4.87%	16,898.96
SCHOLARSHIP FUNDS	78,356.26	78,412.46	4.87%	56.20
AGENCY FUNDS			4.87%	
UNEXPENDED PLANT FUND	<u>2,608,428.56</u>	<u>2,618,920.32</u>	4.87%	<u>10,491.76</u>
TOTALS	<u><u>12,844,551.23</u></u>	<u><u>\$ 12,895,956.31</u></u>		<u><u>51,405.08</u></u>

* Funds are invested with the State Board of Administration,
Local Government Surplus Trust Funds Investment Pool.

PASCO-HERNANDO STATE COLLEGE
 SPECIAL PURPOSE INVESTMENT ACCOUNT REPORT
 OCT 2024

ACTUAL INVESTMENT FOR THE MONTH OF OCT 2024

COLLEGE FUND	INVESTMENT BALANCE BEGINNING OF MONTH	INVESTMENT BALANCE END OF MONTH	% RATE OF INTEREST **	AMOUNT OF INTEREST
CURRENT FUNDS - UNRESTRICTED	\$ 7,417,127.82	\$ 7,444,288.77	4.4570%	\$ 27,160.95
CURRENT FUNDS - RESTRICTED	658.12	660.53	4.4570%	2.41
AUXILLARY FUNDS	2,278,478.19	2,286,821.80	4.4570%	8,343.61
SCHOLARSHIP FUNDS	15,459.74	15,516.35	4.4570%	56.61
AGENCY FUNDS	0.00	0.00	4.4570%	
UNEXPENDED PLANT FUND	<u>2,788,771.58</u>	<u>2,798,983.85</u>	4.4570%	<u>10,212.27</u>
TOTALS	<u>\$ 12,500,495.45</u> *	<u>\$ 12,546,271.30</u>		** <u>\$ 45,775.85</u>

* Funds are invested with the Florida State Division of Treasury Special Purpose Investment Account.

** Prior Month's Interest and Interest Rate

PASCO-HERNANDO STATE COLLEGE
Warrant Register Summary
November 30, 2024

	November 2024	October 2024
Accounts Payable		
<i>Warrant Number: 00624990-00625139</i>	4,732,090.20	3,592,139.67
Payroll	2,145,158.00	3,097,570.19
<i>Warrant Number: 459831-461334</i>		

Explanations:

(1) Increase in accounts payable from October to November is related to construction related and ERP payments made in November.

(2) Decrease in payroll from October to November is related to October being a 3 payroll month

6Hx19-2.56 EDUCATIONAL AND WORKPLACE HARASSMENT

The purpose of this Board Rule is to establish Board policy concerning harassment in the College's education programs and activities and the College as a workplace. In addition to this policy relating to the prohibition of educational and workplace harassment, the College also maintains a comprehensive policy relating to the prevention and prohibition of sexual assault (See Board Rule 6Hx19-1.33, *Sexual Assault Prevention and Response Measures*). All students, college employees, student workers, volunteers, and visitors shall fully comply with both Board Rules.

~~In accordance with Federal and State Laws and Rules, h~~Harassment within the College's education programs, activities and work environment in any form, whether directed toward supervisors, employees, or students, will not be condoned or tolerated by the College.

~~In accordance with State Statute, h~~"Harass" means to engage in a course of conduct directed at a specific person based on race, religion, sex, national origin, older age (beginning at age 40), disability, or genetic information (including family medical history) which causes substantial emotional distress to that person and serves no legitimate purpose. ~~The College defines harassing conduct as any unwelcome verbal, written, or physical conduct that is based on race (including dress and grooming), color, ancestry, national origin (including ethnicity, accent, and use of a language other than English), religion or religious creed (including reasonable accommodation of religious beliefs or practices), physical or mental disability (including reasonable accommodation of physical or mental disability), genetic information, sex (including pregnancy, childbirth, lactation).~~ Harassment includes behavior that can reasonably be considered to adversely affect the work environment (that is, potentially giving rise to a "hostile work environment"). Harassment also includes "quid pro quo harassment," conduct that generally results in a tangible employment or academic decision based upon acceptance or rejection of advances or requests for sexual or other favors.

The College shall adopt a procedure for handling complaints of harassment.

Rule Adopted: 6/13/83; 12/16/85; 11/16/87; 10/21/97; 1/16/07; 1/20/09; 5/15/18; 11/17/20; 9/19/23

Effective Date: 6/13/83; 12/16/85; 11/16/87; 10/21/97; 1/16/07; 1/20/09; 5/15/18; 11/17/20; 9/19/23

Legal Authority:

General Authority: Florida Statutes: 1001.64; 1001.65

Other References: Florida Administrative Code: 6A-19.008(1)

Law Implemented: Florida Statutes: 110.112(5); 1000.05; 1001.64(1)(2)(4)(8)(18)(43)(44); 1001.65(1)(3)(16)(22)(24)

Proposer: Timothy L. Beard, Ph.D., President

Administratively reviewed, no changes recommended: 01/03/13

**PASCO-HERNANDO STATE COLLEGE
STATEMENT OF ESTIMATED REGULATORY COSTS
FS 120.54 (2)(a)**

January 14, 2025

District Board of Trustees Rule 6Hx19-2.56

EDUCATIONAL AND WORKPLACE HARASSMENT

PURPOSE:

The proposed amendment revises the definition of “harass” and removes references to state and federal regulations.

PROPOSED REGULATORY COSTS:

a) An estimate of the number of individuals and entities likely to be required to comply with the rule, together with a general description of the types of individuals likely to be affected by the rule:

The amended Rule applies to College employees, student workers, volunteers, visitors, and students.

b) An estimate of the cost to the agency, and to any other state and local government entities, of implementing and enforcing the proposed rule, and any anticipated effect on state or local revenues:

Other than the cost of advertising the proposed amendments, there are no costs associated with the amendments.

c) An estimate of the transactional costs likely to be incurred by individuals and entities, including local government entities, required to comply with the requirements of the rule (transactional costs are direct costs that are readily ascertainable based upon standard business practices, and include filing fees, the cost of obtaining a license, the cost of equipment required to be installed or used or procedures required to be employed in complying with the rule, additional operating costs incurred, and the cost of monitoring and reporting):

The revised policy is not expected to have any financial impact on any entity outside of the College.

d) An analysis of the impact on small business as defined by F.S. 288.703, and an analysis of the impact on small counties and small cities as defined by F.S. 120.52:

The revised rule is not expected to have an impact on small business as defined by FS 288.703, nor on small counties or small cities as defined by FS 120.52.

e) Any additional information that the agency determines to be useful:

There is no additional information necessary.

f) A description of any good faith written proposal submitted under F.S. 120.54(1)(a) and either a statement adopting the alternative or a statement of the reasons for rejecting the alternative in favor of the proposed rule:

There have been no good faith written proposals submitted under FS 120.54(1)(a).

6Hx19-6.35 EDUCATIONAL EQUITY

The purpose of this Board Rule is to establish Board policy regarding equal access to and equal opportunity in admission to Pasco-Hernando State College programs.

The District Board of Trustees of Pasco-Hernando State College shall provide equal access to and equal opportunity in admission to programs for qualified applicants without regard to race, color, age, national origin, religion, marital status, gender, ~~gender identity, sexual orientation~~, disabling condition, ethnicity, pregnancy, or any other factor or condition protected by law. In addition, the College shall not solicit, collect, maintain, or utilize genetic information, as defined in Federal regulations for any purpose.

The College subscribes to the fullest extent to the principle of the dignity of all persons and will take affirmative action to ensure that qualified applicants and enrolled students are treated equally. Students who feel they have been subject to discrimination or denial of equal access under this Rule must follow the procedures set forth in Internal Management Memorandum (IMM) #6-17 *Student Grievance Procedures*.

~~Any student may contact the Director of Global and Multicultural Awareness and Special Assistant to the President the A contact for equity related matters Equity Officer is published on the College's web site. Any student may contact the staff person~~ prior to proceeding under IMM #6-17 *Student Grievance Procedures* for guidance and consultation.

Rule Adopted: 3/30/72; 8/25/75; 1/16/78; 11/19/79; 9/20/82; 11/16/87;
7/11/88; 11/18/97; 1/16/07; ■12/15/08; 01/15/13; 05/17/16

Effective Date: 3/30/72; 10/7/75; 1/16/78; 11/19/79; 9/20/82; 11/16/87;
7/11/88; 11/18/97; 1/16/07; ■12/15/08; 01/15/13; 05/17/16

Reviewed:
President's Administrative Leadership Team – Non-Substantive/Editorial: 9/11/18

Legal Authority:

General Authority: FS 1001.64; 1001.65

Other References: Florida Administrative code 6A-19

Law Implemented: Florida Statutes 1000.05; 1001.64((1)(4)(7)(8)(43)(44);
1001.65(1)(16)(24)

Proposer: Timothy L. Beard, President

■President's Cabinet Approval

**PASCO-HERNANDO STATE COLLEGE
STATEMENT OF ESTIMATED REGULATORY COSTS
FS 120.54 (2)(a)**

January 14, 2025

District Board of Trustees Rule 6Hx19-6.35

EDUCATIONAL EQUITY

PURPOSE:

The proposed amendment revises the protected classes related to equal access to and equal opportunity in admission to programs for qualified applicants. It further amends the direction to students who they may contact at the College when they have equity related matters or questions.

PROPOSED REGULATORY COSTS:

a) **An estimate of the number of individuals and entities likely to be required to comply with the rule, together with a general description of the types of individuals likely to be affected by the rule:**

The amended Rule applies to student relations College employees and students.

b) **An estimate of the cost to the agency, and to any other state and local government entities, of implementing and enforcing the proposed rule, and any anticipated effect on state or local revenues:**

Other than the cost of advertising the proposed amendments, there are no costs associated with the amendments.

c) **An estimate of the transactional costs likely to be incurred by individuals and entities, including local government entities, required to comply with the requirements of the rule (transactional costs are direct costs that are readily ascertainable based upon standard business practices, and include filing fees, the cost of obtaining a license, the cost of equipment required to be installed or used or procedures required to be employed in complying with the rule, additional operating costs incurred, and the cost of monitoring and reporting):**

The revised policy is not expected to have any financial impact on any entity outside of the College.

d) An analysis of the impact on small business as defined by F.S. 288.703, and an analysis of the impact on small counties and small cities as defined by F.S. 120.52:

The revised rule is not expected to have an impact on small business as defined by FS 288.703, nor on small counties or small cities as defined by FS 120.52.

e) Any additional information that the agency determines to be useful:

There is no additional information necessary.

f) A description of any good faith written proposal submitted under F.S. 120.54(1)(a) and either a statement adopting the alternative or a statement of the reasons for rejecting the alternative in favor of the proposed rule:

There have been no good faith written proposals submitted under FS 120.54(1)(a).

6HX19-6.40

**ACCOMMODATIONS FOR STUDENTS WITH
DISABILITIES**

The purpose of this Board Rule is to establish Board Policy on accommodations for students with disabilities.

Pasco-Hernando State College provides reasonable accommodations for students with disabilities in accordance with the Americans with Disabilities Act of 1990, the 2008 amendments to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Students shall be required to submit appropriate medical documentation of a disability before the College can be required to provide reasonable accommodations for a student with a disability. The College will have procedures for students with a documented disability to request a reasonable course substitution or waiver in accordance with Florida Department of Education Board Rule 6A-10.041.

In conjunction with the College providing reasonable accommodations, students may be encouraged to seek assistance from other sources or agencies to help facilitate their learning and academic success.

Rule Adopted: 5/21/96; ■12/15/08; 01/15/13

Effective Date: 5/21/96; ■12/15/08; 01/15/13

Reviewed: President's Administrative Leadership Team – Non-Substantive/Editorial:
5/29/18

Legal Authority:

General Authority: 1001.64; 1001.65; 1007

Other References: Florida Administrative Code: 6A-14.060(4); 6A-10.041

Law Implemented: 42 U.S.C. Sect. 12101 et. seq. (P.L. No. 101-336);
Florida Statutes: 1001.64(1)(2)(4)(8)(43)(44); 1001.65(1)(16)(24)

Proposer: Timothy L. Beard, President

■President's Cabinet Approval – Non-Substantive/Editorial

**PASCO-HERNANDO STATE COLLEGE
STATEMENT OF ESTIMATED REGULATORY COSTS
FS 120.54 (2)(a)**

January 14, 2025

District Board of Trustees Rule 6Hx19-6.40

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

PURPOSE:

The proposed amendment clarifies that a student requesting accommodations for a disability must submit medical documentation of that disability.

PROPOSED REGULATORY COSTS:

a) **An estimate of the number of individuals and entities likely to be required to comply with the rule, together with a general description of the types of individuals likely to be affected by the rule:**

The amended Rule applies to College employees who work with accommodation requests and students.

b) **An estimate of the cost to the agency, and to any other state and local government entities, of implementing and enforcing the proposed rule, and any anticipated effect on state or local revenues:**

Other than the cost of advertising the proposed amendments, there are no costs associated with the amendments.

c) **An estimate of the transactional costs likely to be incurred by individuals and entities, including local government entities, required to comply with the requirements of the rule (transactional costs are direct costs that are readily ascertainable based upon standard business practices, and include filing fees, the cost of obtaining a license, the cost of equipment required to be installed or used or procedures required to be employed in complying with the rule, additional operating costs incurred, and the cost of monitoring and reporting):**

The revised policy is not expected to have any financial impact on any entity outside of the College.

d) **An analysis of the impact on small business as defined by F.S. 288.703, and an analysis of the impact on small counties and small cities as defined by F.S. 120.52:**

The revised rule is not expected to have an impact on small business as defined by FS 288.703, nor on small counties or small cities as defined by FS 120.52.

e) **Any additional information that the agency determines to be useful:**

There is no additional information necessary.

f) **A description of any good faith written proposal submitted under F.S. 120.54(1)(a) and either a statement adopting the alternative or a statement of the reasons for rejecting the alternative in favor of the proposed rule:**

There have been no good faith written proposals submitted under FS 120.54(1)(a).

PRESIDENT'S REPORT

January 2025

Esteemed PHSC Trustees,

Welcome to the start of the Spring 2025 semester and the beginning of our 2025-2029 Strategic Plan. I am eager to begin the implementation of our prior planning to achieve our goals.

In November, I announced the first President's Holiday Card Contest. Eligible students submitted their artwork until November 19. After careful review of over 40 submissions, the committee selected winner Athena Colvin. Athena received a \$500 prize along with a PHSC goodie bag, courtesy of Marketing and Communications, that were also distributed to all contest participants.



Right: Student Athena Colvin and Dr. Jesse Pisors with her prize check



2024 President's Holiday Card Design

We recently received the state award letter from the Florida Department of Education for the Equipment Upgrade and Modernization Grant for our two proposals: the Fire Academy (\$242,610.00) and the Computer-Aided Drafting program (\$184,091.00). Thank you to Dr. Alysen Heil, her team, Tracy Meshey, and everyone else who contributed to these proposals. This grant will help us to continue to provide our students with the tools and supplies they need to succeed in their programs.

Please join me for the following upcoming events:

- Legislative Fly-in: February 3-4, 2025
- Association of Community Colleges Trustees National Legislative Summit: February 9-12, 2025
- Rescheduled Welding Ribbon Cutting: February 14, 2025
- Presidential Investiture and All College Day: February 25, 2025
- Association of Community Colleges Trustees Governance Leadership Institute: March 16-18, 2025

Community and External Engagements:

- CareerSource Pasco Hernando Board Meeting – December 2, 2024
- Met with Senator Blaise Ingolia – December 3, 2024
- Sunrise Pasco’s 20th Annual Peace Breakfast- December 4, 2024
- HERDI South Conference – December 5-7, 2024
- Met with the US Department of Education and FEMA – December 9, 2024
- Met with Representative Jeff Holcomb – December 11, 2024
- Pasco Economic Development Council Policy Council Meeting – December 12, 2024
- Met with Congresswoman Laurel Lee – December 13, 2024
- Met with Community Foundation Tampa Bay CEO Marlene Spalten, Senior Director Chuck Tiernan and Senior Vice President Dr. Jesse Coraggio – January 6, 2025

College Engagements:

- Monthly Birthday Celebrations at Each Campus
- Nursing Pinning Ceremony – December 10, 2024
- Radiography Pinning Ceremony – December 10, 2024
- Winter Commencement Ceremonies – December 11, 2024
- Council of Presidents Professional Development Meeting – December 12, 2024
- President’s Administrative Leadership Team Meeting – January 7, 2025
- Council of Presidents Professional Development and Business Meeting – January 9, 2025

Thank you for trusting me to lead our institution into the future.



A handwritten signature in black ink that reads "Jesse Pisors". The signature is written in a cursive, flowing style.

Jesse Pisors, Ed.D

President

Excellence • Integrity • Success • Welcoming • Community

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Pasco-Hernando State College	2 PROJECT NUMBER 512-1615R-5C002	
3 PROJECT/PROGRAM TITLE Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Equipment Upgrade and Modernization Grant <p align="center">TAPS 25B143</p>	4 AUTHORITY 84.048 Perkins V, Title I; WIA, Sect. 503 USDE or Appropriate Agency FAIN#: V048A240009	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 11/14/2024 - 06/30/2025 Program Period: 11/14/2024 - 06/30/2025	
7 AUTHORIZED FUNDING Current Approved Budget: \$242,610.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$242,610.00	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>06/30/2025</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2025</u> • Last date for receipt of proposed budget and program amendments: <u>04/30/2025</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: • Federal Award Date : <u>07/01/2024</u> 		
10 DOE CONTACTS Program: William English Phone: (850) 245-9045 Email: William.English@fldoe.org Grants Management: Unit B (850) 245-0735	Comptroller Office Phone: (850) 245-0401 UEI#: JG6AZK88SHK3 FEIN#: F591385831001	
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. • For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. • All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. • The Department’s approval of this contract/grant does not excuse compliance with any law. • Other: 		
12 APPROVED: <div style="display: flex; justify-content: space-between;"> <div data-bbox="155 1745 574 1854"> <p><i>Charles D. Fecher</i> Authorized Official on behalf of the Commissioner of Education</p> </div> <div data-bbox="800 1745 1062 1822"> <p>1/03/2025 Date of Signing</p> </div> <div data-bbox="1195 1688 1511 1791">  <p>FLORIDA DEPARTMENT OF EDUCATION fldoe.org</p> </div> </div>		

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

- 1** Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2** Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3** Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4** Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5** Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6** Project Periods: The periods for which the project budget and program are in effect.
- 7** Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8** Reimbursement Options:
 - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
 - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9** Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10** DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11** Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 12** Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

DOE-200
Revised 07/15

Page 2 of 2

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education upload into Office of Grants Management (OGM) ShareFile folder#1 24B143	A) Program Name: Perkins V Career and Technical Education (CTE) Equipment Upgrade and Modernization Grant TAPS NUMBER: 25B143	DOE USE ONLY Date Received 11/14/2024 PVW								
B) Name and Address of Eligible Applicant: Pasco-Hernando State College 10230 Ridge Road New Port Richey, FL 34654		Project Number (DOE Assigned) 512-1615R-5C002								
C) Total Funds Requested: <div style="text-align: center; border-bottom: 1px solid black; width: 50%; margin: 0 auto;"> \$242,610 </div> DOE USE ONLY Total Approved Project: \$ 242,610	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> Contact Name: Dr. Alysen Heil Ms. Tracy Meshey </td> <td style="width: 50%;"> Telephone Numbers: 727-816-3264 727-816-3728 727-816-3428 </td> </tr> <tr> <td> Fiscal Contact Name: Ms. Carol Lewis </td> <td> E-mail Addresses: heila@phsc.edu mesheyt@phsc.edu lewisc@phsc.edu </td> </tr> <tr> <td> Mailing Address: 10230 Ridge Road New Port Richey, FL 34654 </td> <td> UEI number: JG6AZK88SHK3 </td> </tr> <tr> <td> Physical/Facility Address: 10230 Ridge Road New Port Richey, FL 34654 </td> <td> FEIN number: F59138583100 </td> </tr> </table>		Contact Name: Dr. Alysen Heil Ms. Tracy Meshey	Telephone Numbers: 727-816-3264 727-816-3728 727-816-3428	Fiscal Contact Name: Ms. Carol Lewis	E-mail Addresses: heila@phsc.edu mesheyt@phsc.edu lewisc@phsc.edu	Mailing Address: 10230 Ridge Road New Port Richey, FL 34654	UEI number: JG6AZK88SHK3	Physical/Facility Address: 10230 Ridge Road New Port Richey, FL 34654	FEIN number: F59138583100
Contact Name: Dr. Alysen Heil Ms. Tracy Meshey	Telephone Numbers: 727-816-3264 727-816-3728 727-816-3428									
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Physical/Facility Address: 10230 Ridge Road New Port Richey, FL 34654	FEIN number: F59138583100									
CERTIFICATION I, <u>Jesse Pisors</u> , (<i>Please Type Name</i>) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.										
E)	 _____ Signature of Agency Head	_____ President Title	_____ 11/13/24 Date							

ASSURANCES FORM

Applicants must thoroughly read the assurances to determine whether to submit an application for the Equipment Upgrade and Modernization (EUM) grant. If awarded funds, the applicant will become a grantee and must agree to all terms and conditions.

- The agency understands that the EUM grant is a one-time, non-recurring grant to be used for the upgrade or modernization of equipment for existing career and technical education programs.
- Funding sources for this equipment have been evaluated. The amount requested cannot be provided by another source. The amount received from this grant may be combined with other sources, but it must supplement and not supplant.
- The program(s) funded with the EUM grant are determined to be Perkins fundable, having met all size, scope and quality and labor market alignment requirements as documented in the agency's current program year Entitlement Grant.
- Equipment availability through the vendor has been researched. The equipment will be purchased, installed, and available for use by students before June 30 of the current program year.
- There is to be no extension for the use of grant funds after June 30 of the current program year.
- The agency understands that changes or amendments modifying the agency's pitch, project scope, or budget will not be accepted.

I certify that I have reviewed, understand, and agree to comply with the above assurances.

Name of Agency Head: Jesse Pisors

Signature of Agency Head: Jesse Pisors

Support for Reading/Strategic Imperatives – Firefighter

Goal: Skilled Workforce and Economic Development

The vision of the Florida Department of Education is to establish an efficient, world-class education system that engages and prepares all students to be globally competitive for college and careers. We have constructed a state-of-the-art Fire Training Tower in collaboration with the Pasco-Hernando State College Fire Academy. This facility will enable PHSC to train cadets effectively and provide professional development for current firefighters.

Previously, PHSC rented the fire tower from either Pasco Fire or Citrus Fire, but now we need to acquire equipment that was part of those rental agreements. One essential item is the Cascade system, which will facilitate refilling oxygen bottles used during various training sessions, including live burn exercises in the training tower.

To ensure the safety of all cadets in the tower, PHSC instructors will utilize a thermal imaging camera. This camera will allow instructors to monitor cadets outside the training facility while learning critical firefighting skills. Additionally, our cadets will practice rescue operations using a "Rescue Randy," a realistic training dummy that helps them learn how to carry individuals out of a building in various emergency scenarios.

By upgrading the equipment at our Fire Academy, we will ensure that skilled firefighters are fully trained and ready to enter the workforce.

1. Screening Questionnaire

General Eligibility Check	Dropdown Menu
Proof of CLNA and compliance for postsecondary funding	
Have you submitted your postsecondary Perkins V Entitlement Grant application and submitted any required Program Improvement Plans?	Yes
Reserve Fund Check. Mark "yes" for all that apply. At least one must be marked as "yes." For items that do not apply, select "No," or leave blank if unsure. If you cannot mark at least one of these as "yes," then stop — this pitch does not qualify.	
1) Rural area	No
2) High CTE Population	Yes
3) High percentage of CTE population	Yes
4) Agency has subpopulation performance gaps	Yes
Career Clusters. Determine one "main" program in this concept pitch proposal that will be the most affected by EUM funding. Then, use the attached, state-defined Career Clusters sheet to determine how the program is classified. Do not rely on local career cluster designations. If the program's cluster cannot be found on this dropdown list, you must write a pitch for a different program. Contact Perkins@fldoe.org with questions or concerns.	
Please select the career cluster of the main program (dropdown). Do not forget this step.	Law, Public Safet
Enrollment Threshold. (See General Instructions for Additional Guidance.)	
1) Write the name of your main program and list the number of students enrolled in the main program in 2022–23. For example: Aerospace Technology (50). Be able to document if requested. If 2022–23 data is unavailable, write that 2023–24 data was used, and provide as accurate a number as possible. Important: If fewer than ten students were enrolled, then stop — this pitch does not qualify.	
Firefighter [52]	
2) If you list additional programs (up to two) on the Applicant Info form, write the program names and the number of students enrolled for each in 2022–2023, separated by program name in the space below. Be able to document if requested. If 2022–23 data is unavailable, write that 2023–24 data was used. Do not include any programs that had fewer than ten students enrolled. Write "N/A" if not applicable.	
Computer-Aided Drafting and Design [56]	
3) Write the average number of students enrolled in your main program and additional programs. This average must be at least ten.	
The Firefighter program is a semester-long program. The average each semester is 26 for the 2022-23 academic year. For the 2023-24 academic year, the average is 30 cadets.	
Needs and Impact	
1) List each need of the CLNA, as stated in your Entitlement Grant application, that this grant would address. Include both the text and the location of the need as found on your Entitlement RFA by section, part, prompt and number. For example: Text (1-E-ii-1). Use the Quick Reference sheet to help. If N/A, then stop — this pitch does not qualify.	
PHSC ensures that students receive the appropriate workplace knowledge to go from classroom to employment. The instructors have a pulse on our requirements for our firefighter cadets. PHSC continues to ensure that our equipment meets industry standards, and is updated as needed. [1-C-iii; 1-H-ii]; Update the Firefighter (0743020304) lab to meet Florida Fire College requirements to continue to offer the academy in preparation for the state examinations. [1-E-ii; 1-G-ii]	
2) Describe the key purchases in a few words (e.g., "portable electrical learning system" or "robotic arm trainer and controller").	
Air Cascade System; Fire Bunker Gear for 30 cadets and 10 instructors; Flir E5-XT Thermal Imager; Rescue Randy; Will-Burt Lighting	

3) Briefly describe the equipment requested and what it does.

Air Cascade System - A high-pressure breathing air cascade system to refill bottles used during fire training. Air ready and waiting for the next fire lab.
Fire Bunker Gear - As our cadet numbers increase to meet the demands, PHSC will purchase a second set of bunker gear for the cadets. With two academies per term and overlapping terms, it would allow for PHSC to have the bunker gear to use term after term without renting. We also need to replace current bunker gear for the instructors and any replacements due to normal wear during training.
FLir E5-XT Thermal Imager - A thermal imager used by instructors to see inside the burn tower during a "live burn" lab. It will assist the instructors to give direct feedback to cadets and keep them safe during training.
Rescue Randy - A weighted dummy for cadets to rescue in different scenarios. The weighted dummy weighs 125 or 165 lbs to simulate the weight of a person. These items are used regularly and must be replaced.
Will-Burt Lighting - A lighting tower to assist with night burns. Also, can assist with lighting up areas during different training scenarios.

4) Summarize why this equipment upgrade or modernization is necessary. Include a short description of what the equipment does and the expected overall impact of an EUM grant award (for example, how it will prepare students to succeed in their fields).

As our firefighting academy trains cadets term after term, the equipment needs replacement and upgrade. To keep our cadets safe, PHSC must maintain proper equipment to keep our cadets and instructors safe during the different labs which require the use of fire and knowledge of equipment. As the need for new fire fighters in the Pasco and Hernando County area, PHSC must be at the ready to train our first responder.

2B. Applicant Information (State Colleges Only)

1) Agency Name (Technical Colleges Must Submit Under a District Name)

Pasco-Hernando State College

2) Physical Site Location for Equipment Upgrade or Modernization

East Campus - Dade City • 36727 Blanton Road • Dade City, FL, 33523

3) State Colleges Only: Type the Postsecondary CIP Code. Enter ten digits. You must include the leading zero if applicable. (Do not change formatting from text to number, even if prompted by Excel, because this will break the auto-populate function.) Use the 2020 Code instead of the 2010 Code (even for agricultural programs on the "FDACS" list, which may have appeared under the 2010 number on the Perkins Entitlement CLNA and Budget Excel Workbook). List ONLY ONE Main program. Although many programs may be affected, identify the program that will most benefit. Use the attached Career Clusters sheet.

0743020304

4) Program that Has Been Scheduled for Deletion or Is in Teach-out? (Auto-populates. If yes, does not qualify.)

No

5) Eligible Program Name (Auto-populates)

Firefighter

6) Eligible Program Cluster (Auto-populates)

Law, Public Safety & Security

7) Additional Programs. Type the CIP Code, Program Name and Career Cluster in this format: "Code/Name/Cluster." You may list up to two additional programs, if any, that will be substantially affected by the purchase of this equipment (see instructions). If asked, you must be able to document how a program is substantially affected. Use the "Career Clusters" sheet to list only programs from EUM-eligible clusters.

0743020313 Firefighter/Emergency Medical Technician-Combined

8) Amount Requested (from \$75,000 to \$250,000). List only the total amount for this concept pitch proposal.

\$242,610

9) Optional. Please add notes here if something above does not appear to populate correctly.

The request will assist cadets in the Firefighter Academy and the Firefighter/EMT combo programs.

3. Postsecondary Questionnaire

**Instructions: Enter your responses in the space provided.
Respond to all questions, using N/A if not applicable.**

1) Type "N/A" if this is your only concept pitch proposal. If submitting two, please provide a priority rank for this pitch, with "1" as the highest. Submit a separate workbook for each pitch.

1

2) Describe your agency's current need to upgrade equipment. As part of your explanation, discuss how the equipment purchase will align with the need(s) identified your agency's CLNA.

In the Tampa Bay area, there is a need of 307 firefighters annually according to Florida Commerce 2023-2024 Regional Demand Occupation list. With the number of firefighters retiring in the coming years there is an increasing need to replace. Also, Pasco county is one of the fastest growing areas in the state. To meet the infrastructure demand, PHSC must assist by training our first responders to keep the citizens safe. By training our firefighters, PHSC is meeting the labor market need. To train the Firefighter cadets, PHSC requires equipment that meets current industry standards. As cadets train, equipment requires maintenance and when it meets the end of life, replacement. For a number of our equipment items as requested, the equipment is nearing end of life or currently rent to meet the needs and number of cadets served.

3) Describe how upgraded equipment may lead to improved student performance.

Upgrading equipment for PHSC's fire academy can significantly enhance student performance by providing more realistic training scenarios that closely simulate actual firefighting conditions. Modern, high-quality equipment allows for rigorous and diverse training exercises, which are essential in preparing students for the physical and mental demands of firefighting. For instance, advanced dummies and simulation systems can offer hands-on experience in various rescue operations, while improved protective gear ensures safety during training, reducing the risk of injury and allowing for more intensive practice sessions. Furthermore, the integration of technology, such as thermal imaging cameras and gas detectors, equips trainees with the necessary skills to effectively use these tools in real-life situations, thereby increasing their operational readiness and confidence. Overall, the investment in state-of-the-art equipment not only boosts the quality of education but also contributes to producing well-prepared firefighters who can perform at their best when faced with the challenges of the job.

4) Describe how upgraded equipment would cut operating costs, improve productivity, or reduce downtime for your agency.

By upgrading equipment, PHSC would decrease the amount of rental equipment they currently utilize. Currently, the Pasco Fire Office assists PHSC with refilling and proper maintenance of the air tanks cadets use during live burns and other training exercises. By PHSC having their own set of tanks, the need to rent and pay the Pasco Fire Office will be reduced. As PHSC trains from term to term, the Fire Academy must rent bunker gear to accommodate terms that may overlap due to the timing of the State Exams. Students in the Spring term may not complete their state exams before the start of the Summer Academy with the next round of cadets. Adding to our set of bunker gear to create multiple sets, gives the academy time to properly wash and mend the gear. If funds are not available, PHSC would suspend the Summer Academy due to the time to clean the current gear. In summary, investing in upgraded fire academy equipment can provide PHSC with a more effective training environment, while also delivering cost savings and operational efficiencies.

5) Does the equipment now being used by your agency meet current industry standards?

No.

6a) If "no", describe how the upgraded equipment will assist your agency in meeting industry standards and improving student outcomes.

Our current equipment meets industry standards but is running towards its end of life. PHSC must review the equipment utilized and maintain the safety of our cadets. By utilizing funds in the EUM grant, PHSC can update the needed safety equipment for our cadets and continue our fire academy.

6b) If "yes," describe why spending funds to upgrade equipment is necessary.

7) Describe how equipment will better prepare students for future job opportunities in their fields.

Fire academy equipment is essential for preparing recruits for future job opportunities in firefighting. The rigorous training program provides hands-on experience with personal protective equipment (PPE), self-contained breathing apparatus (SCBA), and ladders, which are crucial for safety and effectiveness on the job. Additionally, the academies emphasize physical conditioning, academic classes, and emergency medical training, ensuring that graduates are well-rounded and ready to face the diverse challenges of firefighting. Mastery of the equipment and the accompanying skills not only prepares recruits for the immediate demands of firefighting but also instills a foundation of discipline and knowledge that is valuable for career advancement within the fire service. The comprehensive training ensures that future firefighters are equipped to protect themselves and others, ultimately contributing to a safer community.

8) Equipment codes. Important: Do not skip this. Typically, district object codes for equipment are 64X (e.g., 641). For state colleges, they are usually 7XXXX (e.g., 71001) or 665XX (additional "minor equipment" codes). If any lines in your budget forms (DOE101S, Projected Equipment Form) use different codes, please explain why those expenses should be approved. See the Equipment FAQs for guidance on acceptable expenses (such as reasonable shipping), as well as on unacceptable expenses. Note that in some cases, it may be appropriate to list multiple expenses on one line under a single code. Ask your agency's finance office or the FDOE Grants Manager assigned to your Perkins Entitlement Grant if unsure.

For the object code of 71023, we are requesting a Cascade system. The system will allow PHSC to have a refresh system of our oxygen bottles used by students and instructors during live burn simulations. If there is a need during the simulation to refill bottles as students use them, we will have the system on-site for a continuous filling process. For object code 70606, there are a few items from the Cascade system to complete the system, and we are also requesting the purchase of Thermal imaging to assist with safety and meet industry standards during our live burn simulations. Also, we need bunker gear for our instructors and additional gear for our students. The instructors will not be allowed to use their county-issued bunker gear, so the college must supply the gear for the instructors during the live simulations. With our students, we have found that the transition between semesters is tight, and we need to rent gear every other semester to ensure coverage. Renting continuously will cost the college more funds than if we purchase additional student bunker gear. The final item is our Rescue Randy, who will assist with the simulation of rescuing a person during the live simulation. The Rescue Randy requires replacement every three years due to heavy use.

9) If you propose any "minor" equipment items worth less than \$1,000, please explain either how they are necessary for the operation of another item that meets this threshold, or how lesser items combine to form a functional unit. See the Equipment FAQs for guidance. Write "N/A" if not applicable.

The proposed minor equipment is part of the cascade system. It is a system that has a number of minor parts to complete the total system. The minor equipment items are clamps and hoses for the cascade system.

10) Please explain any software expenses. Please read the "software" section of the Equipment FAQs sheet in this workbook before answering. Software expenses are only accepted under specific circumstances. Write "N/A" if not applicable.

NA

**FLORIDA DEPARTMENT OF EDUCATION
2024-25 Equipment Upgrade and Modernization
DOE 101S Budget Narrative Form**

Show all amounts in whole dollars only.
Indirect and Administrative Costs are not Allowed for EUM.
Leave Column 4, "FTE Position," blank. Typically, all lines in Column 6 will be 100%.

A) Name of Eligible Recipient/Fiscal Agent			Pasco-Hernando State College		
B) Project Number (FDOE Use Only):			512-1615R-5C002		
C) TAPS Number :			25B143		
(1)	(2)	(3)	(4)	(5)	(6)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED TO THIS PROJECT
	71023	Equipment over \$5000 per item: E4-10A6E1 with Co Monitor, 4 stage, 6000 PS, 10 HP, 14 CFM, Single Phase Electric Motor, Sound Suppressing Cabinet; Triple fill w/controls <ul style="list-style-type: none"> • Narrative Section, CLNA Need and Priority#: Section 134: 1; E 1-3; F 1-4; G 1-2; H 1-3 • Program Number or CIP#: 743020304, 743020313 • Section 135: Requirement for the Uses of Funds: 3, 5A, 5D, 5E, 5H 		\$58,683	100%
	70606	Equipment between \$1000 and \$4999: Cylinder - 6000 psi un storage; FLIR K55 Thermal Imaging; Bunker gear for students and instructors; Rescue Randy (165 lb); Will-Burt Lighting <ul style="list-style-type: none"> • Narrative Section, CLNA Need and Priority#: Section 134: 1; E 1-3; F 1-4; G 1-2; H 1-3 • Program Number or CIP#: 743020304, 743020313 • Section 135: Requirement for the Uses of Funds: 3, 5A, 5D, 5E, 5H 		\$181,202	100%
	66506	Minor Equipment less than \$1000: Unistrut & clamps 1 per 4 cylinder; 2 cylinder pipe hoses cga-702; hose 120'(10') 7000 psi w/ends; akron nozzles <ul style="list-style-type: none"> • Narrative Section, CLNA Need and Priority#: Section 134: 1; E 1-3; F 1-4; G 1-2; H 1-3 • Program Number or CIP#: 743020304, 743020313 • Section 135: Requirement for the Uses of Funds: 3, 5A, 5D, 5E, 5H 		\$2,725	100%
			D) TOTAL	\$242,610	

DOE ATTESTATION (Program and Grants Management)

The cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Req. Uses of Funds 1-6 is included on the Postsecondary grant



May 2024 EUM format update of April 2022 OGM Form	DOE 101S
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FLORIDA DEPARTMENT OF EDUCATION
2024–2025 Perkins V Projected Equipment Form

Agencies are accountable for all equipment purchased using grant funds.

Show all amounts in whole dollars only. Amounts should be in agreement with relevant sections of the DOE101S.

EUM: Use this form for capitalized equipment with a projected value of \$5,000 or more. Include bundled or items otherwise directly related to a piece of capitalized equipment on the same line, such as non-construction installation. These should be listed in the description and included in the total item cost.
Distinct items of minor equipment should be listed on the DOE101S.

A) Name of Eligible Recipient/Fiscal Agent
B) Project Number (DOE Use Only)

Pasco-Hernando State College
512-1615R-5C002

Item Number	A Function Code	B Object Code	C Account Title	D Description	E School/ Program	F Item Cost (\$)	G Total Amount (\$)
1		71023	Equipment over \$5000	E4-10A6E1 with Co Monitor, 4 stage, 6000 PS, 10 HP, 14 CFM, Single Phase Electric Motor, Sound Suppressing Cabinet	Pasco-Hernando State College/Firefighter	\$29,809	\$29,809
2		71023	Equipment over \$5000	Triple fill w/controls	Pasco-Hernando State College/Firefighter	\$11,646	\$23,292
3							


Does the agency's inventory system contain all required federal and state elements listed in the **Inventory Guidelines** in the instructions?

Mark one of these answers with an "X."

Yes?

No?

**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Pasco-Hernando State College	2 PROJECT NUMBER 512-1615R-5C001	
3 PROJECT/PROGRAM TITLE Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Equipment Upgrade and Modernization Grant <p align="center">TAPS 25B143</p>	4 AUTHORITY 84.048 Perkins V, Title I; WIA, Sect. 503 USDE or Appropriate Agency FAIN#: V048A240009	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 11/14/2024 - 06/30/2025 Program Period: 11/14/2024 - 06/30/2025	
7 AUTHORIZED FUNDING Current Approved Budget: \$184,091.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$184,091.00	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>06/30/2025</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2025</u> • Last date for receipt of proposed budget and program amendments: <u>04/30/2025</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: • Federal Award Date : <u>07/01/2024</u> 		
10 DOE CONTACTS Program: William English Phone: (850) 245-9045 Email: William.English@fldoe.org Grants Management: Unit B (850) 245-0735	Comptroller Office Phone: (850) 245-0401 UEI#: JG6AZK88SHK3 FEIN#: F591385831001	
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. • For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. • All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. • The Department’s approval of this contract/grant does not excuse compliance with any law. • Other: 		
12 APPROVED: <div style="display: flex; justify-content: space-between;"> <div data-bbox="155 1755 574 1864"> <p><u>Charles D. Feshner</u> Authorized Official on behalf of the Commissioner of Education</p> </div> <div data-bbox="797 1759 1065 1833"> <p><u>1/03/2025</u> Date of Signing</p> </div> <div data-bbox="1195 1703 1511 1801" style="text-align: right;">  <p>FLORIDA DEPARTMENT OF EDUCATION fldoe.org</p> </div> </div>		

**INSTRUCTIONS
PROJECT AWARD NOTIFICATION**

- 1** Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2** Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3** Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4** Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5** Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6** Project Periods: The periods for which the project budget and program are in effect.
- 7** Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8** Reimbursement Options:
 - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
 - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9** Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10** DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11** Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 12** Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

**DOE-200
Revised 07/15**

Page 2 of 2

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education upload into Office of Grants Management (OGM) ShareFile folder#1 24B143	A) Program Name: Perkins V Career and Technical Education (CTE) Equipment Upgrade and Modernization Grant TAPS NUMBER: 25B143	DOE USE ONLY Date Received 11/14/2024 PVW								
B) Name and Address of Eligible Applicant: Pasco-Hernando State College 10230 Ridge Road New Port Richey, FL 34654		Project Number (DOE Assigned) 512-1615R-5C001								
C) Total Funds Requested: <div style="text-align: center; border-bottom: 1px solid black; margin: 5px 0;"> \$184,091 </div> <div style="text-align: center;"> DOE USE ONLY Total Approved Project: \$ 184,091 </div>	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Dr. Alysen Heil Ms. Tracy Meshey </td> <td style="width: 40%;"> Telephone Numbers: 727-816-3264 727-816-3728 727-816-3428 </td> </tr> <tr> <td> Fiscal Contact Name: Ms. Carol Lewis </td> <td> E-mail Addresses: heila@phsc.edu mesheyt@phsc.edu lewisc@phsc.edu </td> </tr> <tr> <td> Mailing Address: 10230 Ridge Road New Port Richey, FL 34654 </td> <td> UEI number: JG6AZK88SHK3 </td> </tr> <tr> <td> Physical/Facility Address: 10230 Ridge Road New Port Richey, FL 34654 </td> <td> FEIN number: F59138583100 </td> </tr> </table>		Contact Name: Dr. Alysen Heil Ms. Tracy Meshey	Telephone Numbers: 727-816-3264 727-816-3728 727-816-3428	Fiscal Contact Name: Ms. Carol Lewis	E-mail Addresses: heila@phsc.edu mesheyt@phsc.edu lewisc@phsc.edu	Mailing Address: 10230 Ridge Road New Port Richey, FL 34654	UEI number: JG6AZK88SHK3	Physical/Facility Address: 10230 Ridge Road New Port Richey, FL 34654	FEIN number: F59138583100
Contact Name: Dr. Alysen Heil Ms. Tracy Meshey	Telephone Numbers: 727-816-3264 727-816-3728 727-816-3428									
Fiscal Contact Name: Ms. Carol Lewis	E-mail Addresses: heila@phsc.edu mesheyt@phsc.edu lewisc@phsc.edu									
Mailing Address: 10230 Ridge Road New Port Richey, FL 34654	UEI number: JG6AZK88SHK3									
Physical/Facility Address: 10230 Ridge Road New Port Richey, FL 34654	FEIN number: F59138583100									
CERTIFICATION I, <u>Jesse Pisors</u> , (Please Type Name) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.										
E) <u>Jesse Pisors</u> Signature of Agency Head	<u>President</u> Title	<u>11/13/24</u> Date								


ASSURANCES FORM

Applicants must thoroughly read the assurances to determine whether to submit an application for the Equipment Upgrade and Modernization (EUM) grant. If awarded funds, the applicant will become a grantee and must agree to all terms and conditions.

- The agency understands that the EUM grant is a one-time, non-recurring grant to be used for the upgrade or modernization of equipment for existing career and technical education programs.
- Funding sources for this equipment have been evaluated. The amount requested cannot be provided by another source. The amount received from this grant may be combined with other sources, but it must supplement and not supplant.
- The program(s) funded with the EUM grant are determined to be Perkins fundable, having met all size, scope and quality and labor market alignment requirements as documented in the agency's current program year Entitlement Grant.
- Equipment availability through the vendor has been researched. The equipment will be purchased, installed, and available for use by students before June 30 of the current program year.
- There is to be no extension for the use of grant funds after June 30 of the current program year.
- The agency understands that changes or amendments modifying the agency's pitch, project scope, or budget will not be accepted.

I certify that I have reviewed, understand, and agree to comply with the above assurances.

Name of Agency Head: Jesse Pisors

Signature of Agency Head: 

Support for Reading/Strategic Imperatives – Computer-Aided Drafting

Goal: Skilled Workforce and Economic Development

The Florida Department of Education aims to establish an efficient, world-class education system that engages and prepares all students to be globally competitive in college and careers. To achieve this vision, Pasco-Hernando State College needs to upgrade its Computer-Aided Drafting (CAD) lab equipment, as the current 3D printers are outdated.

Integrating 3D printers, 3D scanners, and CNC machines into educational settings provides students with hands-on experience and a thorough understanding of modern manufacturing technologies, which is essential for careers in manufacturing. Here are some key benefits of these tools:

1. **Hands-On Learning:** Students directly interact with industry-standard tools and materials, allowing them to grasp practical aspects of manufacturing processes and techniques.
2. **Skill Development:** These technologies help students acquire critical skills such as CAD (Computer-Aided Design), CAM (Computer-Aided Manufacturing), and CNC programming. These skills are both theoretical and directly applicable in modern manufacturing roles, giving students a competitive advantage in the job market.
3. **Innovation and Creativity:** 3D printers and scanners enable students to quickly prototype and iterate designs. This environment fosters a culture of innovation and creativity, encouraging experimentation and the development of new solutions to engineering challenges.
4. **Understanding of Industry 4.0:** Exposure to these technologies helps students understand the principles of Industry 4.0, which includes automation, data exchange, and intelligent manufacturing. This knowledge is crucial as the manufacturing industry evolves towards more advanced and interconnected systems.
5. **Problem-Solving Skills:** Working with CNC machines and 3D printers requires students to troubleshoot and solve technical issues, enhancing their problem-solving capabilities.
6. **Collaboration and Teamwork:** Projects involving these technologies often necessitate collaboration, helping students develop teamwork and communication skills. Soft skills are just as important as technical skills in the workplace.

The new equipment will enhance project-based learning, as students can engage in teamwork to complete projects involving 3D printing and 3D scanning—mirroring real-world workplace dynamics. Familiarity with these advanced technologies prepares students for the modern workforce, where innovative manufacturing techniques are becoming standard. Exposing students to cutting-edge tools fosters a mindset of continuous learning and adaptability, which is vital for success in a rapidly changing job market.

By incorporating these advanced tools into the curriculum, educators play a crucial role in preparing students for the demands of modern manufacturing. Their guidance ensures that students acquire the skills and knowledge necessary to succeed in this evolving field.

1. Screening Questionnaire

General Eligibility Check	Dropdown Menu
Proof of CLNA and compliance for postsecondary funding	
Have you submitted your postsecondary Perkins V Entitlement Grant application and submitted any required Program Improvement Plans?	Yes
Reserve Fund Check. Mark "yes" for all that apply. At least one must be marked as "yes." For items that do not apply, select "No," or leave blank if unsure. If you cannot mark at least one of these as "yes," then stop — this pitch does not qualify.	
1) Rural area	No
2) High CTE Population	Yes
3) High percentage of CTE population	Yes
4) Agency has subpopulation performance gaps	Yes
Career Clusters. Determine one "main" program in this concept pitch proposal that will be the most affected by EUM funding. Then, use the attached, state-defined Career Clusters sheet to determine how the program is classified. Do not rely on local career cluster designations. If the program's cluster cannot be found on this dropdown list, you must write a pitch for a different program. Contact Perkins@fldoe.org with questions or concerns.	
Please select the career cluster of the main program (dropdown). Do not forget this step.	Architecture & C
Enrollment Threshold. (See General Instructions for Additional Guidance.)	Column1
1) Write the name of your main program and list the number of students enrolled in the main program in 2022–23. For example: Aerospace Technology (50). Be able to document if requested. If 2022–23 data is unavailable, write that 2023–24 data was used, and provide as accurate a number as possible. Important: If fewer than ten students were enrolled, then stop — this pitch does not qualify.	
Computer-Aided Drafting and Design (43)	
2) If you list additional programs (up to two) on the Applicant Info form, write the program names and the number of students enrolled for each in 2022–2023, separated by program name in the space below. Be able to document if requested. If 2022–23 data is unavailable, write that 2023–24 data was used. Do not include any programs that had fewer than ten students enrolled. Write "N/A" if not applicable.	
Engineering Technology (76) Business Administration AS--BS (230)	
3) Write the average number of students enrolled in your main program and additional programs. This average must be at least ten.	
	116
Needs and Impact	
1) List each need of the CLNA, as stated in your Entitlement Grant application, that this grant would address. Include both the text and the location of the need as found on your Entitlement RFA by section, part, prompt and number. For example: Text (1-E-ii-1). Use the Quick Reference sheet to help. If N/A, then stop — this pitch does not qualify.	
1-C-i; 1-C-iii; 1-E-ii; 1-G-ii; 2-A	
2) Describe the key purchases in a few words (e.g., "portable electrical learning system" or "robotic arm trainer and controller").	
3D Printers to update current printers, 3D Scanners to increase our Additive Manufacturing in our Drafting and Engineering programs, CNC machine, and Laser engraver to add to our current program training.	

