



Excellence • Integrity • Success • Welcoming • Community

**DISTRICT BOARD OF TRUSTEES
REGULAR MEETING
TUESDAY, SEPTEMBER 16, 2025 – 11:30 AM**

**FACILITATED FROM THE EAST CAMPUS CONFERENCE CENTER A-240/241
36727 BLANTON ROAD, DADE CITY**

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 Florida College System Activities Association 2024-2025 All-Academic Team
 - 1.4.2 National Institute for Staff and Organizational Development (NISOD) Award Recipients
 - 1.4.3 Krista Knowles, In Recognition of Her Time Served as Student Representative to the District Board of Trustees
- 1.5 Hearing of Citizens and Petitions
- 1.6 Approvals
 - 1.6.1 Minutes, August 7, 2025
 - 1.6.2 Consent Items
- 1.7 Lodging of Board Rules/Policies
 - 1.7.1 6Hx19-1.40 Student Representative to the District Board of Trustees
 - 1.7.2 6Hx19-2.01 Approval of Employment
 - 1.7.3 6Hx19-2.40 Resignation/Retirement
- 1.8 President's Report
 - 1.8.1 Informational, KPI Dashboard Updates
 - 1.8.2 Approval, Recommendation for 2025-2026 Student Representative to the District Board of Trustees

APPROVAL/RATIFICATION & INFORMATION ITEMS

B. ACADEMIC AFFAIRS

Approvals

- 2.2 Course Fee Revisions
- 2.3 Course Revisions
- 2.4 Program Changes

C. ENROLLMENT MANAGEMENT AND STUDENT SERVICES

Informational

- 3.1 Enrollment Report

D. FACILITIES *Consent Items Only*

E. FINANCIAL SERVICES

Approvals

- 5.4 PHSC 2024-2025 Annual Financial Report (AFR) Executive Summary
- 5.5 Fund 1 2024-2025 Year-End Budget Transfers
- 5.6 PHSC 2025-2026-2025 Carryforward Spending Plan
- 5.7 Budget Amendments, 2025-2026
 - 5.7.1 Fund 1 Unrestricted Current Funds
 - 5.7.2 Fund 2 Current Restricted
 - 5.7.3 Fund 3 Auxiliary Services
 - 5.7.4 Fund 5 Scholarships
 - 5.7.5 Fund 7 Unexpended Plant Fund

Informational

- 5.8 Monthly Budget Summary

F. MARKETING AND COMMUNICATIONS

Informational

- 6.1 New Bobcat Brand

G. TRUSTEE REMARKS

H. ADJOURNMENT

I. EXECUTIVE CLOSED SESSION

In compliance with Florida Statute 447.605, the Board will convene an Executive closed session to discuss business related to collective bargaining

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 our region's college of choice, raising the level of educational attainment, transforming lives and meeting workforce needs in the community.

MISSION STATEMENT

Pasco-Hernando State College, a comprehensive, learning-centered institution, serves its communities by providing an excellent, affordable, and accessible education, enabling students to achieve academic success, personal enrichment, socio-economic advancement and social impact.

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; 08/7/25

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; 8/7/25

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: Eric Hall, President

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



FLORIDA COLLEGE SYSTEM ACTIVITIES ASSOCIATION

P.O. Box 8 • Tallahassee, Florida 32302
(850) 222-2949

August 8, 2025

Dr. Eric Hall
10230 Ridge Road
New Port Richey, FL 34654-5199
Phone: (727) 816-3400

Dear President Hall,

The Florida College System Activities Association recently announced its 2024-25 all-academic team. This year, 1,497 total students participating in FCSAA programs were recognized for having achieved a minimum 3.30 GPA (on a 4.00 scale) during the 2024-25 academic year. Below are the students from Pasco-Hernando State College who achieved this honor.

Student Government: Krista Knowles, Emmalisa Feliciano, Kealy Hunter, Isabella Vulo, Sarah Summers, William Batchelor IV, Jonathan Cookson, Genesis Portillo-Hernandez, Ryan Garcia

Baseball: Cesar Valera, Michael Savarese, Logan Waldschmidt, Richard Clay Thompson, Holden Wade, Riley Fisher, Joseph Massa Cruz, Fano Crus Rivera, Tyler Saunders, Stephen Grant Jordan, Eduardo Morales Munoz, Aaron Blum, Juan Lopez-Faria, Parker Galberaith, Jesus Miguel Pina, Bryce Habuda, Vance Celiberti

Men's Basketball: Marcus Schade, Brady Knutson

Men's Cross Country: Bryce Reeves, Jason Malone, Benjamin Hunter Boggs, Grant Holder, Jamie Candelaria

Women's Cross Country: Drea D'Piazza, Adia D'Piazza, Kaitlyn Maccia, Isis Roman Mejias

Women's Soccer: Anay Herrera Estrada, Keira McFeron, amanda Walford, Klarissa Zawosky, Jacquelyn Downey, Ashley Ford, Anneliesse Rodriguez Perez

Flag Football: Carolyn Parker, Ashlyn Canganelli, Hannah Humphries, Logan Lutz, Aianna Rivera, Abigail Pasmore.

Women's Volleyball: Andrea Bravo, Isabella Gonzalez, Haley Ekert, Kiersten Osborne, Mallori Grey, Kendyl Okin, Elizabeth McDonald

Softball: Sophia Spengler, Hannah Gniadek, Sydney Klein, Adielyz Rivera, Skyelar Smith, Taylor Schultze, Hannah Messer, Jordan Merola, MargaretMary Vaughn, Faith Jetter, Aliyah Bentley, Iriana Diaz, Jessica Hallford, Kaitlyn Buckley, Sarah Tipton

WWW.THEFCSAA.COM

Promoting students' education through co-curricular activities

These FCSAA 2024-2025 All-Academic team certificates have been sent to your students via the coaches and advisors who nominated them. We are honored to be able to recognize your students for their academic success!

Cordially,

A handwritten signature in blue ink, appearing to read "Kelly Warren", written over the word "Cordially,".

Kelly Warren
Executive Director, FCSAA



Excellence • Integrity • Success • Welcoming • Community

**DISTRICT BOARD OF TRUSTEES
REGULAR MEETING *DRAFT MINUTES*
THURSDAY, AUGUST 7, 2025 – 11:30 AM
FACILITATED FROM THE SPRING HILL CAMPUS CONFERENCE CENTER
450 BEVERLY COURT, SPRING HILL**

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. Nicole Newlon, Chair, Mr. John Allocco Jr., Vice Chair, Mr. John Mitten, Dr. Jeff Harrington, Mr. Kirk Wilson, Mr. Gene Bell, and Student Representative Ms. Krista Knowles. Dr. Eric Hall, College President, and Mr. Brian Koji, General Counsel, were also present.

Absent: Ms. Marilyn Pearson-Adams and Dr. Gino Collura.

College administrators and staff present: Courtney Boettcher, Gerene Thompson, Curtis Scaglione, Raven Dixon, Christopher Grech, Denise Hahn, Lisa Richardson, Teresa Montanez, Steven Wasilefsky, Chris Bibbo, Gina Philips, Chris Brantley, Amy Anderson, Billie Gabbard, Dennis Feltwell, Prashanth Pilly, Ann Barrett, Stacey Thomson, Nicole Miller, Christina O'Donnell, Joy Moore-Cruz, Patricia Stewart, Maria Jaskot-Inclan, Kristi Williams, Thomas Hull, David Sullivan, Harold Hedrick, Emmalise Feliciano, and Autumn Alexis.

1.3 Pledge of Allegiance and Invocation

1.3.1 Vision Statement and Mission Statement

1.4 Hearing of Citizens and Petitions

There being no requests for hearing of citizens and petitions the Board moved on to the next agenda item.

1.5 Approvals

1.5.1 Minutes, July 15, 2025

Mr. Mitten made a motion to approve the Minutes, July 15, 2025. The motion was seconded by Vice Chair Allocco Jr. and unanimously approved with no further discussion.

1.5.2 Consent Agenda Items

Mr. Mitten made a motion to approve the Consent Agenda Items. The motion was seconded by Vice Chair Allocco Jr. and unanimously approved with no further discussion.

1.6 Public Hearing and Adoption of Board Rules/Policies

- 1.6.1 6Hx19-1.16 College Vision and Mission Statement
- 1.6.2 6Hx19-1.24 College Accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- 1.6.3 6Hx19-2.30 Duty Hours for Instructional Personnel
- 1.6.4 6Hx19-2.55 Employment Contracts for Full Time Faculty
- 1.6.5 6Hx19-2.68 Adjunct Faculty Contracts
- 1.6.6 6Hx19-3.14 Grading System
- 1.6.7 6Hx19-4.05 Sanitation and Maintenance
- 1.6.8 6Hx19-6.11 Privacy of Student Records

Dr. Harrington made a motion to approve the Public Hearing and Adoption of Board Rules/Policies, items 1.6.1 through 1.6.8. The motion was seconded by Mr. Wilson and unanimously approved with no further discussion.

1.7 President's Report

- Introduced Dr. Prashanth Pilly, the new Vice President of Academic Affairs and Chief Academic Officer.
- Vice Chair Allocco Jr. expressed his gratitude for the weekly calls and check-ins and shared the receptive community feedback he has received.

APPROVAL/RATIFICATION & INFORMATION ITEMS

B. ACADEMIC AFFAIRS

Approvals

2.2 Course Revisions

2.3 Program Changes

Dr. Thompson and Dr. Pilly reviewed items 2.2 Course Revisions and 2.3 Program Changes. Vice Chair Allocco Jr. inquired why the two courses have not been taught in years. Dr. Thompson shared that the career path hasn't been taught. There was a brief discussion regarding how each program is packaged and marketed to students. Mr. Mitten shared that once aware of why what an individual was studying mattered, they're more interested in learning it. Chairwoman Newlon echoed these sentiments. Dr. Hall disclosed that during the President's Administrative Leadership Retreat at the East Campus, the drone instructor was attending a conference to ensure we are using advanced technology and teaching. Mr. Wilson and Dr. Pilly also briefly discussed continuing to develop relationships with local businesses to enhance our programs. Mr. Mitten made a motion to approve items 2.2 Course Revisions and 2.3 Program Changes. The motion was seconded by Vice Chair Allocco Jr. and unanimously approved.