3) Briefly describe the equipment requested and what it does.

The 3D printers are to assist our students in their projects for the drafting, engineering, and business programs. The students will create the designs using AutoCad or Revit software and send the object to the 3D printer to demonstrate their concept or project. The scanner will reverse engineer a picture of the object to aid in the student's knowledge of additive manufacturing. Students will craft the items after scanning them with the 3D printers. The CNC machine will further the student's knowledge to meet the industry demand for basic knowledge of CNC machines. To complement the CNC machine, students may utilize the laser engraving to create finishing touches to projects created in the CNC machine.

4) Summarize why this equipment upgrade or modernization is necessary. Include a short description of what the equipment does and the expected overall impact of an EUM grant award (for example, how it will prepare students to succeed in their fields).

Integrating 3D printers, 3D scanners, and CNC machines into educational settings can significantly prepare students for careers in manufacturing by providing them with hands-on experience and a deep understanding of modern manufacturing technologies. Here are some key ways these tools can help:

1. **Hands-On Learning: Students** can directly interact with the tools and materials used in the industry, allowing them to understand the practical aspects of manufacturing processes and techniques.
2. **Skill Development:** These technologies help students develop critical skills such as CAD (Computer-Aided Design), CAM (Computer-Aided Manufacturing), and CNC programming. These skills are theoretical and directly applicable in modern manufacturing roles, giving students a competitive edge in the job market.
3. **Innovation and Creativity:** 3D printers and scanners enable students to prototype and iterate designs quickly. This fosters a culture of innovation and creativity by encouraging students to experiment and develop new solutions to engineering problems.
4. **Understanding of Industry 4.0:** Exposure to these technologies helps students understand the principles of Industry 4.0, which includes automation, data exchange, and smart manufacturing. Knowledge is crucial as the manufacturing industry continues to evolve towards more advanced and interconnected systems.
5. **Problem-Solving Skills:** Working with CNC machines and 3D printers requires students to troubleshoot and solve technical issues, enhancing their problem-solving abilities and environments.
6. **Collaboration and Teamwork:** Projects involving these technologies often require collaboration, helping students develop teamwork and communication skills. Soft skills are just as important as technical skills in the workplace.

By incorporating these advanced tools into the curriculum, educators play a crucial role in better preparing students for the demands of modern manufacturing. Their guidance ensures students have the skills and knowledge needed to succeed in this rapidly evolving field.

2B. Applicant Information (State Colleges Only)

1) Agency Name (Technical Colleges Must Submit Under a District Name)

Pasco-Hernando State College

2) Physical Site Location for Equipment Upgrade or Modernization

Pasco-Hernando State College

3) State Colleges Only: Type the Postsecondary CIP Code. Enter ten digits. You must include the leading zero if applicable. (Do not change formatting from text to number, even if prompted by Excel, because this will break the auto-populate function.) Use the 2020 Code instead of the 2010 Code (even for agricultural programs on the "FDACS" list, which may have appeared under the 2010 number on the Perkins Entitlement CLNA and Budget Excel Workbook). List ONLY ONE Main program. Although many programs may be affected, identify the program that will most benefit. Use the attached Career Clusters sheet.

1615130202

4) Program that Has Been Scheduled for Deletion or Is in Teach-out? (Auto-populates. If yes, does not qualify.)

No

5) Eligible Program Name (Auto-populates)

Computer-Aided Drafting and Design

6) Eligible Program Cluster (Auto-populates)

Architecture & Construction

7) Additional Programs. Type the CIP Code, Program Name and Career Cluster in this format: "Code/Name/Cluster." You may list up to two additional programs, if any, that will be substantially affected by the purchase of this equipment (see instructions). If asked, you must be able to document how a program is substantially affected. Use the "Career Clusters" sheet to list only programs from EUM-eligible clusters.

1615000001, Engineering Technology, Manufacturing

8) Amount Requested (from \$75,000 to \$250,000). List only the total amount for this concept pitch proposal.

184,091

9) Optional. Please add notes here if something above does not appear to populate correctly.

--

3. Postsecondary Questionnaire

**Instructions: Enter your responses in the space provided.
Respond to all questions, using N/A if not applicable.**

1) Type "N/A" if this is your only concept pitch proposal. If submitting two, please provide a priority rank for this pitch, with "1" as the highest. Submit a separate workbook for each pitch.

2

2) Describe your agency's current need to upgrade equipment. As part of your explanation, discuss how the equipment purchase will align with the need(s) identified your agency's CLNA.

With our Computer-Aided Drafting and Design, there is a need in the Pasco and Hernando area to increase our manufacturing training through Industry 4.0. Students must learn how to create prototypes of the projects they are working towards completing in the program. Another area of manufacturing is the reverse engineering of different parts through additive manufacturing with the use of a scanner. With the training on CNC machines, students will learn precision manufacturing and automation, both of which will increase efficiency and reduce human error. With Industry 4.0 students will gain the Work-Based-Learning techniques to enhance their skill base to be productive in the world of modern manufacturing.

3) Describe how upgraded equipment may lead to improved student performance.

Integrating 3D printers, 3D scanners, and CNC machines into Drafting and Engineering programs can significantly enhance student performance in several ways:

1. Hands-On Learning and Practical Skills

- **3D Printers:** Allow students to bring their designs to life, providing a tangible understanding of concepts like prototyping, design iteration, and manufacturing processes. This hands-on experience is invaluable for grasping complex engineering principles.

- **3D Scanners:** Enable students to digitize real-world objects, fostering reverse engineering and quality control skills. Students can scan objects to create accurate digital models, which can then be analyzed and modified.

- **CNC Machines:** These machines teach students about precision machining and manufacturing. By programming and operating CNC machines, students learn about material properties, tool paths, and the importance of precision in engineering.

2. Enhanced Creativity and Innovation

- These technologies encourage students to experiment and innovate. They can quickly prototype and test their ideas, leading to a deeper understanding of the design process and fostering a creative mindset.

3. Improved Problem-Solving Skills

- Working with these tools requires students to troubleshoot and solve real-world engineering problems. This practical problem-solving experience is crucial for developing critical thinking skills.

4. Collaboration and Teamwork

- Projects involving 3D printing, scanning, and CNC machining often require collaboration. Students learn to work in teams, communicate effectively, and manage projects, essential engineering career skills.

5. Preparation for Industry

- Familiarity with these technologies prepares students for the workforce. The manufacturing industry uses 3D printing, scanning, and CNC machines, so students with hands-on experience are more attractive to employers.

6. Enhanced Understanding of Theoretical Concepts

- By applying theoretical knowledge to practical tasks, students can better understand and retain complex concepts. For

4) Describe how upgraded equipment would cut operating costs, improve productivity, or reduce downtime for your agency.

To meet the current industry needs, PHSC would need to purchase the 3D printers, 3D scanners, and CNC machines out of the general operating budget, for which funds are unavailable. With the current years' flat budget there is little room for growth to rely solely on the general budget to improve the Computer Aided-Drafting and Design program. Without the addition of printers, scanners, and CNC machines, PHSC will not be able to move into Industry 4.0.

5) Does the equipment now being used by your agency meet current industry standards?

No

6a) If "no", describe how the upgraded equipment will assist your agency in meeting industry standards and improving student outcomes.

By upgrading our 3D printers, scanners, and CNC machines, PHSC will be able to introduce Industry 4.0 to the students' knowledge base. By adding Industry 4.0, the student learning outcomes will be enhanced in manufacturing through hands-on experience with advanced technologies, enhanced problem-solving skills, improved collaboration and communication, personalized learning, and preparation for the workforce.

6b) If "yes," describe why spending funds to upgrade equipment is necessary.

7) Describe how equipment will better prepare students for future job opportunities in their fields.

The new equipment will assist students with project-based learning. Working on projects that involve 3D printing and 3D scanning involves collaboration. Students can work in teams to complete projects and collaborate collaboratively as they would in the workplace. Familiarity with these technologies also prepares students for the modern workforce, where advanced manufacturing techniques are becoming the norm. Exposing students to cutting-edge technologies encourages a mindset of continuous learning and adaptability, which is crucial in a rapidly evolving job market. Integrating 3D printers, 3D scanners, and CNC machines into educational programs equips students with the technical skills, problem-solving abilities, and innovative mindset needed to thrive in manufacturing.

8) Equipment codes. Important: Do not skip this. Typically, district object codes for equipment are 64X (e.g., 641). For state colleges, they are usually 7XXXX (e.g., 71001) or 665XX (additional "minor equipment" codes). If any lines in your budget forms (DOE101S, Projected Equipment Form) use different codes, please explain why those expenses should be approved. See the Equipment FAQs for guidance on acceptable expenses (such as reasonable shipping), as well as on unacceptable expenses. Note that in some cases, it may be appropriate to list multiple expenses on one line under a single code. Ask your agency's finance office or the FDOE Grants Manager assigned to your Perkins Entitlement Grant if unsure.

To meet the current industry needs, PHSC is proposing the purchase of 3D printer, 3D scanners, and CNC machines. These would be used for the Computer Aided-Drafting and Design and Engineering Technology programs. To enhance our Entrepreneurship experience in our Business programs, we will also utilize the equipment purchased in the grant.

9) If you propose any "minor" equipment items worth less than \$1,000, please explain either how they are necessary for the operation of another item that meets this threshold, or how lesser items combine to form a functional unit. See the Equipment FAQs for guidance. Write "N/A" if not applicable.

No, all equipment is at least \$1000 per item.

10) Please explain any software expenses. Please read the "software" section of the Equipment FAQs sheet in this workbook before answering. Software expenses are only accepted under specific circumstances. Write "N/A" if not applicable.

**FLORIDA DEPARTMENT OF EDUCATION
2024-25 Equipment Upgrade and Modernization
DOE 101S Budget Narrative Form**

Show all amounts in whole dollars only.
Indirect and Administrative Costs are not Allowed for EUM.
Leave Column 4, "FTE Position," blank. Typically, all lines in Column 6 will be 100%.

A) Name of Eligible Recipient/Fiscal Agent			Pasco-Hernando State College		
B) Project Number (FDOE Use Only):			512-1615R-5C001		
C) TAPS Number :			25B143		
(1)	(2)	(3)	(4)	(5)	(6)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED TO THIS PROJECT
	71023	Equipment over \$5000 - 3D printers, 3D CAD Scanner, Laser Engraver • Narrative Section, CLNA Need and Priority#: Section 134: 1, E 1-3; F 1-4; G 1-2; H 1-3 • Program Number or CIP#: 1615130202, 615130204 • Section 135: Requirement for the Uses of Funds: 3, 5A, 5D, 5E, 5H		\$129,387	100%
	70606	Equipment between \$1000 and \$4999 each - Bambu Lab 3D Printer, UltiMaker Material Handling Station, ProCNC Router 4x4 • Narrative Section, CLNA Need and Priority#: Section 134: 1; E 1-3; F 1-4; G 1-2; H 1-3 • Program Number or CIP#: 1615130202, 615130204 • Section 135: Requirement for the Uses of Funds: 3, 5A, 5D, 5E, 5H		\$54,704	100%
			D) TOTAL	\$184,091	100%

DOE ATTESTATION (Program and Grants Management)



The cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

May 2024 EUM format update of April 2022 OGM Form	DOE 101S
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Req. Uses of Funds 1-6 is included on the Postsecondary grant

FLORIDA DEPARTMENT OF EDUCATION
2024–2025 Perkins V Projected Equipment Form

Agencies are accountable for all equipment purchased using grant funds.

Show all amounts in whole dollars only. Amounts should be in agreement with relevant sections of the DOE101S.

EUM: Use this form for capitalized equipment with a projected value of \$5,000 or more. Include bundled or items otherwise directly related to a piece of capitalized equipment on the same line, such as non-construction installation. These should be listed in the description and included in the total item cost.
Distinct items of minor equipment should be listed on the DOE101S.

A) Name of Eligible Recipient/Fiscal Agent
B) Project Number (DOE Use Only)

Pasco-Hernando State College
512-1615R-5C001

Item Number	A Function Code	B Object Code	C Account Title	D Description	E School/ Program	F Item Cost (\$)	G Total Amount (\$)
1		71023	Equipment over \$5000	UlitiMaker S7 3D Printer	Pasco-Hernando State College/Computer Aided Drafting and Design	\$8,299	\$66,392
2		71023	Equipment over \$5000	Peel, 3.CAD 3D Scanner	Pasco-Hernando State College/Computer Aided Drafting and Design	\$12,665	\$37,995
3		71023	Equipment over \$5000	Xtool P2 55W CO2 Laser Engraver	Pasco-Hernando State College/Computer Aided Drafting and Design	\$5,000	\$25,000
4							
#REF!							

Does the agency's inventory system contain all required federal and state elements listed in the **Inventory Guidelines** in the instructions?
Mark one of these answers with an "X."

Yes?

No?



2024-2025 DISTRICT BOARD OF TRUSTEES
MEETING DATES AND LOCATIONS
11:30 a.m.

<u>Month/Date</u>	<u>Location</u>
<i>August 2024</i>	<i>No Meeting</i>
September 9, 2024 12:00 – 1:30 p.m. Special Strategic Planning Meeting	West Campus, New Port Richey Conference Center
September 17, 2024	Instructional Performing Arts Center Wesley Chapel
<i>October 2024</i>	<i>No Meeting</i>
November 19, 2024	East Campus, Dade City Conference Center, A-240/241
<i>December 2024</i>	<i>No Meeting</i>
January 14, 2025	Porter Campus, Wesley Chapel Conference Center
February 18, 2025	Spring Hill Campus Rao Musunuru, M.D. Conference Center
<i>March 2025</i>	<i>No Meeting</i>
April 15, 2025	North Campus, Brooksville Conference Room, B-104/105
May 20, 2025	West Campus, New Port Richey Conference Center
June 17, 2025	Instructional Performing Arts Center Wesley Chapel
July 15, 2025	East Campus, Dade City Conference Center, A-240/241



Excellence • Integrity • Success • Equity • Community

**2025-2026 DISTRICT BOARD OF TRUSTEES
UPCOMING EVENTS INFORMATION**

Legislative Fly-in with Trustees

Monday, February 3 – Tuesday, February 4, 2025
Tallahassee

Association of Community College Trustees (ACCT) 2025 Community College National Legislative Summit

Sunday, February 9 – Wednesday, February 12, 2025
Marriott Marquis
Washington DC

Welding Shop Grand Opening

Friday, February 14, 2025 – 9:00 am
East Campus, Dade City

President's Investiture and All College Day

Tuesday, February 25, 2025
West Campus, New Port Richey

Association of Community College Trustees (ACCT) 2025 Governance Leadership Institute

Sunday, March 16 – Tuesday, March 18, 2025
Windward Community College
Oahu, Hawaii

Commencement Ceremonies

Thursday, May 8, 2025 – 10:30 am and 4:30 pm
West Campus, New Port Richey

Association of Community College Trustees (ACCT) 2025 ACCT Leadership Congress


Wednesday, October 22 – Saturday, October 25, 2025
New Orleans Marriott and Sheraton New Orleans
New Orleans, Louisiana

Fire Tower November 2024

 Total National TV Audience 355,615	Total National TV Publicity USD \$73,630	Total Local TV Audience 355,615	Total Local TV Publicity USD \$73,630
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 Total Online + Print Audience 768,852	Total Online + Print Publicity USD \$13,047
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Total Number of Clips 26 [Expand](#)



PHSC Cuts Ribbon on Fire Training Facility [Expand](#)

Full Article **Date Collected** Nov 25, 2024 11:19 AM EST **Source** [Hernando Sun](#)



Around Tampa Bay: A fire training tower for PHSC and outdoor store for Bradenton [Expand](#)

View Full Text **Date Collected** Nov 22, 2024 1:39 PM EST **Source** [Tampa Bay Business Journal \(Tampa Bay, FL\)](#)



Tampa Bay news: A fire tower at PHSC and outdoor store in Bradenton [Expand](#)

Full Article **Date Collected** Nov 22, 2024 7:59 AM EST **Source** [Business Journal of Tampa Bay](#)



Pasco-Hernando State College Ignites The Future Of Firefighting With New \$4.9 Million Training Facility [Expand](#)

View Full Text **Date Collected** Nov 19, 2024 1:54 PM EST **Source** [The Free Press \(Tampa, Florida\)](#)



NewsChannel 8 News at 10:00pm [Expand](#)

Play Direct Link **Time** Nov 18, 2024 10:09 PM EST **Call Sign** WTTA (CW)



NewsChannel 8 at 6PM [Expand](#)

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10 Tampa Bay This Evening at 5:00pm [Expand](#)

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Pasco-Hernando State College Ignites The Future Of Firefighting With New \$4.9 Million Training Facility [Expand](#)

Full Article **Date Collected** Nov 18, 2024 3:25 PM EST **Source** [Tampa Free Press](#)



NewsChannel 8 at 11AM [Expand](#)

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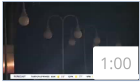

ABC Action News at 9:00AM [Expand](#)

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NewsChannel 8 Today at 7am [Expand](#)



- 
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- 
ABC Action News at 6:00AM 



[Play](#) [Direct Link](#) **Time** Nov 18, 2024 6:37 AM EST **Call Sign** WFTS (ABC)

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NewsChannel 8 Today at 6a 



[Play](#) [Direct Link](#) **Time** Nov 18, 2024 6:07 AM EST **Call Sign** WFLA (NBC)

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NewsChannel 8 Today at 6a 

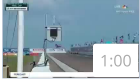

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- 
ABC Action News at 5:30AM 



[Play](#) [Direct Link](#) **Time** Nov 18, 2024 5:44 AM EST **Call Sign** WFTS (ABC)

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ABC Action News at 5:30AM 

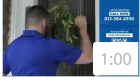

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ABC Action News at 5:00AM 



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ABC Action News at 4:30AM 

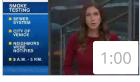

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ABC Action News at 4:30AM 

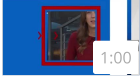

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NewsChannel 8 Weekend Morning Edition at 9a Sunday 

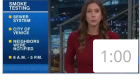

[Play](#) [Direct Link](#) **Time** Nov 17, 2024 9:11 AM EST **Call Sign** WFLA (NBC)

- 
NewsChannel 8 Today at 7am 



[Play](#) [Direct Link](#) **Time** Nov 17, 2024 7:10 AM EST **Call Sign** WTTA (CW)

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NewsChannel 8 Weekend Morning Edition at 7a Sunday 

[Play](#) [Direct Link](#) **Time** Nov 17, 2024 7:10 AM EST **Call Sign** WFLA (NBC)

- 
NewsChannel 8 Weekend Morning Edition at 6a Sunday 

[Play](#) [Direct Link](#) **Time** Nov 17, 2024 6:11 AM EST **Call Sign** WFLA (NBC)

- 
NewsChannel 8 Today at 6a 

[Play](#) [Direct Link](#) **Time** Nov 17, 2024 6:11 AM EST **Call Sign** WTTA (CW)

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Academic Affairs
District Board of Trustees Memo

TO: Dr. Jesse Pisors, President

FROM: Dr. Daniel Powell, Vice President of Academic Affairs & Chief Academic Officer
Dr. Alysén Heil, Dean of Workforce Development and Career & Technical Education

SUBJECT: Summer Camp Offerings

DATE: Tuesday, January 14, 2025

This proposal is for summer camp offerings to be hosted at our North and East campuses, as well as Gowers Corner location, in June and July of 2025. All offerings are created and hosted by the Division of Workforce Development and Career & Technical Education.

Camp costs range from \$200 per camper to free of charge, and participants range from 11 years old to high school graduates depending on the offering. Most offerings provide campers with a commemorative t-shirt, and some gift campers the technology used/created during the camp. Enclosed are summaries of each summer camp offering detailing enrollment limits, objectives, etc.

Summer Camps Approved & Offered Last Year

- Build Your Own Computer
- ROBOT Coding
- Crime Scene/Forensics
- Advanced Crime Scene/Forensics

New/Additional Summer Camp Offerings for Approval

- Lab Coat
- Future Builders of America Trade Exploration

This proposal was reviewed and approved by the President's Administrative Leadership Team (PALT) during a meeting on Tuesday, January 7, 2025. Academic Affairs presents these summer camp offerings to the District Board of Trustees (DBOT) as an approval item during its meeting on Tuesday, January 14, 2025.

MEMORANDUM

TO: Dr. Daniel Powell, Vice President ▪ Academic Affairs & Chief Academic Officer & College Provost

FROM: Wendy Villa, Associate Director of Career Technical Education, Program Outreach

DATE: December 2, 2024

SUBJECT: 2025 Summer Camp offerings

Build Your Own Computer Camp (BYOC)

(Campers are selected based on registration answers to ensure need).

Camps offered at: North Campus & East Campus
(PASCO & HERNANDO counties)

Camp Fee: FREE

(All components needed are donated by Institutional Technology)
25 Monitors, CPU Units, keyboards, mice and cables-per location.

Max Enrollment: 20 per camp

Proposed Date: June 09th-June 10th (North Campus)
June 11th-June 12th (East Campus)

Time: North-2 days: 9am-4pm, East-2 days: 9am-4pm.

Instructors: Curtis Scaglione, Christopher Grech, Rick Allison, Eddie Hamilton, Heath Novak, Karolyn Anthony and Student volunteers.

Ages of campers: Rising 7th & 8th grade middle school students in need of technology.

*Campers will be selected based on their responses to registration questions to ensure the appropriate students are selected. Questions will be in reference to their technology at home at that time of registration, (i.e. genuine need for a computer at home), a need for further training on hardware and software that was not provided at school, and one on one hands on experience.

Objective: To introduce middle school students to the IT industry with an age appropriate and innovative introduction to technology hardware and programming. To provide needed technology to students that are lacking the financial ability to provide themselves this essential component to help them fulfill their academic goals.

Description: Students will learn the internal components that make a computer work by building their own systems. After their build, they will be taught about configuring and setting up their system at home. At the end of their week, they will be able to take their computers home. The goal of this camp is to introduce them to the IT industry during a time that is vital in choosing their CTE direction, as well as achieving the goal of a complete build-that earns them a usable computer at their home.

Campers will keep their computers, keyboards and mice once built, and take them home the last day of camp.

EAST CAMPUS

36727 Blanto Rd.
Dade City, FL 33523
352.567.6701

NORTH CAMPUS

11415 Ponce de Leon Blvd.
Brooksville, FL 34601
352.796.6726

PORTER CAMPUS AT WIREGRASS RANCH

2727 Mansfield Blvd.
Wesley Chapel FL 33543
813.527.6615

SPRING HILL CAMPUS

450 Beverly Ct.
Spring Hill, FL 34606
352.688.8798

New Port Richey, FL
727.816.2727

phsc.edu
800.855.NOW



ROBOT Coding Camp

Campus offered at: North Campus

Camp Fee: \$200.00 Per Camper (Used to pay for instruction, supplies and t-shirts) non-refundable.

Max Enrollment: 10

Proposed Date: June 16th-19th 2025

Time: Monday thru Thursday, 9am-4pm

Instructors: Rick Allison, Karolyn Anthony, and Cybersecurity Club Students.

Ages of campers: Age appropriate for students entering 10th, 11th and 12th grades with a STEM background. Some basic coding knowledge is helpful.

Objective: To provide a higher Level of *introduction* into engineering and Python coding, alongside other programs needed to build and operate the Robot..

Description: Join our exciting robotics camp, where young adult minds delve into the world of programming and engineering by learning how to code and control robotic creatures. This hands-on experience will empower campers to explore the fundamentals of programming, problem-solving, and teamwork as they bring their robotic companions to life through creative coding challenges and interactive projects.

Requirements: Must have access to a cell phone and the ability to download an app to work the robot once built and coded appropriately.

Campers will keep their robot at the end of camp.

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New Port Richey, FL
727.816.2727

phsc.edu
800.855.NOW



Crime Scene/Forensics Camp

Campus offered at: East Campus (Dade City)

Camp Fee: \$150 per camper (Used to pay for instruction, supplies and camp t-shirts) Camp fee is non-refundable.

Registration: Offered to previous camp attendee's beginning April 17th – 30th, with fee's being due no later than the 30th.
Registration opens to public: May 1st, Camp payment is due no later than May 31st.

Max Enrollment: 15

Proposed Date: July 14th-17th 2025

Time: Monday thru Thursday, 8:30 am.-12:30 pm.

Instructors: Shawna O'Neil, Forensic Instructor, Ashley Reed, Crime Scene Investigator-Pasco Sheriff's Office, Karolyn Anthony, Data Support Specialist & Wendy Villa, Associate Director CTE Program Outreach

Age Targeted: Age appropriate for ages 11-13.

Requirements: Must be able to bring a fully charged Cell Phone each day.

Objective: Introduce campers to functions of crime scene investigations, photography, spatial reasoning, and problem solving.

Description:

- Day 1. Intro to Crime Scene and Photography
- Day 2. Fingerprinting and Shoe Impressions
- Day 3. Blood Spatter and Drip Patterns
- Day 4. Mock Crime Scene and Solving the Puzzle

EAST CAMPUS

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NORTH CAMPUS

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Brooksville, FL 34601
352.796.6726

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WIREGRASS RANCH**

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Wesley Chapel FL 33543
813.527.6615

SPRING HILL CAMPUS

450 Beverly Ct.
Spring Hill, FL 34606
352.688.8798

WEST CAMPUS/DISTRICT OFFICE

10230 Ridge Rd.
New Port Richey, FL
727.816.2727

phsc.edu
800.855.NOW



ADVANCED Crime Scene/Forensics Camp

Campus offered at: East Campus (Dade City)

Camp Fee: \$175 per camper (Used to pay for instruction, supplies and camp t-shirts) non-refundable

Registration: Offered to previous camp attendee's beginning April 17th – 30th, with fee's being due no later than the 30th.
Registration opens to public: May 1st, Camp payment is due no later than May 31st

Max Enrollment: 15

Proposed Date: July 28th -31st 2025

Time: Monday through Thursday, 9:00 am.-3:00 pm.

Lunch: Campers must bring their own lunches-no camper will be allowed to leave campus for lunch.

Instructors: Shawna O'Neil, Forensic Instructor, Ashley Reed, Crime Scene Investigator-Pasco Sheriff's Office, Karolyn Anthony, Data Support Specialist, & Wendy Villa, Associate Director CTE Program Outreach

Age Targeted: Age appropriate for ages 14-17.

Objective: Higher level of introduction to functions of crime scene investigations, photography, spatial reasoning, and problem solving.

Description:

- Crime Scene Sketching
- Introduction to Crime Scene Photography
- Fingerprinting within various crime scenes
- Drip Patterns, Blood Spatter and Blood Chemicals
- Skeletal Remains collection.
- Entomology
- Shoe Impressions

EAST CAMPUS

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WEST CAMPUS/DISTRICT OFFICE

10230 Ridge Rd.
New Port Richey, FL
727.816.2727

phsc.edu

800.855.NOW



Camp LAB COAT!

Campus offered at: North Campus

Camp Fee: \$50 per camper (Used to pay for instruction, supplies and camp t-shirts) non-refundable

Registration: Students will register via the Summer Camp registration Page.

Max Enrollment: 10

Proposed Date: June 23rd -26th 2025

Time: Monday through Thursday, 9am-12:30pm

Instructors: Jodi Van-Slee, Laurie Harmon

Age Targeted: Ages 11-13

Objective: Students will explore PHSC Nursing labs, including first aid, and safety. Microscopy, Microbiology, and 3D printing as well!

Description:

- Handwashing protocols
- Intro to Vital Signs
- Manikins and Moulage
- Skeletal System
- Microbiology/Science Lab
- 3D printing Workshop

*Content subject to change based on instructor request.

EAST CAMPUS

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10230 Ridge Rd.
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727.816.2727

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800.855.NOW



Future Builders of America- Trade Exploration Lab

Campus offered at: Gowers Corner

Camp Fee: \$25.00

Registration: Students will register via the Summer Camp registration Page.

Max Enrollment: 15

Proposed Date: June 16th-26th (Mon.-Thur.)

Time: 8:30am-4:30pm

Instructors: Sean Kessler & Industry Partners

Age Targeted: High School Graduates, 18+

Objective: To acquire skills through hands on experience to help Employability in the construction industry, to enhance eligibility into the PHSC Construction Apprenticeship program where they will receive upper-level Construction best practices, skills, and on-the-job training through full-time job placement in a construction related company.

Description:

- OSHA 10 Certification
- Soft Skills, Resume Building & Interview practice.
- Tape Measure and Basic Construction Math
- How to Read Construction Plans
- Hand & Power Tool Hands-On Training
 - Building Projects TBD (Picnic Table, Benches etc.)

Important Information:

- Transportation not provided.
- Books and Tools are to be provided By PHSC
- Participates Subject to PHSC Construction Lab Safety Guidelines
(Full list of Guidelines available Upon Request)
- Safety Shoes/Boots Required not provided by PHSC
(Athletic Shoe are not allowed)

EAST CAMPUS

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SPRING HILL CAMPUS

450 Beverly Ct.
Spring Hill, FL 34606



Council on Academic Affairs
District Board of Trustees Memo

TO: Dr. Jesse Pisors, President

FROM: Dr. Daniel Powell, Vice President of Academic Affairs & Chief Academic Officer
Dr. Gerene Thompson, Associate Vice President of Academic Affairs

SUBJECT: Program Changes

DATE: Tuesday, January 14, 2025

This proposal is for program revisions reviewed and approved by the Council on Academic Affairs (CAA) during a meeting on Friday, November 22, 2024.

CAA presents these program revisions to the District Board of Trustees (DBOT) for final review and approval during its meeting on Tuesday, January 14, 2024.

Program Revision: Associate in Arts Program – Fall 2025 (202601)

The Associate in Arts program revision updates General Education courses to align with Florida Department of Education (FLDOE) mandates. DBOT reviewed and approved these program changes in advance of implementation, as requested by FLDOE, at the meeting held on Tuesday, November 19, 2024. This submission confirms completion of processing the pre-approved changes.

Program Revision: Educator Preparation Institute – Fall 2025 (202601)

The Educator Preparation Institute program revision updates Reading Endorsement courses and removes the ESE Pathway to align with FLDOE revised competencies and guidelines.

PASCO-HERNANDO STATE COLLEGE ACADEMIC PROGRAM PROPOSAL FORM

CHANGE IN PROGRAM, DELETION OF PROGRAM, OR MORATORIUM OF PROGRAM

Effective Date: Fall 2025

- Change in Program
 Deletion of Program
 Moratorium of Program (Moratorium cannot exceed five years and requires a program review)

CURRENT OR PROPOSED TITLE Associate in Arts	TOTAL NUMBER OF <input type="checkbox"/> COLLEGE CREDIT TECHNICAL <input checked="" type="checkbox"/> CREDIT HOURS 60
Check Box for Program Type <input type="checkbox"/> Advanced Technical Certificate (Post Associate in Science Degree) <input type="checkbox"/> College Credit Certificate <input type="checkbox"/> Associate in Science Degree <input type="checkbox"/> Applied Technology Diploma <input type="checkbox"/> Associate in Applied Science Degree <input type="checkbox"/> Technical Credit Program <input type="checkbox"/> Baccalaureate Degree	
AS/AAS/ATD/BS/CCC/TECHNICAL CREDIT CIP CODE: <small>If no CIP code, date submitted to DCC/DWE.</small>	AA Common Course Prerequisite <input type="checkbox"/> Yes <input type="checkbox"/> No
CHANGE IN PROGRAM, DELETION OF PROGRAM, OR MORATORIUM OF PROGRAM	
General Education Requirements:	
Arts and Sciences From: see attached document.	
To: see attached document.	
Health Occupations From:	
To:	
Workforce Development, Career, and Technical Education From:	
To:	
Program Specified Elective(s) AS or AAS Degree only: From:	
To:	
Program Requirement Changes: From:	
To:	
Total Current College Credit or Technical Credit Hours	
From:	To:
JUSTIFICATION FOR CHANGE	
Check Box for Change Justification <input type="checkbox"/> Programmatic Accreditation Requirement <input type="checkbox"/> Program Review Recommendation <input type="checkbox"/> Florida Department of Education Curriculum Framework Changes <input type="checkbox"/> Student Learning Outcome Assessment <input checked="" type="checkbox"/> Other	
Other Explanation: Updating General Education courses by removing CLP2140, SYG2010, SYG2221 and PHI1630	
from institutional general education requirements per FLDOE Division of Florida Colleges 2024	
General Education Course Review.	
And Move REL2300 from Humanities to Social Sciences Category.	

PROGRAM OF STUDIES DETAILING COURSE SEQUENCING MUST BE ATTACHED
FOR AS, AAS, BS AND TECHNICAL CREDIT PROGRAMS

SIGNATURE(S) OF DEPARTMENT CHAIR/PROGRAM DIRECTOR AND DEAN(S) OF ACADEMIC DIVISION(S) AFFECTED

Proposer's Signature <i>Jessica Stinder</i>	Date <i>11/12/2024</i>
Department Chair/Program Director's Signature <i>Gerard Thompson</i>	Date <i>11/12/2024</i>
Academic Dean's Signature <i>Gerard Thompson</i>	Date <i>11/12/2024</i>

SUBSTANTIVE CHANGE VERIFICATION AND RECOMMENDATION

If this proposal is approved by the Council on Academic Affairs, President's Administrative Leadership Team, and District Board of Trustees, will it constitute a substantive change as defined by the Commission on Colleges of the Southern Association of Colleges and Schools? If yes, what substantive change procedures must be followed prior to implementation?

 No Yes

_____ Recommended _____ Not Recommended

Chair, Council on Academic Affairs' Signature		Date	
ADMINISTRATIVE USE ONLY			
Program Code	Audit	DBOT	Catalog
Distribution:	Admissions	MIS	Advising
	Fin. Aid		

Track Changes

Associate in Arts Degree

General Education Requirements for the AA Program

Additional courses may be required for nonexempt students based on placement test scores.

Note: Developmental education courses are not considered to be college-credit courses, and do not count toward a degree.

A grade of "C" or higher is required for all General Education courses, whether they are being used to fulfill program or elective requirements.

General Education Requirements for the AA Program

English/Reading Developmental Education Courses (0-8 Hours)

ENC 0021	Modularized Developmental Writing	4 cr.
ENC 0022	Compressed Developmental Writing	4 cr.
REA 0011	Modularized Developmental Reading	4 cr.
REA 0019	Compressed Developmental Reading	4 cr.

Math Developmental Education Courses (0-6 Hours)

MAT 0028	Introductory Algebra	4 cr.
MAT 0055	Accelerate in Mathematics	1 cr.
MAT 0056	Foundations of Mathematics	2 cr.

AREA I.

Communications and Information Literacy: 9 Semester Credit Hours

The following (3) courses are required for all students:

ENC 1101	English Composition I (3 cr.)	SPC 2608	Introduction to Public Speaking (3 cr.)
ENC 1102	English Composition II (3 cr.)		

Note: Students are encouraged to enroll in ENC1101, during the first term of their enrollment at the College.

AREA II.

Mathematics: 6 Semester Credit Hours

SB 366 modified section 1007.23, Florida Statutes, to establish three mathematics pathways for students by aligning mathematics courses to programs, meta-majors and careers. The three pathways are: Algebra through Calculus, Statistical Reasoning and Mathematical Thinking in Context. A brief description of each pathways follows:

Algebra through Calculus: This pathway is intended for students whose academic program requires a foundation of algebra, followed by a sequence of courses that may lead to calculus.

Statistical Reasoning: This pathway will allow students to gain a statistical knowledge foundation in areas such as descriptive statistics, probability and inferential statistics that will allow them to use and interpret data.

Mathematical Thinking in Context: This pathway is intended for students in the broadest range of programs of study. In this pathway students will explore a variety of mathematical concepts utilizing multiple ways of thinking to formulate and solve problems in context.

Intermediate Algebra (MAT 1033) and Pathways to Mathematical Literacy (MAT 1100) may be required as a prerequisite for college-level math courses based on placement test scores and will count as elective credit.

Select two courses from Category A or one course each from Category A and Category B:

Students are encouraged to select the math sequence that supports their intended transfer major.

Category A (Gen Ed Core/State Required)		Category B (Gen Ed Non-Core)	
MAC 1105	College Algebra (3 cr.)	MGF 1131	Mathematics in Context (3 cr.)
MAC 1114	Trigonometry (3 cr.)	MTG 2206	College Geometry (3 cr.)
MAC 1140	Precalculus Algebra (3cr.)		
MAC 2233	Applied Calculus (4 cr.)		
MAC 2311	Calculus and Analytic Geometry I (5 cr.)		
MAC 2312	Calculus and Analytic Geometry II (5 cr.)		
MAC 2313	Calculus and Analytic Geometry III (4 cr.)		
MAP 2302	Differential Equations (3 cr.)		
MGF1130	Mathematical Thinking (3 cr.)		
STA 2023	Introduction to Statistics (3cr.)		

AREA III.

Natural Sciences: 6 Semester Credit Hours

Select two courses from Category A or one course each from Category A and Category B:

Students are encouraged to select the science sequence that supports their intended transfer major.

Category A (Gen Ed Core/State Required)		Category B (Gen Ed Non-Core)	
AST 1002	Introduction to Astronomy	BSC 1020	Human Biology (3 cr.)
BSC 1005	Introduction to Biology (3 cr.)	BSC 1311	Marine Biology (3 cr.)
BSC 1085	Human Anatomy and Physiology I (3 cr.) and	CHM 1025	Introductory Chemistry (3 cr.) and
BSC 1085L	Human Anatomy and Physiology I Lab (1 cr.)	CHM 1025L	Introductory Chemistry Lab (1 cr.)
BSC 1086	Human Anatomy and Physiology II (3 cr.) and	MET 2010	Introduction to Meteorology (3 cr.)
BSC 1086	Human Anatomy and Physiology II Lab (1 cr.)		
BSC 2010	Biology I (3 cr.) and		
BSC 2010L	Biology I Lab (1 cr.)		
BSC 2011	Biology II (3 cr.) and		
BSC 2011L	Biology II Lab (1 cr.)		
CHM 1020	Chemistry in your Life (3 cr.)		
CHM 2045	General Chemistry and Qualitative Analysis I (3 cr.) and		

CHM 2045L	General Chemistry and Qualitative Analysis I Lab (1 cr.)
CHM 2046	General Chemistry and Qualitative Analysis II (3 cr.) and
CHM 2046L	General Chemistry and Qualitative Analysis II Lab (1 cr.)
CHM 2210C	Organic Chemistry I (5 cr.)
CHM 2211C	Organic Chemistry II (5 cr.)
ESC 1000	Introduction to Earth Science (3 cr.)
EVR-1001	Introduction to Environmental Science (3 cr.)
GLY 2010	Introduction to Geology (3 cr.)
MCB 2010	Microbiology (3 cr.) and
MCB 2010L	Microbiology Lab (1 cr.)
OCE 2001	Introduction to Oceanography (3 cr.)
PHY 1020C	Fundamentals of Physics (3 cr.)
PHY 1053	General Physics I (3cr.) and
PHY 1053L	General Physics I Lab (1 cr.)
PHY1054	General Physics II (3cr.) and
PHY 1054L	General Physics II Lab (1 cr.)
PHY 2048C	General Physics I with Calculus (4 cr.)
PHY 2049C	General Physics II with Calculus (4 cr.)

AREA IV.

Social and Behavioral Sciences: 6 Semester Credit Hours

Select two courses from Category A or one course each from Category A and Category B:

Category A (Gen Ed Core/State Required)		Category B (Gen Ed Non-Core)	
AMH 2010	History of the United States I	CLP 2140	Psychopathology (3 cr.)
AMH 2020	History of the United States II	DEP 2002	Child Psychology (3 cr.)
ANT 2000	Introduction to Anthropology (3 cr.)	DEP 2004	Lifespan Development (3 cr.)
ECO 2013	Principles of Macroeconomics (3 cr.)	DEP 2302	Adolescent Psychology (3 cr.)
POS 2041	American Federal Government (3 cr.)	SYG 2000	Introduction to Sociology (3 cr.)
PSY 1012	Introduction to Psychology (3 cr.)	SYG 2010	Social Problems (3 cr.)
		SYG 2221	Women in American Society (3 cr.)
		REL 2300	World Religions (3 cr.)

AREA V.

Humanities: 6 Semester Credit Hours

Select two courses from Category A or one course each from Category A and

Clean Copy

Associate in Arts Degree

General Education Requirements for the AA Program

Additional courses may be required for nonexempt students based on placement test scores.

Note: Developmental education courses are not considered to be college-credit courses, and do not count toward a degree.

A grade of "C" or higher is required for all General Education courses, whether they are being used to fulfill program or elective requirements.

General Education Requirements for the AA Program

English/Reading Developmental Education Courses (0-8 Hours)

ENC 0021	Modularized Developmental Writing	4 cr.
ENC 0022	Compressed Developmental Writing	4 cr.
REA 0011	Modularized Developmental Reading	4 cr.
REA 0019	Compressed Developmental Reading	4 cr.

Math Developmental Education Courses (0-6 Hours)

MAT 0028	Introductory Algebra	4 cr.
MAT 0055	Accelerate in Mathematics	1 cr.
MAT 0056	Foundations of Mathematics	2 cr.

AREA I.

Communications and Information Literacy: 9 Semester Credit Hours

The following (3) courses are required for all students:

ENC 1101	English Composition I (3 cr.)	SPC 2608	Introduction to Public Speaking (3 cr.)
ENC 1102	English Composition II (3 cr.)		

Note: Students are encouraged to enroll in ENC1101, during the first term of their enrollment at the College.

AREA II.

Mathematics: 6 Semester Credit Hours

SB 366 modified section 1007.23, Florida Statutes, to establish three mathematics pathways for students by aligning mathematics courses to programs, meta-majors and careers. The three pathways are: Algebra through Calculus, Statistical Reasoning and Mathematical Thinking in Context. A brief description of each pathways follows:

Algebra through Calculus: This pathway is intended for students whose academic program requires a foundation of algebra, followed by a sequence of courses that may lead to calculus.

Statistical Reasoning: This pathway will allow students to gain a statistical knowledge foundation in areas such as descriptive statistics, probability and inferential statistics that will allow them to use and interpret data.

Mathematical Thinking in Context: This pathway is intended for students in the broadest range of programs of study. In this pathway students will explore a variety of mathematical concepts utilizing multiple ways of thinking to formulate and solve problems in context.

Intermediate Algebra (MAT 1033) and Pathways to Mathematical Literacy (MAT 1100) may be required as a prerequisite for college-level math courses based on placement test scores and will count as elective credit.

Select two courses from Category A or one course each from Category A and Category B:

Students are encouraged to select the math sequence that supports their intended transfer major.

Category A (Gen Ed Core/State Required)		Category B (Gen Ed Non-Core)	
MAC 1105	College Algebra (3 cr.)	MGF 1131	Mathematics in Context (3 cr.)
MAC 1114	Trigonometry (3 cr.)	MTG 2206	College Geometry (3 cr.)
MAC 1140	Precalculus Algebra (3cr.)		
MAC 2233	Applied Calculus (4 cr.)		
MAC 2311	Calculus and Analytic Geometry I (5 cr.)		
MAC 2312	Calculus and Analytic Geometry II (5 cr.)		
MAC 2313	Calculus and Analytic Geometry III (4 cr.)		
MAP 2302	Differential Equations (3 cr.)		
MGF1130	Mathematical Thinking (3 cr.)		
STA 2023	Introduction to Statistics (3cr.)		

AREA III.

Natural Sciences: 6 Semester Credit Hours

Select two courses from Category A or one course each from Category A and Category B:

Students are encouraged to select the science sequence that supports their intended transfer major.

Category A (Gen Ed Core/State Required)		Category B (Gen Ed Non-Core)	
AST 1002	Introduction to Astronomy	BSC 1020	Human Biology (3 cr.)
BSC 1005	Introduction to Biology (3 cr.)	BSC 1311	Marine Biology (3 cr.)
BSC 1085	Human Anatomy and Physiology I (3 cr.) and	CHM 1025	Introductory Chemistry (3 cr.) and
BSC 1085L	Human Anatomy and Physiology I Lab (1 cr.)	CHM 1025L	Introductory Chemistry Lab (1 cr.)
BSC 1086	Human Anatomy and Physiology II (3 cr.) and	MET 2010	Introduction to Meteorology (3 cr.)
BSC 1086	Human Anatomy and Physiology II Lab (1 cr.)		
BSC 2010	Biology I (3 cr.) and		
BSC 2010L	Biology I Lab (1 cr.)		
BSC 2011	Biology II (3 cr.) and		
BSC 2011L	Biology II Lab (1 cr.)		
CHM 1020	Chemistry in your Life (3 cr.)		
CHM 2045	General Chemistry and Qualitative Analysis I (3 cr.) and		

CHM 2045L	General Chemistry and Qualitative Analysis I Lab (1 cr.)
CHM 2046	General Chemistry and Qualitative Analysis II (3 cr.) and
CHM 2046L	General Chemistry and Qualitative Analysis II Lab (1 cr.)
CHM 2210C	Organic Chemistry I (5 cr.)
CHM 2211C	Organic Chemistry II (5 cr.)
ESC 1000	Introduction to Earth Science (3 cr.)
EVR-1001	Introduction to Environmental Science (3 cr.)
GLY 2010	Introduction to Geology (3 cr.)
MCB 2010	Microbiology (3 cr.) and
MCB 2010L	Microbiology Lab (1 cr.)
OCE 2001	Introduction to Oceanography (3 cr.)
PHY 1020C	Fundamentals of Physics (3 cr.)
PHY 1053	General Physics I (3cr.) and
PHY 1053L	General Physics I Lab (1 cr.)
PHY1054	General Physics II (3cr.) and
PHY 1054L	General Physics II Lab (1 cr.)
PHY 2048C	General Physics I with Calculus (4 cr.)
PHY 2049C	General Physics II with Calculus (4 cr.)

AREA IV.

Social and Behavioral Sciences: 6 Semester Credit Hours

Select two courses from Category A or one course each from Category A and Category B:

Category A (Gen Ed Core/State Required)		Category B (Gen Ed Non-Core)	
AMH 2010	History of the United States I	DEP 2002	Child Psychology (3 cr.)
AMH 2020	History of the United States II	DEP 2004	Lifespan Development (3 cr.)
ANT 2000	Introduction to Anthropology (3 cr.)	DEP 2302	Adolescent Psychology (3 cr.)
ECO 2013	Principles of Macroeconomics (3 cr.)	REL 2300	World Religions (3 cr.)
POS 2041	American Federal Government (3 cr.)	SYG 2000	Introduction to Sociology (3 cr.)
PSY 1012	Introduction to Psychology (3 cr.)		

AREA V.

Humanities: 6 Semester Credit Hours

Select two courses from Category A or one course each from Category A and Category B:

Category A (Gen Ed Core/State Required)		Category B (Gen Ed Non-Core)	
ARH 1000	Art Appreciation (3 cr.)	HUM 2210	Ancient World to the Middle Ages (3 cr.)
HUM 1020	Introduction to Humanities (3 cr.)	HUM 2230	Renaissance to the Modern Day (3 cr.)
LIT 2000	Introduction to Literature (3 cr.)		
MUL 1010	Music Appreciation (3 cr.)		
PHI 1010	Introduction to Philosophy (3 cr.)		
THE 1000	Theatre Appreciation (3 cr.)		

AREA VI.

Technological Fluency: 3 Semester Credit Hours

The following course is required for all students with the exception of select health program students:

CGS 1100 Microcomputer Applications (3 cr.)

Note: Students are encouraged to enroll in this course during the first term of their enrollment at the college. College level reading and writing is strongly encouraged.

Electives: 24 Semester Credit Hours

Sixty (60) credit hours of college-level work are required in the AA program.

Beyond the 36 hours of general education requirements, the remaining 24 hours may be completed from courses at the 1000 or 2000 level listed in the online catalog/handbook.

General Education Requirements for the Associate in Arts (AA) Degree Program

Name: _____

PHSC ID: _____

Date: _____

Area I. Communication and Information Literacy, 9 cr.	
◆	ENC 1101 English Composition I, 3 cr.
PR	ENC 1102 English Composition II, 3 cr.
◆	SPC 2608 Introduction to Public Speaking, 3 cr.

Area II. Mathematics, 6 cr.	
<i>Select two courses from Category A or one course each from Category A and Category B.</i>	
Category A (Gen Ed Core/State Required)	
PR	MAC 1105 College Algebra, 3 cr.
PR	MAC 1114 Trigonometry, 3 cr.
PR	MAC 1140 Precalculus Algebra, 3 cr.
PR	MAC 2233 Applied Calculus, 4 cr.
PR	MAC 2311 Calculus and Analytic Geometry I, 5 cr.
PR	MAC 2312 Calculus and Analytic Geometry II, 5 cr.
PR	MAC 2313 Calculus and Analytic Geometry III, 4 cr.
PR	MAP 2302 Differential Equations, 3 cr.
PR	MGF 1130 Mathematical Thinking, 3 cr.
PR	STA 2023 Introduction to Statistics, 3 cr.
Category B (Gen Ed Non-Core)	
PR	MGF 1131 Mathematics in Context, 3 cr.
PR	MTG 2206 College Geometry, 3 cr.