C. INFORMATION TECHNOLOGY

Approval

3.1 Implementation of Phase II Mist Wireless and Collegewide SD-WAN Projects

Thomas Hull reviewed the Implementation of Phase II Mist Wireless and Collegewide SD-WAN Projects. Chairwoman Newlon inquired if this project has already been included in the budget and asked for clarity on the timeline. Mr. Hull shared that yes, this was already factored into the budget. As of right now, there is a roadmap that details the timeline, we're reliant on a couple of our partners. He shared that with approval we can push their teams to work with us and finalize this process. Vice Chair Allocco Jr. inquired if this was for staff and faculty or will students have access as well. Mr. Hull shared that everyone will have access, and the wi-fi modernization piece has already begun. New communication for students with guidance on the new wireless and the hardware will be implemented during the course of this year. All individuals and locations will have the hardware and protocols. Mr. Mitten inquired about the contract and who the third-party partners are. Mr. Hull shared that it is Juniper and Sysco, Maria Boone from Financial Services can provide more details. Mr. Mitten made a motion to approve the Implementation of Phase II Mist Wireless and Collegewide SD-WAN Projects. The motion was seconded by Mr. Wilson and unanimously approved.

D. TRUSTEE REMARKS

- Mr. Gene Bell shared that it was nice to end the meeting early. He echoed the earlier comments about Dr. Hall, expressing appreciation for his great communication and reception to input. Mr. Bell also expressed that the Board feels more gelled now.
- Mr. John Mitten shared that he is encouraged by the trajectory the College has taken.
- Ms. Krista Knowles thanked Dr. Hall for listening to our students, sharing how the wireless issue at North Campus heavily impacted many students who rely on the College wi-fi for more than just their studies. She expressed her gratitude for these improvements.
- Dr. Jeff Harrington shared that vision without action is not a good idea, but we appear to be steadfast in pursuing our vision.
- Mr. Kirk Wilson echoed Vice Chair Allocco Jr. and Mr. Bell's sentiments, stating that this meeting feels like this is what we're supposed to be doing. He expressed that he looks forward to the future.
- Chairwoman Nicole Newlon thanked everyone for attending and expressed that the two Trustees were missed at today's shorter meeting.

E. ADJOURNMENT

There being no further business, Chair Newlon adjourned the meeting at 12:07 pm.

NICOLE NEWLON, CHAIR

ATTEST:

DR. ERIC HALL, SECRETARY



District Board of Trustees Meeting
September 16, 2025 – 11:30 AM

Consent Agenda Items

B. ACADEMIC AFFAIRS

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

D. FACILITIES

4.1 Equipment Write-Off Request

4.2 Long & Associates Leadership and Operations Center Proposal

E. FINANCIAL SERVICES

5.1 SBA June and July 2025

5.2 SPIA June and July 2025

5.3 Warrant Register July 2025



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

TO: Eric Hall, Ed.D.

FROM: Prashanth Pilly, Ph.D.

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

DATE: Tuesday, September 16, 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 2025-2026 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.

2025-2026 Academic Year

Home Schools	Home Schools
Adams Home School	Life Lessons in Home Schooling
Barbino Home School	(Marcano)
Barrera-Torres Home School	Longsjo Home School
Best Home School	Miller Academy
Brooks Academy	Pabon Home School
Cordero Academy	Pfilbup K-12 (Soukup)
Dewey School	Priester Home School
Dufree Home School	Rivera Academy
Fine Home School	Somerville Home School
Gonet School	Stanley Home School
Hacker Family Home School	Uyiringye Home School
Hayes Home School	Williams Home School
Non-public/Private Schools	Non-public/Private Schools

Bayaan Academy	Center Ed
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Inter-Office Memorandum

To: Eric Hall, Ed.D., President
From: Kristi Williams, Associate Vice President of Finance
Date: September 2, 2025
Subject: Request Approval for Disposal/Write-off of College Property

The following equipment item is obsolete, damaged, destroyed, broken not repairable and is recommended for write-off and disposal in accordance with the College's Property Procedures Manual. Write-off and disposal of this item requires approval from the President's Leadership Team and the District Board of Trustees.

Decal	Description	Inventory Date	Cost
19182	Xiotech Server	08/24/2011	<u>\$11,413.00</u>
Total amount to write-off:			<u>\$11,413.00</u>



September 3, 2025

Mr. Steve Wasilefsky
Associate Vice President of Facilities Administration
Pasco-Hernando State College
10230 Ridge Road
New Port Richey, FL 34654

RE: PHSC LEADERSHIP AND OPERATIONS CENTER

Mr. Wasilefsky,

Long & Associates is pleased to present this proposal to you for the proposed new PHSC Leadership and Operations Center. We understand the construction delivery method would be CM at risk, and that the program totals about 8,200 GSF, per the owner program outline provided. To this end we have attached a revised proposed program for your review and based our proposal on this attached program.

We understand the College wishes to remodel the childcare building on the West campus that will house primarily administrative functions, offices, and meeting spaces. We understand the construction budget is currently set at \$3,000,000.00. We believe a reasonable range for construction will be between \$3,000,000 and \$3,500,000. Based on the Construction Budget, in accordance with the DMS Fee curve, we propose a fee as follows:

Basic Services (7.4%):	\$222,134.00
Geotechnical Services By Owner (Not Required)	
Survey By Owner (Not Required)	
Civil Engineering: Campo Engineering (Allowance) (Fire Line Connection)	\$25,000.00
Site Lighting: (Allowance)	\$6,000.00
Life Cycle Cost: (Not Required)	
Graphic & Signage Design	\$3,000.00
Interior Design & Color Boards	\$4,000.00
Facility Programming (Done Separately)	
Landscape and Irrigation Allowance (If Needed)	\$6,000.00
Data, Voice, Computer, Low Voltage Specialty Consultant Allowance	\$25,000.00
Owner Contingency	\$35,000.00
TOTAL	\$326,134.00

We have included a Civil Engineering allowance from Campo Engineering if civil engineering is required for fire line connection to building. Consultation and design with a furniture vendor would be an additional service. Construction administration is included at bi-monthly intervals.

We appreciate the opportunity to be of service, and we hope this proposal meets with our approval. Should you have any questions or concerns, please do not hesitate to call me to discuss this with you.

Sincerely,

LONG & ASSOCIATES
ARCHITECTS / ENGINEERS, INC.

Lex Long AIA, IIDA, CGC, LEED AP
President

Attachment: Program Outline

PASCO-HERNANDO STATE COLLEGE
STATE BOARD OF ADMINISTRATION INVESTMENT REPORT
JUNE 2025

DBOT
9/16/2025
5.1
CONSENT

ACTUAL INVESTMENT FOR THE MONTH OF JUNE 2025

COLLEGE FUND	INVESTMENT BALANCE BEGINNING OF MONTH	INVESTMENT BALANCE END OF MONTH	% RATE OF INTEREST	AMOUNT OF INTEREST
CURRENT FUNDS - UNRESTRICTED	\$ 6,047,035.75	\$ 6,069,240.96	4.37%	22,205.21
CURRENT FUNDS - RESTRICTED	70,137.70	70,395.25	4.37%	257.55
AUXILIARY FUNDS	4,314,846.60	4,330,691.07	4.37%	15,844.47
SCHOLARSHIP FUNDS	80,207.80	80,502.33	4.37%	294.53
AGENCY FUNDS	0.00	0.00	4.37%	0.00
UNEXPENDED PLANT FUND	2,678,883.16	2,688,720.24	4.37%	9,837.08
TOTALS	13,191,111.01	\$ 13,239,549.85		48,438.84

* 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
JULY 2025

ACTUAL INVESTMENT FOR THE MONTH OF JULY 2025

COLLEGE FUND	INVESTMENT BALANCE BEGINNING OF MONTH	INVESTMENT BALANCE END OF MONTH	% RATE OF INTEREST	AMOUNT OF INTEREST
CURRENT FUNDS - UNRESTRICTED	\$ 6,069,240.96	\$ 6,092,229.04	4.37%	22,988.08
CURRENT FUNDS - RESTRICTED	70,395.25	\$ 70,661.87	4.37%	266.62
AUXILIARY FUNDS	4,330,691.07	\$ 4,347,094.15	4.37%	16,403.08
SCHOLARSHIP FUNDS	80,502.33	\$ 80,807.24	4.37%	304.91
AGENCY FUNDS	0.00	\$ -	4.37%	0.00
UNEXPENDED PLANT FUND	2,688,720.24	\$ 2,698,904.15	4.37%	10,183.91
TOTALS	13,239,549.85	\$ 13,289,696.45		50,146.60

* 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
JUNE 2025

ACTUAL INVESTMENT FOR THE MONTH OF JUNE 2025

COLLEGE FUND	INVESTMENT BALANCE BEGINNING OF MONTH	INVESTMENT BALANCE END OF MONTH	% RATE OF INTEREST	AMOUNT OF INTEREST
CURRENT FUNDS - UNRESTRICTED	\$ 7,603,066.94	\$ 7,626,591.80	3.6408%	\$ 23,524.86
CURRENT FUNDS - RESTRICTED	674.62	\$ 676.71	3.6408%	2.09
AUXILIARY FUNDS	2,335,597.09	\$ 2,342,823.73	3.6408%	7,226.64
SCHOLARSHIP FUNDS	15,847.17	\$ 15,896.20	3.6408%	49.03
AGENCY FUNDS	0.00	\$ -	3.6408%	0.00
UNEXPENDED PLANT FUND	2,858,658.41	\$ 2,867,503.46	3.6408%	8,845.05
TOTALS	\$ 12,813,844.23	\$ 12,853,491.90	**	\$ 39,647.67

PASCO-HERNANDO STATE COLLEGE
SPECIAL PURPOSE INVESTMENT ACCOUNT REPORT
JULY 2025

ACTUAL INVESTMENT FOR THE MONTH OF JULY 2025

COLLEGE FUND	INVESTMENT BALANCE BEGINNING OF MONTH	INVESTMENT BALANCE END OF MONTH	% RATE OF INTEREST	AMOUNT OF INTEREST
CURRENT FUNDS - UNRESTRICTED	\$ 7,626,591.80	\$ 7,652,549.37	4.1427%	\$ 25,957.57
CURRENT FUNDS - RESTRICTED	676.71	\$ 679.01	4.1427%	2.30
AUXILIARY FUNDS	2,342,823.73	\$ 2,350,797.67	4.1427%	7,973.94
SCHOLARSHIP FUNDS	15,896.20	\$ 15,950.30	4.1427%	54.10
AGENCY FUNDS	0.00	\$ -	4.1427%	0.00
UNEXPENDED PLANT FUND	2,867,503.46	\$ 2,877,263.20	4.1427%	9,759.74
TOTALS	\$ 12,853,491.90	\$ 12,897,239.55	**	\$ 43,747.65

PASCO-HERNANDO STATE COLLEGE

Warrant Register Summary

July 2025

	July 2025	June 2025
Accounts Payable		
Warrant Number: 00626026-00626175	2,699,069.15 (1)	7,534,254.43
Payroll		
Warrant Number: 471612-472899	1,935,679.80	2,031,478.84
Explanations:	(1) Decrease in Accounts Payable from June to July is related to Lema and Skanska construction payments (\$2,945,592.99) and payment to Ellucian for remaining Banner implementation costs (\$1,544,789.73)	

6Hx19-1.40 STUDENT REPRESENTATIVE TO THE DISTRICT BOARD OF TRUSTEES

The Purpose of this Rule is to establish policy for a Pasco-Hernando State College (PHSC) student to serve as a non-voting member on the College's District Board of Trustees (DBOT). The Student Representative shall be a liaison between the student body and the District Board of Trustees.

A currently enrolled PHSC student may serve as a non-voting student representative on the DBOT. The student representative shall be subject to annual appointment by the DBOT and ~~may serve~~ for a maximum of two a one-year terms. The term will begin on July 1 and end on June 30. The student may be appointed by a majority vote of the PHSC DBOT or through a competitive process and with confirmation by the DBOT.

The DBOT Chairperson may appoint a DBOT member to work with the ~~Senior~~ Vice-President of ~~Student Affairs~~ Enrollment Management and Student Services to establish the appropriate procedures regarding the selection of the student representative.

Rule Adopted: 7/21/2020, 11/14/2023

Effective Date: 7/21/2020, 11/14/2023

Legal Authority:

General Authority: Florida Statutes: 1001.64(4), (8), (44)

Law Implemented: Florida Statutes: 1001.64(4), (8), (44)

Proposer: ~~Timothy L. Beard~~ Eric S. Hall, President

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

September 16, 2025

District Board of Trustees Rule 6Hx19-1.40

STUDENT REPRESENTATIVE TO THE DISTRICT BOARD OF TRUSTEES

PURPOSE:

The proposed amendment revises the maximum term limit of the student representative to the Board of Trustees from two years to one year. It further clarifies the term start and end date and changes a title of the appropriate Vice President who will work with the student.

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 students who may serve as representative to the Board of Trustees.

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).

~~6Hx19-2.01 APPROVAL OF EMPLOYMENT~~

~~The purpose of this Board Rule is to establish Board policy regarding the approval of employment.~~

~~Employment of all personnel shall be by the District Board of Trustees, upon recommendation of the President.~~

~~Although a College employee may report to duty prior to official action by the Board, such employment shall be considered temporary until action is taken by the Board at a regular meeting. Should the Board not approve the recommendation, the temporary employment shall be terminated with payment for the days of service rendered.~~

~~When, due to extenuating circumstances, it becomes necessary to obtain part-time services, or when a course to be taught by an adjunct instructor will begin before the next Board meeting, the President may engage part-time employees or adjunct faculty subject to later ratification by the Board. The President shall report such employments on the agenda of the next regular Board meeting. Any compensation agreement entered into under this authority shall be based on established salary schedules.~~

~~Rule Adopted: 4/27/72; 8/25/75; 7/19/76; 11/19/79; 5/19/86; 11/16/87; 9/16/97;
■08/18/08~~

~~Effective Date: 4/27/72; 10/7/75; 9/15/76; 11/19/79; 5/19/86; 11/16/87; 9/16/97;
■08/18/08~~

~~Reviewed:~~

~~President's Administrative Leadership Team Non-Substantive/Editorial: 11/05/18~~

~~Legal Authority:~~

~~General Authority: Florida Statutes 1001.64; 1001.65~~

~~Other References:~~

~~Law Implemented: Florida Statutes: 1001.64(1)(2)(4)(18)(25)(26)(43)(44);
1001.65(1)(3)(16)(24); 1012, Part IV. B.~~

~~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)**

September 16, 2025

District Board of Trustees 6Hx19-2.01

APPROVAL OF EMPLOYMENT

PURPOSE:

The proposal is to delete this rule in its entirety as the rule does not align with the delegation of authority that is provided by Pasco-Hernando State College Rule 6Hx19-1.12 and Florida Statute 1001.65(3). Any procedures regarding new hires and separations will be maintained in the college's Internal Management Memoranda (IMMs).

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 deletion of this rule does not affect any individual or entities as the delegation of authority language related to the President is found in another College rule and Florida statute and any procedures would remain in the College IMMs.

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).

~~6Hx19-2.40 RESIGNATION/RETIREMENT~~

~~The purpose of this Board Rule is to establish Board policy as to the resignation of an employee.~~

~~A signed contract for employment should be considered equally binding on both the District Board of Trustees and the employee. Written requests for resignation or retirement should be submitted in sufficient time to allow the Board to seek a satisfactory replacement. Letters of resignation or retirement should be addressed to the College President with a copy to the immediate supervisor and the human resources office.~~

~~Non-contract and hourly employees should give at least two weeks' written notice prior to leaving, excluding any accrued vacation leave.~~

~~An employee's last day of employment is usually the last day the employee is physically present at work. An employee is entitled to be paid accrued vacation in accordance with District Board of Trustees Rule 6Hx19-2.19, *Vacation Leave*.~~

~~An employee retiring from PHSC who meets the criteria for retirement as stated in Board Rule 6Hx19-2.53, Payment of Accumulated Leave at Retirement or Death, may also be eligible for payment of a percentage of sick leave balance and extra hours of accrued vacation leave balance.~~

~~Rule Adopted: 2/1/73; 8/25/75; 11/19/79; 12/16/85; 11/16/87; 10/21/97; 3/23/99;
■09/02/08; 09/25/18~~

~~Effective Date: 2/1/73; 10/7/75; 11/19/79; 12/16/85; 11/16/87; 10/21/97; 3/23/99;
■09/02/08; 09/25/18~~

~~Legal Authority:~~

~~General Authority: Florida Statutes: 1001.64; 1001.65~~

~~Other References:~~

~~Law Implemented: Florida Statutes: 1001.65(1) (2) (4) (18) (43) (44);
1001.65(1) (3) (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)**

September 16, 2025

6Hx19-2.40

RESIGNATION/RETIREMENT

PURPOSE:

The proposal is to delete this rule in its entirety as the rule does not align with the delegation of authority that is provided by Pasco-Hernando State College Rule 6Hx19-1.12 and Florida Statute 1001.65(3). Any procedures regarding new hires and separations will be maintained in the college's Internal Management Memoranda (IMMs).

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 deletion of this rule does not affect any individual or entities as the delegation of authority language related to the President is found in another College rule and Florida statute and any procedures would remain in the College IMMs.

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).



**2025-2026 DISTRICT BOARD OF TRUSTEES
MEETING DATES AND LOCATIONS
11:30 a.m.**

<u>Month/Date</u>	<u>Location</u>
August 7, 2025	Spring Hill Campus Rao Musunuru, M.D. Conference Center
September 16, 2025	East Campus, Dade City Conference Center, A-240/241
<i>October 2025</i>	<i>No Meeting</i>
November 18, 2025	West Campus, New Port Richey Conference Center
<i>December 2025</i>	<i>No Meeting</i>
January 20, 2026	East Campus, Dade City Conference Center, A-240/241
February 17, 2026	North Campus, Brooksville Conference Room, B-104/105
<i>March 2026</i>	<i>No Meeting</i>
April 21, 2026	Porter Campus, Wesley Chapel Conference Center
May 19, 2026	Spring Hill Campus Rao Musunuru, M.D. Conference Center
June 16, 2026	West Campus, New Port Richey Conference Center
July 21, 2026	North Campus, Brooksville Conference Room, B-104/105



2025-2026 DISTRICT BOARD OF TRUSTEES UPCOMING EVENTS INFORMATION

All College Day

Friday, October 17, 2025
West Campus, New Port Richey

Association of Community College Trustees (ACCT) 2025 Leadership Congress

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

Nursing Pinning Ceremony

Tuesday, December 9, 2025 – 11:00 am
West Campus Performing Arts Center, New Port Richey

Commencement Ceremonies

Wednesday, December 10, 2025 – 10:30 am and 3:30 pm
West Campus, New Port Richey

Association of Community College Trustees (ACCT) 2026 National Legislative Summit

Sunday, February 8 – Wednesday, February 11, 2026
Marriott Marquis
Washington, DC

Nursing Pinning Ceremony

Wednesday, May 6, 2026 – 11:00 am
West Campus Performing Arts Center, New Port Richey

Commencement Ceremonies

Thursday, May 7, 2026 – 10:30 am and 3:30 pm
West Campus, New Port Richey

Association of Community College Trustees (ACCT) 2026 Leadership Congress

Wednesday, October 21 – Saturday, October 24, 2026
Hyatt Regency Chicago
Chicago, Illinois



THE OFFICE OF THE PRESIDENT

To: The District Board of Trustees
From: Eric Hall, Ed.D.
Subject: Recommendation for 2025-2026 Student Representative to the District Board of Trustees
Date: Tuesday, September 16, 2025

In accordance with District Board of Trustee (DBoT) Board Rule 6Hx19-1.40, a student may serve as a non-voting Student Representative on the DBoT.

I recommend David Secrest to serve a one-year term which will be effective September 17, 2025, to June 30, 2026. Attached is his resume for your review.