Area III. Natural Sciences, 6 cr.	
<i>Select two courses from Category A or one course each from Category A and Category B.</i>	
Category A (Gen Ed Core/State Required)	
◆	AST 1002 Introduction to Astronomy, 3 cr.
◆	BSC 1005 Introduction to Biology, 3 cr.
PR	BSC 1085 Human Anatomy and Physiology I, 3 cr. and BSC 1085L Human Anatomy and Physiology I Lab, 1 cr.
PR	BSC 1086 Human Anatomy and Physiology II, 3 cr. and BSC 1086L Human Anatomy and Physiology II Lab, 1 cr.
PR	BSC 2010 Biology I, 3 cr. and BSC 2010L Biology I Lab, 1 cr.
PR	BSC 2011 Biology II, 3 cr. and BSC 2011L Biology II Lab, 1 cr.
◆	CHM 1020 Chemistry in Your Life, 3 cr.
PR	CHM 2045 Gen. Chem. & Qualitative Analysis I, 3 cr. and CHM 2045L Gen. Chem. & Qualitative Analysis I Lab, 1 cr.
PR	CHM 2046 Gen. Chem. & Qualitative Analysis II, 3 cr. and CHM 2046L Gen. Chem. & Qualitative Analysis II Lab, 1 cr.
PR	CHM 2210C Organic Chemistry I, 5 cr.
PR	CHM 2211C Organic Chemistry II, 5 cr.
◆	ESC 1000 Introduction to Earth Science, 3 cr.
◆	EVR 1001 Introduction to Environmental Science, 3 cr.
◆	GLY 2010 Introduction to Geology, 3 cr.

Area III. Natural Sciences, 6 cr.	
Category A (Gen Ed Core/State Required) continued	
PR	MCB 2010 Microbiology, 3 cr. and MCB 2010L Microbiology Lab, 1 cr.
◆	OCE 2001 Introduction to Oceanography, 3 cr.
PR	PHY 1020C Fundamentals of Physics, 3 cr.
PR	PHY 1053 General Physics I, 3 cr. and PHY 1053L General Physics Lab, 1 cr.
PR	PHY 1054 General Physics II, 3 cr. and PHY 1054L General Physics II Lab, 1 cr.
PR	PHY 2048C General Physics I with Calculus, 4 cr.
PR	PHY 2049C General Physics II with Calculus, 4 cr.
Category B (Gen Ed Non-Core)	
◆	BSC 1020 Human Biology, 3 cr.
◆	BSC 1311 Marine Biology, 3 cr.
◆	CHM 1025 Introductory Chemistry, 3 cr. and CHM 1025L Introductory Chemistry Lab, 1 cr.
◆	MET 2010 Introduction to Meteorology, 3 cr.

Area IV. Social and Behavioral Sciences, 6 cr.	
<i>Select two courses from Category A or one course each from Category A and Category B.</i>	
Category A (Gen Ed Core/State Required)	
◆	AMH 2010 History of the United States I, 3 cr.
◆	AMH 2020 History of the United States II, 3 cr.
◆	ANT 2000 Introduction to Anthropology, 3 cr.
◆	ECO 2013 Principles of Macroeconomics, 3 cr.
◆	POS 2041 American Federal Government, 3 cr.
◆	PSY 1012 Introduction to Psychology, 3 cr.
Category B (Gen Ed Non-Core)	
PR	CLP 2140 Psychopathology, 3 cr.
PR	DEP 2002 Child Psychology, 3 cr.
PR	DEP 2004 Lifespan Development, 3 cr.
PR	DEP 2302 Adolescent Psychology, 3 cr.
◆	REL 2300 World Religions, 3 cr.
◆	SYG 2000 Introduction to Sociology, 3 cr.
◆	SYG 2040 Social Problems, 3 cr.
◆	SYG 2221 Women in American Society, 3 cr.

Area V. Humanities, 6 cr.	
<i>Select two courses from Category A or one course each from Category A and Category B.</i>	
Category A (Gen Ed Core/State Required)	
◆	ARH 1000 Art Appreciation, 3 cr.
◆	HUM 1020 Introduction to Humanities, 3 cr.
PR	LIT 2000 Introduction to Literature, 3 cr.
◆	MUL 1010 Music Appreciation, 3 cr.
◆	PHI 1010 Introduction to Philosophy, 3 cr.

Area V. Humanities, 6 cr.	
◆	THE 1000 Theatre Appreciation, 3 cr.
Category B (Gen Ed Non-Core)	
◆	HUM 2210 Ancient World to the Middle Ages, 3 cr.
◆	HUM 2230 Renaissance to the Modern Day, 3 cr.
◆	PHI 1630 Applied Ethics, 3 cr.
◆	REL 2300 World Religions, 3 cr.

Area VI. Technological Fluency, 3 cr.	
CGS 1100 Microcomputer Applications, 3 cr.	
Electives, 24 cr.	
<i>Many 1000 or 2000 level courses listed in the College Catalog may satisfy elective requirements. Please consult with an advisor to confirm elective options available for the AA program.</i>	
Foreign Language Requirement	
All students pursuing an Associate in Arts (AA) degree are required to meet the Foreign Language Competency Requirement to graduate with their AA degree. Refer to the College Catalog for more information.	
Civic Literacy Requirement	
Students initially entering an FCS institution in 2021-22 and thereafter are required to meet the Civic Literacy Requirement to graduate with their AA degree. Refer to the College Catalog for more information.	

Form Legend	
CL	Civic Literacy Requirement Course option (1 course required). Course has at least one prerequisite that may satisfy general education or elective requirements. Prerequisites must be satisfied prior to enrollment. Refer to the College Catalog for more information.
PR	Course has a developmental education prerequisite that may be required depending on the student's exemption status and placement test scores. Refer to the College Catalog for more information.
◆	

Important Notes	
The Associate in Arts (AA) degree requires the completion of 60 credit hours, including 36 credit hours of general education courses and 24 credit hours of elective courses. Students are encouraged to select courses that support their intended transfer major. All general education and foreign language courses must be completed with a grade of "C" or higher. Consult with an academic advisor and the College Catalog for specific requirements and acceptable course substitutes. Course descriptions are available in the College Catalog. Some classes are not offered every semester.	

General Education Requirements for the Associate in Arts (AA) Degree Program

Name: _____

PHSC ID: _____

Date: _____

Area I. Communication and Information Literacy, 9 cr.	
ENC 1101 English Composition I, 3 cr.	◆
ENC 1102 English Composition II, 3 cr.	PR
SPC 2608 Introduction to Public Speaking, 3 cr.	◆

Area II. Mathematics, 6 cr.	
<i>Select two courses from Category A or one course each from Category A and Category B.</i>	
Category A (Gen Ed Core/State Required)	
MAC 1105 College Algebra, 3 cr.	PR
MAC 1114 Trigonometry, 3 cr.	PR
MAC 1140 Precalculus Algebra, 3 cr.	PR
MAC 2233 Applied Calculus, 4 cr.	PR
MAC 2311 Calculus and Analytic Geometry I, 5 cr.	PR
MAC 2312 Calculus and Analytic Geometry II, 5 cr.	PR
MAC 2313 Calculus and Analytic Geometry III, 4 cr.	PR
MAP 2302 Differential Equations, 3 cr.	PR
MGF 1130 Mathematical Thinking, 3 cr.	PR
STA 2023 Introduction to Statistics, 3 cr.	PR
Category B (Gen Ed Non-Core)	
MGF 1131 Mathematics in Context, 3 cr.	PR
MTG 2206 College Geometry, 3 cr.	PR

Area III. Natural Sciences, 6 cr.	
<i>Select two courses from Category A or one course each from Category A and Category B.</i>	
Category A (Gen Ed Core/State Required)	
AST 1002 Introduction to Astronomy, 3 cr.	◆
BSC 1005 Introduction to Biology, 3 cr.	◆
BSC 1085 Human Anatomy and Physiology I, 3 cr. and BSC 1085L Human Anatomy and Physiology I Lab, 1 cr.	PR
BSC 1086 Human Anatomy and Physiology II, 3 cr. and BSC 1086L Human Anatomy and Physiology II Lab, 1 cr.	PR
BSC 2010 Biology I, 3 cr. and BSC 2010L Biology I Lab, 1 cr.	PR
BSC 2011 Biology II, 3 cr. and BSC 2011L Biology II Lab, 1 cr.	PR
CHM 1020 Chemistry in Your Life, 3 cr.	◆
CHM 2045 Gen. Chem. & Qualitative Analysis I, 3 cr. and CHM 2045L Gen. Chem. & Qualitative Analysis I Lab, 1 cr.	PR
CHM 2046 Gen. Chem. & Qualitative Analysis II, 3 cr. and CHM 2046L Gen. Chem. & Qualitative Analysis II Lab, 1 cr.	PR
CHM 2210C Organic Chemistry I, 5 cr.	PR
CHM 2211C Organic Chemistry II, 5 cr.	PR
ESC 1000 Introduction to Earth Science, 3 cr.	◆
EVR 1001 Introduction to Environmental Science, 3 cr.	◆
GLY 2010 Introduction to Geology, 3 cr.	◆

Area III. Natural Sciences, 6 cr.	
<i>Category A (Gen Ed Core/State Required) continued</i>	
MCB 2010 Microbiology, 3 cr. and MCB 2010L Microbiology Lab, 1 cr.	PR
OCE 2001 Introduction to Oceanography, 3 cr.	◆
PHY 1020C Fundamentals of Physics, 3 cr.	PR
PHY 1053 General Physics I, 3 cr. and PHY 1053L General Physics Lab, 1 cr.	PR
PHY 1054 General Physics II, 3 cr. and PHY 1054L General Physics II Lab, 1 cr.	PR
PHY 2048C General Physics I with Calculus, 4 cr.	PR
PHY 2049C General Physics II with Calculus, 4 cr.	PR
Category B (Gen Ed Non-Core)	
BSC 1020 Human Biology, 3 cr.	◆
BSC 1311 Marine Biology, 3 cr.	◆
CHM 1025 Introductory Chemistry, 3 cr. and CHM 1025L Introductory Chemistry Lab, 1 cr.	◆
MET 2010 Introduction to Meteorology, 3 cr.	◆

Area IV. Social and Behavioral Sciences, 6 cr.	
<i>Select two courses from Category A or one course each from Category A and Category B.</i>	
Category A (Gen Ed Core/State Required)	
AMH 2010 History of the United States I, 3 cr.	CL
AMH 2020 History of the United States II, 3 cr.	CL
ANT 2000 Introduction to Anthropology, 3 cr.	◆
ECO 2013 Principles of Macroeconomics, 3 cr.	◆
POS 2041 American Federal Government, 3 cr.	◆
PSY 1012 Introduction to Psychology, 3 cr.	◆
Category B (Gen Ed Non-Core)	
DEP 2002 Child Psychology, 3 cr.	PR
DEP 2004 Lifespan Development, 3 cr.	PR
DEP 2302 Adolescent Psychology, 3 cr.	PR
REL 2300 World Religions, 3 cr.	◆
SYG 2000 Introduction to Sociology, 3 cr.	◆

Area V. Humanities, 6 cr.	
<i>Select two courses from Category A or one course each from Category A and Category B.</i>	
Category A (Gen Ed Core/State Required)	
ARH 1000 Art Appreciation, 3 cr.	◆
HUM 1020 Introduction to Humanities, 3 cr.	◆
LIT 2000 Introduction to Literature, 3 cr.	PR
MUL 1010 Music Appreciation, 3 cr.	◆
PHI 1010 Introduction to Philosophy, 3 cr.	◆
THE 1000 Theatre Appreciation, 3 cr.	◆
Category B (Gen Ed Non-Core)	
HUM 2210 Ancient World to the Middle Ages, 3 cr.	◆

Area V. Humanities, 6 cr.	
<i>Category B (Gen Ed Non-Core) continued</i>	
HUM 2230 Renaissance to the Modern Day, 3 cr.	◆
Area VI. Technological Fluency, 3 cr.	
CGS 1100 Microcomputer Applications, 3 cr.	
Electives, 24 cr.	
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Form Legend	
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PR	Course has a developmental education prerequisite that may be required depending on the student's exemption status and placement test scores. Refer to the College Catalog for more information.
◆	

Important Notes	
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PASCO-HERNANDO STATE COLLEGE ACADEMIC PROGRAM PROPOSAL FORM

CHANGE IN PROGRAM, DELETION OF PROGRAM, OR MORATORIUM OF PROGRAM

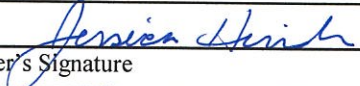
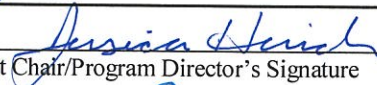

Effective Date: Fall 2025

- Change in Program
- Deletion of Program
- Moratorium of Program (Moratorium cannot exceed five years and requires a program review)

CURRENT OR PROPOSED TITLE Educator Preparation Institute	TOTAL NUMBER OF <input type="checkbox"/> COLLEGE CREDIT TECHNICAL <input checked="" type="checkbox"/> CREDIT HOURS
Check Box for Program Type	
<input type="checkbox"/> Advanced Technical Certificate (Post Associate in Science Degree)	<input type="checkbox"/> College Credit Certificate
<input type="checkbox"/> Associate in Science Degree	<input type="checkbox"/> Applied Technology Diploma
<input type="checkbox"/> Associate in Applied Science Degree	<input type="checkbox"/> Technical Credit Program
<input type="checkbox"/> Baccalaureate Degree	
AS/AAS/ATD/BS/CCC/TECHNICAL CREDIT CIP CODE: <small>If no CIP code, date submitted to DCC/DWE.</small>	AA Common Course Prerequisite <input type="checkbox"/> Yes <input type="checkbox"/> No
CHANGE IN PROGRAM, DELETION OF PROGRAM, OR MORATORIUM OF PROGRAM	
General Education Requirements:	
Arts and Sciences From:	
To:	
Health Occupations From:	
To:	
Workforce Development, Career, and Technical Education From:	
To:	
Program Specified Elective(s) AS or AAS Degree only: From:	
To:	
Program Requirement Changes: From: see attached document	
To: see attached document	
Total Current College Credit or Technical Credit Hours	
From: 25 (Core Pathway) and 34 (Reading Endorsement Pathway)	To: 26 (Core Pathway) and 32 (Reading Endorsement Pathway)
JUSTIFICATION FOR CHANGE	
Check Box for Change Justification	
<input type="checkbox"/> Programmatic Accreditation Requirement	<input type="checkbox"/> Program Review Recommendation
<input type="checkbox"/> Florida Department of Education Curriculum Framework Changes	<input type="checkbox"/> Student Learning Outcome Assessment
	<input checked="" type="checkbox"/> Other
Other Explanation: Updating reading endorsement courses according to changes made by FLDOE to the reading endorsement competencies.	
Also, removing the ESE Pathway per Rule 6A-5.066, F.A.C., "Beginning in the 2025-2026 academic year, candidates entering a teacher preparation program in exceptional student education K-12 must successfully complete all competencies required for a reading endorsement to complete the program."	

PROGRAM OF STUDIES DETAILING COURSE SEQUENCING MUST BE ATTACHED
FOR AS, AAS, BS AND TECHNICAL CREDIT PROGRAMS

SIGNATURE(S) OF DEPARTMENT CHAIR/PROGRAM DIRECTOR AND DEAN(S) OF ACADEMIC DIVISION(S) AFFECTED

	11/6/2024
Proposer's Signature	Date
	
Department Chair/Program Director's Signature	Date 11/6/2024
	11/12/2024
Academic Dean's Signature	Date

SUBSTANTIVE CHANGE VERIFICATION AND RECOMMENDATION

If this proposal is approved by the Council on Academic Affairs, President's Administrative Leadership Team, and District Board of Trustees, will it constitute a substantive change as defined by the Commission on Colleges of the Southern Association of Colleges and Schools? If yes, what substantive change procedures must be followed prior to implementation?

No Yes

_____ Recommended _____ Not Recommended

Chair, Council on Academic Affairs' Signature		Date	
ADMINISTRATIVE USE ONLY			
Program Code		Audit	DBOT
	Distribution:	Admissions	MIS
		Fin. Aid	
			Catalog
			Advising

Institutional Credit Certificate

Educator Preparation Institute (EPI) Certificate

The purpose of the Educator Preparation Institute (EPI) program is to prepare individuals who currently hold a non-education baccalaureate or higher degree for employment as teachers in the state of Florida. Approved by the Florida Department of Education, the Educator Preparation Institute (EPI) provides an alternate route to Florida teacher certification. The EPI program consists of competency-based instruction and fulfills the Professional Education Competence Program and Professional Preparation Coursework requirements necessary for earning a five-year Florida Professional Educator’s Certificate and Reading Endorsement.

Admission to the program is contingent upon receiving an official Statement of Status of Eligibility letter from the Florida Department of Education verifying the student's eligibility to teach in the State of Florida, passing one of the Subject area exams, and passing all subsections of the General Knowledge Test (GKT). Completion of a master’s degree or higher from an accredited post-secondary institution recognized by the Department of Education will satisfy the GKT requirement. Transcripts must be submitted to PHSC for verification.

A minimum of 25 percent of the program must be earned in residence at PHSC. A Certificate of Completion shall be awarded upon successful completion of the EPI required courses with a grade of “C” or higher, demonstrated mastery of the Florida Educator Accomplished Practices and passing scores on the Professional Education Test. Full-time Florida public school teachers who have earned a highly effective rating per their performance evaluation under s. 1012.34 F.S., may use it to satisfy the Professional Education Test requirement. Documentation is required to be submitted. A cumulative grade point average of not less than 2.5 must be achieved in the program courses by graduation.

PHSC’s EPI program consists of ~~three~~two pathways to gain a Florida Teacher Certificate based on the subject area certification of the teacher-candidate.

EPI Core Pathway – ~~25~~26 credits

Major Code: EPIC

Program Concentration Code: EPICP-CORE

EPI 0001	Classroom Management	3 cr.
EPI 0002	Instructional Strategies	3 cr.
EPI 0003	Educational Technology	3 cr.
EPI 0004	Teaching and Learning Process	3 cr.
EPI 0010 <u>EPI 0009</u>	Foundations and Applications of Evidence-Based Practices Foundations and Applications of Evidence-Based Practices in Reading	3 <u>4</u> cr.
EPI 0020	Professional Foundations	2 cr.
EPI 0030	Diversity in the Classroom	2 cr.
EPI 0946	Field Experience I	3 cr.
EPI 0940	Field Experience II	3 cr.

Subtotal: ~~25~~26

Teacher candidates earning certification in one of the following subject areas must successfully complete the EPI Core pathway that includes coursework that covers reading endorsement competencies 1-2:

- Agriculture (6-12)
- Art (K-12)
- Biology (6-12)
- Business Education (6-12)
- Chemistry (6-12)
- Computer Science (K-12)
- Deaf or Hard of Hearing (K-12)
- Drama (6-12)
- Earth-Space Science (6-12)
- Educational Media Specialist (PK-12)
- Engineering and Technology Education (6-12)
- Family and Consumer Science (6-12)

- General Science (5-9)
- Health (K-12)
- Humanities (K-12)
- Marketing (6-12)
- Mathematics (5-9)
- Mathematics (6-12)
- Music (K-12)
- Physical Education (K-12)
- Physics (6-12)
- Preschool Education (Birth - Age 4)
- Social Science (5-9)
- Social Science (6-12)
- Visually Impaired (K-12)
- World Language: French (K-12)
- World Language: German (K-12)
- World Language: Latin (K-12)
- World Language: Spanish (K-12)

EPI ESE Pathway – 28 credits

Program Code: EPI-ESE

EPI-0001	Classroom Management	3 cr.
EPI-0002	Instructional Strategies	3 cr.
EPI-0003	Educational Technology	3 cr.
EPI-0004	Teaching and Learning Process	3 cr.
EPI-0040	Foundations of Research-Based Practices in Reading	3 cr.
EPI-0014	Foundations of Assessment and Differentiated Instruction in Reading	3 cr.
EPI-0020	Professional Foundations	2 cr.
EPI-0030	Diversity in the Classroom	2 cr.
EPI-0945	Field Experience I	3 cr.
EPI-0940	Field Experience II	3 cr.

Subtotal: 28

Teacher candidates earning certification in the following subject area must successfully complete the EPI ESE pathway that includes coursework that covers reading endorsement competencies 1-4:

- Exceptional Student Education (K-12)

EPI with Reading Endorsement Pathway – ~~30~~ 32 credits

Major Code: EPIC

Program Code: EPREI-READ

EPI 0001	Classroom Management	3 cr.
EPI 0002	Instructional Strategies	3 cr.
EPI 0003	Educational Technology	3 cr.
EPI 0004	Teaching and Learning Process	3 cr.
EPI 000940	Foundations and Applications of Research Evidence-Based Practices in Reading	3-4 cr.
EPI 00110012	Foundations of Assessment and Differentiated Instruction in Reading	3-4 cr.
EPI0014	Demonstration of Accomplishment in Reading	2-3 cr.
EPI 0020	Professional Foundations	2 cr.

EPI 0030	Diversity in the Classroom	2 cr.
EPI 0945	Field Experience I	3 cr.
EPI 0940	Field Experience II	3 cr.

Subtotal: ~~30~~32

Teacher candidates earning certification in one of the following subject areas, must successfully complete the EPI with Reading Endorsement pathway that includes coursework that covers all 5 competencies for a reading endorsement:

- Elementary Education (grades K-6)
- English (grades 5-9)
- English (grades 6-12)
- English to Speakers of Other Languages (ESOL) (grades K-12)
- Exceptional Student Education (K-12)
- Prekindergarten/Primary Education (Age 3 - grade 3)
- Reading (grades K-12)
- Reading (endorsement)

Institutional Credit Certificate

Educator Preparation Institute (EPI) Certificate

The purpose of the Educator Preparation Institute (EPI) program is to prepare individuals who currently hold a non-education baccalaureate or higher degree for employment as teachers in the state of Florida. Approved by the Florida Department of Education, the Educator Preparation Institute (EPI) provides an alternate route to Florida teacher certification. The EPI program consists of competency-based instruction and fulfills the Professional Education Competence Program and Professional Preparation Coursework requirements necessary for earning a five-year Florida Professional Educator’s Certificate and Reading Endorsement.

Admission to the program is contingent upon receiving an official Statement of Status of Eligibility letter from the Florida Department of Education verifying the student's eligibility to teach in the State of Florida, passing one of the Subject area exams, and passing all subsections of the General Knowledge Test (GKT). Completion of a master’s degree or higher from an accredited post-secondary institution recognized by the Department of Education will satisfy the GKT requirement. Transcripts must be submitted to PHSC for verification.

A minimum of 25 percent of the program must be earned in residence at PHSC. A Certificate of Completion shall be awarded upon successful completion of the EPI required courses with a grade of “C” or higher, demonstrated mastery of the Florida Educator Accomplished Practices and passing scores on the Professional Education Test. Full-time Florida public school teachers who have earned a highly effective rating per their performance evaluation under s. 1012.34 F.S., may use it to satisfy the Professional Education Test requirement. Documentation is required to be submitted. A cumulative grade point average of not less than 2.5 must be achieved in the program courses by graduation.

PHSC’s EPI program consists of two pathways to gain a Florida Teacher Certificate based on the subject area certification of the teacher-candidate.

EPI Core Pathway – 26 credits

Major Code: EPIC

Concentration Code: EPCP

EPI 0001	Classroom Management	3 cr.
EPI 0002	Instructional Strategies	3 cr.
EPI 0003	Educational Technology	3 cr.
EPI 0004	Teaching and Learning Process	3 cr.
EPI 0009	Foundations and Applications of Evidence-Based Practices in Reading	4 cr.
EPI 0020	Professional Foundations	2 cr.
EPI 0030	Diversity in the Classroom	2 cr.
EPI 0945	Field Experience I	3 cr.
EPI 0940	Field Experience II	3 cr.

Subtotal: 26

Teacher candidates earning certification in one of the following subject areas must successfully complete the EPI Core pathway that includes coursework that covers reading endorsement competencies 1-2:

- Agriculture (6-12)
- Art (K-12)
- Biology (6-12)
- Business Education (6-12)
- Chemistry (6-12)
- Computer Science (K-12)
- Deaf or Hard of Hearing (K-12)
- Drama (6-12)
- Earth-Space Science (6-12)
- Educational Media Specialist (PK-12)
- Engineering and Technology Education (6-12)
- Family and Consumer Science (6-12)
- General Science (5-9)

- Health (K-12)
- Humanities (K-12)
- Marketing (6-12)
- Mathematics (5-9)
- Mathematics (6-12)
- Music (K-12)
- Physical Education (K-12)
- Physics (6-12)
- Preschool Education (Birth - Age 4)
- Social Science (5-9)
- Social Science (6-12)
- Visually Impaired (K-12)
- World Language: French (K-12)
- World Language: German (K-12)
- World Language: Latin (K-12)
- World Language: Spanish (K-12)

EPI with Reading Endorsement Pathway – 32 credits

Major Code: EPIC

Concentration Code: EPRE

EPI 0001	Classroom Management	3 cr.
EPI 0002	Instructional Strategies	3 cr.
EPI 0003	Educational Technology	3 cr.
EPI 0004	Teaching and Learning Process	3 cr.
EPI 0009	Foundations and Applications of Evidence-Based Practices in Reading	4 cr.
EPI 0012	Assessment and Differentiated Instruction in Reading	4 cr.
EPI0014	Demonstration of Accomplishment in Reading	2 cr.
EPI 0020	Professional Foundations	2 cr.
EPI 0030	Diversity in the Classroom	2 cr.
EPI 0945	Field Experience I	3 cr.
EPI 0940	Field Experience II	3 cr.

Subtotal: 32

Teacher candidates earning certification in one of the following subject areas, must successfully complete the EPI with Reading Endorsement pathway that includes coursework that covers all 5 competencies for a reading endorsement.

- Elementary Education (grades K-6)
- English (grades 5-9)
- English (grades 6-12)
- English to Speakers of Other Languages (ESOL) (grades K-12)
- Exceptional Student Education (K-12)
- Prekindergarten/Primary Education (Age 3 - grade 3)
- Reading (grades K-12)
- Reading (endorsement)



Council on Academic Affairs
District Board of Trustees Memo

TO: Dr. Jesse Pisors, President

FROM: Dr. Daniel Powell, Vice President of Academic Affairs & Chief Academic Officer

SUBJECT: New Course

DATE: Tuesday, January 14, 2025

This proposal is a new course reviewed and approved by the Council on Academic Affairs (CAA) during a meeting on Friday, November 22, 2024.

CAA presents these course revisions to the District Board of Trustees (DBOT) for final review and approval during its meeting on Tuesday, January 14, 2025.

New Course: Institutional Credit | Educator Preparation Institute

- Assessment and Differentiated Instruction in Reading – EPI0012: Fall 2025

PASCO-HERNANDO STATE COLLEGE NEW COURSE PROPOSAL FORM

PROPOSED NEW COURSE INFORMATION

Course Title: Assessment and Differentiated Instruction in Reading Prefix and Number: EPI0012
 Effective Date/Term for Offering Course: Fall 2025 (202601) Cluster: Arts & Sciences: Educator Preparation Institute
 Division No/School Code: 01 SCNS Discipline/Sort Code: EPI
 Type of Course: College Credit Technical Credit _____ Developmental Ed _____ Contract Training _____ Continuing _____
 Workforce Education (CWE) _____ Lifelong Learning _____ Course Type _____
 Rationale for Course: New course required to cover new FLDOE Reading Endorsement Competencies 3 and 4

Gen Ed.: Yes _____ No Pell Code: Yes No _____ Skill Code: _____
 Bachelor Degree Elective: Yes _____ No Pass/Fail: Yes _____ No
 ICS Type: 5001 ICS Code: 1.50.01 Department Code: 1500130
 Elective? Yes _____ No If no, the course is required in which program(s)? Educator Preparation Institute

REQUISITE(S)	LIST	RATIONALE
Prerequisite(s)	EPI0009	Sequential course builds upon competencies in prior course
Corequisite(s)		

Attach the completed Master Course Outline. The Master Course Outline template can be found on the Intranet.

Number of College Credit Hours: 4 Number of Technical Credit Hours: _____
 Number of Contact Lecture Hours: _____ Number of Clock Lecture Hours: _____
 Number of Contact Laboratory Hours: _____ Number of Clock Laboratory Hours: _____
 Number of Contact Clinical Hours: _____ Number of Clock Clinical Hours: _____

Does this course require student laboratory fees, special fees, distance learning fees, and/or other user course fees?
 Yes _____ No If yes, complete and attach the Student Laboratory, Special, Distance Learning, and Other User Course Fees Calculation Form (ICU-10).

Student Laboratory Fees	\$	Distance Learning Fees	\$
Special Fees	\$	Other User Course Fees	\$

Eligible for Credit-by-Examination Tests: Yes _____ No
 Permission of instructor required: Yes _____ No

TEXTBOOK/ANCILLARY CONTENT INFORMATION

Will this course have a required textbook(s)/content information? Yes _____ No

- If no, explain: course will use open educational resources (OER). See attached list.
- If yes, list the required textbook(s). (Complete section, if applicable, and attach Textbook Evaluation Form, ICU-3)
 Title: _____ Edition: _____
 Author(s): _____ ISBN13: _____
 Publisher: _____ Year: _____ Cost to Student: \$ _____

 Title: _____ Edition: _____
 Author(s): _____ ISBN13: _____
 Publisher: _____ Year: _____ Cost to Student: \$ _____

 Title: _____ Edition: _____
 Author(s): _____ ISBN13: _____
 Publisher: _____ Year: _____ Cost to Student: \$ _____

- Required Ancillary Content (CD'S, DVD'S, Course Packs, and Nursing Kits are examples of ancillary content.)

 Description: _____ Model Number: _____
 ISBN 13: _____ Vendor: _____
 UPC Number: _____ Cost to Student: \$ _____

 Description: _____ Model Number: _____
 ISBN 13: _____ Vendor: _____
 UPC Number: _____ Cost to Student: \$ _____

Textbook(s)/Ancillary Content Verification: _____
 Academic Dean's Signature Date

SIGNATURES/APPROVALS

Jessica Hendricks _____ 11/6/2024
 Proposer's Signature Date
Gerard Graham _____ 11/12/2024
 Academic Dean's Signature Date

SUBSTANTIVE CHANGE VERIFICATION AND RECOMMENDATION

If this proposal is approved by the Council on Academic Affairs, President's Administrative Leadership Team, and District Board of Trustees, will it constitute a substantive change as defined by the Commission on Colleges of the Southern Association of Colleges and Schools? If yes, what substantive change procedures must be followed prior to implementation?
 No _____ Yes _____

Recommended _____ Not Recommended _____

Chair, Council on Academic Affairs' Signature Date

ADMINISTRATIVE USE ONLY							
DBOT		FEET		Catalog		MCO	
Dist. Learn. Fee		CRS		PRQST		SCNS	



Master Course Outline

Course Identifier: EPI0012

Course Title: Assessment and Differentiated Instruction in Reading

Credit Hours: 4

Course Description: This course covers indicators from Florida Reading Endorsement Competency 3: Foundations and Applications of Assessment and Competency 4: Foundations and Applications of Differentiated Instruction. Competency 3 will provide teacher-candidates with understanding of how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Competency 4 will provide teacher-candidates with a broad knowledge of students from differing profiles in order to understand and apply evidence-based instructional practices by differentiating process, product, and context. Teacher-candidates will learn to engage in the systematic problem-solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring. A grade of “C” or higher must be attained.

Course Pre-requisites: EPI0009 completed with a grade of “C” or higher.

Course Co-requisites: None

Course Objectives:

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

Competency 3: Foundations and Applications of Assessments

1. Understand and apply measurement concepts and characteristics of reading assessments to identify students’ strengths and needs.
2. Administer formative and summative assessments, including screening, progress monitoring, diagnostic and outcome measures and understand their purposes and functions.
3. Administer various informal reading assessments across each component of reading development and understand their purposes and functions.
4. Understand the purposes of various formal reading assessments administered by school-based educators, including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.
5. Understand the meaning of test reliability, validity and standard error of measurement and describe major types of derived scores from standardized reading tests.

6. Demonstrate knowledge of the characteristics, administration and interpretation of both quantitative and qualitative reading assessments, including for use in triangulating data and planning instruction.
7. Identify through assessments the distinguishing characteristics of students who have a substantial deficiency in reading, including those who exhibit the characteristics of dyslexia.
8. Understand how reading disabilities, including dyslexia, vary in presentation and degree and know when to refer a student for additional assessment.
9. Know how to read and interpret standardized reading diagnostic test results administered by psychologists, speech-language professionals and educational evaluators.
10. Understand how to document and use data within a systematic problem-solving process to differentiate instruction, intensify intervention and meet the needs of all students, including those who exhibit the characteristics of reading difficulties and dyslexia.
11. Analyze data to identify trends that indicate adequate progress in student reading development.
12. Identify appropriate assessments and accommodations for progress monitoring all students.
13. Identify, select and administer language-appropriate assessments in reading to students who are English learners.
14. Understand how to analyze and interpret assessment results and make modifications to an assessment administered in English to an English learner.
15. Identify and implement appropriate and allowable accommodations as specified in the Individual Educational Plan or 504 Plan when assessing students with disabilities in the area of reading.
16. Understand how to review assessment results with caregivers and families and share strategies for supporting reading development for students.

Competency 4: Foundations and Applications of Differentiated Instruction

1. Differentiate evidence-based reading instruction in oral language, phonological awareness, phonics, fluency, vocabulary and comprehension, ranging from enrichment practices to intensifying interventions.
2. Understand the stages of English acquisition for English learners and differentiate evidence-based reading instruction for students at different levels of English proficiency.
3. Understand and apply current theories of second language acquisition to differentiate reading instruction for English learners of diverse backgrounds and various levels of prior education.
4. Identify factors impeding student reading development in each of the reading components or the integration of these components based on informal and formal assessments.
5. Recognize how characteristics of both language and cognitive development impact reading proficiency to differentiate instruction.
6. Recognize the characteristics of competent and skilled readers to differentiate instruction more effectively.
7. Compare language, reading and cognitive development of different age groups (primary, intermediate, secondary levels) and abilities to inform differentiated instruction.
8. Select and use developmentally appropriate multisensory materials that address students' strengths and needs in order to differentiate instruction.
9. Plan for differentiated instruction that utilizes increasingly complex text, embeds assessment, includes scaffolding and provides reteaching when necessary for individuals and small groups.
10. Differentiate reading instruction for English learners across various levels of literacy development in their first language.

11. Implement evidence-based intervention practices for students with substantial reading difficulties, including those who exhibit the characteristics of dyslexia.
12. Scaffold instruction and intensify interventions for students with identified reading deficiencies and characteristics of dyslexia in each of the components of reading.
13. Implement a classroom level plan for monitoring student reading progress and differentiating instruction for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
14. Monitor student progress and use data to differentiate instruction for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
15. Implement evidence-based practices for developing students' higher order thinking as part of differentiated instruction.
16. Implement evidence-based practices for developing students' background knowledge as needed through differentiated instruction, enhancing the ability to read critically.
17. Implement evidence-based differentiated instructional practices using writing to develop students' comprehension of text.
18. Implement appropriate and allowable instructional accommodations, including use of technology, as specified in the Individual Educational Plan or 504 Plan when differentiating reading instruction for students with disabilities, including students with characteristics of dyslexia.

EPI0012

Assessment and Differentiated Instruction in Reading OER List

Required Course Reading(s):

- [Assessment in Depth](#)
- [Cheat Sheet](#)
- [7 Smart, Fast Ways to do Formative Assessment](#)
- [9 Summative Assessment Examples to Try This School Year](#)
- [Types of Informal Classroom-Based Assessments](#)
- [Informal Language Assessment Checklist](#)
- [Difference Between Criterion- Referenced and Norm-Referenced Tests](#)
- Video - [Criterion vs Norm-Referenced Assessment: Examples and Evaluation](#)
- [Reading 101: A Guide to Teaching Reading and Writing](#)
- [Different Types of Scores on Standardized Tests](#)
- [A Basic Primer for Understanding Standardized Tests and Using Test Score](#)
- [Making Sense of Elementary School Reading Scores](#)
- [Quantitative and Qualitative an Assessment Methods](#)
- [Triangulating: The Importance of Multiple Data Points When Assessing Students](#)
- [Beyond the Numbers: Using Data for Instructional Decision-Making](#)
- [Multiple Measures and Data Triangulation- A Balanced Assessment Approach - Note - click "cancel" in order to view the article.](#)
- [Best Practices for Planning Interventions for Students with Reading Problems.](#)
- [Dyslexia Informational Paper](#)
- [Characteristics of Students Identified With Dyslexia Within the Context of State Legislation](#)
- [Case Studies](#)
- [How to Interpret a Speech and Language Evaluation Report](#)
- [6 Steps for How to Read an Ed Pysch Report](#)
- [Understanding Test Scores](#)
- [Problem Solving within a Multi- Tiered System of Supports](#)
- [Common Progress Monitoring Graph Omissions](#)
- [How Progress Monitoring Improves Instruction](#)
- [Statewide Assessments Accommodations Guide](#)
- [Chapter 1: Differentiating Instruction for Students with Learning Disabilities](#)
- [Using Informal Assessments for English Language Learners](#)
- [5 Non- Test Alternatives for Assessing English Language Learners](#)
- [Reading 101 for English Language Learners](#)
- [Assessment Accommodations for ELL Students](#)
- [No Child Left Behind: Determining Appropriate Assessment Accommodations for Students with Disabilities](#)
- [How to Engage Parents To Support Literacy Instruction](#)
- [Sharing Assessment Results With Parents](#)

- [Tips for Supporting Reading Skills at Home](#)
- [Differentiated Instruction for Reading](#)
- [Language Acquisition: An Overview](#)
- [What is Language Acquisition Theory?](#)
- [Reading 101: A Guide to Teaching Reading and Writing](#)
- [Cognitive and Linguistic Factors in Reading Acquisition](#)
- [The Role of Oral Language in Literacy Development](#)
- [Qualities of a Good Reader](#)
- [Adolescent Language Development: Advanced Language and the Secondary Student](#)
- [Developmental Milestones for Middle-Schoolers](#)
- [8 Multisensory Techniques for Teaching Reading](#)
- [How to Make Multisensory Teaching Materials](#)
- [6 Elements of Effective Differentiated Reading Instruction](#)
- [5 Simple Scaffolding Techniques for Reading Instruction](#)
- [What Does it Really Mean to Differentiate Instruction?](#)
- [Structured Literacy Supports All Learners: Student's At-Risk of Literacy Acquisition- Dyslexia and English Learners](#)
- [Higher Order Thinking Bloom's Taxonomy](#)
- [Building Background Knowledge](#)
- [Build Reading Comprehension Through Writing](#)



Council on Academic Affairs
District Board of Trustees Memo

TO: Dr. Jesse Pisors, President
FROM: Dr. Daniel Powell, Vice President of Academic Affairs & Chief Academic Officer
SUBJECT: Course Revisions
DATE: Tuesday, January 14, 2025

This proposal is for course revisions reviewed and approved by the Council on Academic Affairs (CAA) during a meeting on Friday, November 22, 2024.

CAA presents these course revisions to the District Board of Trustees (DBOT) for final review and approval during its meeting on Tuesday, January 14, 2025.

Course Revisions: College Credit

- American Literature: Exploration to the Late 19th Century – AML2010: Fall 2025
- American Literature: The Late 19th Century through the Modern Era – AML2020: Fall 2025
- Biology I – BSC2010: Spring 2025*
- General Chemistry and Qualitative Analysis – CHM2045: Spring 2025*
- Psychopathology – CLP2140: Fall 2025
- Introduction to Literature – LIT2000: Spring 2025*
- Applied Ethics – PHI1630: Fall 2025
- Social Problems – SYG2010: Fall 2025
- Women in American Society – SYG2221: Fall 2025
- Microcomputer Applications – CGS1100: Summer 2025
- Adult II Nursing (Generic & Transition) – NUR2261: Fall 2024*
- Adult II Nursing Clinical (Generic & Transition) – NUR2261L: Fall 2024*
- Nursing Role and Scope (Generic & Transition) – NUR2820: Fall 2024*

Course Revisions: Technical Credit

- Fire Fighter I – FFP0030: Summer 2025

Course Revisions: Institutional Credit | Educator Preparation Institute

- Foundations & Applications of Evidence-Based Practices in Reading – EPI0009: Summer 2025
- Foundations of Research-Based Practices in Reading – EPI0010: Fall 2025
- Foundations of Assessment and Differentiated Instruction in Reading – EPI0011: Fall 2025
- Demonstration of Accomplishment in Reading – EPI0014: Fall 2025

PASCO-HERNANDO STATE COLLEGE COURSE REVISION/DELETION FORM

COURSE INFORMATION

Current Course Title: American Literature: Exploration to the Late 19th Century Prefix and Number: AML 2010
 Effective Date/Term: Fall 2025 (202601) Cluster/Program Code: Arts and Sciences: Communications

COURSE CHANGE(S)

Course REVISION (Check, if applicable): Effective Date/Term: Fall 2025 (202601)

Rationale: Remove this course from general education and modify course description to reflect this change.

Course DELETION (Check, if applicable): Effective Date/Term: _____

Rationale: _____

ITEMS TO CHANGE	CHANGE FROM	CHANGE TO
TITLE	Refer to Course Information	
COURSE Prefix and NUMBER	Refer to Course Information	
PREREQUISITE(S)		
COREQUISITE(S)		
AMOUNT OF CREDIT	College	
	Technical	
LECTURE HOURS	Contact	
	Clock	
LABORATORY HOURS	Contact	
	Clock	
CLINICAL HOURS	Contact	
	Clock	
TOTAL HOURS	Contact	
	Clock	
FEES (Attach Student Laboratory, Distance Learning, and Other User Course Fees Calculation Form (ICU-10 Rev. 7/08))	Student Laboratory Fees	
	Special Fees	
	Distance Learning Fees	
	Other User Course Fees	
CREDIT-BY-EXAMINATION TEST STATUS	Yes <input type="checkbox"/> Explain: _____	Yes <input type="checkbox"/> Explain: _____
	No <input type="checkbox"/>	No <input type="checkbox"/>
TYPE OF CREDIT		

Attach the revised Master Course Outline. The Master Course Outline template can be found on the Intranet.

Textbook/Ancillary Content Deletion: (Complete section, if applicable): Effective Date/Term: _____

DELETED TITLE(s)	AUTHOR(S)	EDITION	YEAR	ISBN13

Textbook/Ancillary Content Addition: (Complete section, if applicable, and attach Textbook Evaluation Form, ICU-3)

Effective Date/Term: _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

 Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

 Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Required Ancillary Content: (CD'S, DVD'S, Course Packs, and Nursing Kits, are examples of ancillary content.)

Description: _____ Model Number: _____

ISBN-13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

 Description: _____ Model Number: _____

ISBN 13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

Textbook(s)/Ancillary Content Verification: _____

Academic Dean's Signature

Date

SIGNATURES/APPROVALS

See Gina Bucavado's approval email _____ *11/6/2024*
 Proposer's Signature _____ Date

Gerard Thompson _____ *11/12/2024*
 Academic Dean's Signature _____ Date

SUBSTANTIVE CHANGE VERIFICATION AND RECOMMENDATION

If this proposal is approved by the Council on Academic Affairs, President's Administrative Leadership Team, and District Board of Trustees, will it constitute a substantive change as defined by the Commission on Colleges of the Southern Association of Colleges and Schools? If yes, identify the substantive change procedures that must be followed prior to implementation?
 No _____ Yes _____

Recommended _____ Not Recommended _____

Chair, Council on Academic Affairs' Signature _____

Date _____

ADMINISTRATIVE USE ONLY							
DBOT		FEET		Catalog		MCO	
Dist. Learn. Fee		CRS		PRQST		SCNS	



Re: AML2010 and AML2020 Nov CAA approval

From Gina Rucavado <RUCAVAG@PHSC.EDU>
Date Wed 11/6/2024 1:50 PM
To Jessica Hinds <hindsj@phsc.edu>

Hi Jessica,

See below for my approval signatures:

1. **Communications – AML2010 America Literature: Exploration to the Late 19th Century**

- Remove the course from general education and modify course description to reflect this change.
Adoption: Fall 2025 (202601)
 - Proposer Approval Signature: Gina Rucavado

2. **Communications – AML2020 America Literature: The Late 19th Century through Present**

- Remove the course from general education and modify course description to reflect this change.
Adoption: Fall 2025 (202601)
 - Proposer Approval Signature: Gina Rucavado

Thanks,
Gina

From: Jessica Hinds <hindsj@phsc.edu>
Sent: Wednesday, November 6, 2024 10:57 AM
To: Gina Rucavado <RUCAVAG@PHSC.EDU>
Subject: AML2010 and AML2020 Nov CAA approval

Good morning Gina,

I have prepared CAA paperwork to change some language on the master course outlines for AML2010 and AML2020 that a grade of "C" or higher must be attained. Since these courses are no longer gen ed (and haven't been since 2017-2018). Even though we internally removed it from gen ed in 2018, it was never updated in the FLDOE SNCS record system.

Please see the attached zip file which contains the MCOs and forms. I need your email approval. You can copy the text below and paste it in your reply and along with your name typed next to the highlighted text. These will go to CAA this month (November).

1. **Communications – AML2010 America Literature: Exploration to the Late 19th Century**

- Remove the course from general education and modify course description to reflect this change. **Adoption: Fall 2025 (202601)**
 - Proposer Approval Signature:

AML 2010- ~~EARLY~~ AMERICAN LITERATURE: EXPLORATION TO THE LATE 19TH CENTURY

Course Description:

This course provides a survey of culturally significant literary texts from the colonial exploration through the late 19th century. By reading selections from an updated and expanded canon, including works by women and minorities, students gain awareness of the multicultural origins and development of American literature.

~~This is an elective course that satisfies the Gordon Rule writing requirement. A grade of "C" or higher must be attained.~~ 45 class hours. This course is 3 credit hours.

Prerequisite:

ENC 1101 (completed with a grade of "C" or higher)

Major Learning Outcomes:

1. The student will demonstrate knowledge of the intellectual, literary, social, political, and economic currents that influenced early American literature.
2. The student will demonstrate comprehension of early American literature as the creative metaphorical expression of personal experience in response to large issues of tradition and change.
3. The student will demonstrate skill in analyzing the literary purpose, genre, style, tone, and content of selections representing an updated and expanded canon of women and minority writers as well as traditional major authors.
4. The student will demonstrate skills of synthesis to formulate an understanding of early American literature as a quest for national identity and international respect.
5. The student will demonstrate skills of evaluation by assessing the artistic, intellectual, social, and spiritual value of selected texts.

Course Objectives:

1. The student will demonstrate knowledge of the intellectual, literary, social, political, and economic currents that influenced early American literature, as measured by the ability to:
 - 1.1 Identify writers representing the variety of ethnic groups responsible for the exploration and colonization of the New World.
 - 1.2 Explain Neoclassicism, Rationalism, Romanticism, Naturalism, and Realism.
 - 1.3 List the main characteristics of the Enlightenment or the Age of Reason.
 - 1.4 Recognize the oral tradition as a Native American contribution to early American literature.
 - 1.5 Identify the primary literary documents associated with the American Revolution and establishment of the American democracy.
 - 1.6 Explain Transcendentalism.
 - 1.7 Define abolitionist.
 - 1.8 Explain how the debate over slavery influenced the development of early American literature.
 - 1.9 Define manifest destiny.

2. The student will demonstrate comprehension of early American literature as the creative metaphorical expression of personal experience in response to large issues of tradition and change, as measured by the ability to:

2.1 Recognize literary devices such as metaphor, simile, analogy, allusion, allegory, personification, and hyperbole.

2.2 Explain myth and fantasy and identify examples of each.

2.3 Discuss Puritan historiography by identifying basic parallels between Puritan historical and homiletic literature and the Bible.

2.4 Distinguish areas of conflict between tradition and change reflected in early American literature.

3. The student will demonstrate skill in analyzing the literary purpose, genre, style, tone, and content of selections representing an updated and expanded canon of women and minority writers as well as traditional major authors, as measured by the ability to:

3.1 Recall the meaning of terms essential to an understanding of genre: oral tradition, journal, historical narrative, homily, prose fiction (novel, novella, and short story), poetry, and drama.

3.2 Recall the meaning of terms essential to interpreting poetry: imagery, rhythm, meter rhyme, and figurative language (metaphor, simile, metonymy, symbolism, paradox).

3.3 Recall the meaning of terms essential to interpreting prose fiction: plot, character, theme, setting, point of view, and conflict.

3.4 Explain the concepts of purpose, style, tone, and content.

3.5 Recall the meaning of terms essential to an understanding of literary style and tone, such as diction, syntax, and irony.

3.6 Using the concepts of purpose, genre, style, tone, and content, analyze selected texts by traditional major authors such as Benjamin Franklin, Edgar Allan Poe, Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne, Herman Melville, and Walt Whitman.