David R Secrest

OBJECTIVE: Resume For Pasco Hernando State College

PROFESSIONAL SUMMARY

An experienced Customer Service Representative who focuses on integrity and quality. Skilled at being a leader and a follower who rapidly learns new skills. Dedicated to efficient problem solving and assistance to others. Qualification include:

- Client Relations
- Leadership Expertise
- Strategic Thinking
- Management Experience
- Maintenance Expert
- Problem Solving

PROFESSIONAL EXPERIENCE

Technician, Absolute Air Systems Inc. Zephyrhills FL July 2022-March2023

Manager, Texas Wine and Wood, Dallas TX August 2021-March 2022

Manager, DFW Slingshot Rentals, Dallas TX August 2021-March 2022

Associate, CW Hardware, Kane PA July 2021- August 2021

Manager, UEC Movie Theater, Goldsboro NC 2020-Pandemic

Public Affairs Specialist, Seymour Johnson, Goldsboro NC 2018-2023

Electrical Modification Specialist, STI. Seymour Johnson, Goldsboro NC 2019-2020

Electrical Modification Specialist, Boeing inc. Seymour Johnson, Goldsboro NC 2018-2019

Electrical/Aviation Maintenance Specialist, Seymour Johnson, Goldsboro NC 2012-2018

As Absolute Air Systems Inc Technician:

- Managed service schedules efficiently to ensure timely arrival and resolution of client issues.
- Prioritized urgent requests while maintaining a balance between emergency and routine service calls.
- Consulted with clients to understand their air conditioning issues and requirements.

- Actively listened to clients' concerns and provided empathetic responses, fostering positive client relationships.
- Resolved service-related conflicts with diplomacy and professionalism, enhancing client satisfaction and loyalty.
- Collaborated with clients to find mutually agreeable solutions for unexpected challenges.

As DFW Slingshot Rentals Manager:

- Gathered and analyzed customer feedback to identify trends, areas for improvement, and opportunities for service enhancement.
- Prioritized safety by educating customers on vehicle operation, traffic rules, and safety gear, ensuring responsible and secure riding experiences.
- Implemented pre-rental safety checks to guarantee vehicle readiness
- Implemented changes based on feedback to continually elevate the rental experience.
- Revised DFW slingshot Rental companies rental procedures fixing previous commonly damaged areas, revised data storage process, implemented new inspection worksheets.

As USAF Flightline Mechanic:

- Shared valuable insights and feedback to enhance the overall aircraft maintenance process.
- Worked alongside engineers, mechanics, and other technicians to coordinate repairs and upgrades, fostering a collaborative and cohesive team environment.
- Acted as a liaison between technical teams and leadership, conveying complex technical information in a way that leadership could easily comprehend.
- Addressed leadership inquiries promptly and professionally.

EDUCATION & TRAINING

- Huntingdon Area High School, Diploma
- US Air Force Electrical Environmental Apprentice Course, 728 Hrs Wichita Falls, TX
- US Air Force Environmental Specialty Course, 78 Hrs Goldsboro, NC
- US Air Force Electrical Specialty Course, 108 Hrs Goldsboro, NC
- US Air Force Intake/Engine Exhaust Inspection Course, 7 Hrs Goldsboro, NC
- US Air Force Airman Leadership School, 198 Hrs Goldsboro, NC
- Job Training, Customer Service: Major Abby Dolak, USAF
- Job Training, Management: Lisa Echols
- Job Training, Management: Blain Bastow
- Job Training, Air Conditioning Maintenance: Steve DeRolf, Greg Weatherspoon

TO: Dr. Eric Hall, President

FROM: Dr. Prashanth Pilly, Vice President of Academic Affairs & Chief Academic Officer

SUBJECT: Course Fee Revisions

DATE: Tuesday, September 16, 2025

This proposal is for course fee revisions reviewed and approved by the Council on Academic Affairs (CAA) during meetings held on Thursday, June 26, 2025.

CAA presents these course fee revisions to the District Board of Trustees (DBOT) for final review and approval during its meeting on Tuesday, September 16, 2025.

Course Fee Revisions: Technical Credit

Course(s)	From	To	Rationale	Effective
FFP0030 Firefighter Part I	\$161.00	\$0.00	Removal of Castlebranch fees for fingerprinting, background check and drug and alcohol screening. <i>Note: Students in the Firefighter Academic Career Certificate must complete background check and fingerprint requirements prior to program acceptance.</i> <i>Students in the Emergency Medical Technician (EMT)/Firefighter Combined Career Certificate are charged the Castlebranch fees for fingerprinting, background check and drug and alcohol screening in the course EMS0110 Emergency Medical Technician.</i>	Spring 2026 (202602)

PASCO-HERNANDO STATE COLLEGE COURSE REVISION/DELETION FORM

COURSE INFORMATION

Current Course Title: Firefighter Part 1 Prefix and Number: FFP 0030
 Effective Date/Term: 2026.02 Spring 2026 Cluster/Program Code: _____

COURSE CHANGE(S)

Course REVISION (Check, if applicable): ☒ Effective Date/Term: 2026.02 Spring 2026

Rationale: The background, drug and fingerprint screening is no longer completed in the Firefighter portion of the EMT/FF combo.

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	\$211.00 \$161	\$0
	Distance Learning Fees		
	Other User Course Fees		
CREDIT-BY-EXAMINATION TEST STATUS		Yes ☐ Explain: _____	Yes ☐ Explain: _____
		No ☐	No ☐
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

Bellevue Savard

6/11/25

Proposer's Signature

Date

Bellevue Savard

6/11/25

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: Firefighter Part 1

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: Remove: CastleBranch fees \$161.75 fingerprinting drug and alcohol, additional fingerprint fire academy \$49.25

Total Cost Per Student \$ Ø

\$77.75 Background check, \$34 drug and alcohol, \$49.25 fingerprinting fee = \$161.00

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: _____

TOTAL COST PER STUDENT (Summary of All Areas)

Recommended Laboratory Fees: \$ _____

Recommended Special Fees: \$ 0.00

Recommended Distance Learning Fees: \$ _____
(Cost Per Credit Hour Times Number of Credit Hours)

Recommended Other User Course Fees: \$ _____

Total Recommended Fees: \$ _____

Proposer Belei Hubbard Date 6/11/25

Approved _____ Not Approved _____

Chair, Council on Academic Affairs Date _____

ICU-10 (Rev. 6/17)



Council on Academic Affairs
District Board of Trustees Memo

TO: Dr. Eric Hall, President

FROM: Dr. Prashanth Pilly, Vice President of Academic Affairs & Chief Academic Officer

SUBJECT: Course Revisions

DATE: Tuesday, September 16, 2025

This proposal is for course revisions reviewed and approved by the Council on Academic Affairs (CAA) during a meeting on Friday, August 29, 2025. CAA presents these course revisions to the District Board of Trustees (DBOT) for final review and approval during its meeting on Tuesday, September 16, 2025.

Course Revisions: College Credit

Revisions

Course	Effective Term	Rationale
HSC2531 Medical Terminology	Spring 2026 (202602)	Update Course Objectives

Course Revisions: Technical Credit

Revisions

Course	Effective Term	Rationale
PRN0204 Medical Surgical Nursing I	Spring 2026 (202602)	Update Course Objectives
PRN0204L Medical Surgical Nursing I Clinical	Spring 2026 (202602)	Update Course Objectives
PRN0205 Medical Surgical Nursing II	Spring 2026 (202602)	Update Course Objectives
PRN0205L Medical Surgical Nursing II clinical	Spring 2026 (202602)	Update Course Objectives

Course Revisions: Institutional Credit | Educator Preparation Institute

This proposal is for information/consent based on feedback from the Florida Department of Education in the review of teacher preparation courses.

Course	Effective Term	Rationale
EPI0001 Classroom Management	Fall 2025 (202601)	Update Course Objectives: Remove Florida Educator Accomplished Practices (FEAPs) from the master course outline. This information is contained on the FEAPs Curriculum Map.
EPI0003 Educational Technology	Fall 2025 (202601)	Update Course Objectives: Remove Florida Educator Accomplished Practices (FEAPs) from the master course outline. This information is contained on the FEAPs Curriculum Map.
EPI0004 Teaching and Learning Process	Fall 2025 (202601)	Update Course Objectives: Remove Florida Educator Accomplished Practices (FEAPs) from the master course outline. This information is contained on the FEAPs Curriculum Map. Also editing the following: 4.1 change inclusive classroom to student-centered classroom 1.2 removal of the words social and emotional

Course	Effective Term	Rationale
EPI0009 Foundations and Applications of Evidence-Based Practices in Reading	Fall 2025 (202601)	Update Course Objectives: change word "diverse" to "various".
EPI0012 Assessment and Differentiated Instruction in Reading	Fall 2025 (202601)	Update Course Objectives: change word "diverse" to "various".
EPI0014 Demonstration of Accomplishment in Reading	Spring 2026 (202602)	Update Course Objectives: change word "diverse" to "various".
EPI0030 Maximizing Student Potential in the School Context	Spring 2026 (202602)	Update Course Objectives: change word "diverse" to "all". Removing duplicate objective



TO: Council of Academic Affairs

FROM: Billie Gabbard, Dean, Nursing & Health Programs

SUBJECT: Nursing & Health Course Revisions

DATE: 08/29/2025

CAA Committee Members,

This memo serves to outline recommendations for changes to courses within the Nursing & Health Division. I am seeking your consideration and approval for the following items.

Course	Effective Date	Rationale
TEXTBOOK CHANGES		
NUR 1021 Fundamentals of Nursing	2026-01*	Update textbook from 11 th to 12 th edition
PROGRAM PROPOSALS		
EMS AS Degree	2026-01*	Per the FDOE, remove PHI 1630 (Ethics) course from required course. Students may choose from any Area IV Level A course to meet the requirement.
COURSE REVISIONS-COLLEGE CREDIT		
HSC 2531 Medical Terminology	2026-02	Update Course Objectives
NUR 1021 Fundamentals of Nursing	2026-02	ATI Fee Change: Contract renewed every 3 years with fee increases. Negotiations resulted in \$600 decrease in total price per student. The total ATI fees will equal \$3375, which will be divided over four (4) semesters. Change in fee for NUR1021 is \$2000.00 to \$733.00
COLLEGE REVISIONS-TECHNICAL CREDIT		

PRN 0000 Fundamentals of Nursing	2026-02	ATI Fee Change: Contract renewed every 3 years with fee increases). From \$595.00-\$795.00 Total ATI fee for PN program per student equals \$2385, divided over 3 semesters.
PRN 0204 Medical Surgical Nursing I	2026-02	Revision of alignment of Course Objectives to current FL DOE PN Curriculum Framework.
PRN 0204L Medical Surgical Nursing I Clinical	2026-02	Revision of alignment of Course Objectives to current FL DOE PN Curriculum Framework.
PRN 0205 Medical Surgical Nursing II	2026-02	Revision of alignment of Course Objectives to current FL DOE PN Curriculum Framework.
PRN 0205L Medical Surgical Nursing II Clinical	2026-02	Revision of alignment of Course Objectives to current FL DOE PN Curriculum Framework.

Billie Gabbard


 Digitally signed by Billie Gabbard
 DN: cn=Billie Gabbard, o=Pasco-Hernando State College,
 ou=Nursing & Health, email=gabbarb@phsc.edu, c=US
 Date: 2025.08.25 10:26:35 -04'00'

PASCO-HERNANDO STATE COLLEGE COURSE REVISION/DELETION FORM

COURSE INFORMATION

Current Course Title: MEDICAL TERMINOLOGY Prefix and Number: HSC 2531
 Effective Date/Term: 2026-2 Cluster/Program Code: _____

COURSE CHANGE(S)

Course REVISION (Check, if applicable): ☒ Effective Date/Term: Spring 2026
 Rationale: Update and revise the course with the addition of the newest edition of the current textbook.

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	
	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 ☐ Explain: _____	Yes ☐ Explain: _____
		No ☐	No ☐
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

Brian Hubbard

Date

7/15/25

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	

PHSC

PASCO-HERNANDO STATE COLLEGE

Master Course Outline

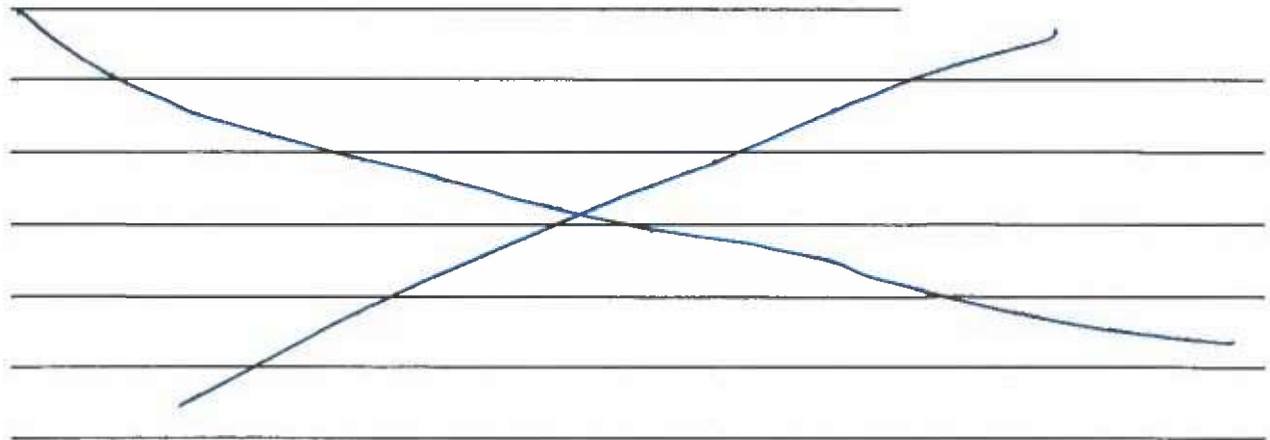
Course Identifier: HSC
2531_____

Course Title: Medical
Terminology_____

Credit Hours:

_____3_____

Course Description:  This course is directed toward the learning of medical language including word structures, prefixes, and suffixes. The learning of the medical language is organized according to body systems, providing an overview of the anatomy, physiology, and disease processes of those systems to facilitate student understanding of specific terminology. Body systems addressed are the urinary, nervous, digestive, cardiovascular, respiratory, musculoskeletal and reproductive. 45 class hours



Course Pre-requisites: _____

Course Corequisites: _____

Course Objectives:

1. Classify the components of simple and complex terms of medical language.

2. Recognize combinations of prefixes, suffixes and word roots related human body systems.
3. Demonstrate correct spelling of medical terms.
4. Apply proper use of punctuation in medical language
5. Implement the breakdown of medical terms through use of steps to analyze, identify and define the components of medical terms.
6. Deconstruct medical definitions through the utilization of steps to analyze, identify and build medical terms.
7. Apply established guidelines to interpret and construct medical terminology.
8. Identify disease states, diagnostic procedures and laboratory tests associated with the body systems.
9. Apply established guidelines of medical terminology to practical applications and case studies.
10. Demonstrate the correct use of abbreviations, acronyms, eponyms and symbols used in healthcare.



PASCO-HERNANDO STATE COLLEGE

Master Course Outline

Course Identifier: HSC 2531
Course Title: Medical Terminology

Credit Hours: 3

Course Description:

This course is directed toward the learning of medical language including word structures, prefixes, and suffixes. The learning of the medical language is organized according to body systems, providing an overview of the anatomy, physiology, and disease processes of those systems to facilitate student understanding of specific terminology. Body systems addressed are the urinary, nervous, digestive, cardiovascular, respiratory, musculoskeletal and reproductive. 45 class hours.

Course Pre-requisites: _____

Course Corequisites: _____

Course Objectives:

Upon completion of the course with a grade of 70% or higher, the student will be able to:

~~1. Analyze word structure and the basic elements of complex terminology including:~~

~~A. Roots~~

~~B. Suffixes~~

~~C. Prefixes~~

~~D. Combining Vowels and Forms~~

1. Classify the components of simple and complex terms of medical language.

~~2. Relate word elements and medical terms to body organs, systems, and structures.~~

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2. Recognize combinations of prefixes, suffixes and word roots related to human body systems and structures.

~~3. Relate medical terminology to human body functioning in normal, abnormal, or disease states.~~

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3. Demonstrate correct spelling of medical terms.

~~4. Describe the following systems of the human body and the functions of each:~~

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- A. Cardiovascular
- B. Reproductive
- C. Urinary
- D. Digestive
- E. Respiratory
- F. Musculoskeletal
- G. Nervous

4. Apply proper use of punctuation in medical language.

~~5. Spell complex terms without error.~~

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5. Implement the breakdown of medical terms through use of steps to analyze, identify and define the components of medical terms.

6. Utilize correct punctuation.

~~7. Submit an oral/written term paper in accordance with stated criteria.~~

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7. Deconstruct medical definitions through the utilization of steps to analyze, identify and build medical terms.

~~8. Satisfy chapter specific learning objectives as assigned.~~

8. Identify disease states, diagnostic procedures and laboratory tests associated with the body systems.

9. Application of medical terminology to practical applications and case studies.

10. Demonstrate the correct use of abbreviations, acronyms, eponyms and symbols used in healthcare.

PASCO-HERNANDO STATE COLLEGE COURSE REVISION/DELETION FORM

COURSE INFORMATION

Current Course Title: Medical Surgical I Prefix and Number: PRN0204
 Effective Date/Term: 2026.2 Cluster/Program Code: _____

COURSE CHANGE(S)

Course REVISION (Check, if applicable): ☒ Effective Date/Term: Spring 2026.2

Rationale: Revision to Learning Objectives to align with the FL DOE PN Curriculum Framework

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 ☐ Explain: _____	YES ☐ Explain: _____
		NO ☐	NO ☐
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

7/16/2025

Proposer's Signature

Debbie Howard

Date

8/7/25

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	



Master Course Outline

Course Identifier: PRN 0204

Course Title: Medical Surgical Nursing I

Credit Hours: 3 Technical Credit Hours

Course Description: This course is designed to provide the practical nursing student with the theoretical foundation to support clinical application of nursing care of the adult medical- surgical client utilizing nursing principles. Nursing principles are emphasized. Concepts specific to the care of clients with disease/disorders of the respiratory, cardiovascular, neurological, sensory, cancer, and mental health are included. This course consists of 90 theory hours.

Course Pre-requisites: PRN 0002, PRN 0002L, PRN 0030 and PRN 0080 or equivalent.

Course Corequisites: PRN 0204L

Course Objectives: Upon successful completion of this course with a minimum grade of 80% the student will be able to meet the following theoretical objectives:

1. Recall all previously learned knowledge.
2. Understand theoretical concepts for care of the medical/surgical/oncology patients. (~~DOE 38.0~~DOE 24.0)
3. Understand theoretical concept for care of the perioperative patients, utilizing nursing principles. (~~DOE 39.0~~DOE 22.0, 23.0)
4. Understands theoretical concepts of various mental health disorders. (~~DOE 42.0~~DOE 18.0)

Last revised: 05/28/2020; CAA 5/2020; DBoT 6/2020



Master Course Outline

Course Identifier: PRN 0204

Course Title: Medical Surgical Nursing I

Credit Hours: 3 Technical Credit Hours

Course Description: This course is designed to provide the practical nursing student with the theoretical foundation to support clinical application of nursing care of the adult medical- surgical client utilizing nursing principles. Nursing principles are emphasized. Concepts specific to the care of clients with disease/disorders of the respiratory, cardiovascular, neurological, sensory, cancer, and mental health are included. This course consists of 90 theory hours.

Course Pre-requisites: PRN 0002, PRN 0002L, PRN 0030 and PRN 0080 or equivalent.

Course Corequisites: PRN 0204L

Course Objectives: Upon successful completion of this course with a minimum grade of 80% the student will be able to meet the following theoretical objectives:

1. Recall all previously learned knowledge.
2. Understand theoretical concepts for care of the medical/surgical/oncology patients. (DOE 24.0)
3. Understand theoretical concept for care of the perioperative patients, utilizing nursing principles. (DOE 22.0, 23.0)
4. Understands theoretical concepts of various mental health disorders. (DOE 18.0)

PASCO-HERNANDO STATE COLLEGE COURSE REVISION/DELETION FORM

COURSE INFORMATION

Current Course Title: Medical Surgical Nursing I Clinical Prefix and Number: PRN0204L

Effective Date/Term: 2026.2 Cluster/Program Code: _____

COURSE CHANGE(S)

Course REVISION (Check, if applicable): ☒ Effective Date/Term: Spring 2026.2

Rationale: Revision to Learning Objectives to align with the FL DOE PN Curriculum Framework

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 ☐ Explain: _____	YES ☐ Explain: _____
		NO ☐	NO ☐
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

7/16/2025

Proposer's Signature

Bellie Howard

Date

8/16/25

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 PRN 0204L

Course Title: Medical Surgical Nursing I Clinical I_

Credit Hours: 5.5 Technical Credit Hours

Course Description:

This course is designed to provide the practical nursing student with additional lab and clinical application of nursing care of the adult medical-surgical client. Nursing principles are emphasized. Concepts specific to the care of clients with disease/disorders of the respiratory, cardiovascular, neurological, sensory, and cancer and mental health are included. 165 clock hours

Placement: This course is placed in the second or third semester of the Practical Nursing Program.