3.7 Using the concepts of purpose, genre, style, tone, and content, analyze selected texts from an expanded canon of women and minorities such as Cabeza de Vaca, Anne Bradstreet, Frederick Douglass, Harriet Jacobs, and Native American orators and storytellers.

4. The student will demonstrate skills of synthesis to formulate an understanding of early American literature as a quest for national identity and international respect, as measured by the ability to:

4.1 Identify early American writers who achieved international reputations.

4.2 Discuss the challenge faced by American writers using the English language and literary forms developed in England to create a uniquely American literature.

4.3 Recognize that in the 18th and 19th centuries, the United States was not a country in which one could make a living by writing aimed at the creation of literature.

4.4 Recognize parallel developments in American and European literature of the 18th and 19th centuries.

4.5 Identify the contributions of individual writers such as Irving, Cooper, Melville, Emerson, and Whitman and ethnic groups such as Native Americans to the self-conscious emergence of a uniquely American literature.

5. The student will demonstrate skills of evaluation by assessing the artistic, intellectual, social, and spiritual value of selected texts, as measured by the ability to:

5.1 Analyze texts to evaluate their intellectual force and integrity.

5.2 Identify social forces motivating writers of American literature.

5.3 Explain the social relevance of texts and identify examples of texts that have been social change agents.

5.4 Discuss individualism as a feature of American culture and identify examples of texts where individualism is a dominant theme or motif.

5.5 Discuss the conflict between the individual and society as it appears in specific texts.

Criteria Performance Standard:

~~Upon successful completion of the course, the student will demonstrate mastery of the stated course objectives with an average minimum of 70% accuracy.~~



Master Course Outline

Course Identifier: AML 2010

Course Title: American Literature: Exploration to the Late 19th Century

Credit Hours: 3

Course Description: This course provides a survey of culturally significant literary texts from the colonial exploration through the late 19th century. By reading selections from an updated and expanded canon, including works by women and minorities, students gain awareness of the multicultural origins and development of American literature. This course satisfies the Gordon Rule writing requirement. 45 class hours.

Course Pre-requisites: ENC 1101 (completed with a grade of "C" or higher)

Course Corequisites: None

Major Learning Outcomes:

1. The student will demonstrate knowledge of the intellectual, literary, social, political, and economic currents that influenced early American literature.
2. The student will demonstrate comprehension of early American literature as the creative metaphorical expression of personal experience in response to large issues of tradition and change.
3. The student will demonstrate skill in analyzing the literary purpose, genre, style, tone, and content of selections representing an updated and expanded canon of women and minority writers as well as traditional major authors.
4. The student will demonstrate skills of synthesis to formulate an understanding of early American literature as a quest for national identity and international respect.
5. The student will demonstrate skills of evaluation by assessing the artistic, intellectual, social, and spiritual value of selected texts.

Course Objectives:

1. The student will demonstrate knowledge of the intellectual, literary, social, political, and economic currents that influenced early American literature, as measured by the ability to:
 - 1.1 Identify writers representing the variety of ethnic groups responsible for

- the exploration and colonization of the New World.
- 1.2 Explain Neoclassicism, Rationalism, Romanticism, Naturalism, and Realism.
- 1.3 List the main characteristics of the Enlightenment or the Age of Reason.
- 1.4 Recognize the oral tradition as a Native American contribution to early American literature.
- 1.5 Identify the primary literary documents associated with the American Revolution and establishment of the American democracy.
- 1.6 Explain Transcendentalism.
- 1.7 Define abolitionist.
- 1.8 Explain how the debate over slavery influenced the development of early American literature.
- 1.9 Define manifest destiny.
- 2. The student will demonstrate comprehension of early American literature as the creative metaphorical expression of personal experience in response to large issues of tradition and change, as measured by the ability to:
 - 2.1 Recognize literary devices such as metaphor, simile, analogy, allusion, allegory, personification, and hyperbole.
 - 2.2 Explain myth and fantasy and identify examples of each.
 - 2.3 Discuss Puritan historiography by identifying basic parallels between Puritan historical and homiletic literature and the Bible.
 - 2.4 Distinguish areas of conflict between tradition and change reflected in early American literature.
- 3. The student will demonstrate skill in analyzing the literary purpose, genre, style, tone, and content of selections representing an updated and expanded canon of women and minority writers as well as traditional major authors, as measured by the ability to:
 - 3.1 Recall the meaning of terms essential to an understanding of genre: oral tradition, journal, historical narrative, homily, prose fiction (novel, novella, and short story), poetry, and drama.
 - 3.2 Recall the meaning of terms essential to interpreting poetry: imagery, rhythm, meter rhyme, and figurative language (metaphor, simile, metonymy, symbolism, paradox).
 - 3.3 Recall the meaning of terms essential to interpreting prose fiction: plot, character, theme, setting, point of view, and conflict.
 - 3.4 Explain the concepts of purpose, style, tone, and content.
 - 3.5 Recall the meaning of terms essential to an understanding of literary style and tone, such as diction, syntax, and irony.
 - 3.6 Using the concepts of purpose, genre, style, tone, and content, analyze selected texts by traditional major authors such as Benjamin Franklin, Edgar Allan Poe, Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne, Herman Melville, and Walt Whitman.
 - 3.7 Using the concepts of purpose, genre, style, tone, and content, analyze selected texts from an expanded canon of women and minorities such

- as Cabeza de Vaca, Anne Bradstreet, Frederick Douglass, Harriet Jacobs, and Native American orators and storytellers.
4. The student will demonstrate skills of synthesis to formulate an understanding of early American literature as a quest for national identity and international respect, as measured by the ability to:
 - 4.1 Identify early American writers who achieved international reputations.
 - 4.2 Discuss the challenge faced by American writers using the English language and literary forms developed in England to create a uniquely American literature.
 - 4.3 Recognize that in the 18th and 19th centuries, the United States was not country in which one could make living by writing aimed at the creation of literature.
 - 4.4 Recognize parallel developments in American and European literature of the 18th and 19th centuries.
 - 4.5 Identify the contributions of individual writers such as Irving, Cooper, Melville, Emerson, and Whitman and ethnic groups such as Native Americans to the self-conscious emergence of a uniquely American literature.
 5. The student will demonstrate skills of evaluation by assessing the artistic, intellectual, social, and spiritual value of selected texts, as measured by the ability to:
 - 5.1 Analyze texts to evaluate their intellectual force and integrity.
 - 5.2 Identify social forces motivating writers of American literature.
 - 5.3 Explain the social relevance of texts and identify examples of texts that have been social change agents.
 - 5.4 Discuss individualism as a feature of American culture and identify examples of texts where individualism is a dominant theme or motif.
 - 5.5 Discuss the conflict between the individual and society as it appears in specific texts.

PASCO-HERNANDO STATE COLLEGE COURSE REVISION/DELETION FORM

COURSE INFORMATION

Current Course Title: American Literature: The Late 19th Century through ^{the Modern Era} Present Prefix and Number: AML 2020
 Effective Date/Term: Fall 2025 (202601) Cluster/Program Code: Arts and Sciences: Communications

COURSE CHANGE(S)

Course REVISION (Check, if applicable): Effective Date/Term: Fall 2025 (202601)

Rationale: Remove this course from general education and modify course description to reflect this change.

Course DELETION (Check, if applicable): Effective Date/Term: _____

Rationale: _____

ITEMS TO CHANGE		CHANGE FROM	CHANGE TO
TITLE		Refer to Course Information	
COURSE Prefix and NUMBER		Refer to Course Information	
PREREQUISITE(S)			
COREQUISITE(S)			
AMOUNT OF CREDIT	College		
	Technical		
LECTURE HOURS	Contact		
	Clock		
LABORATORY HOURS	Contact		
	Clock		
CLINICAL HOURS	Contact		
	Clock		
TOTAL HOURS	Contact		
	Clock		
FEES (Attach Student Laboratory, Distance Learning, and Other User Course Fees Calculation Form (ICU-10 Rev. 7/08))	Student Laboratory Fees		
	Special Fees		
	Distance Learning Fees		
	Other User Course Fees		
CREDIT-BY-EXAMINATION TEST STATUS	Yes <input type="checkbox"/> Explain: _____	Yes <input type="checkbox"/> Explain: _____	
	No <input type="checkbox"/>	No <input type="checkbox"/>	
TYPE OF CREDIT			

Attach the revised Master Course Outline. The Master Course Outline template can be found on the Intranet.

Textbook/Ancillary Content Deletion: (Complete section, if applicable): Effective Date/Term: _____

DELETED TITLE(s)	AUTHOR(S)	EDITION	YEAR	ISBN13

Textbook/Ancillary Content Addition: (Complete section, if applicable, and attach Textbook Evaluation Form, ICU-3)

Effective Date/Term: _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

 Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

 Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Required Ancillary Content: (CD'S, DVD'S, Course Packs, and Nursing Kits, are examples of ancillary content.)

Description: _____ Model Number: _____

ISBN-13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

 Description: _____ Model Number: _____

ISBN 13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

Textbook(s)/Ancillary Content Verification: _____

Academic Dean's Signature

Date

SIGNATURES/APPROVALS

See Gina Bucavado's approval email *11/6/2024*
 Proposer's Signature _____ Date _____

[Signature] *11/12/2024*
 Academic Dean's Signature _____ Date _____

SUBSTANTIVE CHANGE VERIFICATION AND RECOMMENDATION

If this proposal is approved by the Council on Academic Affairs, President's Administrative Leadership Team, and District Board of Trustees, will it constitute a substantive change as defined by the Commission on Colleges of the Southern Association of Colleges and Schools? If yes, identify the substantive change procedures that must be followed prior to implementation?
 No _____ Yes _____

Recommended _____ Not Recommended _____

Chair, Council on Academic Affairs' Signature _____ Date _____

ADMINISTRATIVE USE ONLY							
DBOT		FEET		Catalog		MCO	
Dist. Learn. Fee		CRS		PRQST		SCNS	



Re: AML2010 and AML2020 Nov CAA approval

From Gina Rucavado <RUCAVAG@PHSC.EDU>
Date Wed 11/6/2024 1:50 PM
To Jessica Hinds <hindsj@phsc.edu>

Hi Jessica,

See below for my approval signatures:

1. Communications – AML2010 America Literature: Exploration to the Late 19th Century

- Remove the course from general education and modify course description to reflect this change.
Adoption: Fall 2025 (202601)
 - Proposer Approval Signature: Gina Rucavado

2. Communications – AML2020 America Literature: The Late 19th Century through Present

- Remove the course from general education and modify course description to reflect this change.
Adoption: Fall 2025 (202601)
 - Proposer Approval Signature: Gina Rucavado

Thanks,
Gina

From: Jessica Hinds <hindsj@phsc.edu>
Sent: Wednesday, November 6, 2024 10:57 AM
To: Gina Rucavado <RUCAVAG@PHSC.EDU>
Subject: AML2010 and AML2020 Nov CAA approval

Good morning Gina,

I have prepared CAA paperwork to change some language on the master course outlines for AML2010 and AML2020 that a grade of "C" or higher must be attained. Since these courses are no longer gen ed (and haven't been since 2017-2018). Even though we internally removed it from gen ed in 2018, it was never updated in the FLDOE SNCS record system.

Please see the attached zip file which contains the MCOs and forms. I need your email approval. You can copy the text below and paste it in your reply and along with your name typed next to the highlighted text. These will go to CAA this month (November).

1. Communications – AML2010 America Literature: Exploration to the Late 19th Century

- Remove the course from general education and modify course description to reflect this change. **Adoption: Fall 2025 (202601)**
 - Proposer Approval Signature:

AML 2020 - AMERICAN LITERATURE: THE LATE 19TH CENTURY THROUGH ~~PRESENT~~Course Description:

This course provides a survey of the major movements and representative authors in American literature from the late 19th century through the modern era, including the study of canonical and diverse authors.

This is an elective course and satisfies the Gordon Rule writing requirement. A grade of "C" or higher must be attained. 45 class hours. This course is 3 credit hours.

Prerequisite:

ENC 1101 (completed with a grade of "C" or higher).

Major Learning Outcomes:

1. The student will appreciate and evaluate American Literature with an understanding of its significance to the intellectual, social, economic, and political currents from which it evolves.
2. The student will gain an awareness of representative authors' unique responses to America.
3. The student will develop a continuing interest in the literature of America and its place in global significance.

Course Objectives:

1. The students shall learn literary concepts, techniques, movements, and figures as they pertain to American literature since the turn of the 19th century and the contexts from which they emerge.
 - 1.1 Identify literary concepts pertinent to American literature around 1900
 - 1.2 Recognize significant literary movements around 1900 and beyond (ie: philosophical, intellectual, cultural, and aesthetic)
 - 1.3 Distinguish significant similarities and differences among literary movements pertaining to American literature around 1900 and beyond
 - 1.4 Recognize key literary figures around 1900 and beyond
2. The students shall read and discuss a diverse and representative sample of American literature (poems, short stories, plays, or novels) published between 1900 and 1945 and interpret their impact on American literature. Authors may represent the movements of realism, regionalism, naturalism, modernism, or the Harlem Renaissance, and may include (among others): Anderson, Cather, Crane, Dreiser, Du Bois, Elliott, Gilman, Hurston, James, Locke, London, Pound, Sinclair, Stein, Twain, or Wharton.
 - 2.1 Identify major works of American literature between 1900 and 1945.
 - 2.2 Identify a diverse and representative body of literary figures (authors, critics, etc.) associated with this time period or its literary movements
 - 2.3 Analyze how works of American literature written between 1900 and 1945 relate to the conventions of a literary movement
 - 2.4 Apply relevant literary concepts, techniques, and devices in interpreting representative sampling of American literature from this period

2.5 Assess the impact of literary contexts (political, social, cultural, etc.) on a diverse array of American literature from this period. This may include discussion of changing social attitudes in regards to factors such as race, gender, ethnicity, and economic class, among others, in the shaping of individual and social identities.

2.6 Assess the relationship between literary works and their emergent, historic, or concurrent literary movements

3. The students shall read and discuss a diverse and representative sample of American literature (poems, short stories, plays, or novels) published between 1945 and 1970 and interpret their impact on American literature. Authors may represent the movements of the beat generation; post-modernism; American regionalism; or Confessional, Black Mountain, New York, or African American poets and may include (among others): Ashbery, Bellow, Berryman, Brooks, Burroughs, Creeley, Ellison, Ginsberg, Heller, Hughes, Kerouac, Malamud, Miller, O'Connor, Olson, Plath, Roth, Salinger, Sexton, Updike, Vonnegut, Welty, Wouk, or Wright.

3.1 Identify major works of American literature between 1945 and 1970.

3.2 Identify a diverse and representative body of literary figures (authors, critics, etc.) associated with this time period or its literary movements

3.3 Analyze how works of American literature written between 1945 and 1970 relate to the conventions of a literary movement

3.4 Apply relevant literary concepts, techniques, and devices in interpreting representative sampling of American literature from this period

3.5 Assess the impact of literary contexts (political, social, cultural, etc.) on a diverse array of American literature from this period. This may include discussion of changing social attitudes in regards to factors such as race, gender, ethnicity, sexual orientation, and economic class, among others, in the shaping of individual and social identities.

3.6 Assess the relationship between literary works and their emergent, historic, or concurrent literary movements

4. The students shall read and discuss a diverse and representative sample of American literature (poems, short stories, plays, or novels and graphic novels) published after 1970 and interpret their impact on American literature. Authors may represent emerging movements; realism and experimentation; the anti-tradition; spoken word; and contemporary prose and poetry and may include (among others): Bechdel, Collins, Delillo, Erdrich, Harjo, hooks, Kincaid, Mali, Morrison, Nguyen, Oates, Rodriguez, Silko, Walker, Wallace, or Williams.

4.1 Identify major works of American literature published after 1970.

4.2 Identify a diverse and representative body of literary figures (authors, critics, etc.) associated with this time period or its literary movements

4.3 Analyze how works of American literature written after 1970 relate to the conventions of a literary movement

4.4 Apply relevant literary concepts, techniques, and devices in interpreting representative sampling of American literature from this period

4.5 Assess the impact of literary contexts (political, social, cultural, etc.) on a diverse array of American literature from this period. This may include discussion of changing social attitudes in regards to factors such as race, gender, ethnicity, sexual orientation,

national origin, and economic class, among others, in the shaping of individual and social identities.

4.6 Assess the relationship between literary works and their emergent, historic, or concurrent literary movements

5. The students shall be able to write a structured paper that incorporates research and engages in an analysis of the literary movement, author, or text(s) within American literature since 1900.

5.1 Compose a limited thesis statement that demonstrates a thoughtful interpretation based on textual evidence and informed response to scholarly criticism of the selected text(s), author, or movement

5.2 Create a properly structured essay that supports the student's original thesis statement

5.3 Demonstrate the appropriate use of Standard American English in adherence with the conventions of spelling, grammar, syntax, vocabulary, capitalization, and punctuation

5.4 Identify and locate appropriate research sources for legitimate academic use

5.5 Incorporate primary and secondary research sources appropriately

5.6 Cite primary and secondary research sources via in-text citations and a Works Cited Page using MLA Style documentation

Criteria Performance Standard:

~~Upon successful completion of the course, the student will demonstrate mastery of the stated course objectives with an average minimum of 70% accuracy.~~



Master Course Outline

Course Identifier: AML 2020

Course Title: American Literature: The Late 19th Century Through ~~Present~~ ^{the Modern Era}

Credit Hours: 3

Course Description: This course provides a survey of the major movements and representative authors in American literature from the late 19th century through the modern era, including the study of canonical and diverse authors. This course satisfies the Gordon Rule writing requirement. 45 class hours.

Course Pre-requisites: ENC 1101 (completed with a grade of "C" or higher)

Course Corequisites: None

Major Learning Outcomes:

1. The student will appreciate and evaluate American Literature with an understanding of its significance to the intellectual, social, economic, and political currents from which it evolves.
2. The student will gain an awareness of representative authors' unique responses to America.
3. The student will develop a continuing interest in the literature of America and its place in global significance.

Course Objectives:

1. The students shall learn literary concepts, techniques, movements, and figures as they pertain to American literature since the turn of the 19th century and the contexts from which they emerge.
 - 1.1 Identify literary concepts pertinent to American literature around 1900
 - 1.2 Recognize significant literary movements around 1900 and beyond (ie: philosophical, intellectual, cultural, and aesthetic)
 - 1.3 Distinguish significant similarities and differences among literary movements pertaining to American literature around 1900 and beyond
 - 1.4 Recognize key literary figures around 1900 and beyond
2. The students shall read and discuss a diverse and representative sample of

American literature (poems, short stories, plays, or novels) published between 1900 and 1945 and interpret their impact on American literature. Authors may represent the movements of realism, regionalism, naturalism, modernism, or the Harlem Renaissance, and may include (among others): Anderson, Cather, Crane, Dreiser, Du Bois, Elliott, Gilman, Hurston, James, Locke, London, Pound, Sinclair, Stein, Twain, or Wharton.

- 2.1. Identify major works of American literature between 1900 and 1945.
 - 2.2. Identify a diverse and representative body of literary figures (authors, critics, etc.) associated with this time period or its literary movements
 - 2.3. Analyze how works of American literature written between 1900 and 1945 relate to the conventions of a literary movement
 - 2.4. Apply relevant literary concepts, techniques, and devices in interpreting representative sampling of American literature from this period
 - 2.5. Assess the impact of literary contexts (political, social, cultural, etc.) on a diverse array of American literature from this period. This may include discussion of changing social attitudes in regards to factors such as race, gender, ethnicity, and economic class, among others, in the shaping of individual and social identities.
 - 2.6. Assess the relationship between literary works and their emergent, historic, or concurrent literary movements
3. The students shall read and discuss a diverse and representative sample of American literature (poems, short stories, plays, or novels) published between 1945 and 1970 and interpret their impact on American literature. Authors may represent the movements of the beat generation; post-modernism; American regionalism; or Confessional, Black Mountain, New York, or African American poets and may include (among others): Ashbery, Bellow, Berryman, Brooks, Burroughs, Creeley, Ellison, Ginsberg, Heller, Hughes, Kerouac, Malamud, Miller, O'Connor, Olson, Plath, Roth, Salinger, Sexton, Updike, Vonnegut, Welty, Wouk, or Wright.
- 3.1. Identify major works of American literature between 1945 and 1970.
 - 3.2. Identify a diverse and representative body of literary figures (authors, critics, etc.) associated with this time period or its literary movements
 - 3.3. Analyze how works of American literature written between 1945 and 1970 relate to the conventions of a literary movement
 - 3.4. Apply relevant literary concepts, techniques, and devices in interpreting representative sampling of American literature from this period
 - 3.5. Assess the impact of literary contexts (political, social, cultural, etc.) on a diverse array of American literature from this period. This may include discussion of changing social attitudes in regards to factors such as race, gender, ethnicity, sexual orientation, and economic class, among others, in the shaping of individual and social identities.
 - 3.6. Assess the relationship between literary works and their emergent, historic, or concurrent literary movements
4. The students shall read and discuss a diverse and representative sample of

American literature (poems, short stories, plays, or novels and graphic novels) published after 1970 and interpret their impact on American literature. Authors may represent emerging movements; realism and experimentation; the anti-tradition; spoken word; and contemporary prose and poetry and may include (among others): Bechdel, Collins, Delillo, Erdrich, Harjo, hooks, Kincaid, Mali, Morrison, Nguyen, Oates, Rodriguez, Silko, Walker, Wallace, or Williams.

- 4.1. Identify major works of American literature published after 1970.
- 4.2. Identify a diverse and representative body of literary figures (authors, critics, etc.) associated with this time period or its literary movements
- 4.3. Analyze how works of American literature written after 1970 relate to the conventions of a literary movement
- 4.4. Apply relevant literary concepts, techniques, and devices in interpreting representative sampling of American literature from this period
- 4.5. Assess the impact of literary contexts (political, social, cultural, etc.) on a diverse array of American literature from this period. This may include discussion of changing social attitudes in regards to factors such as race, gender, ethnicity, sexual orientation,
- 4.6. national origin, and economic class, among others, in the shaping of individual and social identities.
- 4.7. Assess the relationship between literary works and their emergent, historic, or concurrent literary movements
5. The students shall be able to write a structured paper that incorporates research and engages in an analysis of the literary movement, author, or text(s) within American literature since 1900.
 - 5.1. Compose a limited thesis statement that demonstrates a thoughtful interpretation based on textual evidence and informed response to scholarly criticism of the selected text(s), author, or movement
 - 5.2. Create a properly structured essay that supports the student's original thesis statement
 - 5.3. Demonstrate the appropriate use of Standard American English in adherence with the conventions of spelling, grammar, syntax, vocabulary, capitalization, and punctuation
 - 5.4. Identify and locate appropriate research sources for legitimate academic use
 - 5.5. Incorporate primary and secondary research sources appropriately
 - 5.6. Cite primary and secondary research sources via in-text citations and a Works Cited Page using MLA Style documentation

**PASCO-HERNANDO STATE COLLEGE
COURSE REVISION/DELETION FORM**

COURSE INFORMATION

Current Course Title: Biology I Prefix and Number: BSC 2010
 Effective Date/Term: Spring 2025 (202502) Cluster/Program Code: Arts and Sciences: Biological Sciences

COURSE CHANGE(S)

Course REVISION (Check, if applicable): Effective Date/Term: Spring 2025 (202502)

Rationale: Revise MCO to separate Student Learning Outcomes (SLOs) from Course Objectives.

Course DELETION (Check, if applicable): Effective Date/Term: _____

Rationale: _____

ITEMS TO CHANGE		CHANGE FROM	CHANGE TO
TITLE		Refer to Course Information	
COURSE Prefix and NUMBER		Refer to Course Information	
PREREQUISITE(S)			
COREQUISITE(S)			
AMOUNT OF CREDIT	College		
	Technical		
LECTURE HOURS	Contact		
	Clock		
LABORATORY HOURS	Contact		
	Clock		
CLINICAL HOURS	Contact		
	Clock		
TOTAL HOURS	Contact		
	Clock		
FEES (Attach Student Laboratory, Distance Learning, and Other User Course Fees Calculation Form (ICU-10 Rev. 7/08))	Student Laboratory Fees		
	Special Fees		
	Distance Learning Fees		
	Other User Course Fees		
CREDIT-BY-EXAMINATION TEST STATUS	YES <input type="checkbox"/> Explain:		YES <input type="checkbox"/> Explain:
	NO <input type="checkbox"/>		NO <input type="checkbox"/>
TYPE OF CREDIT			

Attach the revised Master Course Outline. The Master Course Outline template can be found on the Intranet.

Textbook/Ancillary Content Deletion: (Complete section, if applicable): Effective Date/Term: _____

DELETED TITLE(s)	AUTHOR(S)	EDITION	YEAR	ISBN13

Textbook/Ancillary Content Addition: (Complete section, if applicable, and attach Textbook Evaluation Form, ICU-3)

Effective Date/Term: _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Required Ancillary Content: (CD'S, DVD'S, Course Packs, and Nursing Kits, are examples of ancillary content.)

Description: _____ Model Number: _____

ISBN-13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

Description: _____ Model Number: _____

ISBN 13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

Textbook(s)/Ancillary Content Verification: _____

Academic Dean's Signature

Date

SIGNATURES/APPROVALS

See Dr. Helli Cartels approval email _____ *11/7/2024*
Proposer's Signature Date

Gerene Stewart _____ *11/12/2024*
Academic Dean's Signature Date

SUBSTANTIVE CHANGE VERIFICATION AND RECOMMENDATION

If this proposal is approved by the Council on Academic Affairs, President's Administrative Leadership Team, and District Board of Trustees, will it constitute a substantive change as defined by the Commission on Colleges of the Southern Association of Colleges and Schools? If yes, identify the substantive change procedures that must be followed prior to implementation?
No _____ Yes _____

Recommended _____ Not Recommended _____

Chair, Council on Academic Affairs' Signature _____ Date _____

ADMINISTRATIVE USE ONLY							
DBOT		FEET		Catalog		MCO	
Dist. Learn. Fee		CRS		PRQST		SCNS	



Re: BSC2010 Nov CAA approval

From Kelli Carter <carterk@phsc.edu>
Date Thu 11/7/2024 1:43 PM
To Jessica Hinds <hindsj@phsc.edu>

Hi Jessica,
Thanks for sending this.

1. **Biological sciences – BSC2010 Biology I**

- Revise MCO to separate Student Learning Outcomes (SLOs) from Course Objectives. **Adoption: Fall 2025 (202601)**
- Proposer Approval Signature: Dr. Kelli Carter

Spring 2025 (202502)

Kelli Carter, PhD
Professor/Biological Sciences
East Campus, PHSC

From: Jessica Hinds <hindsj@phsc.edu>
Sent: Thursday, November 7, 2024 12:01 PM
To: Kelli Carter <carterk@phsc.edu>
Subject: BSC2010 Nov CAA approval

Good morning Dr. Carter,

I have prepared CAA paperwork to modify the master course outline for BSC2010 to separate out the Student Learning outcomes in its own section and then have the course objectives. This is just a technicality when entering the information in the FLDOE State course numbering system (SCNS).

Please see the attached documents. I need your email approval. You can copy the text below and paste it in your reply and along with your name typed next to the highlighted text. These will go to CAA this month (November).

1. **Biological sciences – BSC2010 Biology I**

- Revise MCO to separate Student Learning Outcomes (SLOs) from Course Objectives. **Adoption: Fall 2025 (202601)**
- Proposer Approval Signature:

Sincerely,
Jessica

Jessica Hinds
Associate Director of Curriculum Support and Educator Preparation Institute
Pasco-Hernando State College
10230 Ridge Road



Master Course Outline

Course Identifier: BSC2010

Course Title: Biology I

Credit Hours: 3

Course Description: In this course students will apply the scientific method to critically examine and explain the natural world. This course will cover molecular biology, cellular biology, genetics, metabolism, and replication. A grade of "C" or higher must be attained. 45 class hours.

Course Pre-requisites: High school Biology with a grade of B or higher or BSC 1005 or BSC 1020 or BSC 1050 or BSC 1085 or BSC 1086 or BSC 1311 or EVR 1001 or MCB 2010 with a grade of C or higher and High School Chemistry with a grade of B or higher or CHM 1020 or CHM 1025 or CHM 2045 or CHM 2046 or CHM 2210C or CHM 2211C with a C or higher.

Course Corequisites: BSC2010L

Student Learning Outcomes:

1. Students will demonstrate scientific literacy by articulating and practicing the scientific method.
2. Students will evaluate data regarding validity.
3. Students will read and interpret a variety of scientific data.
4. Students will identify major macromolecules and state their importance to living organisms.
5. Students will explain metabolism.
6. Students will compare and contrast prokaryotic and eukaryotic structures and processes of cell division and replication.
7. Students will explain gene expression.
8. Students will solve problems in transmission genetics.

Course Objectives:

1. Students will demonstrate scientific literacy by articulating and practicing the scientific method.
 - 1.1 Describe the unifying themes that pervade the science for biology.
 - 1.2 Define terms fundamental to biology.

Last revised: XX/XX/XXXX

1.3 Apply the scientific method to solve biological problems.

2. Students will evaluate data regarding validity.

3. Students will read and interpret a variety of scientific data.

4. Students will identify major macromolecules and state their importance to living organisms.

- 4.1 Understand fundamental principles of atomic structure.
- 4.2 Explain general principles of inorganic chemistry, including chemical reactions, bonding and acids/bases.
- 4.3 Describe the properties of water and their importance to biological systems.
- 4.4 Understand basic concepts of carbon chemistry and the properties of organic molecules.
- 4.5 Describe the structure, properties and biological functions of carbohydrates, lipids, proteins and nucleic acids.

5. Students will explain metabolism.

- 5.1 Explain the biological significance of the two laws of thermodynamics.
- 5.2 Describe the structure and importance of ATP.
- 5.3 Describe the role of enzymes in metabolism.
- 5.4 Distinguish between oxidation and reduction.
- 5.5 Outline the processes of cellular respiration.
- 5.6 Distinguish between aerobic and anaerobic respiration.
- 5.7 Explain the overall purpose of photosynthesis.
- 5.8 Outline the processes of photosynthesis.

6. Students will compare and contrast prokaryotic and eukaryotic structures and processes of cell division and replication.

- 6.1 Distinguish among the five kingdoms of life.
- 6.2 Describe the structure and functions of the various cellular components.
- 6.3 Describe the structure of plasma membranes.
- 6.4 Explain the processes by which materials cross membranes.
- 6.5 Explain the processes of cell division: Meiosis and mitosis.
- 6.6 Describe the stages of the cell cycle.
- 6.7 Explain the replication of DNA.

7. Students will explain gene expression.

- 7.1 Explain the processes of transcription and translation.

8. Students will solve problems in transmission genetics.

- 8.1 Describe classical theories of inheritance.
- 8.2 Describe the chromosomal basis of inheritance.
- 8.3 Compare and contrast viral, bacterial and eukaryotic genetics.
- 8.4 Describe application of genetics to society.

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Master Course Outline

Course Identifier: BSC2010

Course Title: Biology I

Credit Hours: 3

Course Description: In this course students will apply the scientific method to critically examine and explain the natural world. This course will cover molecular biology, cellular biology, genetics, metabolism, and replication. A grade of "C" or higher must be attained. 45 class hours.

Course Pre-requisites: High school Biology with a grade of B or higher or BSC 1005 or BSC 1020 or BSC 1050 or BSC 1085 or BSC 1086 or BSC 1311 or EVR 1001 or MCB 2010 with a grade of C or higher and High School Chemistry with a grade of B or higher or CHM 1020 or CHM 1025 or CHM 2045 or CHM 2046 or CHM 2210C or CHM 2211C with a C or higher.

Course Corequisites: BSC2010L

Student Learning Outcomes:

1. Students will demonstrate scientific literacy by articulating and practicing the scientific method.
2. Students will evaluate data regarding validity.
3. Students will read and interpret a variety of scientific data.
4. Students will identify major macromolecules and state their importance to living organisms.
5. Students will explain metabolism.
6. Students will compare and contrast prokaryotic and eukaryotic structures and processes of cell division and replication.
7. Students will explain gene expression.
8. Students will solve problems in transmission genetics.

Course Objectives:

1. Students will demonstrate scientific literacy by articulating and practicing the scientific method.
 - 1.1 Describe the unifying themes that pervade the science for biology.
 - 1.2 Define terms fundamental to biology.

- 1.3 Apply the scientific method to solve biological problems.
2. Students will evaluate data regarding validity.
3. Students will read and interpret a variety of scientific data.
4. Students will identify major macromolecules and state their importance to living organisms.
 - 4.1 Understand fundamental principles of atomic structure.
 - 4.2 Explain general principles of inorganic chemistry, including chemical reactions, bonding and acids/bases.
 - 4.3 Describe the properties of water and their importance to biological systems.
 - 4.4 Understand basic concepts of carbon chemistry and the properties of organic molecules.
 - 4.5 Describe the structure, properties and biological functions of carbohydrates, lipids, proteins and nucleic acids.
5. Students will explain metabolism.
 - 5.1 Explain the biological significance of the two laws of thermodynamics.
 - 5.2 Describe the structure and importance of ATP.
 - 5.3 Describe the role of enzymes in metabolism.
 - 5.4 Distinguish between oxidation and reduction.
 - 5.5 Outline the processes of cellular respiration.
 - 5.6 Distinguish between aerobic and anaerobic respiration.
 - 5.7 Explain the overall purpose of photosynthesis.
 - 5.8 Outline the processes of photosynthesis.
6. Students will compare and contrast prokaryotic and eukaryotic structures and processes of cell division and replication.
 - 6.1 Distinguish among the five kingdoms of life.
 - 6.2 Describe the structure and functions of the various cellular components.
 - 6.3 Describe the structure of plasma membranes.
 - 6.4 Explain the processes by which materials cross membranes.
 - 6.5 Explain the processes of cell division: Meiosis and mitosis.
 - 6.6 Describe the stages of the cell cycle.
 - 6.7 Explain the replication of DNA.
7. Students will explain gene expression.
 - 7.1 Explain the processes of transcription and translation.
8. Students will solve problems in transmission genetics.
 - 8.1 Describe classical theories of inheritance.
 - 8.2 Describe the chromosomal basis of inheritance.
 - 8.3 Compare and contrast viral, bacterial and eukaryotic genetics.
 - 8.4 Describe application of genetics to society.

PASCO-HERNANDO STATE COLLEGE COURSE REVISION/DELETION FORM

COURSE INFORMATION

Current Course Title: General Chemistry and Qualitative Analysis I Prefix and Number: CHM 2045
 Effective Date/Term: Spring 2025 (202502) Cluster/Program Code: Arts & Sciences: Physical Sciences

COURSE CHANGE(S)

Course REVISION (Check, if applicable): Effective Date/Term: Spring 2025 (202502)

Rationale: Revise MCO to separate Student Learning Outcomes (SLOs) from Course Objectives.

Course DELETION (Check, if applicable): Effective Date/Term: _____

Rationale: _____

ITEMS TO CHANGE		CHANGE FROM	CHANGE TO
TITLE		Refer to Course Information	
COURSE Prefix and NUMBER		Refer to Course Information	
PREREQUISITE(S)			
COREQUISITE(S)			
AMOUNT OF CREDIT	College		
	Technical		
LECTURE HOURS	Contact		
	Clock		
LABORATORY HOURS	Contact		
	Clock		
CLINICAL HOURS	Contact		
	Clock		
TOTAL HOURS	Contact		
	Clock		
FEES (Attach Student Laboratory, Distance Learning, and Other User Course Fees Calculation Form (ICU-10 Rev. 7/08))	Student Laboratory Fees		
	Special Fees		
	Distance Learning Fees		
	Other User Course Fees		
CREDIT-BY-EXAMINATION TEST STATUS	YES <input type="checkbox"/> Explain:		YES <input type="checkbox"/> Explain:
	NO <input type="checkbox"/>		NO <input type="checkbox"/>
TYPE OF CREDIT			

Attach the revised Master Course Outline. The Master Course Outline template can be found on the Intranet.

Textbook/Ancillary Content Deletion: (Complete section, if applicable): Effective Date/Term: _____

DELETED TITLE(S)	AUTHOR(S)	EDITION	YEAR	ISBN13

Textbook/Ancillary Content Addition: (Complete section, if applicable, and attach Textbook Evaluation Form, ICU-3)

Effective Date/Term: _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Required Ancillary Content: (CD'S, DVD'S, Course Packs, and Nursing Kits, are examples of ancillary content.)

Description: _____ Model Number: _____

ISBN-13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

Description: _____ Model Number: _____

ISBN 13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

Textbook(s)/Ancillary Content Verification: _____

Academic Dean's Signature

Date

SIGNATURES/APPROVALS

See Greg Woodard's approval email 11/7/2024
Proposer's Signature Date

[Signature] 11/21/2024
Academic Dean's Signature Date

SUBSTANTIVE CHANGE VERIFICATION AND RECOMMENDATION

If this proposal is approved by the Council on Academic Affairs, President's Administrative Leadership Team, and District Board of Trustees, will it constitute a substantive change as defined by the Commission on Colleges of the Southern Association of Colleges and Schools? If yes, identify the substantive change procedures that must be followed prior to implementation?

No _____ Yes _____

Recommended _____ Not Recommended _____

Chair, Council on Academic Affairs' Signature Date

ADMINISTRATIVE USE ONLY							
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Outlook

CHM 2045 CAA items

From Gregory Woodard <Woodarg@phsc.edu>
Date Thu 11/7/2024 5:12 PM
To Jessica Hinds <hindsj@phsc.edu>

1. Physical sciences – CHM2045 General Chemistry and Qualitative Analysis

- Revise MCO to separate Student Learning Outcomes (SLOs) from Course Objectives. **Adoption: Fall 2025 (202601)**
 - Proposer Approval Signature: Gregory Woodard

Hi Jessica,

Here are the items you requested.

Gregory Woodard



Pasco-Hernando State College is committed to equal access/equal opportunity in its programs, activities, and employment. For additional information, visit phsc.edu.

This email communication is intended for the individual/s to whom it is addressed. If this email has been received in error, please notify the sender immediately by return email and delete this message. Under Florida's broad public records law, most emails to/from College employees are available to the public and media upon request.



Master Course Outline

Course Identifier: CHM2045

Course Title: General Chemistry and Qualitative Analysis I

Credit Hours: 3

Course Description: This course is designed for students pursuing careers in the sciences or who need a more rigorous presentation of chemical concepts than is offered in an introductory course. Students will engage in problem solving and critical thinking while applying chemical concepts. Topics will include the principles of chemistry including atomic theory, electronic and molecular structure, measurement, stoichiometry, bonding, periodicity, thermochemistry, nomenclature, solutions, and the properties of gases. A grade of "C" or higher must be attained. 45 class hours.

Course Pre-requisites: CHM1025 and CHM1025L or satisfactory grade on the chemistry placement test; MAT1033 (completed with a grade of C or higher) or appropriate placement test score.

Course Corequisites: CHM2045L

Student Learning Outcomes:

1. Students will apply the law of conservation of matter and energy.
2. Students will implement rules of significant numbers to all measurements.
3. Students will explain the fundamental properties of matter including but not limited to atomic and electronic structure, and periodicity.
4. Students will apply IUPAC rules of nomenclature.
5. Students will predict molecular geometry and properties from bonding theories.
6. Students will predict and explain the products of chemical reactions (e.g., acid-base, oxidation-reduction, precipitation, dissociation).

Course Objectives:

1. Students will apply the law of conservation of matter and energy.
2. Students will implement rules of significant numbers to all measurements.
 - 2.1. Demonstrate skills in rounding numbers and identifying significant figures.
 - 2.2. Write numbers in scientific notation form.
 - 2.3. Identify units used in the measurement of mass, length, volume and

- temperature and convert between English and metric systems.
- 2.4. Calculate density, mass, volume or temperature from a given set of data.
 - 2.5. Use dimensional analysis to solve problems.
3. Students will explain the fundamental properties of matter including but not limited to atomic and electronic structure, and periodicity.
 - 3.1. Differentiate between law, hypothesis, and theory.
 - 3.2. State the laws of conservation of mass.
 - 3.3. Identify the three states of matter.
 - 3.4. Differentiate between chemical and physical properties and classify a change as being either physical or chemical.
 - 3.5. Classify common materials as elements, compounds, or mixtures.
 - 3.6. Explain the major points of Dalton's atomic theory.
 - 3.7. State the Law of Multiple Proportions and indicate its significance.
 - 3.8. Write the names, symbols, charges and relative masses of the three principal subatomic particles.
 - 3.9. Give the names, symbols, charges, and relative masses of the three principal subatomic particles.
 - 3.10. Explain the Rutherford model of the atom.
 - 3.11. Determine the atomic number, mass number or number of neutrons of an isotope from a given set of data.
 - 3.12. Calculate the average atomic weight of an element.
 - 3.13. Identify the locations of the metals, non-metals, metalloids and noble gases on the periodic table.
 - 3.14. Balance simple equations.
 4. Students will apply IUPAC rules of nomenclature.
 - 4.1. Write the formulas and give the names of ionic compounds and acids.
 5. The student will apply chemical principles to solve quantitative problems, as measured by the ability to:
 - 5.1. Given a chemical formula, calculate the formula weight and molar mass.
 - 5.2. Define mole and describe its relationship to Avogadro's number.
 - 5.3. Convert grams, atoms, molecules, and molar masses to moles, and vice versa.
 - 5.4. Calculate the percent composition of a compound from its formula, or from data on combining masses.
 - 5.5. Explain the relationship between an empirical formula and a molecular formula.
 - 5.6. Determine the empirical formula of a compound from its percent composition.
 - 5.7. Determine the molecular formula from percent composition and molar mass.
 6. The student will demonstrate knowledge and understanding of atomic theory as measured by the ability to:
 - 6.1. Explain the wave nature of light and perform calculations relating to frequency, energy and wavelength.
 - 6.2. Explain the photoelectric effect.

- 6.3. Describe the Bohr Theory of the hydrogen atom.
 - 6.4. Apply the de Broglie relation to solve problems in quantum mechanics.
 - 6.5. Describe Heisenberg's Uncertainty Principle.
 - 6.6. Define the four types of quantum mechanics.
 - 6.7. Interpret orbital diagrams.
 - 6.8. Apply the Pauli exclusions principle to predict whether certain electron configuration.
 - 6.9. Write the electron configuration of an element and identify elements based on their electron configuration.
 - 6.10. Identify the areas where the S.P.D and f orbital are being filled on the periodic table.
 - 6.11. Apply Hund's rule to write orbital diagrams.
 - 6.12. Identify groups of elements by their family names.
 - 6.13. Describe periodic trends in atomic radii, ionization energies and electron affinity.
7. Students will predict molecular geometry and properties from bonding theories.
 - 7.1. Compare and contrast ionic and covalent bonding.
 - 7.2. Write the Lewis-dot symbol and the electron configuration of a main-group ion.
 - 7.3. Predict the relative size of ionic radii.
 - 7.4. Use electronegativity data to predict relative bond polarity.
 - 7.5. Write Lewis and resonance formulas of simple compounds.
 - 7.6. Use formal charges to determine the best Lewis formula.
 - 7.7. Identify exceptions to the octet rule.
 - 7.8. Describe the relationship between bond order and bond length.
 - 7.9. Estimate the heat of reaction when given bond energies.
 - 7.10. Use the VSEPR model to predict molecular geometry.
 - 7.11. Relate dipole moment and molecular geometry.
 - 7.12. Use valence bond theory to explain chemical bonding.
 - 7.13. Use molecular orbital theory to explain chemical bonding.
8. Students will predict and explain the products of chemical reactions (e.g., acid-base, oxidation-reduction, precipitation, dissociation).
 - 8.1. Classify reactions as combination, decomposition, single-displacement, or double-displacement.
 - 8.2. Differentiate between oxidation and reduction.
 - 8.3. State the general characteristics of acids, bases and electrolytes.
 - 8.4. Classify acids and bases as strong or weak.
 - 8.5. Write net ionic equations.
 - 8.6. Using solubility tables, predict whether precipitation will occur.
 - 8.7. Write unionized, total ionic and net ionic equations for neutralization reactions.
 - 8.8. Write the molecular and net ionic equations for a reaction with gas formation.
 - 8.9. Use stoichiometric ratios to solve mole to mole, mole to mass, and mass to mass problems.
 - 8.10. Deduce the limiting reagent/reactant when given the amounts of reactant.

- 8.11. Calculate theoretical, actual and percent yields of chemical reactions.
 - 8.12. Solve dilution problems.
 - 8.13. Determine the amount of species and molarity by gravimetric analysis.
 - 8.14. Calculate the volume of reactant solution needed to just react with a given volume of another substance.
 - 8.15. Calculate the quantity of substance in a titrated solution.
9. The student will demonstrate understanding and apply principles of gas behavior in ideal systems, as measured by the ability to:
- 9.1. Describe the measurement of gases.
 - 9.2. Apply Avogadro's, Boyle's, Charles', Dalton's, Gay-Lussac's and the Ideal Gas Laws to solve gas problems.
 - 9.3. Determine the density of any gas at STP.
 - 9.4. Solve stoichiometry problems involving gas volumes.
 - 9.5. Calculate partial pressures and mole fractions of a gas in a mixture.
 - 9.6. State the principle assumptions of kinetic-molecular theory.
 - 9.7. Calculate relative rates of effusion.
 - 9.8. Explain why real gases may deviate from ideal behavior.
10. The student will demonstrate knowledge and understanding of thermochemistry, as measured by the ability to:
- 10.1. Differentiate among the different types of energy.
 - 10.2. Calculate kinetic energy.
 - 10.3. State the Laws of conservation of energy.
 - 10.4. Distinguish between exothermic and endothermic and relate the quantity of heat released or absorbed in a reaction to the amounts of substances.
 - 10.5. Explain the importance of enthalpy to thermochemistry.
 - 10.6. Write and manipulate thermochemical equations.
 - 10.7. Measure and calculate the heat of reaction.
 - 10.8. Apply Hess's law to calculate enthalpy changes.
 - 10.9. Use tables of standard enthalpies of formation to solve thermochemistry problems.



Master Course Outline

Course Identifier: CHM2045

Course Title: General Chemistry and Qualitative Analysis I

Credit Hours: 3

Course Description: This course is designed for students pursuing careers in the sciences or who need a more rigorous presentation of chemical concepts than is offered in an introductory course. Students will engage in problem solving and critical thinking while applying chemical concepts. Topics will include the principles of chemistry including atomic theory, electronic and molecular structure, measurement, stoichiometry, bonding, periodicity, thermochemistry, nomenclature, solutions, and the properties of gases. A grade of "C" or higher must be attained. 45 class hours.

Course Pre-requisites: CHM1025 and CHM1025L or satisfactory grade on the chemistry placement test; MAT1033 (completed with a grade of C or higher) or appropriate placement test score.

Course Corequisites: CHM2045L

Student Learning Outcomes:

1. Students will apply the law of conservation of matter and energy.
2. Students will implement rules of significant numbers to all measurements.
3. Students will explain the fundamental properties of matter including but not limited to atomic and electronic structure, and periodicity.
4. Students will apply IUPAC rules of nomenclature.
5. Students will predict molecular geometry and properties from bonding theories.
6. Students will predict and explain the products of chemical reactions (e.g., acid-base, oxidation-reduction, precipitation, dissociation).

Course Objectives:

1. Students will apply the law of conservation of matter and energy.
2. Students will implement rules of significant numbers to all measurements.
 - 2.1. Demonstrate skills in rounding numbers and identifying significant figures.
 - 2.2. Write numbers in scientific notation form.
 - 2.3. Identify units used in the measurement of mass, length, volume and

- temperature and convert between English and metric systems.
- 2.4. Calculate density, mass, volume or temperature from a given set of data.
 - 2.5. Use dimensional analysis to solve problems.
3. Students will explain the fundamental properties of matter including but not limited to atomic and electronic structure, and periodicity.
 - 3.1. Differentiate between law, hypothesis, and theory.
 - 3.2. State the laws of conservation of mass.
 - 3.3. Identify the three states of matter.
 - 3.4. Differentiate between chemical and physical properties and classify a change as being either physical or chemical.
 - 3.5. Classify common materials as elements, compounds, or mixtures.
 - 3.6. Explain the major points of Dalton's atomic theory.
 - 3.7. State the Law of Multiple Proportions and indicate its significance.
 - 3.8. Write the names, symbols, charges and relative masses of the three principal subatomic particles.
 - 3.9. Give the names, symbols, charges, and relative masses of the three principal subatomic particles.
 - 3.10. Explain the Rutherford model of the atom.
 - 3.11. Determine the atomic number, mass number or number of neutrons of an isotope from a given set of data.
 - 3.12. Calculate the average atomic weight of an element.
 - 3.13. Identify the locations of the metals, non-metals, metalloids and noble gases on the periodic table.
 - 3.14. Balance simple equations.
 4. Students will apply IUPAC rules of nomenclature.
 - 4.1. Write the formulas and give the names of ionic compounds and acids.
 5. The student will apply chemical principles to solve quantitative problems, as measured by the ability to:
 - 5.1. Given a chemical formula, calculate the formula weight and molar mass.
 - 5.2. Define mole and describe its relationship to Avogadro's number.
 - 5.3. Convert grams, atoms, molecules, and molar masses to moles, and vice versa.
 - 5.4. Calculate the percent composition of a compound from its formula, or from data on combining masses.
 - 5.5. Explain the relationship between an empirical formula and a molecular formula.
 - 5.6. Determine the empirical formula of a compound from its percent composition.
 - 5.7. Determine the molecular formula from percent composition and molar mass.
 6. The student will demonstrate knowledge and understanding of atomic theory as measured by the ability to:
 - 6.1. Explain the wave nature of light and perform calculations relating to frequency, energy and wavelength.
 - 6.2. Explain the photoelectric effect.

- 6.3. Describe the Bohr Theory of the hydrogen atom.
 - 6.4. Apply the de Broglie relation to solve problems in quantum mechanics.
 - 6.5. Describe Heisenberg's Uncertainty Principle.
 - 6.6. Define the four types of quantum mechanics.
 - 6.7. Interpret orbital diagrams.
 - 6.8. Apply the Pauli exclusions principle to predict whether certain electron configuration.
 - 6.9. Write the electron configuration of an element and identify elements based on their electron configuration.
 - 6.10. Identify the areas where the S.P.D and f orbital are being filled on the periodic table.
 - 6.11. Apply Hund's rule to write orbital diagrams.
 - 6.12. Identify groups of elements by their family names.
 - 6.13. Describe periodic trends in atomic radii, ionization energies and electron affinity.
7. Students will predict molecular geometry and properties from bonding theories.
 - 7.1. Compare and contrast ionic and covalent bonding.
 - 7.2. Write the Lewis-dot symbol and the electron configuration of a main-group ion.
 - 7.3. Predict the relative size of ionic radii.
 - 7.4. Use electronegativity data to predict relative bond polarity.
 - 7.5. Write Lewis and resonance formulas of simple compounds.
 - 7.6. Use formal charges to determine the best Lewis formula.
 - 7.7. Identify exceptions to the octet rule.
 - 7.8. Describe the relationship between bond order and bond length.
 - 7.9. Estimate the heat of reaction when given bond energies.
 - 7.10. Use the VSEPR model to predict molecular geometry.
 - 7.11. Relate dipole moment and molecular geometry.
 - 7.12. Use valence bond theory to explain chemical bonding.
 - 7.13. Use molecular orbital theory to explain chemical bonding.
8. Students will predict and explain the products of chemical reactions (e.g., acid-base, oxidation-reduction, precipitation, dissociation).
 - 8.1. Classify reactions as combination, decomposition, single-displacement, or double-displacement.
 - 8.2. Differentiate between oxidation and reduction.
 - 8.3. State the general characteristics of acids, bases and electrolytes.
 - 8.4. Classify acids and bases as strong or weak.
 - 8.5. Write net ionic equations.
 - 8.6. Using solubility tables, predict whether precipitation will occur.
 - 8.7. Write unionized, total ionic and net ionic equations for neutralization reactions.
 - 8.8. Write the molecular and net ionic equations for a reaction with gas formation.
 - 8.9. Use stoichiometric ratios to solve mole to mole, mole to mass, and mass to mass problems.
 - 8.10. Deduce the limiting reagent/reactant when given the amounts of reactant.

- 8.11. Calculate theoretical, actual and percent yields of chemical reactions.
 - 8.12. Solve dilution problems.
 - 8.13. Determine the amount of species and molarity by gravimetric analysis.
 - 8.14. Calculate the volume of reactant solution needed to just react with a given volume of another substance.
 - 8.15. Calculate the quantity of substance in a titrated solution.
9. The student will demonstrate understanding and apply principles of gas behavior in ideal systems, as measured by the ability to:
- 9.1. Describe the measurement of gases.
 - 9.2. Apply Avogadro's, Boyle's, Charles', Dalton's, Gay-Lussac's and the Ideal Gas Laws to solve gas problems.
 - 9.3. Determine the density of any gas at STP.
 - 9.4. Solve stoichiometry problems involving gas volumes.
 - 9.5. Calculate partial pressures and mole fractions of a gas in a mixture.
 - 9.6. State the principle assumptions of kinetic-molecular theory.
 - 9.7. Calculate relative rates of effusion.
 - 9.8. Explain why real gases may deviate from ideal behavior.
10. The student will demonstrate knowledge and understanding of thermochemistry, as measured by the ability to:
- 10.1. Differentiate among the different types of energy.
 - 10.2. Calculate kinetic energy.
 - 10.3. State the Laws of conservation of energy.
 - 10.4. Distinguish between exothermic and endothermic and relate the quantity of heat released or absorbed in a reaction to the amounts of substances.
 - 10.5. Explain the importance of enthalpy to thermochemistry.
 - 10.6. Write and manipulate thermochemical equations.
 - 10.7. Measure and calculate the heat of reaction.
 - 10.8. Apply Hess's law to calculate enthalpy changes.
 - 10.9. Use tables of standard enthalpies of formation to solve thermochemistry problems.

**PASCO-HERNANDO STATE COLLEGE
COURSE REVISION/DELETION FORM**

COURSE INFORMATION

Current Course Title: Psychopathology Prefix and Number: CLP 2140
 Effective Date/Term: Fall 2025 (202601) Cluster/Program Code: Arts and Sciences: Social and Behavioral Sciences

COURSE CHANGE(S)

Course REVISION (Check, if applicable): Effective Date/Term: Fall 2025 (202601)

Rationale: Remove this course from general education and modify course description to reflect this change.

Course DELETION (Check, if applicable): Effective Date/Term: _____

Rationale: _____

ITEMS TO CHANGE		CHANGE FROM	CHANGE TO
TITLE		Refer to Course Information	
COURSE Prefix and NUMBER		Refer to Course Information	
PREREQUISITE(S)			
COREQUISITE(S)			
AMOUNT OF CREDIT	College		
	Technical		
LECTURE HOURS	Contact		
	Clock		
LABORATORY HOURS	Contact		
	Clock		
CLINICAL HOURS	Contact		
	Clock		
TOTAL HOURS	Contact		
	Clock		
FEES (Attach Student Laboratory, Distance Learning, and Other User Course Fees Calculation Form (ICU-10 Rev. 7/08))	Student Laboratory Fees		
	Special Fees		
	Distance Learning Fees		
	Other User Course Fees		
CREDIT-BY-EXAMINATION TEST STATUS	YES <input type="checkbox"/> Explain:		YES <input type="checkbox"/> Explain:
	NO <input type="checkbox"/>		NO <input type="checkbox"/>
TYPE OF CREDIT			

Attach the revised Master Course Outline. The Master Course Outline template can be found on the Intranet.

Textbook/Ancillary Content Deletion: (Complete section, if applicable): Effective Date/Term: _____

DELETED TITLE(s)	AUTHOR(S)	EDITION	YEAR	ISBN13

Textbook/Ancillary Content Addition: (Complete section, if applicable, and attach Textbook Evaluation Form, ICU-3)

Effective Date/Term: _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Required Ancillary Content: (CD'S, DVD'S, Course Packs, and Nursing Kits, are examples of ancillary content.)

Description: _____ Model Number: _____

ISBN-13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

Description: _____ Model Number: _____

ISBN 13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

Textbook(s)/Ancillary Content Verification: _____

Academic Dean's Signature

Date

SIGNATURES/APPROVALS

6 Nov 24

Proposer's Signature

Date

11/12/2024

Academic Dean's Signature

Date

SUBSTANTIVE CHANGE VERIFICATION AND RECOMMENDATION

If this proposal is approved by the Council on Academic Affairs, President's Administrative Leadership Team, and District Board of Trustees, will it constitute a substantive change as defined by the Commission on Colleges of the Southern Association of Colleges and Schools? If yes, identify the substantive change procedures that must be followed prior to implementation?

No _____ Yes _____

Recommended _____ Not Recommended _____

Chair, Council on Academic Affairs' Signature

Date

ADMINISTRATIVE USE ONLY							
DBOT		FEET		Catalog		MCO	
Dist. Learn. Fee		CRS		PRQST		SCNS	



Master Course Outline

Course Identifier: CLP 2140

Course Title: Psychopathology

Credit Hours: 3

Course Description: An examination of the major categories of mental disorders. Diagnostic criteria, treatment methods, and legislation applicable to the emotionally disturbed are studied. Local agencies which provide services to the mentally disturbed are reviewed. This course satisfies the Gordon Rule writing requirement. 45 class hours.
~~A grade of "C" or higher must be attained.~~

Course Pre-requisites: PSY 1012 (Completed with a grade of "C" or higher)

Course Corequisites: None

Course Objectives:

1. The student will acquire knowledge of behavior terminology associated with mental disorders, such as:
 - 1.1 Symptom
 - 1.2 Syndrome
 - 1.3 Etiology
 - 1.4 Prognosis
 - 1.5 Diagnosis
 - 1.6 Other relevant terms uses in assessment and treatment of mental disorders.
2. The student will demonstrate understanding of diagnostic methods, as measured by the ability to:
 - 2.1 Differentiate among the major techniques used in the psychodiagnostic process.
 - 2.2 Classify psychological tests used in the diagnostic process.
3. The student will understand major therapeutic approaches in the treatment of mental disorders, as measured by the ability to:
 - 3.1 Examine the psychoanalytic, humanistic, behavioristic, and somatic models of therapy.
 - 3.2 Recognize a treatment modality effective with a specific category of mental

disorder.

- 3.3 Explain difference between an institution and a therapeutic community.
4. The student will demonstrate knowledge of major categories of mental disorders based upon criteria established by the American Psychiatric Association (using the DSM-5 and DSM-5-TR) and other national professional organizations. Based upon etiology, symptoms, syndromes, and treatment approaches, the student will identify the following major categories of mental disorders:
 - 4.1 Depressive Disorders, Bipolar and related disorders
 - 4.2 Anxiety, somatic symptom disorders, dissociative disorders.
 - 4.3 Schizophrenic spectrum and psychotic disorders.
 - 4.4 Substance use disorders.
 - 4.5 Neurocognitive disorders.
 - 4.6 Personality disorders.
 - 4.7 Sexual Dysfunctions and Paraphilias.
 - 4.8 Adjustment disorders.
 - 4.9 Neurodevelopmental disorders.
 - 4.10 Disorders of impulse control
 - 4.11 Factitious disorders.
5. The student will acquire knowledge of the current Florida legislation pertaining to treatment and management of the mentally disordered. The student will summarize Florida statutes which pertain to:
 - 5.1 Mental health (including the Baker Act – involuntary admissions and Chapter 394 of the Florida Statutes).
 - 5.2 Alcohol rehabilitation (including the Marchman ACT and Chapter 397 of the Florida Statutes).
 - 5.3 Child abuse (including Chapter 39 of the Florida State Statutes).
 - 5.4 Other applicable mental health categories.



Master Course Outline

Course Identifier: CLP 2140

Course Title: Psychopathology

Credit Hours: 3

Course Description: An examination of the major categories of mental disorders. Diagnostic criteria, treatment methods, and legislation applicable to the emotionally disturbed are studied. Local agencies which provide services to the mentally disturbed are reviewed. This course satisfies the Gordon Rule writing requirement. 45 class hours.

Course Pre-requisites: PSY 1012 (Completed with a grade of "C" or higher)

Course Corequisites: None

Course Objectives:

1. The student will acquire knowledge of behavior terminology associated with mental disorders, such as:
 - 1.1 Symptom
 - 1.2 Syndrome
 - 1.3 Etiology
 - 1.4 Prognosis
 - 1.5 Diagnosis
 - 1.6 Other relevant terms uses in assessment and treatment of mental disorders.
2. The student will demonstrate understanding of diagnostic methods, as measured by the ability to:
 - 2.1 Differentiate among the major techniques used in the psychodiagnostic process.
 - 2.2 Classify psychological tests used in the diagnostic process.
3. The student will understand major therapeutic approaches in the treatment of mental disorders, as measured by the ability to:
 - 3.1 Examine the psychoanalytic, humanistic, behavioristic, and somatic models of therapy.
 - 3.2 Recognize a treatment modality effective with a specific category of mental

disorder.

3.3 Explain difference between an institution and a therapeutic community.

4. The student will demonstrate knowledge of major categories of mental disorders based upon criteria established by the American Psychiatric Association (using the DSM-5 and DSM-5-TR) and other national professional organizations. Based upon etiology, symptoms, syndromes, and treatment approaches, the student will identify the following major categories of mental disorders:

- 4.1 Depressive Disorders, Bipolar and related disorders
- 4.2 Anxiety, somatic symptom disorders, dissociative disorders.
- 4.3 Schizophrenic spectrum and psychotic disorders.
- 4.4 Substance use disorders.
- 4.5 Neurocognitive disorders.
- 4.6 Personality disorders.
- 4.7 Sexual Dysfunctions and Paraphilias.
- 4.8 Adjustment disorders.
- 4.9 Neurodevelopmental disorders.
- 4.10 Disorders of impulse control
- 4.11 Factitious disorders.

5. The student will acquire knowledge of the current Florida legislation pertaining to treatment and management of the mentally disordered. The student will summarize Florida statutes which pertain to:

- 5.1 Mental health (including the Baker Act – involuntary admissions and Chapter 394 of the Florida Statutes).
- 5.2 Alcohol rehabilitation (including the Marchman ACT and Chapter 397 of the Florida Statutes).
- 5.3 Child abuse (including Chapter 39 of the Florida State Statutes).
- 5.4 Other applicable mental health categories.

PASCO-HERNANDO STATE COLLEGE COURSE REVISION/DELETION FORM

COURSE INFORMATION

Current Course Title: Introduction to Literature Prefix and Number: LIT 2000
 Effective Date/Term: Spring 2025 (202501) Cluster/Program Code: Arts & Sciences: Communications

COURSE CHANGE(S)

Course REVISION (Check, if applicable): Effective Date/Term: Spring 2025 (202501)
 Rationale: Revise MCO course description to match State course description verbatim. Rename Course objectives to Student Learning Outcomes
 Course DELETION (Check, if applicable): Effective Date/Term: _____
 Rationale: _____

ITEMS TO CHANGE	CHANGE FROM	CHANGE TO
TITLE	Refer to Course Information	
COURSE Prefix and NUMBER	Refer to Course Information	
PREREQUISITE(S)		
COREQUISITE(S)		
AMOUNT OF CREDIT	College	
	Technical	
LECTURE HOURS	Contact	
	Clock	
LABORATORY HOURS	Contact	
	Clock	
CLINICAL HOURS	Contact	
	Clock	
TOTAL HOURS	Contact	
	Clock	
FEES (Attach Student Laboratory, Distance Learning, and Other User Course Fees Calculation Form (ICU-10 Rev. 7/08))	Student Laboratory Fees	
	Special Fees	
	Distance Learning Fees	
	Other User Course Fees	
CREDIT-BY-EXAMINATION TEST STATUS	Yes <input type="checkbox"/> Explain: _____	Yes <input type="checkbox"/> Explain: _____
	No <input type="checkbox"/>	No <input type="checkbox"/>
TYPE OF CREDIT		

Attach the revised Master Course Outline. The Master Course Outline template can be found on the Intranet.

Textbook/Ancillary Content Deletion: (Complete section, if applicable): Effective Date/Term: _____

DELETED TITLE(s)	AUTHOR(S)	EDITION	YEAR	ISBN13

Textbook/Ancillary Content Addition: (Complete section, if applicable, and attach Textbook Evaluation Form, ICU-3)

Effective Date/Term: _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Required Ancillary Content: (CD'S, DVD'S, Course Packs, and Nursing Kits, are examples of ancillary content.)

Description: _____ Model Number: _____

ISBN-13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

Description: _____ Model Number: _____

ISBN 13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

Textbook(s)/Ancillary Content Verification: _____

Academic Dean's Signature

Date

SIGNATURES/APPROVALS

See Gina Lucarado's Approval email _____ *11/7/2024*
Proposer's Signature Date

Gerard Thompson _____ *11/12/2024*
Academic Dean's Signature Date

SUBSTANTIVE CHANGE VERIFICATION AND RECOMMENDATION

If this proposal is approved by the Council on Academic Affairs, President's Administrative Leadership Team, and District Board of Trustees, will it constitute a substantive change as defined by the Commission on Colleges of the Southern Association of Colleges and Schools? If yes, identify the substantive change procedures that must be followed prior to implementation?
No _____ Yes _____

Recommended _____ Not Recommended _____

Chair, Council on Academic Affairs' Signature

Date

ADMINISTRATIVE USE ONLY							
DBOT		FEET		Catalog		MCO	
Dist. Learn. Fee		CRS		PRQST		SCNS	



Outlook

Re: LIT2000 Nov CAA approval

From Gina Rucavado <RUCAVAG@PHSC.EDU>

Date Thu 11/7/2024 1:16 PM

To Jessica Hinds <hindsj@phsc.edu>

Hi Jessica,

Here is my signature of approval:

1. **Communications – LIT2000 Introduction to Literature**

- Revise MCO course description to match State course description verbatim. Rename Course objectives to Student Learning Outcomes.
- Proposer Approval Signature: Gina Rucavado

Thank you,
Gina

From: Jessica Hinds <hindsj@phsc.edu>

Sent: Thursday, November 7, 2024 1:03 PM

To: Gina Rucavado <RUCAVAG@PHSC.EDU>

Subject: LIT2000 Nov CAA approval

Good afternoon Gina,

I have prepared CAA paperwork to modify the master course outline for LIT2000 to revise the course description to match the state description verbatim and to rename Course Objectives to Student Learning Outcomes.

Please see the attached documents. I need your email approval. You can copy the text below and paste it in your reply and along with your name typed next to the highlighted text. These will go to CAA this month (November).

1. **Communications – LIT2000 Introduction to Literature**

- Revise MCO course description to match State course description verbatim. Rename Course objectives to Student Learning Outcomes.
- Proposer Approval Signature:

Sincerely,
Jessica

Jessica Hinds

Associate Director of Curriculum Support and Educator Preparation Institute

Pasco-Hernando State College

10230 Ridge Road

New Port Richey, FL 34654



Master Course Outline

Course Identifier: LIT2000

Course Title: Introduction to Literature

Credit Hours: 3

Course Description: In this course, students will be assigned readings representative of a broad range of literary genres and cultures. These readings will cover a variety of literary movements and historical eras. The readings will include, but are not limited to, selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation. This course is a selection in the Humanities core requirements and satisfies the Gordon Rule writing requirement. A grade of "C" or higher must be attained. 45 class hours.

Course Pre-requisites: ENC 1101 (completed with a grade of "C" or higher).

Course Corequisites: None

Student Learning Outcomes~~Course Objectives:~~

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



Master Course Outline

Course Identifier: LIT2000

Course Title: Introduction to Literature

Credit Hours: 3

Course Description: In this course, students will be assigned readings representative of a broad range of literary genres and cultures. These readings will cover a variety of literary movements and historical eras. The readings will include selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation. This course satisfies the Gordon Rule writing requirement. A grade of "C" or higher must be attained. 45 class hours.

Course Pre-requisites: ENC 1101 (completed with a grade of "C" or higher).

Course Corequisites: None

Student Learning Outcomes

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

**PASCO-HERNANDO STATE COLLEGE
COURSE REVISION/DELETION FORM**

COURSE INFORMATION

Current Course Title: Applied Ethics Prefix and Number: PHI 1630
 Effective Date/Term: Fall 2025 (202601) Cluster/Program Code: Arts & Sciences: Humanities

COURSE CHANGE(S)

Course REVISION (Check, if applicable): Effective Date/Term: Fall 2025 (202601)
 Rationale: Remove this course from general education and modify course description to reflect this change.

Course DELETION (Check, if applicable): Effective Date/Term: _____
 Rationale: _____

ITEMS TO CHANGE		CHANGE FROM	CHANGE TO
TITLE		Refer to Course Information	
COURSE Prefix and NUMBER		Refer to Course Information	
PREREQUISITE(S)			
COREQUISITE(S)			
AMOUNT OF CREDIT	College		
	Technical		
LECTURE HOURS	Contact		
	Clock		
LABORATORY HOURS	Contact		
	Clock		
CLINICAL HOURS	Contact		
	Clock		
TOTAL HOURS	Contact		
	Clock		
FEES (Attach Student Laboratory, Distance Learning, and Other User Course Fees Calculation Form (ICU-10 Rev. 7/08))	Student Laboratory Fees		
	Special Fees		
	Distance Learning Fees		
	Other User Course Fees		
CREDIT-BY-EXAMINATION TEST STATUS	Yes <input type="checkbox"/> Explain:		Yes <input type="checkbox"/> Explain:
	No <input type="checkbox"/>		No <input type="checkbox"/>
TYPE OF CREDIT			

Attach the revised Master Course Outline. The Master Course Outline template can be found on the Intranet.

Textbook/Ancillary Content Deletion: (Complete section, if applicable): Effective Date/Term: _____

DELETED TITLE(S)	AUTHOR(S)	EDITION	YEAR	ISBN13

Textbook/Ancillary Content Addition: (Complete section, if applicable, and attach Textbook Evaluation Form, ICU-3)

Effective Date/Term: _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

 Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

 Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Required Ancillary Content: (CD'S, DVD'S, Course Packs, and Nursing Kits, are examples of ancillary content.)

Description: _____ Model Number: _____

ISBN-13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

 Description: _____ Model Number: _____

ISBN 13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

Textbook(s)/Ancillary Content Verification: _____

Academic Dean's Signature

Date

SIGNATURES/APPROVALS

Proposer's Signature: See Wanda Vybony's appraisal email Date: 11/7/2024

Academic Dean's Signature: [Signature] Date: 11/12/2024

SUBSTANTIVE CHANGE VERIFICATION AND RECOMMENDATION

If this proposal is approved by the Council on Academic Affairs, President's Administrative Leadership Team, and District Board of Trustees, will it constitute a substantive change as defined by the Commission on Colleges of the Southern Association of Colleges and Schools? If yes, identify the substantive change procedures that must be followed prior to implementation?
 No _____ Yes _____

Recommended _____ Not Recommended _____

Chair, Council on Academic Affairs' Signature _____ Date _____

ADMINISTRATIVE USE ONLY							
DBOT		FEET		Catalog		MCO	
Dist. Learn. Fee		CRS		PRQST		SCNS	



Re: PHI1630 Nov CAA approval

From Wanda Vyborny <vybornw@phsc.edu>
Date Thu 11/7/2024 3:46 PM
To Jessica Hinds <hindsj@phsc.edu>

Hi, Jessica.

Attached is the information you requested.

1. **Humanities – PHI1630 Applied Ethics**

- Remove this course from general education and modify course description to reflect this change. **Adoption: Fall 2025 (202601)**
 - Proposer Approval Signature: Wanda Vyborny

Thanks!

Wanda Vyborny

Professor, Humanities
Department Chair, Humanities
Pasco-Hernando State College
11541 Ponce de Leon Blvd, Rm. A-135
Brooksville, FL 34601
(352) 797-5113

From: Jessica Hinds <hindsj@phsc.edu>
Sent: Thursday, November 7, 2024 1:50 PM
To: Wanda Vyborny <vybornw@phsc.edu>
Subject: PHI1630 Nov CAA approval

Good afternoon Wanda,

I have prepared CAA paperwork to modify the master course outline course description for PHI1630 since it can no longer be a general education course. We are removing the statement that a grade of "C" or higher must be attained since this course will no longer be gen ed.

Please see the attached documents. I need your email approval. You can copy the text below and paste it in your reply and along with your name typed next to the highlighted text. These will go to CAA this month (November).

1. **Humanities – PHI1630 Applied Ethics**

- Remove this course from general education and modify course description to reflect this change. **Adoption: Fall 2025 (202601)**
 - Proposer Approval Signature:

PHI 1630 - APPLIED ETHICS

Course Description:

This course is designed to provide an introductory background to ethics and in-depth study of the critical skills necessary to an intelligent analysis of contemporary issues. Emphasis will be placed on the systematic generation of options in order to determine choices for resolving dilemmas. This course satisfies the Gordon Rule writing requirement. ~~A grade of "C" or higher must be attained.~~ 45 class hours

Prerequisite(s): REA 0017 or REA 0011 or REA 0019 and ENC 0025 or ENC 0021 or ENC 0022 (completed with a grade of "C" or higher for each course) or appropriate placement test scores. Students who are not required to take the common placement test or enroll in developmental education courses do not have to satisfy prerequisites.

Major Learning Outcomes:

1. The student will analyze the historical development of ethical theories.
2. The student will evaluate various responses to contemporary issues based upon ethical theories.
3. The student will evaluate the relationship between the foundational values of a society and the quality of life in that society.
4. The student will synthesize through logical reasoning to develop response to various issues.
5. The student will value the ethical decision-making process.

Course Objectives:

1. The student will analyze the historical development of ethical theories, as measured by the ability to:
 - 1.1 The student will differentiate among specific ethical theories.
 - 1.2 The student will use the vocabulary appropriate to each theory.
 - 1.3 The student will analyze the historical background of the development of specific ethical theories.
 - 1.4 The student will categorize different theories based on historical and contemporary issues.
2. The student will evaluate various responses to contemporary issues based upon ethical theories, as measured by the ability to:
 - 2.1 The student will assess society's current formal and informal responses to ethical issues.
 - 2.2 The student will apply critical thinking skills in order to generate optional solutions to contemporary ethical issues.
 - 2.3 The student will evaluate hypothesized solutions to proposed current ethical issues and will seek validity of these solutions.
3. The student will evaluate the relationship between the foundational values of a society and the quality of life in that society, as measured by the ability to:
 - 3.1 The student will describe the ethical foundation of various sociological institutions.
 - 3.2 The student will see relationships between historical ethical theories and the current functioning of society's institutions.
 - 3.3 The student will assess the distinguishing characteristics of a variety of professional codes of ethics including the Florida Code of Ethics for Public employees.
4. The student will synthesize through logical reasoning to develop response to various issues, as measured by the ability to:
 - 4.1 The student will analyze using the techniques of formal critical analysis.
 - 4.2 The student will reason inductively and deductively.

- 4.3 The student will use logical reasoning to organize, develop, and defend a solution when presented with actual and hypothetical ethical dilemmas.
- 4.4 The student will apply historical ethical theories to analyze contemporary dilemmas.
- 4.5 The student will evaluate strengths and weaknesses of responses to contemporary dilemmas.
- 5. The student will value the ethical decision-making process, as measured by the ability to:
 - 5.1 The student will recognize the need for the ethical decision-making process.
 - 5.2 The student will participate in classroom exercises, which use the ethical decision-making process.
 - 5.3 The student will increase proficiency in the application of the ethical decision-making process when confronted with contemporary social dilemmas.



Master Course Outline

Course Identifier: PHI 1630

Course Title: Applied Ethics

Credit Hours: 3

Course Description: This course is designed to provide an introductory background to ethics and in-depth study of the critical skills necessary to an intelligent analysis of contemporary issues. Emphasis will be placed on the systematic generation of options in order to determine choices for resolving dilemmas. This course satisfies the Gordon Rule writing requirement. 45 class hours.

Course Pre-requisites: REA 0017 or REA 0011 or REA 0019 and ENC 0025 or ENC 0021 or ENC 0022 (completed with a grade of "C" or higher for each course) or appropriate placement test scores. Students who are not required to take the common placement test or enroll in developmental education courses do not have to satisfy prerequisites.

Course Corequisites: None

Student Learning Outcomes

1. The student will analyze the historical development of ethical theories.
2. The student will evaluate various responses to contemporary issues based upon ethical theories.
3. The student will evaluate the relationship between the foundational values of a society and the quality of life in that society.
4. The student will synthesize through logical reasoning to develop response to various issues.
5. The student will value the ethical decision-making process.

Course Objectives

1. The student will analyze the historical development of ethical theories, as measured by the ability to:
 - 1.1 The student will differentiate among specific ethical theories.
 - 1.2 The student will use the vocabulary appropriate to each theory.

- 1.3 The student will analyze the historical background of the development of specific ethical theories.
- 1.4 The student will categorize different theories based on historical and contemporary issues.
2. The student will evaluate various responses to contemporary issues based upon ethical theories, as measured by the ability to:
 - 2.1. The student will assess society's current formal and informal responses to ethical issues.
 - 2.2. The student will apply critical thinking skills in order to generate optional solutions to contemporary ethical issues.
 - 2.3. The student will evaluate hypothesized solutions to proposed current ethical issues and will seek validity of these solutions.
3. The student will evaluate the relationship between the foundational values of a society and the quality of life in that society, as measured by the ability to:
 - 3.1. The student will describe the ethical foundation of various sociological institutions.
 - 3.2. The student will see relationships between historical ethical theories and the current functioning of society's institutions.
 - 3.3. The student will assess the distinguishing characteristics of a variety of professional codes of ethics including the Florida Code of Ethics for Public employees.
4. The student will synthesize through logical reasoning to develop response to various issues, as measured by the ability to:
 - 4.1 The student will analyze using the techniques of formal critical analysis.
 - 4.2 The student will reason inductively and deductively.
 - 4.3 The student will use logical reasoning to organize, develop, and defend a solution when presented with actual and hypothetical ethical dilemmas.
 - 4.4 The student will apply historical ethical theories to analyze contemporary dilemmas.
 - 4.5 The student will evaluate strengths and weaknesses of responses to contemporary dilemmas.
5. The student will value the ethical decision-making process, as measured by the ability to:
 - 5.1 The student will recognize the need for the ethical decision-making process.
 - 5.2 The student will participate in classroom exercises, which use the ethical decision- making process.
 - 5.3 The student will increase proficiency in the application of the ethical decision-making process when confronted with contemporary social dilemmas.

PASCO-HERNANDO STATE COLLEGE COURSE REVISION/DELETION FORM

COURSE INFORMATION

Current Course Title: Social Problems Prefix and Number: SYG 2010
 Effective Date/Term: Fall 2025 (202601) Cluster/Program Code: Arts & Sciences: Social and Behavioral Problems

COURSE CHANGE(S)

Course REVISION (Check, if applicable): Effective Date/Term: Fall 2025 (202601)

Rationale: Remove this course from general education and modify course description to reflect this change.

Course DELETION (Check, if applicable): Effective Date/Term: _____

Rationale: _____

ITEMS TO CHANGE		CHANGE FROM	CHANGE TO
TITLE		Refer to Course Information	
COURSE Prefix and NUMBER		Refer to Course Information	
PREREQUISITE(S)			
COREQUISITE(S)			
AMOUNT OF CREDIT	College		
	Technical		
LECTURE HOURS	Contact		
	Clock		
LABORATORY HOURS	Contact		
	Clock		
CLINICAL HOURS	Contact		
	Clock		
TOTAL HOURS	Contact		
	Clock		
FEEES (Attach Student Laboratory, Distance Learning, and Other User Course Fees Calculation Form (ICU-10 Rev. 7/08))	Student Laboratory Fees		
	Special Fees		
	Distance Learning Fees		
	Other User Course Fees		
CREDIT-BY-EXAMINATION TEST STATUS	Yes <input type="checkbox"/> Explain:		Yes <input type="checkbox"/> Explain:
	No <input type="checkbox"/>		No <input type="checkbox"/>
TYPE OF CREDIT			

Attach the revised Master Course Outline. The Master Course Outline template can be found on the Intranet.

Textbook/Ancillary Content Deletion: (Complete section, if applicable): Effective Date/Term: _____

DELETED TITLE(s)	AUTHOR(S)	EDITION	YEAR	ISBN13

Textbook/Ancillary Content Addition: (Complete section, if applicable, and attach Textbook Evaluation Form, ICU-3)

Effective Date/Term: _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

 Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

 Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Required Ancillary Content: (CD'S, DVD'S, Course Packs, and Nursing Kits, are examples of ancillary content.)

Description: _____ Model Number: _____

ISBN-13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

 Description: _____ Model Number: _____

ISBN 13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

Textbook(s)/Ancillary Content Verification: _____

Academic Dean's Signature

Date

SIGNATURES/APPROVALS

Proposer's Signature



7 Nov 24

Date

11/12/2024

Academic Dean's Signature

Date

SUBSTANTIVE CHANGE VERIFICATION AND RECOMMENDATION

If this proposal is approved by the Council on Academic Affairs, President's Administrative Leadership Team, and District Board of Trustees, will it constitute a substantive change as defined by the Commission on Colleges of the Southern Association of Colleges and Schools? If yes, identify the substantive change procedures that must be followed prior to implementation?

No _____ Yes _____

Recommended _____ Not Recommended _____

Chair, Council on Academic Affairs' Signature

Date

ADMINISTRATIVE USE ONLY							
DBOT		FEET		Catalog		MCO	
Dist. Learn. Fee		CRS		PRQT		SCNS	

SYG 2010- SOCIAL PROBLEMS

Course Description:

American society is viewed as a social system whose ideology and values produce conditions defined by its members as social problems. Emphasis is given to the nature and cause of, and solutions to, these problems. This course satisfies the Gordon Rule writing requirement. ~~A grade of "C" or higher must be attained.~~ 45 class hours.

Prerequisite(s): REA 0017 or REA 0011 or REA 0019 and ENC 0025 or ENC 0021 or ENC 0022 (completed with a grade of "C" or higher for each course) or appropriate placement test scores. Students who are not required to take the common placement test or enroll in developmental education courses do not have to satisfy prerequisites.

Course Objectives:

1. To introduce the student to the sociological perspective on social problems.
2. To provide the student with an opportunity to examine major social problems confronting contemporary American society.
3. To indicate to the student the etiology of social problems.
4. To sensitize the student to the key role of politics in defining and solving social problems.
5. To indicate to the student the import of understanding the global implications of many American social problems.
6. To give students insight into social policy implications.



Master Course Outline

Course Identifier: SYG 2010

Course Title: Social Problems

Credit Hours: 3

Course Description: American society is viewed as a social system whose ideology and values produce conditions defined by its members as social problems. Emphasis is given to the nature and cause of, and solutions to, these problems. This course satisfies the Gordon Rule writing requirement. 45 class hours.

Course Pre-requisites: REA 0017 or REA 0011 or REA 0019 and ENC 0025 or ENC 0021 or ENC 0022 (completed with a grade of "C" or higher for each course) or appropriate placement test scores. Students who are not required to take the common placement test or enroll in developmental education courses do not have to satisfy prerequisites.

Course Corequisites: None

Course Objectives

1. To introduce the student to the sociological perspective on social problems.
2. To provide the student with an opportunity to examine major social problems confronting contemporary American society.
3. To indicate to the student the etiology of social problems.
4. To sensitize the student to the key role of politics in defining and solving social problems.
5. To indicate to the student the import of understanding the global implications of many American social problems.
6. To give students insight into social policy implications.

PASCO-HERNANDO STATE COLLEGE COURSE REVISION/DELETION FORM

COURSE INFORMATION

Current Course Title: Women in American Society Prefix and Number: SYG 2221
 Effective Date/Term: Fall 2025 (202601) Cluster/Program Code: Arts and Sciences: Social and Behavioral Sciences

COURSE CHANGE(S)

Course REVISION (Check, if applicable): Effective Date/Term: Fall 2025 (202601)

Rationale: Remove this course from general education and modify course description to reflect this change.

Course DELETION (Check, if applicable): Effective Date/Term: _____

Rationale: _____

ITEMS TO CHANGE		CHANGE FROM	CHANGE TO
TITLE		Refer to Course Information	
COURSE Prefix and NUMBER		Refer to Course Information	
PREREQUISITE(S)			
COREQUISITE(S)			
AMOUNT OF CREDIT	College		
	Technical		
LECTURE HOURS	Contact		
	Clock		
LABORATORY HOURS	Contact		
	Clock		
CLINICAL HOURS	Contact		
	Clock		
TOTAL HOURS	Contact		
	Clock		
FEES (Attach Student Laboratory, Distance Learning, and Other User Course Fees Calculation Form (ICU-10 Rev. 7/08))	Student Laboratory Fees		
	Special Fees		
	Distance Learning Fees		
	Other User Course Fees		
CREDIT-BY-EXAMINATION TEST STATUS		Yes <input type="checkbox"/> Explain: _____ No <input type="checkbox"/>	Yes <input type="checkbox"/> Explain: _____ No <input type="checkbox"/>
TYPE OF CREDIT			

Attach the revised Master Course Outline. The Master Course Outline template can be found on the Intranet.

Textbook/Ancillary Content Deletion: (Complete section, if applicable): Effective Date/Term: _____

DELETED TITLE(s)	AUTHOR(S)	EDITION	YEAR	ISBN13

Textbook/Ancillary Content Addition: (Complete section, if applicable, and attach Textbook Evaluation Form, ICU-3)

Effective Date/Term: _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Required Ancillary Content: (CD'S, DVD'S, Course Packs, and Nursing Kits, are examples of ancillary content.)

Description: _____ Model Number: _____

ISBN-13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

Description: _____ Model Number: _____

ISBN 13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

Textbook(s)/Ancillary Content Verification: _____

Academic Dean's Signature

Date

SIGNATURES/APPROVALS

6 Nov 24

Proposer's Signature

Date



11/12/2024

Academic Dean's Signature

Date

SUBSTANTIVE CHANGE VERIFICATION AND RECOMMENDATION

If this proposal is approved by the Council on Academic Affairs, President's Administrative Leadership Team, and District Board of Trustees, will it constitute a substantive change as defined by the Commission on Colleges of the Southern Association of Colleges and Schools? If yes, identify the substantive change procedures that must be followed prior to implementation?

No _____ Yes _____

Recommended _____ Not Recommended _____

Chair, Council on Academic Affairs' Signature

Date

ADMINISTRATIVE USE ONLY							
DBOT		FEET		Catalog		MCO	
Dist. Learn. Fee		CRS		PRQST		SCNS	

SYG 2221 - WOMEN IN AMERICAN SOCIETY

Course Description:

This course will examine the changing status and roles of women in American society since the turn of the century. Traditional and contemporary sources of gender identity and roles will be explored. This course satisfies the Gordon Rule writing requirement. ~~A grade of "C" or higher must be attained.~~ 45 class hours.

Prerequisite(s): REA 0017 or REA 0011 or REA 0019 and ENC 0025 or ENC 0021 or ENC 0022 (completed with a grade of "C" or higher for each course) or appropriate placement test scores. Students who are not required to take the common placement test or enroll in developmental education courses do not have to satisfy prerequisites.

Major Learning Outcomes:

1. To acquaint the student with the history of feminism in the United States.
2. To increase the student's knowledge of the legal, social, political, and economic status of women in contemporary American society.
3. To familiarize the student with key social and political issues which directly affect women.
4. To sensitize the student to the special social problems encountered by women.
5. To focus the student's attention on the connections between women's experience, goals for social change, and the establishment of a political agenda.
6. To help students interpret women's issues as human rights issues.
7. To introduce students to prominent American women who pioneered progressive changes in American cultural attitudes towards women.

Course Objectives:

1. Define the concept of socialization and explain its significance in shaping gender-specific role expectation: explain the historical, cultural, and sociological bases of women's limited occupational and educational opportunities.
2. Describe the gender-specific socialization practices supported by Sigmund Freud and Benjamin Spock.
3. Describe biological and psychoanalytical justifications for women's presumed inferiority.
4. Describe the process of gender role conditioning.
5. Provide six examples of gender role stereotyping.
6. Distinguish the concepts of prejudice and discrimination as they relate to gender role and gender identity.
7. Distinguish behaviors and attitudes generally regarded as "masculine" or "feminine". Discuss the implications of "deviant" behaviors and attitudes in terms of self and others.
8. Explain the concept of role conflict and describe, in gender-specific terms. The problematic of combining marriage, parenthood and career.
9. Identify at least six occupational categories typically associated with women.
10. Provide at least six historical examples of gender discrimination.
11. Define sex stereotyping and identify the underlying social values, which reinforce stereotyping.
12. Identify religious, familial, sexual, class, ethnic, and racial biases which underpin American cultural norms and which affect the identity of American women and limit opportunities for social mobility.
13. Explain the political, economic, social, and legal status of American women in terms of traditional American values.
14. Explain the role of women as consumers and its impact on marketing.
15. Explain the relationship between gender and social class.

16. Compare and contrast educational levels and occupational achievements of men versus those of women.
17. Identify major events in the 1920's, which helped secure women's rights.
18. Identify major legislative actions, which helped secure women's rights.
19. Discuss the impact of suffrage on minority women.
20. Discuss the impact of civil rights on women's rights.
21. Explain the role of Affirmative Action in assuring women equality of opportunity.
22. Compare and contrast the social, political, familial and economic situation for women in any four decades since the turn of the century.
23. Identify the roots of women's liberation in the Civil Rights Movement and the New Left.
24. Summarize NOW's Statement of Purpose and Bill of Rights.
25. Describe contributions of at least two prominent American women in six of the following fields: science and technology, medicine, sports and/or recreation, arts and the humanities (including literature, theatre, dance, and music.) education, business, government and/or politics, law and/or law enforcement, religion, journalism, philanthropy, and social sciences.
26. Describe the contributions of early male "feminists" (male proponents of women's rights/liberation) such as Floyd Allport, Thorstien Veblen and George Simmel.
27. Define "consciousness raising."
28. Identify origins of feminist theory and of the feminist movement.
29. Explain the rationale behind the antifeminist movement.
30. Distinguish the character of feminism from the turn of the century to the present.



Master Course Outline

Course Identifier: SYG 2221

Course Title: Women in American Society

Credit Hours: 3

Course Description: This course will examine the changing status and roles of women in American society since the turn of the century. Traditional and contemporary sources of gender identity and roles will be explored. This course satisfies the Gordon Rule writing requirement. 45 class hours.

Course Pre-requisites: REA 0017 or REA 0011 or REA 0019 and ENC 0025 or ENC 0021 or ENC 0022 (completed with a grade of "C" or higher for each course) or appropriate placement test scores. Students who are not required to take the common placement test or enroll in developmental education courses do not have to satisfy prerequisites.

Course Corequisites: None

Major Learning Outcomes:

1. To acquaint the student with the history of feminism in the United States.
2. To increase the student's knowledge of the legal, social, political, and economic status of women in contemporary American society.
3. To familiarize the student with key social and political issues which directly affect women.
4. To sensitize the student to the special social problems encountered by women.
5. To focus the student's attention on the connections between women's experience, goals for social change, and the establishment of a political agenda.
6. To help students interpret women's issues as human rights issues.
7. To introduce students to prominent American women who pioneered progressive changes in American cultural attitudes towards women.

Course Objectives:

1. Define the concept of socialization and explain its significance in shaping gender-

- specific role expectation: explain the historical, cultural, and sociological bases of women's limited occupational and educational opportunities.
2. Describe the gender-specific socialization practices supported by Sigmund Freud and Benjamin Spock.
 3. Describe biological and psychoanalytical justifications for women's presumed inferiority.
 4. Describe the process of gender role conditioning.
 5. Provide six examples of gender role stereotyping.
 6. Distinguish the concepts of prejudice and discrimination as they relate to gender role and gender identity.
 7. Distinguish behaviors and attitudes generally regarded as "masculine" or "feminine". Discuss the implications of "deviant" behaviors and attitudes in terms of self and others.
 8. Explain the concept of role conflict and describe, in gender-specific terms. The problematic of combining marriage, parenthood and career.
 9. Identify at least six occupational categories typically associated with women.
 10. Provide at least six historical examples of gender discrimination.
 11. Define sex stereotyping and identify the underlying social values, which reinforce stereotyping.
 12. Identify religious, familial, sexual, class, ethnic, and racial biases which underpin American cultural norms and which affect the identity of American women and limit opportunities for social mobility.
 13. Explain the political, economic, social, and legal status of American women in terms of traditional American values.
 14. Explain the role of women as consumers and its impact on marketing.
 15. Explain the relationship between gender and social class.
 16. Compare and contrast educational levels and occupational achievements of men versus those of women.
 17. Identify major events in the 1920's, which helped secure women's rights.
 18. Identify major legislative actions, which helped secure women's rights.
 19. Discuss the impact of suffrage on minority women.
 20. Discuss the impact of civil rights on women's rights.
 21. Explain the role of Affirmative Action in assuring women equality of opportunity.
 22. Compare and contrast the social, political, familial and economic situation for women in any four decades since the turn of the century.
 23. Identify the roots of women's liberation in the Civil Rights Movement and the New Left.
 24. Summarize NOW's Statement of Purpose and Bill of Rights.
 25. Describe contributions of at least two prominent American women in six of the following fields: science and technology, medicine, sports and/or recreation, arts and the humanities (including literature, theatre, dance, and music.) education, business, government and/or politics, law and/or law enforcement, religion, journalism, philanthropy, and social sciences.
 26. Describe the contributions of early male "feminists" (male proponents of women's rights/liberation) such as Floyd Allport, Thorstien Veblen and George Simmel.
 27. Define "consciousness raising."
 28. Identify origins of feminist theory and of the feminist movement.
 29. Explain the rationale behind the antifeminist movement.
 30. Distinguish the character of feminism from the turn of the century to the present.

PASCO-HERNANDO STATE COLLEGE COURSE REVISION/DELETION FORM

COURSE INFORMATION

Current Course Title: Microcomputer Applications Prefix and Number: CGS1100
 Effective Date/Term: 2025-3 Cluster/Program Code: General Education / Workforce / IT

COURSE CHANGE(S)

Course REVISION (Check, if applicable): Effective Date/Term: Summer 2025 (2025-3)

Rationale: An update to MCO that will streamline the course to potentially increase retention/completion.

Course DELETION (Check, if applicable): Effective Date/Term: _____

Rationale: _____

ITEMS TO CHANGE	CHANGE FROM	CHANGE TO
TITLE	Refer to Course Information	
COURSE Prefix and NUMBER	Refer to Course Information	
PREREQUISITE(S)		
COREQUISITE(S)		
AMOUNT OF CREDIT	College	
	Technical	
LECTURE HOURS	Contact	
	Clock	
LABORATORY HOURS	Contact	
	Clock	
CLINICAL HOURS	Contact	
	Clock	
TOTAL HOURS	Contact	
	Clock	
FEES (Attach Student Laboratory, Distance Learning, and Other User Course Fees Calculation Form (ICU-10 Rev. 7/08))	Student Laboratory Fees	
	Special Fees	
	Distance Learning Fees	
	Other User Course Fees	
CREDIT-BY-EXAMINATION TEST STATUS	Yes <input type="checkbox"/> Explain: _____	Yes <input type="checkbox"/> Explain: _____
	No <input type="checkbox"/>	No <input type="checkbox"/>
TYPE OF CREDIT		

Attach the revised Master Course Outline. The Master Course Outline template can be found on the Intranet.

Textbook/Ancillary Content Deletion: (Complete section, if applicable): Effective Date/Term: _____

DELETED TITLE(s)	AUTHOR(S)	EDITION	YEAR	ISBN13

Textbook/Ancillary Content Addition: (Complete section, if applicable, and attach Textbook Evaluation Form, ICU-3)

Effective Date/Term: _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

 Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

 Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Required Ancillary Content: (CD'S, DVD'S, Course Packs, and Nursing Kits, are examples of ancillary content.)

Description: _____ Model Number: _____

ISBN-13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

 Description: _____ Model Number: _____

ISBN 13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

Textbook(s)/Ancillary Content Verification: _____

Academic Dean's Signature _____ Date _____

SIGNATURES/APPROVALS

 _____ Date 11/5/24

Proposer's Signature _____ Date _____

 _____ Date 11/6/24

Academic Dean's Signature _____ Date _____

SUBSTANTIVE CHANGE VERIFICATION AND RECOMMENDATION

If this proposal is approved by the Council on Academic Affairs, President's Administrative Leadership Team, and District Board of Trustees, will it constitute a substantive change as defined by the Commission on Colleges of the Southern Association of Colleges and Schools? If yes, identify the substantive change procedures that must be followed prior to implementation?

No Yes _____

Recommended _____ Not Recommended _____

Chair, Council on Academic Affairs' Signature _____ Date _____

ADMINISTRATIVE USE ONLY							
DBOT		FEET		Catalog		MCO	
Dist. Learn. Fee		CRS		PRQST		SCNS	



Master Course Outline

Course Identifier: CGS 1100

Course Title: Microcomputer Applications

Credit Hours: 3.0

Course Description: This is an introductory information technology applications and information literacy course. Previous experience with a computer is highly recommended. This course will provide a general introduction to software applications, information systems, and the research process. Students will understand how to utilize the essential aspects of various information systems and applications to locate, evaluate, and effectively use information. The course will cover the file management, word processing (Word), electronic spreadsheets (Excel), ~~databases (Access)~~, presentation graphics (Power Point), and the Internet. This course will prepare you for the Microsoft Office Specialist (MOS) Industry Certification. Lab fee required.

Course Pre-requisites: None

Course Corequisites: None

Course Objectives:

1. Perform fundamental file management operations.
2. Perform fundamental operations using word processing software.
3. Perform fundamental operations using spreadsheet software.
4. ~~Perform fundamental operations using database software.~~
5. Utilize presentation graphic software to present information.
6. Utilize the Internet to gather information.
7. Demonstrate knowledge of contemporary microcomputer issues.
8. Demonstrate knowledge of computer problem solving methodology.
9. Solve practical problems using person computer software.
10. Develop integrated solutions to problems using Object Linking and Embedding.



Master Course Outline

Course Identifier: CGS1100

Course Title: Microcomputer Applications

Credit Hours: 3.0

Course Description: This is an introductory information technology applications and information literacy course. Previous experience with a computer is highly recommended. This course will provide a general introduction to software applications, information systems, and the research process. Students will understand how to utilize the essential aspects of various information systems and applications to locate, evaluate, and effectively use information. The course will cover the file management, word processing (Word), electronic spreadsheets (Excel), presentation graphics (Power Point), and the Internet. This course will prepare you for the Microsoft Office Specialist (MOS) Industry Certification. Lab fee required.