Course Pre-requisites: PRN 0002, PRN 0002L and PRN 0030

Course Corequisites: PRN 0204

Course Objectives: Upon successful completion of this course with a minimum grade of 80%, the student will be able to meet the following objectives:

1. Apply all previous learned knowledge and skills in the clinical setting.
2. Provide care for medical/surgical/oncology patients, utilizing nursing principles. (~~DOE 38.0~~ DOE 24.0)
3. Provide care for peri-operative patients, utilizing nursing principles. (~~DOE 39.0~~ DOE 22.0, 23.0)
4. Recognize various mental health disorders as indicated by client thoughts, behaviors, and reports. (~~DOE 42.04~~ DOE 18.0)
5. Provide care to clients with various mental health disorders. (~~DOE 42.0~~ DOE 18.0)
6. Administer Medications under the supervision of the instructor. (DOE 17.0)



Master Course Outline

Course Identifier PRN 0204L

Course Title: Medical Surgical Nursing I Clinical I_

Credit Hours: 5.5 Technical Credit Hours

Course Description:

This course is designed to provide the practical nursing student with additional lab and clinical application of nursing care of the adult medical-surgical client. Nursing principles are emphasized. Concepts specific to the care of clients with disease/disorders of the respiratory, cardiovascular, neurological, sensory, and cancer and mental health are included. 165 clock hours

Placement: This course is placed in the second or third semester of the Practical Nursing Program.

Course Pre-requisites: PRN 0002, PRN 0002L and PRN 0030

Course Corequisites: PRN 0204

Course Objectives: Upon successful completion of this course with a minimum grade of 80%, the student will be able to meet the following objectives:

1. Apply all previous learned knowledge and skills in the clinical setting.
2. Provide care for medical/surgical/oncology patients, utilizing nursing principles.(DOE 24.0)
3. Provide care for peri-operative patients, utilizing nursing principles.(DOE 22.0, 23.0)
4. Recognize various mental health disorders as indicated by client thoughts, behaviors, and reports. (DOE 18.0)
5. Provide care to clients with various mental health disorders.(DOE 18.0)
6. Administer Medications under the supervision of the instructor. (DOE 17.0)

PASCO-HERNANDO STATE COLLEGE COURSE REVISION/DELETION FORM

COURSE INFORMATION

Current Course Title: Medical Surgical II Prefix and Number: PRN0205
 Effective Date/Term: 2026.2 Cluster/Program Code: _____

COURSE CHANGE(S)

Course REVISION (Check, if applicable): ☒ Effective Date/Term: Spring 2026.2

Rationale: Revision to Learning Objectives to align with the FL DOE PN Curriculum Framework

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 ☐ Explain: _____	YES ☐ Explain: _____
		NO ☐	NO ☐
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

7/16/2025

Proposer's Signature

Billie Hubbard

Date

8/7/25

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	



Master Course Outline

Course Identifier: PRN 0205

Course Title: Medical Surgical Nursing II

Credit Hours: 2.5 Technical Credit Hours

Course Description:

This course is designed to provide the practical nursing student with the theoretical foundation to support clinical application of nursing care of the adult medical-surgical client utilizing nursing principles. Emphasis is on organized client care functions, employability skills, and professional issues. Nursing principles are emphasized. Concepts specific to the care of clients with disease/disorders of the immune, cardiovascular, reproductive, musculoskeletal, integumentary, digestive, and the urinary systems are included. 75 clock hours.

Course Pre-requisites: PRN 0204 and PRN 0204L

Course Corequisites: PRN 0205L.

Course Objectives: Upon successful completion of this course with a minimum grade of 80% the student will be able to meet the following theoretical objectives:

1. Recall all previously learned knowledge.
2. Understand the care for medical/surgical/oncology patients, utilizing nursing principles. (~~DOE 38.0~~DOE 24.0)
3. Discuss the scope of practice of a Licensed Practical Nurse in a leadership/supervisory role. (~~DOE 43.03~~DOE 28.0)
4. Develop Transitional skills. (~~DOE 43.0~~DOE 28.0)
5. Demonstrate employability skills specific to practical nursing. (~~DOE 44.0~~DOE 29.0)
6. Describe the role of the LPN in delegation to unlicensed personnel. (~~DOE-43.04~~DOE 28.0)
7. Applies Pharmacologic Process relevant to the medical/surgical/oncology patients. (~~DOE-37~~DOE 24.0)

Last revised: 05/28/2020; CAA 5/2020; DBoT 6/2020



Master Course Outline

Course Identifier: PRN 0205

Course Title: Medical Surgical Nursing II

Credit Hours: 2.5 Technical Credit Hours

Course Description:

This course is designed to provide the practical nursing student with the theoretical foundation to support clinical application of nursing care of the adult medical-surgical client utilizing nursing principles. Emphasis is on organized client care functions, employability skills, and professional issues. Nursing principles are emphasized. Concepts specific to the care of clients with disease/disorders of the immune, cardiovascular, reproductive, musculoskeletal, integumentary, digestive, and the urinary systems are included. 75 clock hours.

Course Pre-requisites: PRN 0204 and PRN 0204L

Course Corequisites: PRN 0205L.

Course Objectives: Upon successful completion of this course with a minimum grade of 80% the student will be able to meet the following theoretical objectives:

1. Recall all previously learned knowledge.
2. Understand the care for medical/surgical/oncology patients, utilizing nursing principles. (DOE 24.0)
3. Discuss the scope of practice of a Licensed Practical Nurse in a leadership/supervisory role. (DOE 28.0)
4. Develop Transitional skills. (DOE 28.0)
5. Demonstrate employability skills specific to practical nursing. (DOE 29.0)
6. Describe the role of the LPN in delegation to unlicensed personnel. (DOE 28.0)
7. Applies Pharmacologic Process relevant to the medical/surgical/oncology patients. (DOE 24.0)

PASCO-HERNANDO STATE COLLEGE COURSE REVISION/DELETION FORM

COURSE INFORMATION

Current Course Title: Medical Surgical Nursing II Clinical Prefix and Number: PRN0205L
 Effective Date/Term: 2026.2 Cluster/Program Code: _____

COURSE CHANGE(S)

Course REVISION (Check, if applicable): ☒ Effective Date/Term: Spring 2026.2

Rationale: Revision to Learning Objectives to align with the FL DOE PN Curriculum Framework

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 ☐ Explain: _____	YES ☐ Explain: _____
		NO ☐ _____	NO ☐ _____
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 7/16/2025

Proposer's Signature Date

Debbie Howard 8/7/25

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: PRN 0205L

Course Title: Medical Surgical Nursing II Clinical

Credit Hours: 5.5 Technical Credit Hours

Placement: This course is placed in the second or third semester of the Practical Nursing Program.

Course Description:

This course is designed to provide the practical nursing student intense clinical application of nursing care of the adult medical-surgical client utilizing nursing principles. Emphasis is on organized client care functions, employability skills and professional issues. Nursing principles are emphasized. Concepts specific to the care of clients with disease/disorders of the immune, cardiovascular, immune, reproductive, musculoskeletal, integumentary, digestive, and the urinary systems are included. 165 clock hours.

Course Pre-requisites: PRN 0204, PRN 0204L

Course Corequisites: PRN 0205

Course Objectives:

Upon successful completion of this course with a minimum grade of 80 %, the student will be able to meet the following objectives:

1. Apply all previous learned knowledge and skill in the clinical setting.
2. Continues to provide care for medical/surgical/oncology patients, utilizing nursing principles. (~~DOE 38.0~~DOE 24.0)
3. Organize complex patient care assignments with multiple clients (~~DOE 43.0~~DOE 28.0)
4. Administer Medication under the supervision of the instructor. (~~DOE 37~~DOE 17.0)



Master Course Outline

Course Identifier: PRN 0205L

Course Title: Medical Surgical Nursing II Clinical

Credit Hours: 5.5 Technical Credit Hours

Placement: This course is placed in the second or third semester of the Practical Nursing Program.

Course Description:

This course is designed to provide the practical nursing student intense clinical application of nursing care of the adult medical-surgical client utilizing nursing principles. Emphasis is on organized client care functions, employability skills and professional issues. Nursing principles are emphasized. Concepts specific to the care of clients with disease/disorders of the immune, cardiovascular, immune, reproductive, musculoskeletal, integumentary, digestive, and the urinary systems are included. 165 clock hours.

Course Pre-requisites: PRN 0204, PRN 0204L

Course Corequisites: PRN 0205

Course Objectives:

Upon successful completion of this course with a minimum grade of 80 %, the student will be able to meet the following objectives:

1. Apply all previous learned knowledge and skill in the clinical setting.
2. Continues to provide care for medical/surgical/oncology patients, utilizing nursing principles. (DOE 24.0)
3. Organize complex patient care assignments with multiple clients (DOE 28.0)
4. Administer Medication under the supervision of the instructor. (DOE 17.0)

TO: Council on Academic Affairs Committee

FROM: Jessica Hinds, Associate Director of Curriculum Support and Educator Preparation Institute

SUBJECT: EPI Course Revisions

DATE: Friday, August 29, 2025

This proposal is for information/consent based on feedback from the Florida Department of Education in the review of teacher preparation courses.