Course Pre-requisites: None

Course Corequisites: None

Course Objectives:

1. Perform fundamental file management operations.
2. Perform fundamental operations using word processing software.
3. Perform fundamental operations using spreadsheet software.
4. Utilize presentation graphic software to present information.
5. Utilize the Internet to gather information.
6. Demonstrate knowledge of contemporary microcomputer issues.
7. Demonstrate knowledge of computer problem solving methodology.
8. Solve practical problems using person computer software.
9. Develop integrated solutions to problems using Object Linking and Embedding.

**PASCO-HERNANDO STATE COLLEGE
COURSE REVISION/DELETION FORM**

COURSE INFORMATION

Current Course Title: Adult II Nursing (Generic & Transition) Prefix and Number: NUR2261
 Effective Date/Term: Fall 2025.1 Cluster/Program Code: _____

COURSE CHANGE(S)

Course REVISION (Check, if applicable): Effective Date/Term: Fall 2025.1
 Rationale: Florida DOE change to general education course PHI1630 moved to category B.
 Course DELETION (Check, if applicable): Effective Date/Term: _____
 Rationale: _____

ITEMS TO CHANGE		CHANGE FROM	CHANGE TO
TITLE		Refer to Course Information	
COURSE Prefix and NUMBER		Refer to Course Information	
PREREQUISITE(S)			
COREQUISITE(S)		PHI 1630	One (1) Area V course ARH 1000, HUM 1020, LIT 2000, MUL 1010, PHI 1010, THE 1
AMOUNT OF CREDIT	College		
	Technical		
LECTURE HOURS	Contact		
	Clock		
LABORATORY HOURS	Contact		
	Clock		
CLINICAL HOURS	Contact		
	Clock		
TOTAL HOURS	Contact		
	Clock		
FEES (Attach Student Laboratory, Distance Learning, and Other User Course Fees Calculation Form (ICU-10 Rev. 7/08))	Student Laboratory Fees		
	Special Fees		
	Distance Learning Fees		
	Other User Course Fees		
CREDIT-BY-EXAMINATION TEST STATUS	Yes <input type="checkbox"/>	Explain:	Yes <input type="checkbox"/>
	No <input type="checkbox"/>		No <input type="checkbox"/>
TYPE OF CREDIT			

Attach the revised Master Course Outline. The Master Course Outline template can be found on the Intranet.



Master Course Outline

Course Identifier: NUR 2261

Course Title: Adult II Nursing (Generic & Transition)

Credit Hours: 5 Credit Hours

Course Description: This course continues to build on acquired knowledge while integrating the application of the nursing process, critical thinking, and clinical judgement to assist with caring for clients with complex health alterations. Learners prepare for the transition to practice utilizing therapeutic communication skills, nursing interventions and concepts of health promotion and wellness, including prevention strategies, in multidisciplinary healthcare environments. This course consists of 75 theory hours.

Course Pre-requisites: NUR 2460 and NUR2460L or NUR 2403 and NUR 2403L.

Course Corequisites: NUR2261L, NUR 2820, ENC 1101 and PHI-1630. One (1) Area V course

ARH 1000; HUM 1020; LIT 2000; MUL 1010; PHI 1010; THE 1000

Course Objectives: Upon successful completion of this course, the student will meet the following objectives:

1. Analyze one's role as a professional nurse by reflecting integrity, advocacy, ethics, accountability, and an evolving professional identity grounded in evidence-based practice and quality care.
2. Model professional nursing communication, including written, verbal, and non-verbal, in a variety of healthcare settings.
3. Apply the art and sciences of nursing to enhance the clinical decision-making process when caring for diverse adult populations across a variety of healthcare settings.
4. Model patient-centered care to diverse populations across a variety of healthcare settings utilizing principles of teaching and learning, the nursing process, and clinical judgement.

5. Provide safe and effective care utilizing quality improvement processes in variety of healthcare settings to minimize harm to adult patients, self, and team members.
6. Demonstrate the management of care through effective and appropriate leadership, delegation, and collaboration with the health care team.
7. Incorporate information and technologies to effectively communicate, manage data, mitigate error, and support clinical decision-making.



Master Course Outline

Course Identifier: NUR 2261

Course Title: Adult II Nursing (Generic & Transition)

Credit Hours: 5 Credit Hours

Course Description: This course continues to build on acquired knowledge while integrating the application of the nursing process, critical thinking, and clinical judgement to assist with caring for clients with complex health alterations. Learners prepare for the transition to practice utilizing therapeutic communication skills, nursing interventions and concepts of health promotion and wellness, including prevention strategies, in multidisciplinary healthcare environments. This course consists of 75 theory hours.

Course Pre-requisites: NUR 2460 and NUR2460L or NUR 2403 and NUR 2403L.

Course Corequisites: NUR2261L, NUR 2820, ENC 1101 and One (1) Area V course

ARH 1000; HUM 1020; LIT 2000; MUL 1010; PHI 1010; THE 1000.

Course Objectives: Upon successful completion of this course, the student will meet the following objectives:

1. Analyze one's role as a professional nurse by reflecting integrity, advocacy, ethics, accountability, and an evolving professional identity grounded in evidence-based practice and quality care.
2. Model professional nursing communication, including written, verbal, and non-verbal, in a variety of healthcare settings.
3. Apply the art and sciences of nursing to enhance the clinical decision-making process when caring for diverse adult populations across a variety of healthcare settings.
4. Model patient-centered care to diverse adult populations across a variety of healthcare settings utilizing the principles of teaching and learning, the nursing process, and clinical judgement.
5. Provide safe and effective care utilizing quality improvement processes in variety of healthcare settings to minimize harm to adult patients, self, and team members.
6. Demonstrate the management of care through effective and appropriate leadership, delegation, and collaboration with the health care team.
7. Incorporate information and technologies to effectively communicate, manage data, mitigate error, and support clinical decision-making.

**PASCO-HERNANDO STATE COLLEGE
COURSE REVISION/DELETION FORM**

COURSE INFORMATION

Current Course Title: Adult II Nursing Clinical (Generic & Transition) Prefix and Number: NUR2261L
 Effective Date/Term: Fall 2025.1 Cluster/Program Code: _____

COURSE CHANGE(S)

Course REVISION (Check, if applicable): Effective Date/Term: Fall 2025.1

Rationale: Florida DOE change to general education course, PHI 1630 moved to category B.

Course DELETION (Check, if applicable): Effective Date/Term: _____

Rationale: _____

ITEMS TO CHANGE		CHANGE FROM	CHANGE TO
TITLE		Refer to Course Information	
COURSE Prefix and NUMBER		Refer to Course Information	
PREREQUISITE(S)			
COREQUISITE(S)		PHI 1630	One (1) Area V course ARH 1000; HUM 1020; LIT 2000; MUL 1010; PHI 1010; THE 1
AMOUNT OF CREDIT	College		
	Technical		
LECTURE HOURS	Contact		
	Clock		
LABORATORY HOURS	Contact		
	Clock		
CLINICAL HOURS	Contact		
	Clock		
TOTAL HOURS	Contact		
	Clock		
FEES (Attach Student Laboratory, Distance Learning, and Other User Course Fees Calculation Form (ICU-10 Rev. 7/08))	Student Laboratory Fees		
	Special Fees		
	Distance Learning Fees		
	Other User Course Fees		
CREDIT-BY-EXAMINATION TEST STATUS	YES <input type="checkbox"/> Explain:		YES <input type="checkbox"/> Explain:
	NO <input type="checkbox"/>		NO <input type="checkbox"/>
TYPE OF CREDIT			

Attach the revised Master Course Outline. The Master Course Outline template can be found on the Intranet.

Textbook/Ancillary Content Deletion: (Complete section, if applicable): Effective Date/Term: _____

DELETED TITLE(s)	AUTHOR(S)	EDITION	YEAR	ISBN13

Textbook/Ancillary Content Addition: (Complete section, if applicable, and attach Textbook Evaluation Form, ICU-3)

Effective Date/Term: _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

 Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

 Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Required Ancillary Content: (CD'S, DVD'S, Course Packs, and Nursing Kits, are examples of ancillary content.)

Description: _____ Model Number: _____

ISBN-13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

 Description: _____ Model Number: _____

ISBN 13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

Textbook(s)/Ancillary Content Verification: _____

SIGNATURES/APPROVALS	Academic Dean's Signature	Date
<i>Patricia Stewart</i>		10/28/2024
Proposer's Signature		Date
Billie Gabbard	<small>Digitally signed by Billie Gabbard DN: cn=Billie Gabbard, o=Florida State College, ou=Faculty & Staff, email=bgabbard@fsc.edu</small>	
Academic Dean's Signature		Date

SUBSTANTIVE CHANGE VERIFICATION AND RECOMMENDATION

If this proposal is approved by the Council on Academic Affairs, President's Administrative Leadership Team, and District Board of Trustees, will it constitute a substantive change as defined by the Commission on Colleges of the Southern Association of Colleges and Schools? If yes, identify the substantive change procedures that must be followed prior to implementation?
 No _____ Yes _____

Recommended _____ Not Recommended _____

Chair, Council on Academic Affairs' Signature _____ Date _____

ADMINISTRATIVE USE ONLY							
DBOT		FEET		Catalog		MCO	
Dist. Learn. Fee		CRS		PRQST		SCNS	



Master Course Outline

Course Identifier: NUR 2261L

Course Title: Adult II Nursing Clinical (Generic & Transition)

Credit Hours: 5 Credit Hours

Placement: This course is placed in the final semester of the Generic and Transition Associate Degree Nursing Programs.

Course Description: This course emphasizes clinical application of the nursing process, critical thinking, and clinical judgement to assist with caring for clients with complex health alterations. Learners prepare for the transition to practice utilizing therapeutic communication skills, nursing interventions and concepts of health promotion and wellness, including prevention in multidisciplinary healthcare environments. This course consists of 30 lab hours and 180 clinical hours with 84 of the clinical hours designated for preceptorship. Additional laboratory hours may be required.

Course Pre-requisites: NUR 2460, NUR 2460L OR NUR 2403, NUR 2403L.

Course Corequisites: NUR 2261, NUR 2820, ~~PHI 1630 and~~ ENC 1101, and One (1) Area V course

ARH 1000; HUM 1020; LIT 2000; MUL 1010; PHI 1010; THE 1000.

Course Objectives: Upon successful completion of this course, the student will meet the following objectives:

1. Exhibit professional behaviors, advocacy, accountability, and practices that include safe, client centered care within the legal and ethical standards of practice for the nurse.
2. Demonstrate professional communication skills with clients, families, and healthcare team members through written, verbal, and non-verbal communication.
3. Demonstrate concepts of the art and sciences of nursing when caring for diverse adult populations across a variety of healthcare settings.
4. Illustrate patient-centered care to clients across a variety of settings utilizing principles of teaching and learning, the nursing process, and clinical judgement.
5. Demonstrate safe and effective nursing care to minimize risk of harm to clients, self, and team members within a variety of healthcare settings.
6. Demonstrate management of care utilizing elements of leadership, delegation, and collaboration with the healthcare team.

7. Integrate information and technologies to communicate, manage data, mitigate error, and support clinical decision-making.



Master Course Outline

Course Identifier: NUR 2261L

Course Title: Adult II Nursing Clinical (Generic & Transition)

Credit Hours: 5 Credit Hours

Placement: This course is placed in the final semester of the Generic and Transition Associate Degree Nursing Programs.

Course Description: This course emphasizes clinical application of the nursing process, critical thinking, and clinical judgement to assist with caring for clients with complex health alterations. Learners prepare for the transition to practice utilizing therapeutic communication skills, nursing interventions and concepts of health promotion and wellness, including prevention in multidisciplinary healthcare environments. This course consists of 30 lab hours and 180 clinical hours with 84 of the clinical hours designated for preceptorship. Additional laboratory hours may be required.

Course Pre-requisites: NUR 2460, NUR 2460L OR NUR 2403, NUR 2403L.

Course Corequisites: NUR 2261, NUR 2820, ENC 1101, and One (1) Area V course

ARH 1000; HUM 1020; LIT 2000; MUL 1010; PHI 1010; THE 1000.

Course Objectives: Upon successful completion of this course, the student will meet the following objectives:

1. Exhibit professional behaviors, advocacy, accountability, and practices that include safe, client centered care within the legal and ethical standards of practice for the nurse.
2. Demonstrate professional communication skills with clients, families, and healthcare team members through written, verbal, and non-verbal communication.
3. Demonstrate concepts of the art and sciences of nursing when caring for diverse adult populations across a variety of healthcare settings.
4. Illustrate patient-centered care to clients across a variety of settings utilizing principles of teaching and learning, the nursing process, and clinical judgement.
5. Demonstrate safe and effective nursing care to minimize risk of harm to clients, self, and team members within a variety of healthcare settings.
6. Demonstrate management of care utilizing elements of leadership, delegation, and collaboration with the healthcare team.
7. Integrate information and technologies to communicate, manage data, mitigate error, and

support clinical decision-making.

PASCO-HERNANDO STATE COLLEGE COURSE REVISION/DELETION FORM

COURSE INFORMATION

Current Course Title: Nursing Role and Scope (Generic & Transition) Prefix and Number: NUR2820

Effective Date/Term: Fall 2025.1 Cluster/Program Code: _____

COURSE CHANGE(S)

Course REVISION (Check, if applicable): Effective Date/Term: Fall 2025.1

Rationale: Florida DOE change to general education course, PHI 1630 moved to category B

Course DELETION (Check, if applicable): Effective Date/Term: _____

Rationale: _____

ITEMS TO CHANGE		CHANGE FROM	CHANGE TO
TITLE		Refer to Course Information	
COURSE Prefix and NUMBER		Refer to Course Information	
PREREQUISITE(S)			
COREQUISITE(S)		PHI 1630	One (1) Area V course ARH 1000, HUM 1020, LIT 2000, MUL 1010, PHI 1010, THE 1
AMOUNT OF CREDIT	College		
	Technical		
LECTURE HOURS	Contact		
	Clock		
LABORATORY HOURS	Contact		
	Clock		
CLINICAL HOURS	Contact		
	Clock		
TOTAL HOURS	Contact		
	Clock		
FEES (Attach Student Laboratory, Distance Learning, and Other User Course Fees Calculation Form (ICU-10 Rev. 7/08))	Student Laboratory Fees		
	Special Fees		
	Distance Learning Fees		
	Other User Course Fees		
CREDIT-BY-EXAMINATION TEST STATUS	Yes <input type="checkbox"/> Explain:		Yes <input type="checkbox"/> Explain:
	No <input type="checkbox"/>		No <input type="checkbox"/>
TYPE OF CREDIT			

Attach the revised Master Course Outline. The Master Course Outline template can be found on the Intranet.

Textbook/Ancillary Content Deletion: (Complete section, if applicable): Effective Date/Term: _____

DELETED TITLE(s)	AUTHOR(S)	EDITION	YEAR	ISBN13

Textbook/Ancillary Content Addition: (Complete section, if applicable, and attach Textbook Evaluation Form, ICU-3)

Effective Date/Term: _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

 Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

 Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Required Ancillary Content: (CD'S, DVD'S, Course Packs, and Nursing Kits, are examples of ancillary content.)

Description: _____ Model Number: _____

ISBN-13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

 Description: _____ Model Number: _____

ISBN 13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

Textbook(s)/Ancillary Content Verification: _____

Academic Dean's Signature

Date

SIGNATURES/APPROVALS

Patricia Stewart

10/28/2024

Proposer's Signature

Date

Billie Gabbard

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Academic Dean's Signature

Date

SUBSTANTIVE CHANGE VERIFICATION AND RECOMMENDATION

If this proposal is approved by the Council on Academic Affairs, President's Administrative Leadership Team, and District Board of Trustees, will it constitute a substantive change as defined by the Commission on Colleges of the Southern Association of Colleges and Schools? If yes, identify the substantive change procedures that must be followed prior to implementation?

No _____ Yes _____

Recommended _____ Not Recommended _____

Chair, Council on Academic Affairs' Signature _____ Date _____

ADMINISTRATIVE USE ONLY							
DBOT		FEET		Catalog		MCO	
Dist. Learn. Fee		CRS		PRQST		SCNS	



Master Course Outline

Course Identifier: NUR 2820

Course Title: Nursing Role and Scope (Generic & Transition)

Credit Hours: 1 Credit Hour

Course Description: The purpose of this course is to prepare the graduating student to transition to practice in the role of the registered nurse. Emphasis is placed on client care management concepts as well as legal, ethical, and professional responsibilities of the registered nurse. This course consists of 15 theory hours.

Course Pre-requisites: NUR 2460 and NUR 2460L or NUR 2403 and NUR 2403L.

Course Corequisites: NUR 2261 and NUR 2261L, ENC 1101 and ~~PHI 1630~~ One (1) Area V course

ARH 1000; HUM 1020; LIT 2000; MUL 1010; PHI 1010; THE 1000.

Course Objectives: Upon completion of this course, the student will be able to meet the following objectives:

1. Evaluate concepts associated with professional development in nursing practice to include ethical & legal implications and responsibilities of the professional nurse.
2. Analyze contemporary issues and how they impact current nursing practice to bridge the art and sciences of nursing to enhance clinical decision-making.
3. Analyze the management of care through effective and appropriate leadership, delegation, and collaboration with the healthcare team.



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**PASCO-HERNANDO STATE COLLEGE
COURSE REVISION/DELETION FORM**

COURSE INFORMATION

Current Course Title: Fire Fighter I Prefix and Number: FFP 0030
 Effective Date/Term: Summer 20025 Cluster/Program Code: _____

COURSE CHANGE(S)

Course REVISION (Check, if applicable): Effective Date/Term: Summer 2025

Rationale: _____

Course DELETION (Check, if applicable): Effective Date/Term: _____

Rationale: _____

ITEMS TO CHANGE		CHANGE FROM	CHANGE TO
TITLE		Refer to Course Information	
COURSE Prefix and NUMBER		Refer to Course Information	
PREREQUISITE(S)			
COREQUISITE(S)			
AMOUNT OF CREDIT	College		
	Technical		
LECTURE HOURS	Contact		
	Clock		
LABORATORY HOURS	Contact		
	Clock		
CLINICAL HOURS	Contact		
	Clock		
TOTAL HOURS	Contact		
	Clock		
FEEES (Attach Student Laboratory, Distance Learning, and Other User Course Fees Calculation Form (ICU-10 Rev. 7/08))	Student Laboratory Fees		
	Special Fees	\$0	\$155
	Distance Learning Fees		
	Other User Course Fees		
CREDIT-BY-EXAMINATION TEST STATUS	YES <input type="checkbox"/> Explain:		YES <input type="checkbox"/> Explain:
	NO <input type="checkbox"/>		NO <input type="checkbox"/>
TYPE OF CREDIT			

Attach the revised Master Course Outline. The Master Course Outline template can be found on the Intranet.

Textbook/Ancillary Content Deletion: (Complete section, if applicable): Effective Date/Term: _____

DELETED TITLE(S)	AUTHOR(S)	EDITION	YEAR	ISBN13

Textbook/Ancillary Content Addition: (Complete section, if applicable, and attach Textbook Evaluation Form, ICU-3)

Effective Date/Term: _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Required Ancillary Content: (CD'S, DVD'S, Course Packs, and Nursing Kits, are examples of ancillary content.)

Description: _____ Model Number: _____

ISBN-13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

Description: _____ Model Number: _____

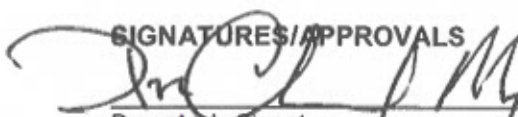
ISBN 13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

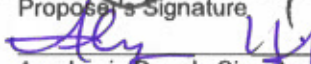
Textbook(s)/Ancillary Content Verification: _____

Academic Dean's Signature _____ Date _____

SIGNATURES/APPROVALS

 _____ Date 10-22-24

Proposer's Signature _____ Date 10/28/24

 _____ Date _____

Academic Dean's Signature _____ Date _____

SUBSTANTIVE CHANGE VERIFICATION AND RECOMMENDATION

If this proposal is approved by the Council on Academic Affairs, President's Administrative Leadership Team, and District Board of Trustees, will it constitute a substantive change as defined by the Commission on Colleges of the Southern Association of Colleges and Schools? If yes, identify the substantive change procedures that must be followed prior to implementation?

No _____ Yes _____

Recommended _____ Not Recommended _____

Chair, Council on Academic Affairs' Signature _____ Date _____

ADMINISTRATIVE USE ONLY							
DBOT		FEET		Catalog		MCO	
Dist. Learn. Fee		CRS		PRQT		SCNS	

**PASCO-HERNANDO STATE COLLEGE
STUDENT LABORATORY, SPECIAL, DISTANCE LEARNING, AND
OTHER USER COURSE FEES CALCULATION FORM**

Calculation of Fees:

Please identify all student laboratory, special, distance learning, and other user course fees associated with this course. Show the specific process used to determine the total fee. Attach documentation, if applicable, to support the calculation of fees. Provide a total fee which includes all areas identified on the form.

Course: Fire Fighter I

Course Number: FFP 0030

I. STUDENT LABORATORY FEES

Materials/Supplies (cost of textbooks if included in fee):

Software:

Personnel (non-instructional):

Total Cost Per Student \$ _____

II. SPECIAL FEES

Technical Support (non-instructional):

Laboratory Assistants:

Contracted Services:

Testing:

Professional Liability Insurance:

Student Health Insurance:

Miscellaneous costs: *Replace the in house PAT with the CPAT. This test is a good predictor of an applicant's ability to perform basic firefighting tasks.* Total Cost Per Student \$ 155.00

TOTAL COST PER STUDENT (Summary of All Areas)

Recommended Laboratory Fees: \$ _____

Recommended Special Fees: \$ 155.00

Recommended Distance Learning Fees: \$ _____
(Cost Per Credit Hour Times Number of Credit Hours)

Recommended Other User Course Fees: \$ _____

Total Recommended Fees: \$ _____

Proposer  Date 10-22-24

Approved _____ Not Approved _____

Chair, Council on Academic Affairs

Date

ICU-10 (Rev. 6/17)

III. DISTANCE LEARNING FEES

Type of fee:

Justification for the fee:

Total Cost Per Student, Per Credit Hour \$ _____

IV. OTHER USER COURSE FEES

Type of fee:

Justification for the fee:

Total Cost Per Student \$ _____

V. FOR FEE INCREASES REQUIRED BY VENDOR:

Yes ___ No ___ The proposer has negotiated with the vendor the proposed fee increase with the emphasis on maintaining the current fee.

Describe: _____

Yes ___ No ___ The proposer has identified alternative materials that are more cost effective, but equally beneficial to students.

Describe: _____

Yes ___ No ___ The proposer has identified other recent cost-saving activities/fee reductions that might offset the proposed fee increase.

Describe: _____

CHAPTER 5

CPAT EVENTS

PRE-TEST PROCEDURES

The CPAT consists of eight separate events. This test is a sequence of events that requires the candidate to progress along a predetermined path from event to event in a continuous manner. This is a pass/fail test based on a maximum total time of 10 minutes and 20 seconds.

In these events, the candidate wears a 50-pound (22.68-kg) vest to simulate the weight of self-contained breathing apparatus (SCBA) and fire fighter protective clothing. An additional 25 pounds (11.34 kg), using two 12.5-pound (5.67-kg) weights that simulate a high-rise pack (hose bundle), is added for the stair climb event.

Throughout all events, the candidate must wear long pants, a hard hat with chin strap, work gloves and footwear with no open heel or toe. Watches and loose or restrictive jewelry are not permitted.

All props were designed to obtain the necessary information regarding the candidate's physical ability. The tools and equipment were chosen to provide the highest level of consistency, safety and validity in measuring the candidate's physical abilities. Schematic drawings and specifications for each prop and specific product information and product numbers are provided in Appendix C. Modification of props or substitution of tools/equipment may alter the content of the test and therefore are not permitted. The entire test is designed to be portable and allow for either indoor or outdoor setup. The floor of the venue must be consistent for all events and for all candidates.

The events are placed in a sequence that best simulates their use in a fire scene while allowing an 85-foot (25.91-m) walk between events. To ensure the highest level of safety and to prevent candidate from exhaustion, no running is allowed between events. This walk allows the candidate approximately 20 seconds to recover and regroup before each event. If the candidate runs between events they receive one warning. A second infraction constitutes a failure, the test time is concluded and the candidate fails the test.

To ensure scoring accuracy by eliminating timer failure, two stopwatches are used to time the CPAT. One stopwatch is designated as the official test time stopwatch, the second is the backup stopwatch. If mechanical failure occurs on the official stopwatch, the time on the backup stopwatch is used. The stopwatches are set to the pass/fail time and count down from 10 minutes and 20 seconds. If time elapses prior to the completion of the test, the test is concluded and the candidate fails the test.

TEST PROCEDURES

The CPAT includes eight sequential events as follows:

- Stair Climb
- Hose Drag
- Equipment Carry
- Ladder Raise and Extension
- Forcible Entry
- Search
- Rescue
- Ceiling Breach and Pull

EVENT 1 STAIR CLIMB

EQUIPMENT

StairMaster StepMill — NOTE: Position the unit with one side up against a wall and the specified elevated platform on the side opposite the wall. The handrail on the side opposite the wall is to be removed. The handrail on the wall side is left in place for the candidate to grasp while mounting and dismounting the StepMill. Additional steps are to be placed at the base of the StepMill to reduce the height needed to mount the StepMill.

PURPOSE OF EVALUATION

This event is designed to simulate the critical tasks of climbing stairs in full protective clothing while carrying a high-rise pack (hose bundle) and climbing stairs in full protective clothing carrying fire fighter equipment. This event challenges the candidate's aerobic capacity, lower body muscular endurance and ability to balance. This event affects the aerobic energy system as well as the following muscle groups: quadriceps, hamstrings, glutes, calves, and lower back stabilizers.

EVENT

During this event, the candidate is required to wear two 12.5-pound (5.67-kg) weights on the shoulders to simulate the weight of a high-rise pack (hose bundle). Prior to the initiation of the timed CPAT, the candidate has a 20-second warm-up on the StepMill at a set stepping rate of 50 steps per minute [Level 3]. During this warm-up period, the candidate is permitted to dismount, grasp the rail or hold the wall to establish balance and cadence. If the candidate falls or steps off the StepMill during the 20-second warm-up period, the candidate is required to remount the StepMill and restart the entire 20-second warm-up period. The candidate is allowed to restart the warm-up period twice. There is no break in time between the warm-up period and the actual timing of the test. The timing of the test begins at the end of this warm-up period when the proctor calls out "START." For the test, the candidate is re-

quired to walk on the StepMill at a set stepping rate of 60 steps per minute [Level 4] for 3 minutes. This concludes the event. The two 12.5-pound (5.67-kg) weights are removed from the candidate's shoulders. The candidate walks 85 feet (25.91 m) within the established walkway to the next event.

The following practices are allowed:

- The candidate is allowed to *briefly* touch the handrails or wall for balance
- The candidate is given up to two warnings for grabbing the handrails or bearing their body weight on the handrails / wall
- The candidate is allowed to restart the warm-up period twice

The following practices constitute a failure:

- The candidate falls or voluntarily dismounts the Step Mill three times during the warm up.
- The candidate falls or voluntarily dismounts the Step Mill after the start of the test.
- The candidate commits a third infraction for grasping the handrails or bearing weight on the handrails / wall after the start on the test.

Reasons for failure

- Falling demonstrates poor balance or muscular endurance and could cause injury to the candidate.
- Using the handrails or wall for weight bearing gives the candidate a mechanical advantage that may not be available to them on the fire ground or demonstrates poor balance, conditioning or muscular endurance.

EVENT 2 HOSE DRAG

EQUIPMENT

- 200 feet (60 m) of double jacketed 1 3/4-inch (44-mm) hose - hose is marked at 8 feet (2.44 m) past the coupling at the nozzle and at 50 feet (15.24 m) past the coupling at the nozzle
- Automatic Nozzle - 6 lbs (± 1lb), 3 kg (± .5 kg)
- Two 55-gallon (US) (208.2-liter) Drums secured together - bottom drum is filled with water or other ballast for weight

PURPOSE OF EVALUATION

This event is designed to simulate the critical tasks of dragging an uncharged hoseline from the fire apparatus to the fire occupancy and pulling an uncharged hoseline around obstacles while remaining stationary. This event challenges the candidate's aerobic capacity, lower body muscular strength and endurance, upper back muscular strength and endurance, grip

strength and endurance, and anaerobic endurance. This event affects the aerobic and anaerobic energy systems as well as the following muscle groups: quadriceps, hamstrings, glutes, calves, lower back stabilizers, biceps, deltoids, upper back, and muscles of the forearm and hand (grip).

EVENT

During this event, the candidate grasps an automatic nozzle attached to 200 feet (60 m) of 1 3/4-inch (44-mm) hose. The candidate places the hoseline over the shoulder or across the chest, not exceeding the 8-foot (2.44-m) mark. The candidate is permitted to run during the hose drag. The candidate drags the hose 75 feet (22.86 m) to a prepositioned drum, makes a 90° turn around the drum and continues an additional 25 feet (7.62 m). The candidate then stops within the marked 5 foot x 7 foot (1.52 m x 2.13m) box, drops to at least one knee and pulls the hoseline until the hoseline's 50-foot (15.24-m) mark is across the finish line. During the hose pull, the candidate must keep at least one knee in contact with the ground and knee(s) must remain within the marked boundary lines. This concludes the event. The candidate walks 85 feet (25.91 m) within the established walkway to the next event.

The following practices are allowed:

- The candidate is given one warning to keep one knee down.
- The candidate is given one warning to keep the knees in bounds.
- The candidate is given one warning for taking one step out of the box.
- The candidate is permitted to run during the hose drag

The following practices constitute a failure:

- The candidate fails to go around the drum.
- The candidate travels outside of the marked path.
- The candidate takes two steps out of the back of the box
- The candidate commits a second infraction for not keeping one knee in contact with the ground.
- The candidate commits a second infraction for the knees being outside of the marked boundary.

Reasons for failure:

- Running beyond the marked path gives the candidate a mechanical advantage by decreasing the distance required to pull the hose by hand. This advantage may not be available on the fire ground. This demonstrates a lack of upper body strength by using lower body strength to compensate.
- By not keeping their knee on the floor a candidate could compensate for a deficiency in grip and upper body strength by standing up.

EVENT 3 EQUIPMENT CARRY

EQUIPMENT

- Rescue Circular Saw 32 ± 3 lbs (14.5 ± 1.3 kg); Chain Saw 28 ± 3 lbs (12.7 ± 1.3 kg) (blades guarded, fluids drained, spark plugs removed)
- Tool Cabinet
- 55-gallon [US] (208.2-liter) weighted drum

Purpose of Evaluation

This event is designed to simulate the critical tasks of removing power tools from a fire apparatus, carrying them to the emergency scene and returning the equipment to the fire apparatus. This event challenges the candidate's aerobic capacity, upper body muscular strength and endurance, lower body muscular endurance, grip endurance, and balance. This event affects the aerobic energy system as well as the following muscle groups: biceps, deltoids, upper back, trapezius, muscles of the forearm and hand (grip), glutes, quadriceps, and hamstrings.

EVENT

During this event, the candidate removes the two saws from the tool cabinet, one at a time, and places them on the ground. The candidate then picks up both saws, one in each hand, and carries them while walking 75 feet (22.86 m) around the drum, then back to the starting point. The candidate is permitted to place the saw(s) on the ground and adjust the grip. Upon return to the tool cabinet, the candidate places both saws on the ground, then picks up each saw one at a time, and replaces the saw in the designated space in the cabinet. This concludes the event. The candidate walks 85 feet (25.91 m) within the established walkway to the next event.

The following practice is allowed:

- The candidate is given one warning for running.
- The candidate is allowed to set the tools on the ground to adjust and re-establish the grip.

The following practices constitute a failure:

- The candidate drops either saw during the carry.
- The candidate commits a second infraction for running with the saws.

Reasons for failure

- Dropping the saws could injure the candidate and demonstrates poor grip strength or muscular endurance.
- Running with saws could cause injury if the candidate trips.

EVENT 4 LADDER RAISE AND EXTENSION

EQUIPMENT

- Two 24-foot (7.32-m) aluminum ground ladders
- Pivoting bracket for ladder raise
- Retractable Safety Lanyard for ladder raise
- Attaching brackets for ladder extension

PURPOSE OF EVALUATION

This event is designed to simulate the critical tasks of placing a ground ladder at a fire structure and extending the ladder to the roof or window. This event challenges candidate's aerobic capacity, upper body muscular strength, lower body muscular strength, balance, grip strength, and anaerobic endurance. This event affects the aerobic and anaerobic energy systems as well as the following muscle groups: biceps, deltoids, upper back, trapezius, muscles of the forearm and hand (grip), glutes, quadriceps, and hamstrings.

EVENT

During this event, the candidate walks to the top rung of the 24-foot (7.32-m) aluminum extension ladder, lifts the first rung at the unhinged end from the ground, and walks it up until it is stationary against the wall. This must be done in a hand over hand fashion, using each rung until the ladder is stationary against the wall. The candidate must not use the ladder rails to raise the ladder. The candidate immediately proceeds to the pre-positioned and secured 24-foot (7.32-m) aluminum extension ladder, stands with both feet within the marked box of 36 inches x 36 inches (91.44 cm x 91.44 cm) and extends the fly section hand over hand until it hits the stop. The candidate then lowers the fly section hand over hand in a controlled fashion to the starting position. This concludes the event. The candidate walks 85 feet (25.91 m) within the established walkway to the next event.

The following practices are allowed:

- The candidate is given one warning for missing any rung during the raise.
- The candidate is given one warning for a boundary violation during the ladder extension.

The following practices constitute a failure:

- The candidate commits a second infraction for missing any rung during the raise.
- The candidate allows the ladder to fall to the ground during the raise.
- The candidate releases their grip on the ladder and the safety lanyard activates.
- The candidate commits a second infraction for not remaining within the marked boundary during the ladder extension.
- The candidate does not control the halyard in a hand over hand manner.
- The candidate allows the halyard to slip in an uncontrolled manner.

Reasons for failure

- Skipping rungs would give a taller candidate an advantage over a shorter candidate and is therefore not permitted. It would also allow the candidate to throw the ladder up in the air which is both unsafe and unavailable to the candidate at a fire scene when the base of the ladder is not hinged to the ground.
- Failure to completely raise the ladder demonstrates poor grip and muscular strength.
- A candidate could gain an advantage by walking the hallway backward to compensate for poor upper body strength. This compensation is not available on the fire ground where the ladder is not bolted to the fire structure.
- Failure to control the ladder indicates poor grip strength as well as muscular strength and endurance.

EVENT 5 FORCIBLE ENTRY

EQUIPMENT

- Forcible Entry Machine
- 10-pound (4.54-kg) Sledgehammer
- Toe-Box

PURPOSE OF EVALUATION

This event is designed to simulate the critical tasks of using force to open a locked door or to breach a wall. This event challenges the candidate's aerobic capacity, upper body muscular strength and endurance, lower body muscular strength and endurance, balance, grip strength and endurance, and anaerobic endurance. This event affects the aerobic and anaerobic energy systems as well as the following muscle groups: quadriceps, glutes, triceps, upper back, trapezius, and muscles of the forearm and hand (grip).

EVENT

During this event, the candidate uses a 10-pound (4.54-kg) sledgehammer and strikes the measuring device in the target area until the buzzer signal is activated. The candidate's feet must remain outside the toe-box. After the buzzer is activated, the candidate places the sledgehammer on the ground. This concludes the event. The candidate walks 85 feet (25.91 m) within the established walkway to the next event.

The following practice is allowed:

- The candidate is given one warning for stepping inside the toe-box.

The following practices constitute a failure:

- The candidate fails to maintain control of the hammer while swinging.
- The candidate commits a second infraction for stepping inside the toe-box.

Reason for failure:

- Failure to maintain control of the hammer indicates poor grip strength and muscular endurance and could cause injury to the candidate and proctors.

EVENT 6 SEARCH

EQUIPMENT

- Search Maze

PURPOSE OF EVALUATION

This event is designed to simulate the critical task of searching for a fire victim with limited visibility in an unpredictable area. This event challenges the candidate's aerobic capacity, upper body muscular strength and endurance, agility, balance, anaerobic endurance, and kinesthetic awareness. This event affects the aerobic and anaerobic energy systems as well as the following muscle groups: muscles of the chest, shoulder, triceps, quadriceps, abdominals, and lower back.

EVENT

During this event, the candidate crawls on hands and knees through a tunnel maze that is approximately 3 feet (91.44 cm) high, 4 feet (121.92 cm) wide and 64 feet (19.51 m) in length with two 90° turns. At a number of locations in the tunnel, the candidate navigates around, over and under obstacles. In addition, at two locations, the candidate crawls through a narrowed space where the dimensions of the tunnel are reduced. The movement is monitored/listened to as the candidate advances through the maze. If for any reason, the candidate chooses to end the event, the candidate calls out or raps sharply on the wall or ceiling and the candidate is then assisted out. Upon exit from the maze, the event is concluded. The candidate walks 85 feet (25.91 m) within the established walkway to the next event.

The following practices are allowed:

- The candidate can return into the tunnel if they exit through the entrance.

The following practices constitute a failure:

- The candidate requests assistance from the proctor requiring the opening of an escape hatch or the entrance/exit covers.

Reasons for failure:

- Failure to finish the event indicates a lack of confidence in dark or confined spaces.

EVENT 7 RESCUE

EQUIPMENT

- 165-pound (74.84-kg) Mannequin (unclothed)
- Mannequin harness
- 55-gallon [US] (208.2-liter) weighted drum

PURPOSE OF EVALUATION

This event is designed to simulate the critical task of removing a victim or injured partner from a fire scene. This event challenges the candidate's aerobic capacity, upper and lower body muscular strength and endurance, grip strength and endurance, and anaerobic endurance. This event affects the aerobic and anaerobic energy systems as well as the following muscle groups: quadriceps, hamstrings, glutes, abdominals, torso rotators, lower back stabilizers, trapezius, deltoids, latissimus dorsi, biceps, and muscles of the forearm and hand (grip).

EVENT

During this event, the candidate grasps a 165-pound (74.84-kg) mannequin by the handle(s) on the shoulder(s) of the harness (either one or both handles are permitted), drags it 35 feet (10.67 m) to a pre-positioned drum, makes a 180° turn around the drum, and continues an additional 35 feet (10.67 m) to the finish line. The candidate is not permitted to grasp or rest on the drum. It is permissible for the mannequin to touch the drum. The candidate is permitted to lower the mannequin to the ground to adjust their grip. The entire mannequin must be dragged past the marked finish line. This concludes the event. The candidate walks 85 feet (25.91 m) within the established walkway to the next event.

The following practices are allowed:

- The candidate receives one warning for grabbing or resting on the drum.
- The candidate is permitted to grab either one or both handles when dragging the mannequin
- The candidate is permitted to lower the mannequin to the ground to adjust their grip

The following practices constitute a failure:

- The candidate commits a second infraction for grabbing or resting on the drum.

Reasons for failure

- Use of the drum by either grasping or resting on it indicates a lack of muscular strength and endurance.

EVENT 8 CEILING BREACH AND PULL

EQUIPMENT

- Ceiling Breach and Pull Device
- 6-foot (1.83-m) Pike Pole

PURPOSE OF EVALUATION

This event is designed to simulate the critical task of breaching and pulling down a ceiling to check for fire extension. This event challenges the candidate's aerobic capacity, upper and lower body muscular strength and endurance, grip strength and endurance, and anaerobic endurance. This event affects the aerobic and anaerobic energy systems as well as the following muscle groups: quadriceps, hamstrings, glutes, abdominals, torso rotators, lower back stabilizers, deltoids, trapezius, triceps, biceps, and muscles of the forearm and hand (grip).

EVENT

During this event, the candidate removes the pike pole from the bracket, stands within the boundary established by the equipment frame, and places the tip of the pole on the painted area of the hinged door in the ceiling. The candidate fully pushes up the 60-lb hinged door in the ceiling with the pike pole three times. The candidate then hooks the pike pole to the 80-lb ceiling device and pulls the pole down five times. Each set consists of three pushes and five pulls. The candidate repeats the set four times. The candidate is permitted to stop and, if needed, adjust the grip. Releasing the grip or slipping from pike pole handle, without the pike pole falling to ground, does not result in a warning or constitute a failure. The candidate may re-establish the grip and resume the event. If the candidate does not successfully complete a repetition (i.e. complete the up and down motion), the proctor calls out "MISS" and the candidate must push or pull the apparatus again to complete the repetition. The event and the total test time ends when the applicant completes the final pull stroke repetition as indicated by the proctor who calls out "TIME".

The following practices are allowed:

- The candidate receives one warning for dropping the pike pole on the ground.
- The candidate receives one warning for stepping out of bounds.
- The candidate is permitted to stop and to re-establish grip

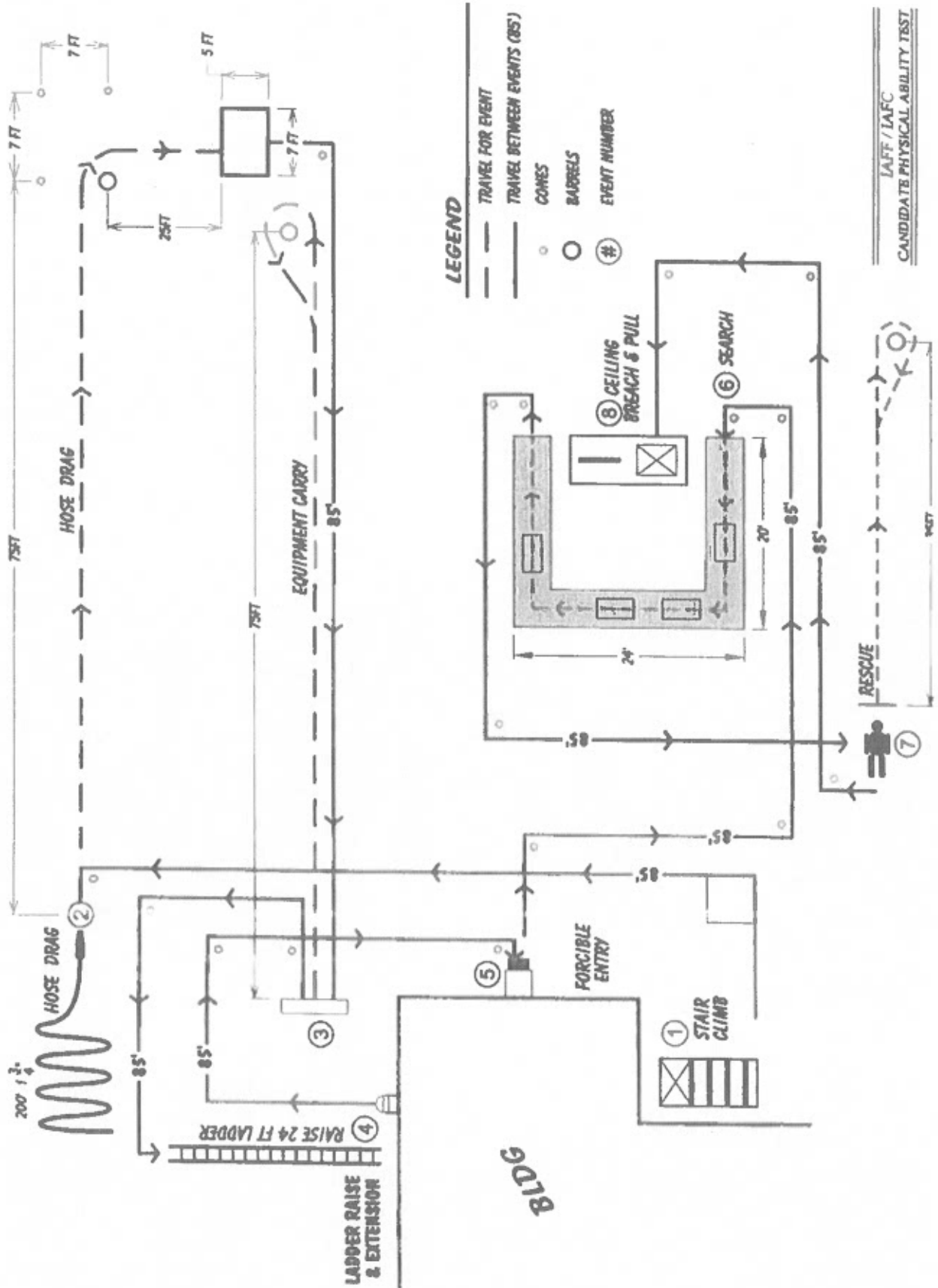
The following practices constitute a failure:

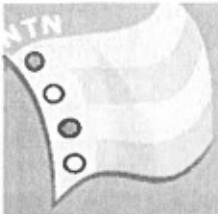
- The candidate commits a second infraction for stepping outside of the boundary marked by the testing apparatus.
- The candidate commits a second infraction for dropping the pike pole.

Reasons for failure:

- Stepping out of bounds allows the candidate to use body weight to compensate for poor upper body strength, an advantage by that may not be an option on the fire ground.
- Failure to maintain control of the pike pole indicates poor grip strength and muscular endurance. ■

CPAT COURSE LAYOUT EXAMPLE





Candidate Pricing

Open and Continuous Testing

Exam	Fee
Firefighter	\$65
Firefighter/EMT	\$80
Law Enforcement	\$65
Communications	\$46
Adult and Juvenile Corrections	\$41
Transit Operator	\$45
CPAT (Candidate Physical Abilities Test)	\$155
ORPAT (Physical Abilities Test)	\$90
Firefighter Mile (Physical Abilities Test)	\$105
Transfer Test Scores	\$15

- Testing is open to candidates for a minimum of six months.
- Candidate pricing is designed to reduce testing costs for both clients and candidates.
- Candidates can take the test at their convenience, reducing costs such as time off work.
- NTN's recommended open and continuous testing program is designed to deliver increased diversity, quality, and volume to the candidate pool.

PASCO-HERNANDO STATE COLLEGE COURSE REVISION/DELETION FORM

COURSE INFORMATION

Current Course Title: Foundations and Applications of Evidence-Based Practices in Reading Prefix and Number: EPI0009
 Effective Date/Term: Summer 2025 (202503) Cluster/Program Code: Arts and Sciences: Educator Preparation Institute

COURSE CHANGE(S)

Course REVISION (Check, if applicable): Effective Date/Term: Summer 2025 (202503)
 Rationale: Updating number of credits from 3 to 4 due to course load and number of reading endorsement competencies

Course DELETION (Check, if applicable): Effective Date/Term: _____
 Rationale: _____

ITEMS TO CHANGE		CHANGE FROM	CHANGE TO
TITLE		Refer to Course Information	
COURSE Prefix and NUMBER		Refer to Course Information	
PREREQUISITE(S)			
COREQUISITE(S)			
AMOUNT OF CREDIT	College	3	4
	Technical		
LECTURE HOURS	Contact		
	Clock		
LABORATORY HOURS	Contact		
	Clock		
CLINICAL HOURS	Contact		
	Clock		
TOTAL HOURS	Contact		
	Clock		
FEES (Attach Student Laboratory, Distance Learning, and Other User Course Fees Calculation Form (ICU-10 Rev. 7/08))	Student Laboratory Fees		
	Special Fees		
	Distance Learning Fees		
	Other User Course Fees		
CREDIT-BY-EXAMINATION TEST STATUS	Yes <input type="checkbox"/> Explain: _____		Yes <input type="checkbox"/> Explain: _____
	No <input type="checkbox"/>		No <input type="checkbox"/>
TYPE OF CREDIT			

Attach the revised Master Course Outline. The Master Course Outline template can be found on the Intranet.

Textbook/Ancillary Content Deletion: (Complete section, if applicable): Effective Date/Term: _____

DELETED TITLE(s)	AUTHOR(S)	EDITION	YEAR	ISBN13

Textbook/Ancillary Content Addition: (Complete section, if applicable, and attach Textbook Evaluation Form, ICU-3)

Effective Date/Term: _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

 Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

 Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Required Ancillary Content: (CD'S, DVD'S, Course Packs, and Nursing Kits, are examples of ancillary content.)

Description: _____ Model Number: _____

ISBN-13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

 Description: _____ Model Number: _____

ISBN 13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

Textbook(s)/Ancillary Content Verification: _____

Academic Dean's Signature

Date

SIGNATURES/APPROVALS

Jenevia Florida _____ *10/30/2024*
 Proposer's Signature Date

Gerard Starn _____ *11/12/2024*
 Academic Dean's Signature Date

SUBSTANTIVE CHANGE VERIFICATION AND RECOMMENDATION

If this proposal is approved by the Council on Academic Affairs, President's Administrative Leadership Team, and District Board of Trustees, will it constitute a substantive change as defined by the Commission on Colleges of the Southern Association of Colleges and Schools? If yes, identify the substantive change procedures that must be followed prior to implementation?

No _____ Yes _____

Recommended _____ Not Recommended _____

Chair, Council on Academic Affairs' Signature

Date

ADMINISTRATIVE USE ONLY							
DBOT		FEET		Catalog		MCO	
Dist. Learn. Fee		CRS		PRQST		SCNS	



Master Course Outline

Course Identifier: EPI0009

Course Title: Foundations and Applications of Evidence-Based Practices in Reading

Credit Hours: 3.4

Course Description: This course covers indicators from Florida Reading Endorsement Competency 1: Foundations of Reading Instruction and Competency 2: Application of Evidence-based Instructional Practices. Competency 1 encompasses the reading process with a focus on developing emergent literacy skills and progressing through the phases of word reading, resulting in comprehension as the final outcome. Teacher-candidates will develop substantive understanding of six components of reading as a process: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. In Competency 2, teacher-candidates will learn to apply the principles of explicit, systematic and sequential evidence-based reading instruction and scaffold student learning while integrating the six components of reading. Teacher-candidates will learn to engage in the systematic problem-solving process to identify students with reading difficulties, including identification of students with characteristics of dyslexia, provide appropriate interventions and conduct effective progress monitoring. A grade of "C" or higher must be attained.

Course Pre-requisites: None

Course Corequisites: None

Course Objectives:

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

A. Performance Indicator A: Oral Language

Competency 1	Competency 2
1.A.1 Understand how the students' development of oral language (i.e., phonology, morphology, syntax, semantics and pragmatics) relates to language comprehension.	2.A.1 Apply intentional, explicit, systematic and sequential instructional practices for scaffolding development of oral/aural language skills.
1.A.2 Understand the differences between	2.A.2 Create an environment where

social and academic language.	students practice appropriate social and academic language to discuss diverse texts.
1.A.3 Understand that writing enhances the development of oral language.	2.A.3 Use word building and writing experiences to enhance oral language (e.g., homophone word building and spelling, interactive writing, student to teacher sentence dictation).
1.A.4 Understand that the variation in students' oral language exposure and development requires differentiated instruction, including evidence-based practices for students with reading difficulties and characteristics of dyslexia.	2.A.4 Differentiate instruction to account for variation in students' oral language exposure and development, including evidence-based practices for students with reading difficulties and characteristics of dyslexia.
1.A.5 Understand the importance of providing and documenting extended discussion in discerning text meaning and interpretation.	2.A.5 Provide and document opportunities for extended discussion in discerning text meaning and interpretation.
1.A.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect oral language development.	2.A.6 Apply evidence-based practices for students with reading difficulties, including students with dyslexia, based on their strengths and needs to improve oral language development.
1.A.7 Recognize the importance of English learners' home languages and their significance in learning to read English.	2.A.7 Apply an English learner's home language proficiency as a foundation and strength to support the development of oral language in English and scaffold discussions to facilitate the comprehension of text for students with varying English proficiency levels.
1.A.8 Understand the role of oral language informal and formal assessment, including documentation of results to inform instruction determined by individual student strengths and needs.	2.A.8 Administer and document appropriate oral language informal and formal assessments to inform instruction determined by individual student strengths and needs.

B. Performance Indicator B: Phonological Awareness

Competency 1	Competency 2
1.B.1 Understand the differences between phonological awareness (e.g., words, syllables, rimes) and phonemic awareness (phonemes) and that they develop independently from one another.	2.B.1 Apply explicit, systematic and sequential evidence-based practices in phonological awareness and phonemic awareness.
1.B.2 Understand the role and importance of phonemic awareness in the development	2.B.2 Apply evidence-based phonemic awareness instruction for the development

of phonic decoding skills that lead to independent reading capacity.	of phonic decoding skills that lead to independent reading capacity.
1.B.3 Understand evidence-based and multisensory practices to develop students' phonemic awareness (e.g., Elkonin boxes or magnetic letters).	2.B.3 Provide opportunities using evidence-based and multisensory practices for students to develop phonemic awareness (e.g., Elkonin boxes or magnetic letters).
1.B.4 Understand how variations in phonology across dialects and speech patterns can affect phonemic awareness as it relates to language. development and reading (e.g., phonological processing, body-coda, phonemic analysis and synthesis).	2.B.4 Apply knowledge of how variations in phonology across dialects and speech patterns affect the development of phonemic awareness.
1.B.5 Understand how variations in phonology across dialects and speech patterns affect written and oral language (e.g., speech and language disorders, language and dialect differences).	2.B.5 Apply knowledge of how variations in phonology across dialects and speech patterns affect written and oral language. (e.g., speech and language disorders, language and dialect differences).
1.B.6 Understand that evidence-based phonics instruction improves phonemic awareness and results in enhanced encoding and decoding skills.	2.B.6 Provide evidence-based phonics instruction to improve phonemic awareness and enhance encoding and decoding skills.
1.B.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonemic awareness.	2.B.7 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve phonemic awareness.
1.B.8 Understand evidence-based practices for teaching phonemic awareness to English learners.	2.B.8 Apply evidence-based practices for teaching phonemic awareness to English learners.
1.B.9 Understand the role of phonological awareness informal and formal assessment, including documentation of results, to inform instructional decisions to meet individual student strengths and needs.	2.B.9 Administer and document appropriate phonological awareness informal and formal assessments to inform instruction to meet individual student strengths and needs.

C. Performance Indicator C: Phonics

Competency 1	Competency 2
1.C.1 Understand the structure of English orthography and the patterns and rules that inform the teaching of single and multisyllabic regular word and irregular word reading.	2.C.1 Apply explicit, systematic and sequential evidence-based instruction in single- and multisyllabic word reading, including orthographic mapping for regular and irregular words.
1.C.2 Understand grapheme-phoneme	2.C.2 Apply evidence-based instruction in

patterns and how they relate to spelling and written expression.	grapheme-phoneme patterns in spelling and written expression.
1.C.3 Understand structural analysis and morphology of words.	2.C.3 Apply evidence-based instruction in structural analysis and morphology of words.
1.C.4 Understand that evidence-based spelling and writing practices can enhance phonics instruction and connect reading and writing (e.g., Elkonin boxes, spelling of Greek and Latin roots and affixes).	2.C.4 Incorporate evidence-based spelling and writing practices that connect reading and writing (e.g., Elkonin boxes, spelling of Greek and Latin roots and affixes).
1.C.5 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonics development.	2.C.5 Apply evidence-based practices for students with reading difficulties, including students with dyslexia, based on their strengths and needs to improve phonics development.
1.C.6 Understand an English learner's home language as a foundation and strength to support the development of phonics in English.	2.C.6 Apply an English learner's home language as a foundation and strength to support the development of phonics in English.
1.C.7 Understand the role of phonics informal and formal assessment, including documentation of results, to inform instruction to meet individual student strengths and needs.	2.C.7 Administer and document appropriate phonics informal and formal assessments to inform instruction to meet individual student strengths and needs.

D. Performance Indicator D: Fluency

Competency 1	Competency 2
1.D.1 Understand that the components of reading fluency are accuracy, rate and prosody which impact reading comprehension.	2.D.1 Apply intentional, explicit, systematic and sequential instructional practices to develop accuracy, rate and prosody (e.g., paired reading, repeated reading, echo reading, cued phrase reading).
1.D.2 Understand that effective readers adjust their reading rate to accommodate the kinds of texts they are reading, and their purpose for reading, in order to facilitate comprehension.	2.D.2 Teach readers to adjust their reading rate to accommodate the kinds of texts they are reading, and their purpose for reading, in order to facilitate comprehension.
1.D.3 Understand how automaticity in word-level skills and oral reading fluency in connected text impact reading comprehension.	2.D.3 Apply evidence-based practices to develop automaticity in word-level skills and oral reading fluency in connected text.
1.D.4 Understand that independent readers activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a	2.D.4 Teach readers explicitly how to activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a

bridge to comprehension of text.	bridge to comprehension of text.
1.D.5 Understand that reading fluency and reading endurance requires daily practice with support and corrective feedback to increase accuracy, rate and prosody.	2.D.5 Provide daily opportunities for readers to practice reading, with support and corrective feedback, to increase accuracy, rate, prosody and reading endurance.
1.D.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect fluency development and reading endurance.	2.D.6 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve fluency development and reading endurance.
1.D.7 Understand the role of fluency informal and formal assessments, including documentation of results, to inform instruction to meet individual student strengths and needs.	2.D.7 Administer and document fluency informal and formal assessments to inform instruction to meet individual student strengths and needs.

E. Performance Indicator E: Vocabulary

Competency 1	Competency 2
1.E.1 Understand the role and impact of receptive and expressive vocabulary on reading comprehension.	2.E.1 Apply evidence-based instruction in receptive and expressive vocabulary to enhance reading comprehension.
1.E.2 Understand morphology (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis) and contextual analysis as it relates to vocabulary development.	2.E.2 Incorporate evidence-based vocabulary instruction in morphology (e.g., Greek and Latin roots and affixes) and contextual analysis.
1.E.3 Identify intentional explicit, systematic and sequential evidence-based practices for vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.).	2.E.3 Apply intentional, explicit, systematic and sequential evidence-based practices to vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.).
1.E.4 Understand the importance of teaching basic and sophisticated vocabulary, high-frequency multiple meaning words and the particular demands of domain-specific vocabulary.	2.E.4 Provide explicit instruction in basic and sophisticated vocabulary, high-frequency multiple meaning words and domain-specific vocabulary.
1.E.5 Understand how to apply evidence-based reading and writing practices to enhance vocabulary.	2.E.5 Apply evidence-based reading and writing practices to enhance vocabulary.
1.E.6 Understand how to provide a classroom learning environment that supports wide reading of print and digital	2.E.6 Provide a classroom learning environment that supports wide reading of print and digital texts, both informational

texts, both informational and literary, to enhance vocabulary.	and literary, to enhance vocabulary.
1.E.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect vocabulary development.	2.E.7 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve vocabulary development.
1.E.8 Understand instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).	2.E.8 Incorporate instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).
1.E.9 Understand the role of vocabulary informal and formal assessment, including documentation of results, to inform instruction to meet individual student strengths and needs.	2.E.9 Administer and document appropriate vocabulary informal and formal assessments to inform instruction to meet individual student strengths and needs.

F. Performance Indicator F: Comprehension

Competency 1	Competency 2
1.F.1 Understand that evidence-based oral language and written experiences (i.e., language experiences, dictation, summary writing) facilitate comprehension.	2.F.1 Use both evidence-based oral language and writing experiences (i.e., language experiences, dictation, summary writing) to enhance comprehension.
1.F.2 Understand evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).	2.F.2 Apply explicit, systematic and sequential evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).
1.F.3 Understand the varying demands of text on readers' comprehension, including the demands of domain-specific texts.	2.F.3 Apply appropriate instructional practices to improve comprehension in domain-specific texts as determined by the student's strengths and needs.
1.F.4 Understand how to provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to sufficiently build students' capacity for comprehension.	2.F.4 Provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to build students' capacity for comprehension.
1.F.5 Understand how the interaction of reader characteristics (background knowledge, interests, strengths and needs), motivation, text complexity and purpose of reading, impacts comprehension and student engagement.	2.F.5 Use the interaction of readers' characteristics (background knowledge, interests, strengths and needs) along with motivation, text complexity and purpose for reading to impact comprehension and student engagement.
1.F.6 Understand the importance of	2.F.6 Plan, provide and document daily

planning, providing and documenting daily opportunities for reading connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.	opportunities for reading of connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.
1.F.7 Understand cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.	2.F.7 Determine appropriate cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) based on reader's cognitive development in the construction of meaning of literary and informational texts.
1.F.8 Understand that reading is a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes, utilizing a variety of methods (i.e., active reading).	2.F.8 Select from a wide variety of print and digital texts that are appropriate to provide comprehension instruction utilizing a variety of methods (i.e., active reading).
1.F.9 Understand that effective comprehension relies on using well developed language, multiple higher order thinking processes (i.e., making inferences, activating background knowledge) and self-correction to monitor comprehension.	2.F.9 Apply intentional, explicit, systematic and sequential evidence-based practices for scaffolding development of well-developed language, comprehension skills (i.e., making inferences, activating background knowledge), higher order thinking, comprehension monitoring and self-correcting to increase understanding of text.

G. Performance Indicator G: Integration of Reading Components

Competency 1	Competency 2
1.G.1 Identify phonemic, semantic and syntactic variability between English and other languages.	2.G.1 Apply the knowledge of phonemic, semantic and syntactic variability between English and other languages to inform instruction.
1.G.2 Identify appropriate evidence-based practices to develop students' metacognitive skills in reading, including English learners (e.g., text coding, two-column notes).	2.G.2 Employ appropriate evidence-based practices to develop students' metacognitive skills in reading, including English learners (e.g., text coding, two-column notes).
1.G.3 Understand the interdependence among the reading components and their effect upon reading as a process for all students.	2.G.3 Apply the knowledge of the interdependence among the reading components and their effect upon reading as a process for all students.
1.G.4 Understand how oral language and an information intensive environment impact reading and writing development.	2.G.4 Use oral language and an information intensive environment to impact reading and writing development.
1.G.5 Understand evidence-based	2.G.5 Use evidence-based practices for

practices for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency.	selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency.
1.G.6 Understand the relationships among decoding, automatic word recognition, fluency and comprehension.	2.G.6 Apply knowledge of the relationships among decoding, automatic word recognition, fluency and comprehension in reading instruction.
1.G.7 Understand intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension.	2.G.7 Apply intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension.
1.G.8 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect the integration of the components of reading instruction.	2.G.8 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to integrate the components of reading.
1.G.9 Understand how to engage and support caregivers and families in the evidence-based language and reading development activities for their children and adolescents.	2.G.9 Engage and support caregivers and families in evidence-based language and reading development activities for their children and adolescents.
1.G.10 Understand how to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.	2.G.10 Communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.
1.G.11 Understand the role of informal and formal reading assessments, including documentation of results, to make instructional decisions to address individual student strengths and needs.	2.G.11 Triangulate documented data from appropriate informal and formal reading assessments to inform instruction to address individual student strengths and needs.



Master Course Outline

Course Identifier: EPI0009

Course Title: Foundations and Applications of Evidence-Based Practices in Reading

Credit Hours: 4

Course Description: This course covers indicators from Florida Reading Endorsement Competency 1: Foundations of Reading Instruction and Competency 2: Application of Evidence-based Instructional Practices. Competency 1 encompasses the reading process with a focus on developing emergent literacy skills and progressing through the phases of word reading, resulting in comprehension as the final outcome. Teacher-candidates will develop substantive understanding of six components of reading as a process: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. In Competency 2, teacher-candidates will learn to apply the principles of explicit, systematic and sequential evidence-based reading instruction and scaffold student learning while integrating the six components of reading. Teacher-candidates will learn to engage in the systematic problem-solving process to identify students with reading difficulties, including identification of students with characteristics of dyslexia, provide appropriate interventions and conduct effective progress monitoring. A grade of "C" or higher must be attained.

Course Pre-requisites: None

Course Corequisites: None

Course Objectives:

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

A. Performance Indicator A: Oral Language

Competency 1	Competency 2
1.A.1 Understand how the students' development of oral language (i.e., phonology, morphology, syntax, semantics and pragmatics) relates to language comprehension.	2.A.1 Apply intentional, explicit, systematic and sequential instructional practices for scaffolding development of oral/aural language skills.
1.A.2 Understand the differences between	2.A.2 Create an environment where

social and academic language.	students practice appropriate social and academic language to discuss diverse texts.
1.A.3 Understand that writing enhances the development of oral language.	2.A.3 Use word building and writing experiences to enhance oral language (e.g., homophone word building and spelling, interactive writing, student to teacher sentence dictation).
1.A.4 Understand that the variation in students' oral language exposure and development requires differentiated instruction, including evidence-based practices for students with reading difficulties and characteristics of dyslexia.	2.A.4 Differentiate instruction to account for variation in students' oral language exposure and development, including evidence-based practices for students with reading difficulties and characteristics of dyslexia.
1.A.5 Understand the importance of providing and documenting extended discussion in discerning text meaning and interpretation.	2.A.5 Provide and document opportunities for extended discussion in discerning text meaning and interpretation.
1.A.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect oral language development.	2.A.6 Apply evidence-based practices for students with reading difficulties, including students with dyslexia, based on their strengths and needs to improve oral language development.
1.A.7 Recognize the importance of English learners' home languages and their significance in learning to read English.	2.A.7 Apply an English learner's home language proficiency as a foundation and strength to support the development of oral language in English and scaffold discussions to facilitate the comprehension of text for students with varying English proficiency levels.
1.A.8 Understand the role of oral language informal and formal assessment, including documentation of results to inform instruction determined by individual student strengths and needs.	2.A.8 Administer and document appropriate oral language informal and formal assessments to inform instruction determined by individual student strengths and needs.

B. Performance Indicator B: Phonological Awareness

Competency 1	Competency 2
1.B.1 Understand the differences between phonological awareness (e.g., words, syllables, rimes) and phonemic awareness (phonemes) and that they develop independently from one another.	2.B.1 Apply explicit, systematic and sequential evidence-based practices in phonological awareness and phonemic awareness.
1.B.2 Understand the role and importance of phonemic awareness in the development	2.B.2 Apply evidence-based phonemic awareness instruction for the development

of phonic decoding skills that lead to independent reading capacity.	of phonic decoding skills that lead to independent reading capacity.
1.B.3 Understand evidence-based and multisensory practices to develop students' phonemic awareness (e.g., Elkonin boxes or magnetic letters).	2.B.3 Provide opportunities using evidence-based and multisensory practices for students to develop phonemic awareness (e.g., Elkonin boxes or magnetic letters).
1.B.4 Understand how variations in phonology across dialects and speech patterns can affect phonemic awareness as it relates to language. development and reading (e.g., phonological processing, body-coda, phonemic analysis and synthesis).	2.B.4 Apply knowledge of how variations in phonology across dialects and speech patterns affect the development of phonemic awareness.
1.B.5 Understand how variations in phonology across dialects and speech patterns affect written and oral language (e.g., speech and language disorders, language and dialect differences).	2.B.5 Apply knowledge of how variations in phonology across dialects and speech patterns affect written and oral language. (e.g., speech and language disorders, language and dialect differences).
1.B.6 Understand that evidence-based phonics instruction improves phonemic awareness and results in enhanced encoding and decoding skills.	2.B.6 Provide evidence-based phonics instruction to improve phonemic awareness and enhance encoding and decoding skills.
1.B.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonemic awareness.	2.B.7 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve phonemic awareness.
1.B.8 Understand evidence-based practices for teaching phonemic awareness to English learners.	2.B.8 Apply evidence-based practices for teaching phonemic awareness to English learners.
1.B.9 Understand the role of phonological awareness informal and formal assessment, including documentation of results, to inform instructional decisions to meet individual student strengths and needs.	2.B.9 Administer and document appropriate phonological awareness informal and formal assessments to inform instruction to meet individual student strengths and needs.

C. Performance Indicator C: Phonics

Competency 1	Competency 2
1.C.1 Understand the structure of English orthography and the patterns and rules that inform the teaching of single and multisyllabic regular word and irregular word reading.	2.C.1 Apply explicit, systematic and sequential evidence-based instruction in single- and multisyllabic word reading, including orthographic mapping for regular and irregular words.
1.C.2 Understand grapheme-phoneme	2.C.2 Apply evidence-based instruction in

patterns and how they relate to spelling and written expression.	grapheme-phoneme patterns in spelling and written expression.
1.C.3 Understand structural analysis and morphology of words.	2.C.3 Apply evidence-based instruction in structural analysis and morphology of words.
1.C.4 Understand that evidence-based spelling and writing practices can enhance phonics instruction and connect reading and writing (e.g., Elkonin boxes, spelling of Greek and Latin roots and affixes).	2.C.4 Incorporate evidence-based spelling and writing practices that connect reading and writing (e.g., Elkonin boxes, spelling of Greek and Latin roots and affixes).
1.C.5 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonics development.	2.C.5 Apply evidence-based practices for students with reading difficulties, including students with dyslexia, based on their strengths and needs to improve phonics development.
1.C.6 Understand an English learner's home language as a foundation and strength to support the development of phonics in English.	2.C.6 Apply an English learner's home language as a foundation and strength to support the development of phonics in English.
1.C.7 Understand the role of phonics informal and formal assessment, including documentation of results, to inform instruction to meet individual student strengths and needs.	2.C.7 Administer and document appropriate phonics informal and formal assessments to inform instruction to meet individual student strengths and needs.

D. Performance Indicator D: Fluency

Competency 1	Competency 2
1.D.1 Understand that the components of reading fluency are accuracy, rate and prosody which impact reading comprehension.	2.D.1 Apply intentional, explicit, systematic and sequential instructional practices to develop accuracy, rate and prosody (e.g., paired reading, repeated reading, echo reading, cued phrase reading).
1.D.2 Understand that effective readers adjust their reading rate to accommodate the kinds of texts they are reading, and their purpose for reading, in order to facilitate comprehension.	2.D.2 Teach readers to adjust their reading rate to accommodate the kinds of texts they are reading, and their purpose for reading, in order to facilitate comprehension.
1.D.3 Understand how automaticity in word-level skills and oral reading fluency in connected text impact reading comprehension.	2.D.3 Apply evidence-based practices to develop automaticity in word-level skills and oral reading fluency in connected text.
1.D.4 Understand that independent readers activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a	2.D.4 Teach readers explicitly how to activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a

bridge to comprehension of text.	bridge to comprehension of text.
1.D.5 Understand that reading fluency and reading endurance requires daily practice with support and corrective feedback to increase accuracy, rate and prosody.	2.D.5 Provide daily opportunities for readers to practice reading, with support and corrective feedback, to increase accuracy, rate, prosody and reading endurance.
1.D.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect fluency development and reading endurance.	2.D.6 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve fluency development and reading endurance.
1.D.7 Understand the role of fluency informal and formal assessments, including documentation of results, to inform instruction to meet individual student strengths and needs.	2.D.7 Administer and document fluency informal and formal assessments to inform instruction to meet individual student strengths and needs.

E. Performance Indicator E: Vocabulary

Competency 1	Competency 2
1.E.1 Understand the role and impact of receptive and expressive vocabulary on reading comprehension.	2.E.1 Apply evidence-based instruction in receptive and expressive vocabulary to enhance reading comprehension.
1.E.2 Understand morphology (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis) and contextual analysis as it relates to vocabulary development.	2.E.2 Incorporate evidence-based vocabulary instruction in morphology (e.g., Greek and Latin roots and affixes) and contextual analysis.
1.E.3 Identify intentional explicit, systematic and sequential evidence-based practices for vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.).	2.E.3 Apply intentional, explicit, systematic and sequential evidence-based practices to vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.).
1.E.4 Understand the importance of teaching basic and sophisticated vocabulary, high-frequency multiple meaning words and the particular demands of domain-specific vocabulary.	2.E.4 Provide explicit instruction in basic and sophisticated vocabulary, high-frequency multiple meaning words and domain-specific vocabulary.
1.E.5 Understand how to apply evidence-based reading and writing practices to enhance vocabulary.	2.E.5 Apply evidence-based reading and writing practices to enhance vocabulary.
1.E.6 Understand how to provide a classroom learning environment that supports wide reading of print and digital	2.E.6 Provide a classroom learning environment that supports wide reading of print and digital texts, both informational

texts, both informational and literary, to enhance vocabulary.	and literary, to enhance vocabulary.
1.E.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect vocabulary development.	2.E.7 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve vocabulary development.
1.E.8 Understand instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).	2.E.8 Incorporate instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).
1.E.9 Understand the role of vocabulary informal and formal assessment, including documentation of results, to inform instruction to meet individual student strengths and needs.	2.E.9 Administer and document appropriate vocabulary informal and formal assessments to inform instruction to meet individual student strengths and needs.

F. Performance Indicator F: Comprehension

Competency 1	Competency 2
1.F.1 Understand that evidence-based oral language and written experiences (i.e., language experiences, dictation, summary writing) facilitate comprehension.	2.F.1 Use both evidence-based oral language and writing experiences (i.e., language experiences, dictation, summary writing) to enhance comprehension.
1.F.2 Understand evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).	2.F.2 Apply explicit, systematic and sequential evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).
1.F.3 Understand the varying demands of text on readers' comprehension, including the demands of domain-specific texts.	2.F.3 Apply appropriate instructional practices to improve comprehension in domain-specific texts as determined by the student's strengths and needs.
1.F.4 Understand how to provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to sufficiently build students' capacity for comprehension.	2.F.4 Provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to build students' capacity for comprehension.
1.F.5 Understand how the interaction of reader characteristics (background knowledge, interests, strengths and needs), motivation, text complexity and purpose of reading, impacts comprehension and student engagement.	2.F.5 Use the interaction of readers' characteristics (background knowledge, interests, strengths and needs) along with motivation, text complexity and purpose for reading to impact comprehension and student engagement.
1.F.6 Understand the importance of	2.F.6 Plan, provide and document daily

planning, providing and documenting daily opportunities for reading connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.	opportunities for reading of connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.
1.F.7 Understand cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.	2.F.7 Determine appropriate cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) based on reader's cognitive development in the construction of meaning of literary and informational texts.
1.F.8 Understand that reading is a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes, utilizing a variety of methods (i.e., active reading).	2.F.8 Select from a wide variety of print and digital texts that are appropriate to provide comprehension instruction utilizing a variety of methods (i.e., active reading).
1.F.9 Understand that effective comprehension relies on using well developed language, multiple higher order thinking processes (i.e., making inferences, activating background knowledge) and self-correction to monitor comprehension.	2.F.9 Apply intentional, explicit, systematic and sequential evidence-based practices for scaffolding development of well-developed language, comprehension skills (i.e., making inferences, activating background knowledge), higher order thinking, comprehension monitoring and self-correcting to increase understanding of text.

G. Performance Indicator G: Integration of Reading Components

Competency 1	Competency 2
1.G.1 Identify phonemic, semantic and syntactic variability between English and other languages.	2.G.1 Apply the knowledge of phonemic, semantic and syntactic variability between English and other languages to inform instruction.
1.G.2 Identify appropriate evidence-based practices to develop students' metacognitive skills in reading, including English learners (e.g., text coding, two-column notes).	2.G.2 Employ appropriate evidence-based practices to develop students' metacognitive skills in reading, including English learners (e.g., text coding, two-column notes).
1.G.3 Understand the interdependence among the reading components and their effect upon reading as a process for all students.	2.G.3 Apply the knowledge of the interdependence among the reading components and their effect upon reading as a process for all students.
1.G.4 Understand how oral language and an information intensive environment impact reading and writing development.	2.G.4 Use oral language and an information intensive environment to impact reading and writing development.
1.G.5 Understand evidence-based	2.G.5 Use evidence-based practices for

practices for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency.	selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency.
1.G.6 Understand the relationships among decoding, automatic word recognition, fluency and comprehension.	2.G.6 Apply knowledge of the relationships among decoding, automatic word recognition, fluency and comprehension in reading instruction.
1.G.7 Understand intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension.	2.G.7 Apply intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension.
1.G.8 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect the integration of the components of reading instruction.	2.G.8 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to integrate the components of reading.
1.G.9 Understand how to engage and support caregivers and families in the evidence-based language and reading development activities for their children and adolescents.	2.G.9 Engage and support caregivers and families in evidence-based language and reading development activities for their children and adolescents.
1.G.10 Understand how to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.	2.G.10 Communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.
1.G.11 Understand the role of informal and formal reading assessments, including documentation of results, to make instructional decisions to address individual student strengths and needs.	2.G.11 Triangulate documented data from appropriate informal and formal reading assessments to inform instruction to address individual student strengths and needs.

**PASCO-HERNANDO STATE COLLEGE
COURSE REVISION/DELETION FORM**

COURSE INFORMATION

Current Course Title: FOUNDATIONS OF RESEARCH-BASED PRACTICES IN READING Prefix and Number: EPI0010
 Effective Date/Term: Fall 2025 (202601) Cluster/Program Code: Arts and Sciences: Educator Preparation Institute

COURSE CHANGE(S)

Course REVISION (Check, if applicable): Effective Date/Term: _____

Rationale: _____

Course DELETION (Check, if applicable): Effective Date/Term: Fall 2025 (202601)

Rationale: Replacing this course with "EPI0009 Foundations and Applications of Evidence-Based Practices in Reading" based on new reading endorsement matrix competencies

ITEMS TO CHANGE		CHANGE FROM	CHANGE TO
TITLE		Refer to Course Information	
COURSE Prefix and NUMBER		Refer to Course Information	
PREREQUISITE(S)			
COREQUISITE(S)			
AMOUNT OF CREDIT	College		
	Technical		
LECTURE HOURS	Contact		
	Clock		
LABORATORY HOURS	Contact		
	Clock		
CLINICAL HOURS	Contact		
	Clock		
TOTAL HOURS	Contact		
	Clock		
FEES (Attach Student Laboratory, Distance Learning, and Other User Course Fees Calculation Form (ICU-10 Rev. 7/08))	Student Laboratory Fees		
	Special Fees		
	Distance Learning Fees		
	Other User Course Fees		
CREDIT-BY-EXAMINATION TEST STATUS	YES <input type="checkbox"/> Explain:		YES <input type="checkbox"/> Explain:
	NO <input type="checkbox"/>		NO <input type="checkbox"/>
TYPE OF CREDIT			

Attach the revised Master Course Outline. The Master Course Outline template can be found on the Intranet.

Textbook/Ancillary Content Deletion: (Complete section, if applicable): Effective Date/Term: _____

DELETED TITLE(s)	AUTHOR(S)	EDITION	YEAR	ISBN13

Textbook/Ancillary Content Addition: (Complete section, if applicable, and attach Textbook Evaluation Form, ICU-3)

Effective Date/Term: _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Required Ancillary Content: (CD'S, DVD'S, Course Packs, and Nursing Kits, are examples of ancillary content.)

Description: _____ Model Number: _____

ISBN-13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

Description: _____ Model Number: _____

ISBN 13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

Textbook(s)/Ancillary Content Verification: _____

Academic Dean's Signature _____ Date _____

SIGNATURES/APPROVALS

Proposer's Signature *Jessica Smith* _____ Date 10/30/2024

Academic Dean's Signature *Gerard Green* _____ Date 11/12/2024

SUBSTANTIVE CHANGE VERIFICATION AND RECOMMENDATION

If this proposal is approved by the Council on Academic Affairs, President's Administrative Leadership Team, and District Board of Trustees, will it constitute a substantive change as defined by the Commission on Colleges of the Southern Association of Colleges and Schools? If yes, identify the substantive change procedures that must be followed prior to implementation?
No _____ Yes _____

Recommended _____ Not Recommended _____

Chair, Council on Academic Affairs' Signature _____ Date _____

ADMINISTRATIVE USE ONLY							
DBOT		FEET		Catalog		MCO	
Dist. Learn. Fee		CRS		PRQST		SCNS	

**PASCO-HERNANDO STATE COLLEGE
COURSE REVISION/DELETION FORM**

COURSE INFORMATION

Current Course Title: Foundations of Assessment and Differentiated Instruction in Reading Prefix and Number: EPI0011
 Effective Date/Term: Fall 2025 (202601) Cluster/Program Code: Arts & Sciences: Educator Preparation Institute

COURSE CHANGE(S)

Course REVISION (Check, if applicable): Effective Date/Term: _____

Rationale: _____

Course DELETION (Check, if applicable): Effective Date/Term: Fall 2025 (202601)

Rationale: Replacing this course with "EPI0012 Assessment and Differentiated Instruction in Reading" based on new reading endorsement matrix competencies

ITEMS TO CHANGE		CHANGE FROM	CHANGE TO
TITLE		Refer to Course Information	
COURSE Prefix and NUMBER		Refer to Course Information	
PREREQUISITE(S)			
COREQUISITE(S)			
AMOUNT OF CREDIT	College		
	Technical		
LECTURE HOURS	Contact		
	Clock		
LABORATORY HOURS	Contact		
	Clock		
CLINICAL HOURS	Contact		
	Clock		
TOTAL HOURS	Contact		
	Clock		
FEES (Attach Student Laboratory, Distance Learning, and Other User Course Fees Calculation Form (ICU-10 Rev. 7/08))	Student Laboratory Fees		
	Special Fees		
	Distance Learning Fees		
	Other User Course Fees		
CREDIT-BY-EXAMINATION TEST STATUS	YES <input type="checkbox"/> Explain:		YES <input type="checkbox"/> Explain:
	NO <input type="checkbox"/>		NO <input type="checkbox"/>
TYPE OF CREDIT			

Attach the revised Master Course Outline. The Master Course Outline template can be found on the Intranet.

Textbook/Ancillary Content Deletion: (Complete section, if applicable): Effective Date/Term: _____

DELETED TITLE(s)	AUTHOR(S)	EDITION	YEAR	ISBN13

Textbook/Ancillary Content Addition: (Complete section, if applicable, and attach Textbook Evaluation Form, ICU-3)

Effective Date/Term: _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Required Ancillary Content: (CD'S, DVD'S, Course Packs, and Nursing Kits, are examples of ancillary content.)

Description: _____ Model Number: _____

ISBN-13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

Description: _____ Model Number: _____

ISBN 13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

Textbook(s)/Ancillary Content Verification: _____

Academic Dean's Signature

Date

SIGNATURES/APPROVALS

Proposer's Signature *Ashia d. Finch* 11/6/2024
Date

Academic Dean's Signature *Geran Khan* 11/12/2024
Date

SUBSTANTIVE CHANGE VERIFICATION AND RECOMMENDATION

If this proposal is approved by the Council on Academic Affairs, President's Administrative Leadership Team, and District Board of Trustees, will it constitute a substantive change as defined by the Commission on Colleges of the Southern Association of Colleges and Schools? If yes, identify the substantive change procedures that must be followed prior to implementation?
No _____ Yes _____

Recommended _____ Not Recommended _____

Chair, Council on Academic Affairs' Signature Date

ADMINISTRATIVE USE ONLY							
DBOT		FEET		Catalog		MCO	
Dist. Learn. Fee		CRS		PRQST		SCNS	

**PASCO-HERNANDO STATE COLLEGE
COURSE REVISION/DELETION FORM**

COURSE INFORMATION

Current Course Title: Demonstration of Accomplishment in Reading Prefix and Number: EPI0014
 Effective Date/Term: Fall 2025 (202601) Cluster/Program Code: Arts and Sciences: Educator Preparation Institute

COURSE CHANGE(S)

Course REVISION (Check, if applicable): Effective Date/Term: Fall 2025 (202601)

Rationale: Revise description and outcomes to reflect updates to FLDOE reading endorsement competencies. Reduce credits from 3 to 2.

Course DELETION (Check, if applicable): Effective Date/Term: _____

Rationale: _____

ITEMS TO CHANGE		CHANGE FROM	CHANGE TO
TITLE		Refer to Course Information	
COURSE Prefix and NUMBER		Refer to Course Information	
PREREQUISITE(S)			
COREQUISITE(S)			
AMOUNT OF CREDIT	College	3	2
	Technical		
LECTURE HOURS	Contact		
	Clock		
LABORATORY HOURS	Contact		
	Clock		
CLINICAL HOURS	Contact		
	Clock		
TOTAL HOURS	Contact		
	Clock		
FEES (Attach Student Laboratory, Distance Learning, and Other User Course Fees Calculation Form (ICU-10 Rev. 7/08))	Student Laboratory Fees		
	Special Fees		
	Distance Learning Fees		
	Other User Course Fees		
CREDIT-BY-EXAMINATION TEST STATUS	YES <input type="checkbox"/> Explain:		YES <input type="checkbox"/> Explain:
	NO <input type="checkbox"/>		NO <input type="checkbox"/>
TYPE OF CREDIT			

Attach the revised Master Course Outline. The Master Course Outline template can be found on the Intranet.

Textbook/Ancillary Content Deletion: (Complete section, if applicable): Effective Date/Term: _____

DELETED TITLE(s)	AUTHOR(S)	EDITION	YEAR	ISBN13

Textbook/Ancillary Content Addition: (Complete section, if applicable, and attach Textbook Evaluation Form, ICU-3)

Effective Date/Term: _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Title: _____ Edition: _____

Author(s): _____ ISBN13: _____

Publisher: _____ Year: _____ Cost to Student: \$ _____

Required Ancillary Content: (CD'S, DVD'S, Course Packs, and Nursing Kits, are examples of ancillary content.)

Description: _____ Model Number: _____

ISBN-13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

Description: _____ Model Number: _____

ISBN 13: _____ Vendor: _____

UPC Number: _____ Cost to Student: \$ _____

Textbook(s)/Ancillary Content Verification: _____

Academic Dean's Signature

Date

SIGNATURES/APPROVALS

Jessica Heind _____ *11/6/2024*
Proposer's Signature Date

Gerard Grant _____ *11/12/2024*
Academic Dean's Signature Date

SUBSTANTIVE CHANGE VERIFICATION AND RECOMMENDATION

If this proposal is approved by the Council on Academic Affairs, President's Administrative Leadership Team, and District Board of Trustees, will it constitute a substantive change as defined by the Commission on Colleges of the Southern Association of Colleges and Schools? If yes, identify the substantive change procedures that must be followed prior to implementation?
No _____ Yes _____

Recommended _____ Not Recommended _____

Chair, Council on Academic Affairs' Signature _____ Date _____

ADMINISTRATIVE USE ONLY							
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Dist. Learn. Fee		CRS		PRQST		SCNS	



Master Course Outline

Course Identifier: EPI0014

Course Title: Demonstration of Accomplishment in Reading

Credit Hours: 32

Course Description: This course covers ~~reading matrix indicators from Florida Reading Endorsement Competency 5: Demonstration of Accomplishment, which is the final part of the Florida Reading Endorsement Certification process.~~ This course is a culminating practicum that provides ~~student-teacher-candidates~~ with the ability to demonstrate their knowledge of the components of reading, as well as assessment and data analysis to implement a comprehensive ~~researchevidence-based~~ reading plan of instruction for all students. ~~Student-Teacher candidates~~ will learn to engage in the systematic problem-solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring, in K-12 reading programs. A grade of "C" or higher must be attained.

Course Pre-requisites: ~~EPI0011~~EPI0012 completed with a grade of "C" or higher.

Course Corequisites: None

Course Objectives:

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

Competency 5: Demonstration of Accomplishment

1. Demonstrate ability to administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program.
- 1.2. Use assessment and data analysis to monitor student progress and ~~guide~~ inform instruction over time to ensure an increase in ~~student learning for all students,~~ including students with identified reading deficiencies and those with characteristics of dyslexia.
2. ~~Demonstrate research-based instructional practices for facilitating reading comprehension.~~
3. Demonstrate ~~researchevidence-based~~ instructional practices for developing oral/aural language development for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
4. Demonstrate ~~researchevidence-based~~ instructional practices for developing students' phonological awareness and phonemic awareness for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
5. Demonstrate ~~researchevidence-based~~ instructional practices for developing phonics skills and word recognition for all students, including students with identified reading

- deficiencies and those with characteristics of dyslexia.
6. Demonstrate ~~research~~evidence-based instructional practices for developing reading fluency and reading endurance for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
 7. Demonstrate ~~research~~evidence-based instructional practices for developing both academic and domain-specific vocabulary for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
 8. Demonstrate evidence-based practices for facilitating reading comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
 9. Demonstrate evidence-based comprehension practices for developing students' higher order thinking to enhance comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
 - 8.10. Demonstrate ~~research~~evidence-based instructional practices to facilitate students' monitoring and self-correcting in reading for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
 9. Demonstrate ~~research-based~~ comprehension instructional practices for developing students' higher order thinking to enhance comprehension.
 - 10.11. Demonstrate ~~research~~evidence-based instructional practices for developing all students' background knowledge to enhance the ability to read critically including students with characteristics of reading difficulties and dyslexia.
 - 11.12. Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.
 - 12.13. Demonstrate skill in utilizing assessment data and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.
 - 13.14. Create an information intensive environment that includes print, non-print, multimedia and digital texts.
 15. Use a variety of instructional practices to ~~motivate~~provide relevant and engage purposeful instruction to students in reading.
 16. Demonstrate the ability to engage and support caregivers and families in their children and adolescents' reading development.
 - 14.17. Demonstrate the ability to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers, teachers and teacher leaders.
 - 15.18. Demonstrate intentional, explicit, systematic and sequential writing instruction as it relates to the ability to read written language to improve decoding skills.

Florida Educator Accomplished Practices (FEAPs):

Quality of Instruction

1. Instructional Design and Lesson Planning

Applying concepts from human development and learning theories, the effective educator consistently:

- 1a. Aligns instruction with state-adopted standards at the appropriate level of rigor
- 1b. Sequences lessons and concepts to ensure coherence and required prior knowledge
- 1c. Designs instruction for students to achieve mastery
- 1d. Selects appropriate formative assessments to monitor learning
- 1e. Uses diagnostic student data to plan lessons
- 1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies

2. The Learning Environment

To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- 2a. Organizes, allocates, and manages the resources of time, space, and attention
- 2c. Conveys high expectations to all students
- 2d. Respects students' cultural, linguistic, and family background
- 2h. Adapts the learning environment to accommodate the differing needs and diversity of students

3. Instructional Delivery and Facilitation

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- 3a. Deliver engaging and challenging lessons
- 3b. Deepen & enrich students' understanding through content-area literacy strategies, verbalization of thought, & application of the subject matter
- 3c. Identify gaps in students' subject-matter knowledge
- 3d. Modify instruction to respond to preconceptions or misconceptions
- 3f. Employ higher-order questioning techniques
- 3g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding
- 3h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students
- 3i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement
- 3j. Utilize student feedback to monitor instructional needs & to adjust instruction

4. Assessment

The effective educator consistently:

- 4a. Analyzes and applies data from multiple assessments & measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process
- 4b. Designs & aligns formative & summative assessments that match learning objectives and lead to mastery
- 4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains
- 4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge
- 4e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)

Continuous Improvement, Responsibility and Ethics

5. Continuous Professional Improvement

The effective educator consistently:

- 5b. Examines and uses data-informed research to improve instruction and student achievement
- 5c. Uses a variety of data independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons



Master Course Outline

Course Identifier: EPI0014

Course Title: Demonstration of Accomplishment in Reading

Credit Hours: 2

Course Description: This course covers indicators from Florida Reading Endorsement Competency 5: Demonstration of Accomplishment. This course is a culminating practicum that provides teacher-candidates with the ability to demonstrate their knowledge of the components of reading, as well as assessment and data analysis to implement a comprehensive evidence-based reading plan of instruction for all students. Teacher candidates will learn to engage in the systematic problem-solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring. A grade of "C" or higher must be attained.

Course Pre-requisites: EPI0012 completed with a grade of "C" or higher.

Course Corequisites: None

Course Objectives:

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

Competency 5: Demonstration of Accomplishment

1. Demonstrate ability to administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program.
2. Use assessment and data analysis to monitor student progress and inform instruction over time to ensure an increase in learning for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
3. Demonstrate evidence-based practices for developing oral/aural language development for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
4. Demonstrate evidence-based practices for developing students' phonological awareness and phonemic awareness for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
5. Demonstrate evidence-based practices for developing phonics skills and word recognition for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
6. Demonstrate evidence-based practices for developing reading fluency and reading endurance for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
7. Demonstrate evidence-based practices for developing both academic and domain-

- specific vocabulary for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
8. Demonstrate evidence-based practices for facilitating reading comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
 9. Demonstrate evidence-based comprehension practices for developing students' higher order thinking to enhance comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
 10. Demonstrate evidence-based practices to facilitate students' monitoring and self-correcting in reading for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
 11. Demonstrate evidence-based practices for developing all students' background knowledge to enhance the ability to read critically including students with characteristics of reading difficulties and dyslexia.
 12. Demonstrate differentiation of instruction for all students utilizing increasingly complex text.
 13. Demonstrate skill in utilizing assessment data and instruction with English learners from diverse backgrounds and at varying English proficiency levels.
 14. Create an information intensive environment that includes print, non-print, multimedia and digital texts.
 15. Use a variety of instructional practices to provide relevant and purposeful instruction to students in reading.
 16. Demonstrate the ability to engage and support caregivers and families in their children and adolescents' reading development.
 17. Demonstrate the ability to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers, teachers and teacher leaders.
 18. Demonstrate intentional, explicit, systematic and sequential writing instruction to improve decoding skills.

TO: Jesse Pisors, Ed.D., President

FROM: Lisa Richardson, Ed.D., Vice President of Advancement, Innovation and Strategic Partnerships

DATE: January 14, 2025

SUBJECT: Request for Funding Support for the Presidential Investiture

I would like to request the District Board of Trustees' consideration and approval of a funding allocation of up to \$25,000 from the college's auxiliary fund to support the upcoming Presidential Investiture taking place on February 25, 2025 at PHSC's West Campus.

In addition to the funding request from the auxiliary fund, we have established the President's Investiture Fund within the PHSC Foundation. This fund will further support the event through contributions provided by sponsors and community members.