Course Revisions: Institutional Credit | Educator Preparation Institute

Course	Effective Term	Rationale
EPI0001 Classroom Management	Fall 2025 (202601)	Update Course Objectives: Remove Florida Educator Accomplished Practices (FEAPs) from the master course outline. This information is contained on the FEAPs Curriculum Map.
EPI0003 Educational Technology	Fall 2025 (202601)	Update Course Objectives: Remove Florida Educator Accomplished Practices (FEAPs) from the master course outline. This information is contained on the FEAPs Curriculum Map.
EPI0004 Teaching and Learning Process	Fall 2025 (202601)	Update Course Objectives: Remove Florida Educator Accomplished Practices (FEAPs) from the master course outline. This information is contained on the FEAPs Curriculum Map. Also editing the following: 4.1 change inclusive classroom to student-centered classroom 1.2 removal of the words social and emotional
EPI0009 Foundations and Applications of Evidence-Based Practices in Reading	Fall 2025 (202601)	Update Course Objectives: change word "diverse" to "various".
EPI0012 Assessment and Differentiated Instruction in Reading	Fall 2025 (202601)	Update Course Objectives: change word "diverse" to "various".
EPI0014 Demonstration of Accomplishment in Reading	Spring 2026 (202602)	Update Course Objectives: change word "diverse" to "various".
EPI0030 Maximizing Student Potential in the School Context	Spring 2026 (202602)	Update Course Objectives: change word "diverse" to "all". Removing duplicate objective

PASCO-HERNANDO STATE COLLEGE COURSE REVISION/DELETION FORM

COURSE INFORMATION

Current Course Title: Classroom Management Prefix and Number: EPI0001
 Effective Date/Term: Fall 2025 (202601) Cluster/Program Code: Arts and Sciences: EPI Program

COURSE CHANGE(S)

Course REVISION (Check, if applicable): ☒ Effective Date/Term: Fall 2025 (202601)
 Rationale: Removing Florida Educator Accomplished Practices from the MCO. Information contained on FEAPS Curriculum Map.

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 ☐ Explain:	YES ☐ Explain:
		NO ☐	NO ☐
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 Hinds

8/20/2025

Proposer's Signature

Joy Moore-Cruse

Date

08/21/2025

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: EPI0001

Course Title: Classroom Management

Credit Hours: 3

Course Description: This course prepares the participant to set up a classroom, establish classroom policies and procedures, utilize various styles of presentations and employ varied teaching strategies including technology-infused instruction. Teacher candidates will learn methods for establishing and maintaining cooperative relations with parents. Teacher candidates will conduct research in professional literature to seek best practices and develop the craft of effective instruction. A grade of "C" or higher must be attained.

Course Pre-requisites: None

Course Co-requisites: None

Course Objectives:

1. Develop a system of record keeping that ensures documentation of student performance, attendance, contact information, and student artifacts.
 - a. Identify technology applications that facilitate record keeping
 - b. Develop a system of collecting and documenting student artifacts
 - c. Create a contact database to record parent conferences, referrals, and, anecdotal information
 - d. Develop a system for recording student performance.
2. Develop knowledge of strategies to establish a classroom that is consistent, supportive, and engaging
 - a. Create a behavior plan that contains a systematic process for establishing, promoting, and maintaining a positive learning environment
 - b. Identify a repertoire of techniques for establishing smooth, efficient and well-paced routines
 - c. Establish clear system of consequences that are enforceable for misbehavior
 - d. Create mechanism for instructing students in appropriate classroom behavior and manners
3. Develop knowledge of strategies to create and sustain a safe, efficient, supportive learning environment

- a. Evaluate the appropriateness of the physical environment for facilitating student learning and promoting safety
- b. Identify strategies to involve students in establishing rules and standards for behavior that create a safe learning environment
- c. Identify emergency procedures for students and campus safety.
- 4. Develop knowledge of effective communication with students, parents, faculty, other professionals, and the public, including those whose home language is not English.
 - a. Identify appropriate techniques for leading class discussions, (e.g., listening, identifying relevant information, probing, drawing inferences, summarizing student comments, and redirecting
 - b. Identify ways to correct student errors (e.g., modeling, providing an explanation or additional information, or asking additional questions)
 - c. Identify nonverbal communication strategies that promote student action and performance
 - d. Choose effective communication techniques for conveying high expectations for student learning.

Florida Educator Accomplished Practices (FEAPs).

Quality of Instruction

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
- 2b. Manages individual and class behaviors using a well-planned management system
- 2c. Conveys high expectations to all students
- 2d. Respects students' culture, race, and family background
- 2e. Models clear, acceptable, and effective written communication skills
- 2f. Maintains a climate of open inquiry, fairness and support
- 2g. Integrates current information and communication technologies
- 2h. Adapts the learning environment to accommodate the differing needs and diversity of students
- 2g. Utilizes current and emerging assistive technologies that enable students to participate in quality communication experiences and achieve their educational goals

5. Continuing Professional Development

The effective educator consistently:

- 5d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement



Master Course Outline

Course Identifier: EPI0001

Course Title: Classroom Management

Credit Hours: 3

Course Description: This course prepares the participant to set up a classroom, establish classroom policies and procedures, utilize various styles of presentations, employ varied teaching strategies including technology-infused instruction. Teacher candidates will learn methods for establishing and maintaining cooperative relations with parents. Teacher candidates will conduct research in professional literature to seek best practices and develop the craft of effective instruction. A grade of "C" or higher must be attained.

Course Pre-requisites: None

Course Co-requisites: None

Course Objectives:

1. Develop a system of record keeping that ensures documentation of student performance, attendance, contact information, and student artifacts.
 - a. Identify technology applications that facilitate record keeping
 - b. Develop a system of collecting and documenting student artifacts
 - c. Create a contact database to record parent conferences, referrals, and, anecdotal information
 - d. Develop a system for recording student performance.
2. Develop knowledge of strategies to establish a classroom that is consistent, supportive, and engaging
 - a. Create a behavior plan that contains a systematic process for establishing, promoting, and maintaining a positive learning environment
 - b. Identify a repertoire of techniques for establishing smooth, efficient and well-paced routines
 - c. Establish clear system of consequences that are enforceable for misbehavior
 - d. Create mechanism for instructing students in appropriate classroom behavior and manners

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 - b. Identify ways to correct student errors (e.g., modeling, providing an explanation or additional information, or asking additional questions)
 - c. Identify nonverbal communication strategies that promote student action and performance
 - d. Choose effective communication techniques for conveying high expectations for student learning.

PASCO-HERNANDO STATE COLLEGE COURSE REVISION/DELETION FORM

COURSE INFORMATION

Current Course Title: Educational Technology Prefix and Number: EPI0003
 Effective Date/Term: Fall 2025 (202601) Cluster/Program Code: Arts and Sciences: EPI Program

COURSE CHANGE(S)

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

Rationale: Removing Florida Educator Accomplished Practices from the MCO. Information contained on FEAPS Curriculum Map.

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

Rationale: _____

ITEMS TO CHANGE		CHANGE FROM	CHANGE TO
TITLE		Refer to Course Information	Modularized Writing
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 ☐ Explain: _____	YES ☐ Explain: _____
		NO ☐	NO ☐
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: \$ _____

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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: \$ _____

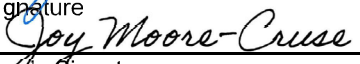
Textbook(s)/Ancillary Content Verification: _____

Academic Dean's Signature

Date

SIGNATURES/APPROVALS

 _____ 8/20/2025

Proposer's Signature _____ Date
 _____ 08/21/2025

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: EPI0003

Course Title: Educational Technology

Credit Hours: 3

Course Description: The purpose of this course is to introduce the student to appropriate applications of technology in an educational setting. Topics include productivity tools and educational applications including electronic communication and multimedia applications. A grade of "C" or higher must be attained.

Course Pre-requisites: None

Course Co-requisites: None

Course Objectives:

1. Demonstrate and evaluate current educational technology and integration strategies
 - a. Select criteria to evaluate technology for instructional purposes.
 - b. Review fair use copyright guidelines and select copyright friendly sources for use in the classroom.
 - c. Identify technology-based programs and strategies to collect and use formative and summative evaluation data.
2. Differentiate instruction to meet the needs of all learners.
 - a. Examine the principles of universal design for learning.
 - b. Examine assistive technology hardware products.
 - c. Design an accessible word document.
 - d. Evaluate applications such as translators to assist English Language learners and link the technology to strategies for teaching these students.
3. Integrate multimedia and educational software applications in the classroom
 - a. Design a learning activity that demonstrates differentiated instruction using a free internet-based multimedia application.
 - b. Investigate using technology to expand the learning environment beyond the classroom walls.

- c. Assemble a notated spreadsheet of educational sites for classroom use.

~~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:

- 1d. Implements appropriate formative assessments to monitor learning.
1f. Designs learning experiences that require students to demonstrate a variety of appropriate skills and competencies.

2. The Learning Environment

To maintain a student-centered learning environment that is safe, organized, equitable, flexible, and collaborative, the effective educator consistently:

- 2g. Integrates current information and communication technologies.
2h. Adapts the learning environment to accommodate the differing needs and diversity of students.
2i. Utilizes current and emerging information technologies that enable students to participate in high-quality communication and interaction and achieve their educational goals.

3. Instructional Delivery and Assessment

The effective educator consistently utilizes subject and comprehensive knowledge of the subject to:

- 3g. Apply varied instructional strategies and resources, including appropriate technology, to present comprehensible instruction and teach for student understanding.
3h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.

4. Assessment

The effective educator consistently:

- 4f. Applies technology to organize and integrate assessment information.



Master Course Outline

Course Identifier: EPI0003

Course Title: Educational Technology

Credit Hours: 3

Course Description: The purpose of this course is to introduce the student to appropriate applications of technology in an educational setting. Topics include productivity tools and educational applications including electronic communication and multimedia applications. A grade of "C" or higher must be attained.

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Course Co-requisites: None

Course Objectives:

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 - a. Select criteria to evaluate technology for instructional purposes.
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 - c. Identify technology-based programs and strategies to collect and use formative and summative evaluation data.
2. Differentiate instruction to meet the needs of all learners.
 - a. Examine the principles of universal design for learning.
 - b. Examine assistive technology hardware products.
 - c. Design an accessible word document.
 - d. Evaluate applications such as translators to assist English Language learners and link the technology to strategies for teaching these students.
3. Integrate multimedia and educational software applications in the classroom
 - a. Design a learning activity that demonstrates differentiated instruction using a free internet-based multimedia application.
 - b. Investigate using technology to expand the learning environment beyond the classroom walls.
 - c. Assemble a notated spreadsheet of educational sites for classroom use.