**Budget Amendment Approval Request
Pasco-Hernando State College**

4.4.1

Budget Amendment Number 255-015 **Fiscal Year** 2024-2025
Fund Name: Unrestricted Current Funds Fund 1

Be it Resolved that the Board of Trustees of Pasco-Hernando State College, State of Florida, in meeting assembled, Pursuant to Section 1011.30, Florida Statutes, and Rule 6A-14.0716, Florida Administrative Code hereby requests the State Board of Education to approve amendments to the State college budget for the fiscal year as follows:

Category	Current Budget	Increase	Decrease	Change	Revised Budget
Fund Balance(1)	\$16,146,849.32	\$0.00	\$0.00	\$0.00	\$16,146,849.32
Reserve for Encumbrance	\$1,284,185.82	\$0.00	\$0.00	\$0.00	\$1,284,185.82
Total Reserve and Fund Balance	\$17,431,035.14	\$0.00	\$0.00	\$0.00	\$17,431,035.14
Budgeted Revenue	\$72,642,100.00	\$25,000.00	\$0.00	\$25,000.00	\$72,667,100.00
Available Fund Balance/Revenue	\$90,073,135.14	\$25,000.00	\$0.00	\$25,000.00	\$90,098,135.14
Personnel	\$49,010,309.00	\$0.00	\$0.00	\$0.00	\$49,010,309.00
Current Expense	\$21,777,563.97	\$25,000.00	\$0.00	\$25,000.00	\$21,802,563.97
Capital Outlay	\$3,138,412.85	\$0.00	\$0.00	\$0.00	\$3,138,412.85
Total Budgeted Expenditures	\$73,926,285.82	\$25,000.00	\$0.00	\$25,000.00	\$73,951,285.82
Total Reserve & Unallocated Fund Balance	\$16,146,849.32	\$0.00	\$0.00	\$0.00	\$16,146,849.32

(1) excluding amount expected to be financed in future year

Justification (Budget Requisition #)

	Fund	Revenue	Personnel	Current	Capital	Total
Increase transfer of Auxiliary funds to assist with cost of President's Investiture Event						
	\$0.00	\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$25,000.00
Total	\$0.00	\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$25,000.00

Certified: By :

 President _____ Date _____ Adopted

**Budget Amendment Approval Request
Pasco-Hernando State College**

Budget Amendment Number 255-014 **Fiscal Year** 2024-2025
Fund Name: Current Restricted Fund 2

Be it Resolved that the Board of Trustees of Pasco-Hernando State College, State of Florida, in meeting assembled, Pursuant to Section 1011.30, Florida Statutes, and Rule 6A-14.0716, Florida Administrative Code hereby requests the State Board of Education to approve amendments to the State college budget for the fiscal year as follows:

Category	Current Budget	Increase	Decrease	Change	Revised Budget
Fund Balance(1)	\$1,159,848.84	\$0.00	\$0.00	\$0.00	\$1,159,848.84
Reserve for Encumbrance	\$339,500.00	\$0.00	\$0.00	\$0.00	\$339,500.00
Total Reserve and Fund Balance	\$1,499,348.84	\$0.00	\$0.00	\$0.00	\$1,499,348.84
Budgeted Revenue	\$3,613,657.83	\$1,530,017.00	\$0.00	\$1,530,017.00	\$5,143,674.83
Available Fund Balance/Revenue	\$5,113,006.67	\$1,530,017.00	\$0.00	\$1,530,017.00	\$6,643,023.67
Personnel	\$1,224,920.80	\$508,431.00	\$0.00	\$508,431.00	\$1,733,351.80
Current Expense	\$1,568,843.13	\$536,610.00	\$0.00	\$536,610.00	\$2,105,453.13
Capital Outlay	\$2,319,242.74	\$484,976.00	\$0.00	\$484,976.00	\$2,804,218.74
Total Budgeted Expenditures	\$5,113,006.67	\$1,530,017.00	\$0.00	\$1,530,017.00	\$6,643,023.67
Total Reserve & Unallocated Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

(1) excluding amount expected to be financed in future year

	Justification (Budget Requisition #)					
	Fund	Revenue	Personnel	Current	Capital	Total
Add: 2025 Foundation Support Budget (1/1/2025 to 12/31/2025)						
	\$0.00	\$1,103,316.00	\$508,431.00	\$533,885.00	\$61,000.00	\$1,103,316.00
Add: FY2024-2025 Carl Perkins Equipment Upgrade and Modification Grant, Fire Academy						
	\$0.00	\$242,610.00	\$0.00	\$2,725.00	\$239,885.00	\$242,610.00
Add: FY2024-2025 Carl Perkins Equipment Upgrade and Modification Grant, Computer-Aided Drafting						
	\$0.00	\$184,091.00	\$0.00	\$0.00	\$184,091.00	\$184,091.00
Total	\$0.00	\$1,530,017.00	\$508,431.00	\$536,610.00	\$484,976.00	\$1,530,017.00
_____ President				_____ Date		_____ Adopted

**Budget Amendment Approval Request
Pasco-Hernando State College**

1/14/2025
4.4.3

Budget Amendment Number 255-016 **Fiscal Year** 2024-2025
Fund Name: Auxiliary Services Fund 3

Be it Resolved that the Board of Trustees of Pasco-Hernando State College, State of Florida, in meeting assembled, Pursuant to Section 1011.30, Florida Statutes, and Rule 6A-14.0716, Florida Administrative Code hereby requests the State Board of Education to approve amendments to the State college budget for the fiscal year as follows:

Category	Current Budget	Increase	Decrease	Change	Revised Budget
Fund Balance(1)	\$11,941,845.02	\$0.00	\$0.00	\$0.00	\$11,941,845.02
Reserve for Encumbrance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Reserve and Fund Balance	\$11,941,845.02	\$0.00	\$0.00	\$0.00	\$11,941,845.02
Budgeted Revenue	\$300,000.00	\$0.00	\$0.00	\$0.00	\$300,000.00
Available Fund Balance/Revenue	\$12,241,845.02	\$0.00	\$0.00	\$0.00	\$12,241,845.02
Personnel	\$65,700.00	\$0.00	\$0.00	\$0.00	\$65,700.00
Current Expense	\$234,300.00	\$25,000.00	\$0.00	\$25,000.00	\$259,300.00
Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Budgeted Expenditures	\$300,000.00	\$25,000.00	\$0.00	\$25,000.00	\$325,000.00
Unallocated Fund Balance	\$11,941,845.02	(\$25,000.00)	\$0.00	(\$25,000.00)	\$11,916,845.02

(1) excluding amount expected to be financed in future year

Justification (Budget Requisition #)

	Fund	Revenue	Personnel	Current	Capital	Total
Increase transfer of Auxiliary funds to Unrestricted Current Funds (Fund 1 Operations) to assist with cost of President's Investiture Event						
	\$0.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$25,000.00
Total	\$0.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$25,000.00

Certified: By :

President

Date

Adopted

Pasco Hernando State College
Current Funds-Unrestricted (Operating Budget)
Period Ending 12/31/24

Percentage of Year Complete

0.50%

	FY 2024-2025				FY 2024-2025		
	Original Budget	Current Budget	Actual 12/31/24	% Collected	Year-End Estimated Total	% To budget	Estimated Budget Variance
Revenues							
Student Fees							
Tuition	12,458,508	12,458,508	7,040,082	56.51%	12,458,508	100.00%	0
Lab & Other Fees	2,602,500	2,602,500	1,167,064	44.84%	2,667,273	102.49%	64,773
Student Technology Fees	623,133	623,133	367,672	59.00%	655,055	105.12%	31,922
Total Student Fees	15,684,141	15,684,141	8,574,818	54.67%	15,780,837	100.62%	96,696

State Support							
State Appropriation & TIER	41,337,979	41,337,979	17,816,059	43.10%	41,337,979	100.00%	0
STEM	2,306,271	2,306,271	993,969	43.10%	2,306,271	100.00%	0
Nursing Pipeline	3,953,045	3,953,045	1,220,389	30.87%	3,953,045	100.00%	0
Performance Funding	656,969	656,969	273,736	41.67%	656,969	100.00%	0
Lottery	6,373,548	6,373,548	0	0.00%	6,373,548	100.00%	0
Industrial Certificates	374,774	374,774	0	0.00%	374,774	100.00%	0
Dual Enrollment	0	0	0	0.00%	0	0.00%	0
Other	5,000	5,000	0	0.00%	5,000	100.00%	0
Total State Support	55,007,586	55,007,586	20,304,153	36.91%	55,007,586	100.00%	0

Other Revenue							
Local Support-Dual Enrollment	1,396,530	1,396,530	0	0.00%	1,396,530	100.00%	0
Other Revenue	493,843	493,843	475,728	96.33%	570,762	115.58%	76,919
Federal Support	60,000	60,000	266	0.44%	60,000	100.00%	0
Total Other Revenue	1,950,373	1,950,373	475,994	24.41%	2,027,292	103.94%	76,919

Total Revenue	72,642,100	72,642,100	29,354,965	40.41%	72,815,714	100.24%	173,614
Fund Balance PO Carryforward		1,284,186			1,284,186		
Total Revenue & Carryforward	72,642,100	73,926,286			74,099,900		

Expenditures							
Personnel	47,331,078	48,060,309	19,090,214	39.72%	47,127,914	98.06%	(932,395)
Current	18,829,416	20,902,564	6,928,743	33.15%	20,902,564	100.00%	0
Capital	1,046,392	1,515,776	687,693	45.37%	1,515,776	100.00%	0
Contingency	5,429,214	3,447,637	0	0.00%	3,447,637	100.00%	0
Year End Transfers	0	0	0	0.00%	0	0.00%	0
Total Expenditures	72,636,100	73,926,286	26,706,650	36.13%	72,993,891	98.74%	(932,395)

Revenue/Expense Change including PO Carryforward **1,106,009**

Fund Balance	Original		Estimated		
	7/1/24	%	Change	%	6/30/2024
College Required Balance	4,301,617	5.00%	146,536	5.00%	4,448,153
College Spending Plan	11,845,232	13.77%	927,551	14.36%	12,772,783
Student Technology Fee	-	0.00%	31,922	0.04%	31,922
Total Fund Balance	16,146,849	18.77%	1,106,009	19.39%	17,252,858



**Pasco-Hernando State College Retention Rate by College
Summary**

2018-19 through 2022-23

November 15, 2024

Overview

This section outlines the methodology used to define and calculate retention rates and enrollment counts for students across various colleges. The report is organized by reporting year, college, and student, with statewide counts representing the sum of individual college-level counts.

Enrollment Criteria

Enrollment Definition:

- To be counted as enrolled, students must meet the following criteria:
 - Must have a “course” and “program record” in the same year, college, and term.

Program Record Selection:

- Students were included if their “program level” (Data Element 2005) was one of the following codes:
 - 0 (AA)
 - 1 (AS)
 - 2 (Career Certificate)
 - 8 (College Credit Certificate)
 - A (Associate in Applied Science)
 - C (Baccalaureate)
 - D (Applied Technology Diploma)
 - P (Apprenticeship Program)
 - T (Advance Technical Certificate)

Course Enrollment Criteria:

- Students were included if they were enrolled in one of the following “Course ICS”(Data Element 3001) categories:
 - Advanced and Professional (1.1)
 - Postsecondary Vocational (1.2)
 - Postsecondary Adult Vocational (1.2)
 - Apprenticeship ICS (1.29.97)
 - College Prep (1.31.01)
 - EAP College Prep (1.31.03)
 - Educator Prep Institute (1.5)

Additional requirements:

- Course grade (Data Element 3007) must be equal to “Z” (audit).
- Course Dual Enrollment Category (Data Element 3004) must be either:
 - "NN" (Not Dual Enrolled)
 - "OD" (Other Dual Enrollment, for students enrolled in postsecondary instruction not creditable toward a high school diploma).

Completion Criteria

Completion Definition:

- Completion was defined based on the ****Completion Degree Granted**** (Data Element 2103) with the following codes:
 - 1 (AA)
 - 2 (AS)
 - 3 (College Credit Certificate)
 - 4 (Career Certificate)
 - 5 (Advance Technical Certificate (ATC))
 - 7 (Applied Technology Diploma (ATD))
 - A (Associate of Applied Science (AAS))
 - C (Baccalaureate)
 - P (Apprenticeship)

Occupational Completion Point Indicator (Data Element 2104):

- The value must equal “Z” (Not Applicable), indicating full program completion.

Adjusted Counts:

- Adjusted counts are calculated by subtracting students flagged for removal from the original enrollment count.

Retention Metrics

Fall to Fall Retention:

- Retention Definition:
 - Fall to Fall retention is measured by the proportion of students enrolled in Fall of the current year who are also enrolled in Fall of the following year.

The counts for this metric are calculated at the college level, and the statewide counts are the sum of college-level counts.

Fall to Spring Retention:

- Retention Definition:
 - Fall to Spring retention measures the proportion of students enrolled in Fall who are still enrolled in the following Spring term.

Like Fall to Fall retention, the report is organized by college and student, with the statewide count being the sum of all colleges' data.

CIP Code Classification

- CIP Code Definition:
 - The "10-Digit CIP Code" (Classification of Instructional Programs) represents the ****2020 CIP code****, if available. If not, the ****2010 CIP code**** is used. In some cases, the 2010 and 2020 CIP codes are identical.

First-Time-In-College (FTIC) Students

FTIC Definition:

- Fall FTIC Student
 - Fall FTIC students are a subset of ****Fall enrollees****. These students are defined as Fall FTIC if they meet at least one of the following criteria:
 - Flagged as ****FTIC during Fall**** (Data Element 1005, DV = "Y").

- Previously ****Dual Enrolled**** (Data Element 3004, DV = 'DA', 'DV', 'EA', 'EV', 'CA', 'CV') and graduated from high school in the ****last two years**** (Data Element 1009).

FTIC Enrollment:

- FTIC students must be ****enrolled**** in the Fall term and meet the above-defined criteria to be included in the dataset for FTIC retention analysis.

Notes on Data Sources

Statewide Counts:

- Statewide counts are derived by summing the counts for each individual college, which provides an aggregate view of the data across all participating institutions.

Data Elements:

- The report uses specific ****data elements**** to define various student attributes and enrollment details, such as:
 - Data Element 2005 (Program Level)
 - Data Element 3001 (Course ICS)
 - Data Element 3007 (Course Grade)
 - Data Element 3004 (Dual Enrollment Category)
 - Data Element 2103 (Completion Degree Granted)
 - Data Element 2104 (Occupational Completion Point Indicator)

Conclusion

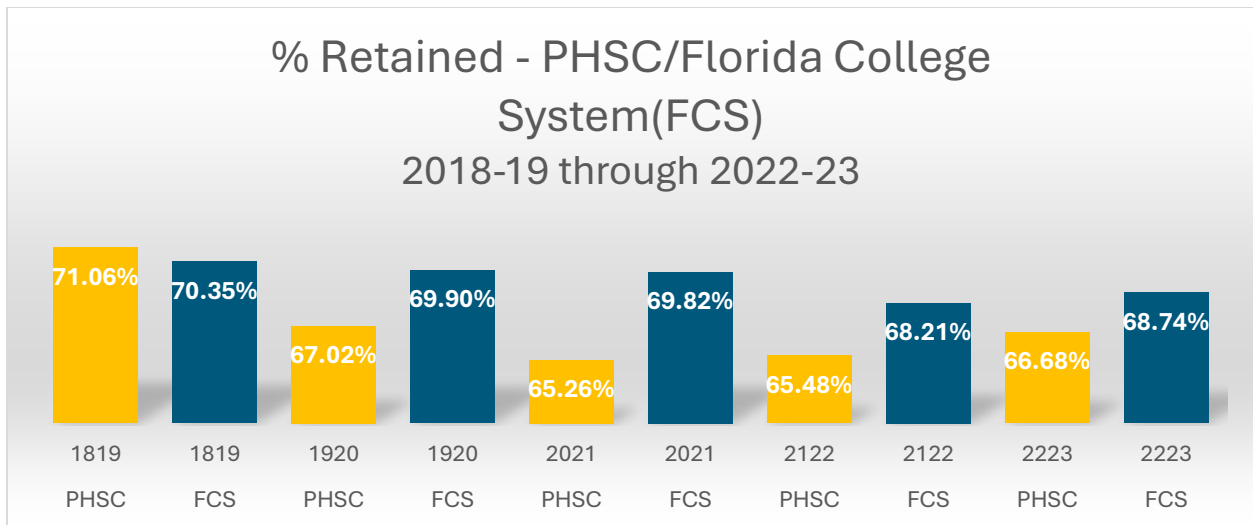
This methodology provides the framework for analyzing college retention, enrollment, and completion data, with a focus on the retention rates from Fall to Fall and Fall to Spring, and the inclusion of FTIC students. The calculations ensure that only relevant students are counted, based on specific program enrollment and course criteria.

Retention Rates by PHSC, Florida College System and Reporting Year

This report provides an analysis of the retention rates at, PHSC (Pasco-Hernando State College) and the other 27 FCS (Florida College System) colleges, across multiple academic years.

PHSC: Retention rates show a slight decline over the five academic years, starting at **71.06%** in the **2018-2019 academic year** and decreasing to **66.68%** in **2022-2023**.

FCS: The overall retention rates at the FCS generally remain more consistent, with rates fluctuating between **70.35%** (**2018-2019**) and **68.74%** (**2022-2023**).



Retention Trends:

- Both PHSC and the FCS as a whole experienced a decline in retention from the 2018-2019 to the 2022-2023 academic years.
- PHSC's retention rates showed a decrease from a high of **71.06% in 2018-19 through 2021-22** to **65.48%**. **2022-23**, PHSC had a slight uptick in retention to **66.68%**. The FCS's rates remained relatively stable with a modest down tick but over the same period.

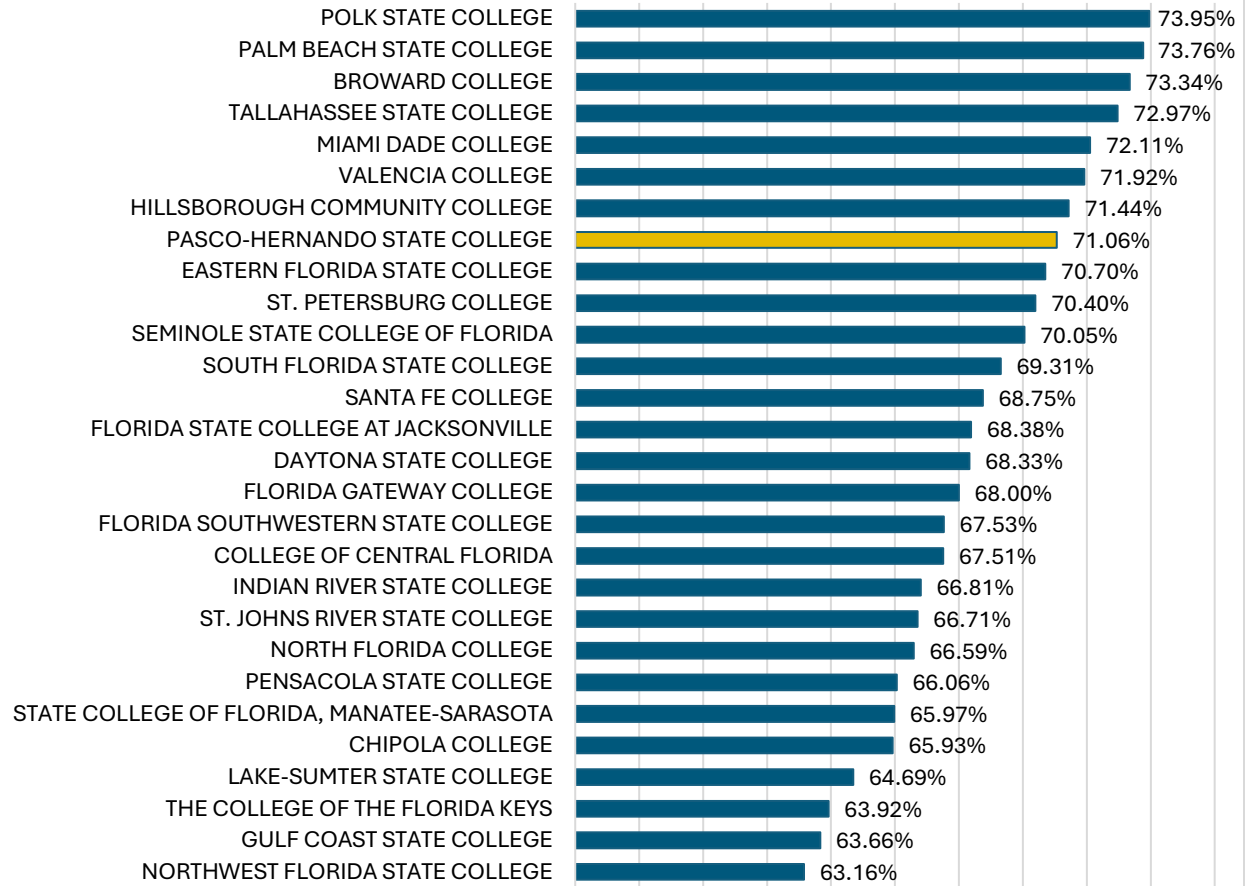
The data suggests that while retention rates at both PHSC and other institutions have faced challenges, FCS, as a whole, has maintained a more consistent performance compared to PHSC, which has seen a more noticeable drop in retention over time.

Retention Rates by Individual Colleges and Reporting Year

Pasco-Hernando State College consistently ranks in the middle of the pack among Florida's community colleges when it comes to student retention rates.

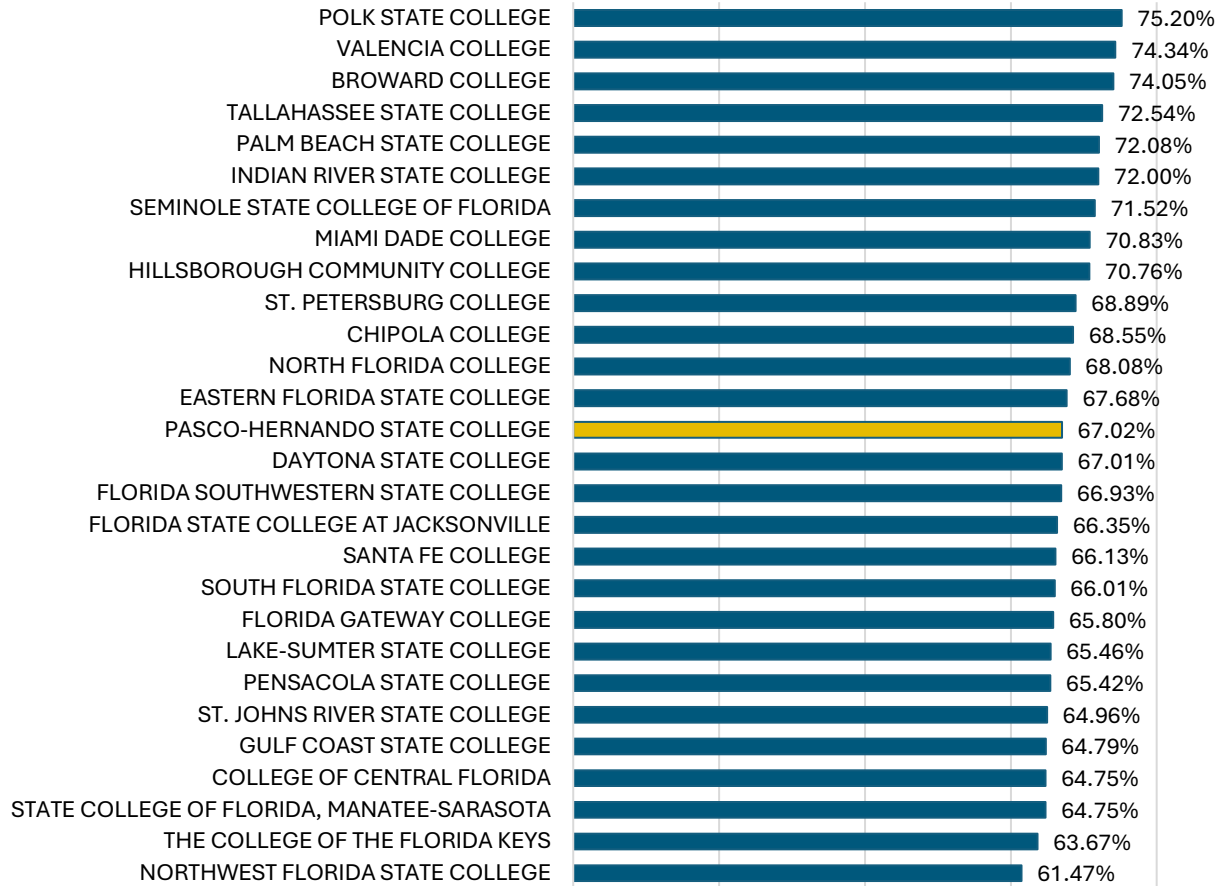
- In **2018-2019**, **Pasco-Hernando State College** had a **71.06% retention rate, ranking 8th** out of 28 colleges.
- The following year, **2019-2020**, its retention rate dropped to **67.02%, placing it 14th**.
- For **2020-2021**, Pasco-Hernando State College's retention rate continued to decline, reaching **65.26% and ranking 21st**.
- In **2021-2022**, the college saw a slight improvement, with a retention rate of **65.48%, ranking 17th**.
- In **2022-2023**, while Pasco-Hernando State College's retention increased to **66.68%**, PHSC's ranking amongst the FCS dipped a little, **landing it in 19th place**.

2018-19 % Retained All Students by College - Fall to Fall



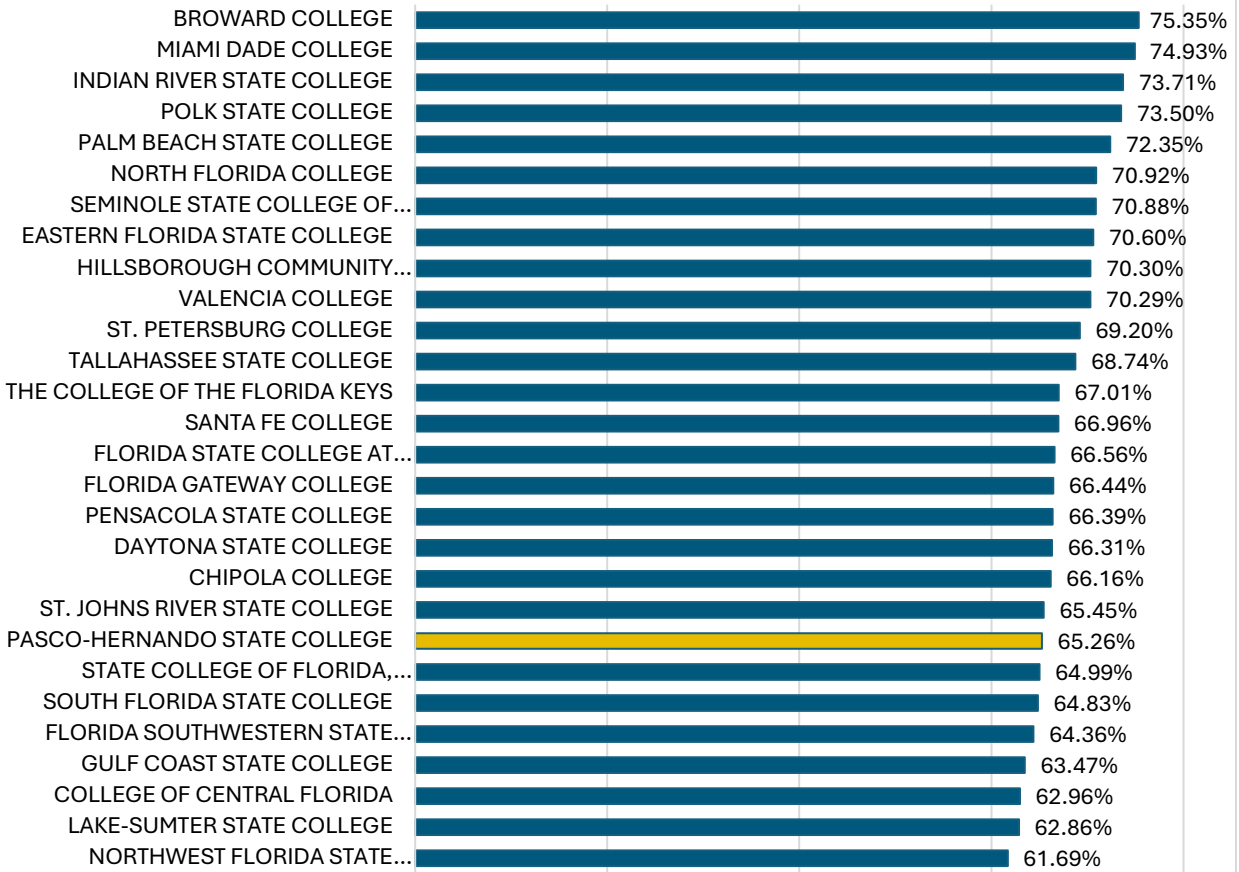
PHSC rank amongst the 28 FCS schools = 8th place

2019-20 % Retained All Students by College - Fall to Fall



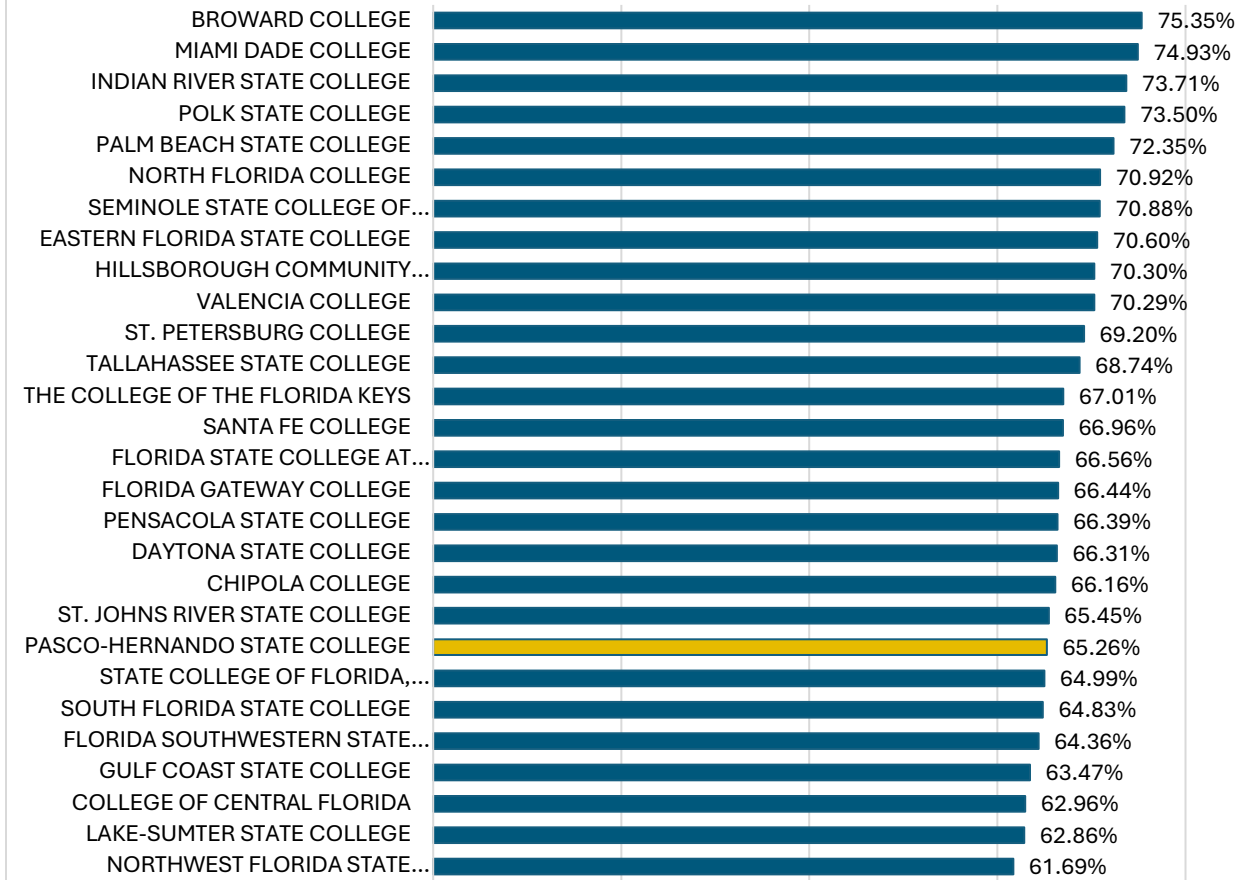
PHSC rank amongst the 28 FCS schools = 14th place

2020-21 % Retained All Students by College - Fall to Fall



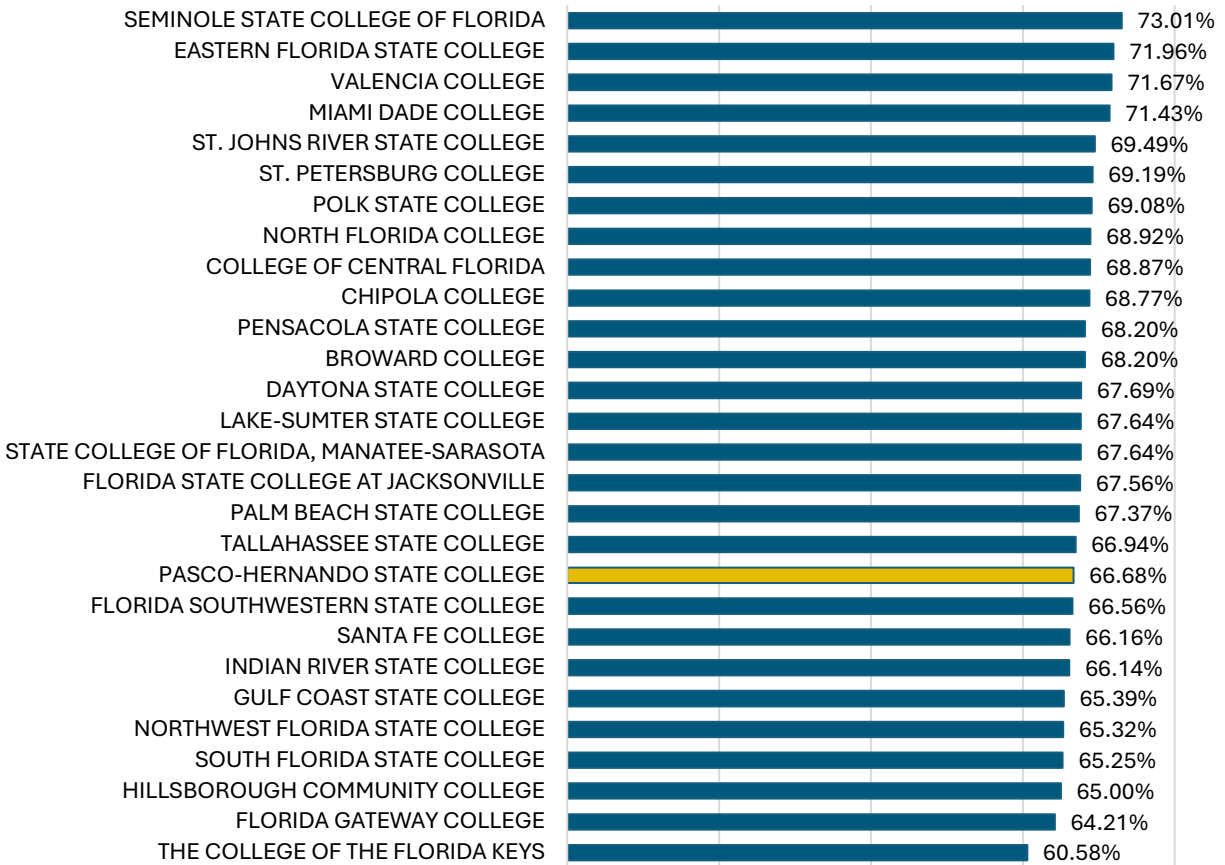
PHSC rank amongst the 28 FCS schools = 21st place

2020-21 % Retained All Students by College - Fall to Fall



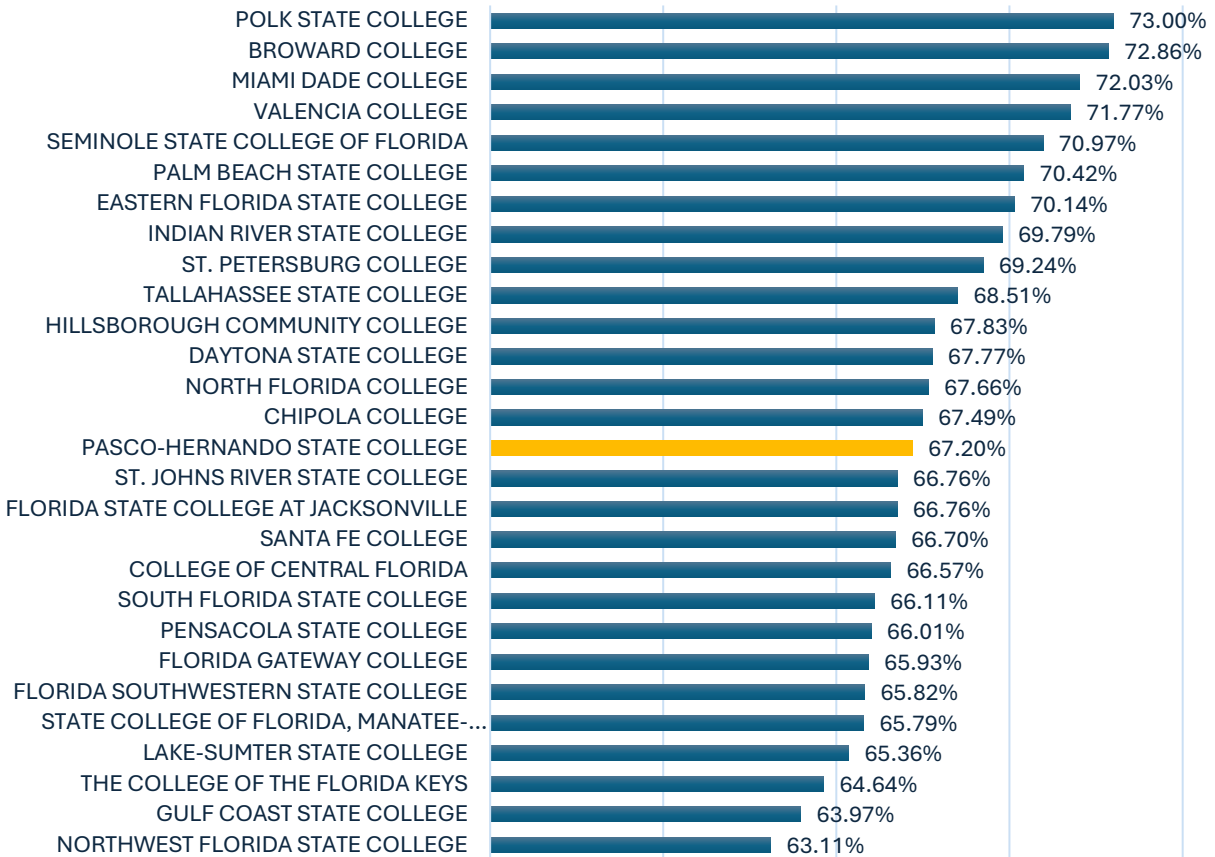
PHSC rank amongst the 28 FCS schools = 17th place

2022-23 % Retained All Students by College - Fall to Fall



PHSC rank amongst the 28 FCS schools = 19th place

**% Retained All Students by College - Fall to Fall - 5 Year
Average
2018-19 through 2022-23**



For the overall 5 year average, PHSC ranks 15th amongst the 28 FCS schools.

Retention Rates for Pasco-Hernando State College (PHSC) Compared to Like Institutions

Pasco-Hernando State College (PHSC) has an initial cohort size of **50,916** students, with a retention rate of **67.20%**, ranking **15th** among Florida colleges and state institutions in this dataset. To understand how PHSC compares to similar colleges, we will focus on institutions whose **initial cohort size** is within **1,000 students** of PHSC's, i.e., institutions with cohort sizes between **49,000** and **51,000** students.

Institutions with Initial Cohort Sizes Similar to PHSC:

- **PENSACOLA STATE COLLEGE**
 - **Initial Cohort:** 49,119
 - **Retention Rate:** **66.01%**
 - **Rank:** 21
 - **Comparison:** Pensacola State College has a cohort size similar to PHSC, though slightly smaller, with a **1.19%** lower retention rate than PHSC.
- **STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA**
 - **Initial Cohort:** 51,115
 - **Retention Rate:** **65.79%**
 - **Rank:** 24
 - **Comparison:** State College of Florida has a slightly larger cohort size than PHSC, but with a **1.41%** lower retention rate.
- **Polk State College**
 - **Initial Cohort:** 42,670
 - **Retention Rate:** **73.00%**
 - **Rank:** 1
 - **Comparison:** Polk State College has a significantly smaller initial cohort size, but its retention rate is top amongst the FCS, at **5.80%** above PHSC's rate.

Summary of Similar Institutions' Retention Rates:

College Name	Initial Cohort	% Retained	Rank	Comparison to PHSC (%)
Pasco-Hernando State College	50,916	67.20%	15	-
Pensacola State College	49,119	66.01%	21	-1.19%
State College of Florida	51,115	65.79%	24	-1.41%
Polk State College	42,670	73.00%	1	5.80%

Key Insights:

1. **Retention Rate Comparison:** PHSC performs relatively well in comparison to colleges of similar cohort size, with a retention rate of **67.20%**. Among the three colleges with similar initial cohort sizes, PHSC outperforms **Pensacola State College** and **State College of Florida** by **1.19%** and **1.41%**, respectively.
2. **Polk State College:** Having the smallest initial cohort size (around **42,670**), Polk State College shows the highest retention rate of the group, leading PHSC by **5.80%**. While they are the third closest to PHSC in terms of initial cohort size, their initial cohort is **19%** smaller than PHSC's.
3. **Retention Trends:** The institutions with initial cohort sizes within 1,000 students of PHSC's generally have retention rates in the **63% to 67%** range, highlighting that PHSC is relatively strong within this peer group, which could reflect effective retention strategies or a supportive learning environment.

Conclusion:

Pasco-Hernando State College (PHSC) holds a solid position in comparison to colleges of similar size in terms of retention rates. Its rate of **67.20%** is notably higher than several institutions, including **Pensacola State College** and **State College of Florida**, which have larger cohort sizes but lower retention. This suggests that PHSC's efforts to support and retain students may be relatively more effective than its peers in this size range. However, like other institutions in this cohort size range, PHSC may still benefit from continued focus on retention improvement to maintain or increase its current standing.

DBoT: Presentation

November 19, 2024

College Safety and Security

Active Shooter / Threat

Presentation to the District Board of Trustees in which Information and Resources are provided and available for the College Community to respond to an Active Shooter / Threat incident. Available for all - Faculty, Students and Staff.

The College utilizes the – Run / Hide / Fight – response to Active Threats

The following are the different avenues that this information and resources are delivered or available to the college community regarding an Active Threat / Shooter.

Orientation:

- Staff – Orientation / on boarding
 - covering numerous topics for safety and security including Active Shooter.
- Students – orientation module
 - covering numerous topics for safety and security.

Wall Guides: Classrooms and Common Areas

- Emergency Response Guidelines: Wall Chart (Active Shooter – Run/Hide/Fight)
 - Bulleted guideline on how to respond for this type of incident.
- Emergency Number – Contacts:
 - Phone numbers for - 911, Campus Emergency Response Line and Campus Security.

College Web Site: Internet (Safety and Security – webpage)

- Active Shooter – Response Guidelines
 - Enhanced version – more detailed information on actions to take as well as when LE arrives.
- Link to Department of Homeland Security (DHS) website with numerous resources
- Run / Hide / Fight – Video (DHS)

Intranet (Bobcat Portal): Safety and Security – SharePoint page – cabinet documents

- Active Shooter – Response Guidelines (enhanced version)
- Emergency Response Guidelines: Wall Chart (Active Shooter – Run/Hide/Fight)
- Campus Safety and Awareness Guide – booklet with information and enhanced version of responses.
- Copy of Presentation – Active Shooter / Threat: PowerPoint presentation
- Copy of Presentation – Active Shooter / Threat: Video of Zoom session

Events: Resources and Hand-outs given out at or available at events.

- Campus Safety Awareness Guide
 - Booklet with safety and security information including Active Shooter.
- Emergency Response Card (wallet card) – guidance information for incidents.
- Active Shooter – Reference Card
 - Small card to have on person with highlighted response information.

Presentations:

- All College Day
- Campus specific
- Zoom

*These presentations are voluntary to attend.

New

Presentations: Online Modules and Videos (mandatory annual training)

- Run / Hide / Fight
- Active Assailant Preparedness
- Ways to think about threats

Documents and Resources:

Wall Poster: Emergency Response

PASCO-HERNANDO STATE COLLEGE

EMERGENCY PROCEDURES

Campus Emergency Response Lines:

East: 352.518.1320 | North: 352.797.5018 | Porter: 813.527.6904 | Spring Hill: 352.340.4699 | West: 727.816.3451 | IPAC: 813.536.2644

<p>EMERGENCY CALL: 9-1-1</p> <p>SUSPICIOUS ACTIVITY</p> <ul style="list-style-type: none"> Object is out of the ordinary Person is behaving strangely Gut feeling something is wrong If you see something suspicious, do something CALL: 911 CALL: Campus Emergency Response Line 	<p>EMERGENCY CALL: 9-1-1</p> <p>FIRE</p> <ul style="list-style-type: none"> Pull fire alarm CALL: 911 Leave building, close doors upon exit If unable to exit building, go to the nearest stairwell or place of refuge, don't use elevators Assemble in designated area and do not return until instructed to 	<p>EMERGENCY CALL: 9-1-1</p> <p>ACTIVE SHOOTER</p> <ul style="list-style-type: none"> CALL: 911 Leave building If evacuation is not possible, hide in concealed place Lock and barricade door, turn off lights Wait for law enforcement As a LAST resort, overpower the shooter
<p>MEDICAL EMERGENCY</p> <ul style="list-style-type: none"> CALL: 911 Provide location, nature of injury or illness, current condition of victim and other requested information Do not move victim unless in immediate danger If trained—administer first aid, CPR/AED 	<p>EVACUATION</p> <ul style="list-style-type: none"> Take personal belongings Do not use elevators Evacuate the building using nearest accessible exit Do not return to the building until you are instructed to Assist persons with disabilities 	<p>UTILITY FAILURE</p> <ul style="list-style-type: none"> Call Facilities/Plant Operations to report issues Be prepared to provide failure type and location College officials may evacuate a building due to utility failures
<p>TORNADO</p> <ul style="list-style-type: none"> Move to interior room on lowest level Stay away from windows and exterior doors Listen to weather radio for updates Be cautious of hazardous conditions after an incident 	<p>HAZ-MAT</p> <ul style="list-style-type: none"> If life-threatening, pull fire alarm, evacuate and call 911 If non-life-threatening, call 911 and provide information on type of incident and location If an incident occurs outside, be prepared to shelter-in-place (remain in-doors with windows and doors closed) 	<p>BOMB THREAT</p> <ul style="list-style-type: none"> Get as much information as possible from caller: location of device, what it looks like, what will cause it to explode Note gender of caller, characteristics of caller's voice and any background sounds CALL: 911

Emergency Numbers (West)

EMERGENCY

MEDICAL OR POLICE EMERGENCY

CALL 911

OTHER EMERGENCIES:

West Campus

Emergency Response Line
CALL 727.816.3451

Monday – Thursday: 8:00 a.m. - 10:00 p.m.
Friday: 8:00 a.m. - 4:30 p.m.

Campus Security Guards
CALL 727.639.5199

For evening hours escorts or parking issues

Emergency Response Guidelines (enhanced version)

PHSC
PASCO-HERNANDO STATE COLLEGE

Emergency Response Guidelines

Table of Contents

Response Guidelines

- Active shooter
- Bomb Threat
- Bomb Threat Check List
- Crime in Progress
- Evacuation
- Explosion
- Fire
- Hazardous Material Spill
- Lockdown / Shelter in Place
- Medical Emergency
- Sexual Assault
- Suspicious Activity or Package
- Utility Failure
- Weather Emergency

Crisis Prevention

- Violence Prevention / Assessment

PHSC | SAFETY AND SECURITY 2 | Page

Campus Safety and Awareness Guide

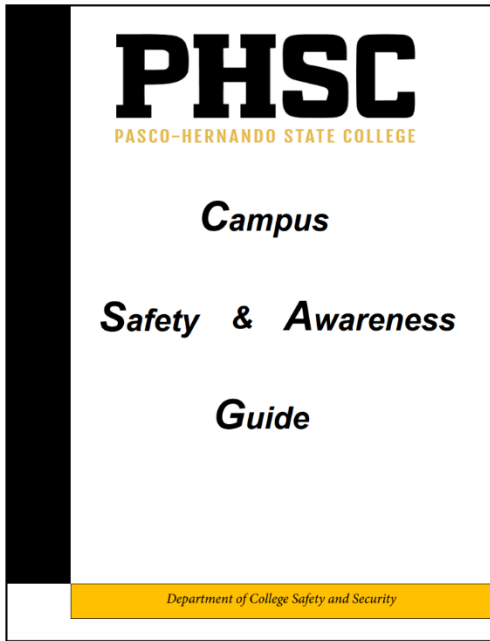


Table of Contents

General Safety Tips

Being Prepared

- Reporting Emergencies
- Receiving Information in an Emergency

Procedures

- Active shooter
- Bomb Threat
- Bomb Threat Check List
- Crime in Progress
- Evacuation
- Explosion
- Fire
- Hazardous Material Spill
- Lockdown / Shelter in Place
- Medical Emergency
- Sexual Assault
- Suspicious Activity or Package
- Utility Failure
- Weather Emergency

Crisis Prevention

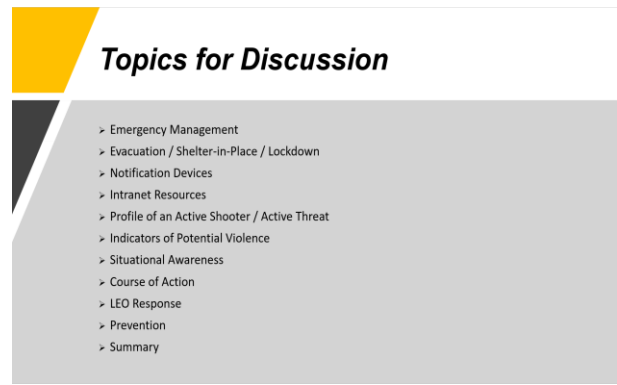
- Violence Prevention / Assessment

PHSC | SAFETY AND SECURITY 2 | Page

Active Shooter – Reference Card (DHS)



Active Shooter: PowerPoint Presentation: (PPT presentation and Zoom recording)



Legislative Request Summary

The following legislative request items represent the priorities Pasco-Hernando State College (PHSC) seeks to advance for legislative appropriations during the 2025-2026 fiscal year. Please note that these legislative request items are not in a final format for submission to the appropriations committees. The current wording is in draft form, and further coordination with our legislative representatives will be conducted upon approval.

We respectfully request the approval of the PHSC Board of Trustees to move forward with the following legislative requests:

1. Collegiate Charter School at North Campus, Brooksville

- **Request:** \$850,000
- **Purpose:** To begin initial planning and cover the cost of launching a Collegiate Charter School via a Direct Support Organization.
- **Impact:** This initiative will enable PHSC to make a significant impact on the community.

2. West Campus A-E Building Renovation

- **Previous Funding:** \$13,801,797 (of the \$25,000,000 requested for 2023-2024 in PECO funds)
- **Additional Request:** \$11,198,203
- **Purpose:** To update and renovate aged buildings on the PHSC West Campus, originally presented in 2014.
- **Total Cost:** \$25,000,000

3. Institute for Nursing and Allied Health Advancement

- **Request:** \$1,500,000 operational funding
- **Purpose:** This funding will support the expansion and enhancement of academic programs, clinical training, and workforce development initiatives to address critical shortages in nursing and allied health professionals. By strengthening PHSC's capacity to prepare highly skilled graduates, this investment will contribute to meeting regional healthcare demands and improving community health outcomes.
- **Location:** PHSC at Porter Campus
- **Funding Agreement:** PHSC is committed to collaborating with community and healthcare partners to identify opportunities for sustained funding and continued education initiatives moving forward. This collaborative approach will ensure the long-term success of the Institute and its mission to meet regional healthcare demands.

4. Innovation Center of Technology

- **Purpose:** To drive advancements in Enterprise Resource Planning (ERP) systems and integrate Artificial Intelligence (AI) into workforce training programs.
- **Focus Areas:** Health, Education, and Agriculture sectors.

5. Continuous Support for the Florida College System (FCS)

- **Request:** \$200,000,000
- **Significance:** The FCS is a key partner in maintaining Florida’s top-ranked Higher Education System in the U.S. for the sixth consecutive year; despite having the lowest tuition rates and no tuition increases in over a decade.
- **Purpose:** Continued support to sustain the FCS as the workforce engine in higher education.

6. Florida DMV Custom License Plate for PHSC

- **Significance:** Obtain approval to seek a custom PHSC license plate with the Florida Department of Motor Vehicles. This initiative aims to increase awareness of the college and support our marketing efforts to strengthen and promote the PHSC brand.

By signing below, approval is granted to the legislative requests outlined herein for submission during the 2025-2026 fiscal year, acknowledging that these requests are in draft form and will undergo further refinement in coordination with our legislative representatives.

Jesse Pisors, Ed.D.
President
Pasco-Hernando State College

Marilyn Pearson-Adams
Chair
Pasco-Hernando State College
District Board of Trustees

Date

Date