PASCO-HERNANDO STATE COLLEGE COURSE REVISION/DELETION FORM

COURSE INFORMATION

Current Course Title: Teaching and Learning Process Prefix and Number: EPI0004
 Effective Date/Term: Fall 2025 (202601) Cluster/Program Code: Arts and Sciences: EPI Program

COURSE CHANGE(S)

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

Rationale: Removing FEAPs from MCO. Information contained on FEAPS Curriculum Map. Editing Wording in objectives per FLDOE

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 ☐ Explain: _____	YES ☐ Explain: _____
		NO ☐	NO ☐
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 Hinds

8/20/2025

Proposer's Signature

Date

Joy Moore-Cruise

8/21/2025

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: EPI0004

Course Title: Teaching and Learning Process

Credit Hours: 3

Course Description: This course provides a foundation of various learning theories as applied to the instructional process. Characteristics (physical, social, emotional and cognitive) of students of each age group (elementary, middle school and high school) are also incorporated. This course also covers various student characteristics such as exceptionality, motivation, persistence, and second language acquisition. Ways to assess student learning and teacher performance are covered. Standardized testing, test interpretation, and the use of test results are included. A grade of "C" or higher must be attained.

Course Pre-requisites: None

Course Co-requisites: None

Course Objectives:

1. The student will explore theories of learning and characteristics of students of each age group.
 - 1.1. Students will investigate stage theories of learning.
 - 1.2. Students will describe the physical and cognitive characteristics of students at each level of schooling (K-12).
2. The student will explain behavioral theories and the role they play in motivation and persistence.
 - 2.1. Students will investigate behavioral theories and the use of positive feedback.
 - 2.2. Students will give example of specific feedback to improve students' motivation and persistence.
3. The student will explore the constructivist approach to learning.
 - 3.1. Students will explain the use of a constructivist approach for meaningful learning.
 - 3.2. Students will relate problem solving techniques to the construction of knowledge.

4. The student will describe appropriate accommodations for student variability.
 - 4.1. Students will prepare for a student-centered classroom.
 - 4.2. Students will construct alternative assessments.
5. The student will explore ways to assess student learning and teacher performance.
 - 5.1. Students will examine standardized testing, test interpretation and use of test results.
 - 5.2. Students will list the steps they need to accomplish to achieve full certification.
 - 5.3. Students will explain how they will be evaluated as a beginning teacher.



Master Course Outline

Course Identifier: EPI0004

Course Title: Teaching and Learning Process

Credit Hours: 3

Course Description: This course provides a foundation of various learning theories as applied to the instructional process. Characteristics (physical, social, emotional and cognitive) of students of each age group (elementary, middle school and high school) are also incorporated. This course also covers various student characteristics such as exceptionality, motivation, persistence, and second language acquisition. Ways to assess student learning and teacher performance are covered. Standardized testing, test interpretation, and the use of test results are included. A grade of "C" or higher must be attained.

Course Pre-requisites: None

Course Co-requisites: None

Course Objectives:

1. The student will explore theories of learning and characteristics of students of each age group.
 - 1.1. Students will investigate stage theories of learning.
 - 1.2. Students will describe the physical, ~~social, emotional~~ and cognitive characteristics of students at each level of schooling (K-12).
2. The student will explain behavioral theories and the role they play in motivation and persistence.
 - 2.1. Students will investigate behavioral theories and the use of positive feedback.
 - 2.2. Students will give example of specific feedback to improve students' motivation and persistence.
3. The student will explore the constructivist approach to learning.
 - 3.1. Students will explain the use of a constructivist approach for meaningful learning.
 - 3.2. Students will relate problem solving techniques to the construction of knowledge.

4. The student will describe appropriate accommodations for student variability.
 - 4.1. Students will prepare for ~~an inclusive classroom~~. [a student-centered classroom](#).
 - 4.2. Students will construct alternative assessments.
5. The student will explore ways to assess student learning and teacher performance.
 - 5.1. Students will examine standardized testing, test interpretation and use of test results.
 - 5.2. Students will list the steps they need to accomplish to achieve full certification.
 - 5.3. Students will explain how they will be evaluated as a beginning teacher.

~~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
- 1d. Administers appropriate formative assessments to monitor learning

2. The Learning Environment

To maintain a student-centered learning environment, the effective educator consistently creates a safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- 2b. Manages individual and class behaviors using a well-planned management system
- 2c. Conveys high expectations to all students
- 2h. Adapts the learning environment to accommodate the differing needs and diversity of students.

3. Instructional Delivery and Assessment

The effective educator consistently uses a deep and comprehensive knowledge of the subject taught to:

- 3h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students
- 3i. Support learning, and provide immediate and specific feedback to students to promote student achievement

4. Assessment

The effective educator consistently:

- 4a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process
- 4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains

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: Fall 2025 (202601) Cluster/Program Code: Arts and Sciences: EPI Program

COURSE CHANGE(S)

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

Rationale: Editing Wording in objectives per FLDOE. Changing word "diverse" to "various".

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

Rationale: _____

ITEMS TO CHANGE		CHANGE FROM	CHANGE TO
TITLE		Refer to Course Information	Modularized Writing
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 ☐ Explain: _____	YES ☐ Explain: _____
		NO ☐	NO ☐
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: \$ _____

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Author(s): _____ ISBN13: _____

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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

 _____ 8/20/2025

Proposer's Signature _____ Date
08/21/2025

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: 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 various 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 various 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: Assessment and Differentiated Instruction in Reading Prefix and Number: EPI0012

Effective Date/Term: Fall 2025 (202601) Cluster/Program Code: Arts and Sciences: EPI Program

COURSE CHANGE(S)

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

Rationale: Editing Wording in objectives per FLDOE. Changing word "diverse" to "various".

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

Rationale: _____

ITEMS TO CHANGE		CHANGE FROM	CHANGE TO
TITLE		Refer to Course Information	Modularized Writing
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 ☐ Explain: _____	YES ☐ Explain: _____
		NO ☐	NO ☐
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

 _____ 8/20/2025

Proposer's Signature _____ Date
 _____ 08/21/2025

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: 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-various 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.



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 various 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.

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: Spring 2026 (202602) Cluster/Program Code: Arts and Sciences: EPI Program

COURSE CHANGE(S)

Course REVISION (Check, if applicable): ☒ Effective Date/Term: Spring 2026 (202602)
 Rationale: Editing Wording in objectives per FLDOE. Changing word "diverse" to "various".

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

ITEMS TO CHANGE		CHANGE FROM	CHANGE TO
TITLE		Refer to Course Information	Modularized Writing
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 ☐ Explain: _____	YES ☐ Explain: _____
		NO ☐	NO ☐
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

 _____ 8/20/2025

Proposer's Signature _____ Date
 _____ 08/21/2025

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: 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-various~~ 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.



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 various 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.

PASCO-HERNANDO STATE COLLEGE COURSE REVISION/DELETION FORM

COURSE INFORMATION

Current Course Title: Maximizing Student Potential in the School Context Prefix and Number: EPI0030
 Effective Date/Term: Fall 2025 (202601) Cluster/Program Code: Arts and Sciences: EPI Program

COURSE CHANGE(S)

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

Rationale: Editing wording in objectives per FLDOE. Changing word "diverse" to all. Removing duplicate objective.

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

Rationale: _____

ITEMS TO CHANGE		CHANGE FROM	CHANGE TO
TITLE		Refer to Course Information	Modularized Writing
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 ☐ Explain: _____	YES ☐ Explain: _____
		NO ☐	NO ☐
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

 _____ 8/20/2025

Proposer's Signature _____ Date
 _____ 08/21/2025

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: EPI0030

Course Title: Maximizing Student Potential in the School Context

Credit Hours: 2

Course Description: This course focuses on effective strategies for identifying and meeting the varied learning needs of students in the classroom. Students will examine teaching practices, legal and ethical responsibilities, and assessment methods to ensure all learners are supported in Florida's state academic standards. This course covers approaches to differentiated instruction, fostering effective learning environments, and utilizing assessment data to guide instructional decisions. Students will also learn how to collaborate with families and communities to support student learning. Through reflective practice, students will develop actionable plans to enhance teaching performance that improves learner outcomes. 30 class hours. A grade of "C" or higher must be attained.

Course Pre-requisites: None

Course Co-requisites: None

Course Objectives:

1. The student will analyze strategies effective in identifying and meeting the needs of diverse-all learners and utilize assessment data effectively .
 - 1.1. Students will analyze the use of formal and informal assessment data to design instruction that aligns with Florida's state academic standards.
 - 1.2. Students will interpret assessment data to guide evidence-based instructional decisions and monitor student progress.
 - 1.3. Students will review and describe evidence-based strategies effective in impacting student learning.
2. The student will examine approaches to differentiate instruction.
 - 2.1. Students will examine, describe and apply principles of differentiated instruction to tailor content, processes, and products to student readiness levels, interests and learning profiles.
3. The student will examine how to develop effective learning environments that foster student motivation, engagement and learning.
 - 3.1. Students will explain factors that promote a safe, respectful, and student- centered learning environment that that meets the needs of all learners.
 - 3.2. Students will discuss strategies that motivate students, build confidence, and encourage active participation in the learning process.

4. The student will describe how to collaborate with stakeholders to impact learning .
 - 4.1. Students will describe how to engage with families, school personnel, and community members to support student learning through effective communication and partnership.
5. The student will analyze how to improve instructional practices.
 - 5.1. Students will engage in reflective practice to identify areas of growth and develop professional action plans for improving instructional effectiveness.
- ~~6. The student will analyze how to improve instructional practices.~~
 - ~~6.1. Students will engage in reflective practice to identify areas of growth and develop professional action plans for improving instructional effectiveness.~~



Master Course Outline

Course Identifier: EPI0030

Course Title: Maximizing Student Potential in the School Context

Credit Hours: 2

Course Description: This course focuses on effective strategies for identifying and meeting the varied learning needs of students in the classroom. Students will examine teaching practices, legal and ethical responsibilities, and assessment methods to ensure all learners are supported in Florida's state academic standards. This course covers approaches to differentiated instruction, fostering effective learning environments, and utilizing assessment data to guide instructional decisions. Students will also learn how to collaborate with families and communities to support student learning. Through reflective practice, students will develop actionable plans to enhance teaching performance that improves learner outcomes. 30 class hours. A grade of "C" or higher must be attained.

Course Pre-requisites: None

Course Co-requisites: None

Course Objectives:

1. The student will analyze strategies effective in identifying and meeting the needs of all learners and utilize assessment data effectively .
 - 1.1. Students will analyze the use of formal and informal assessment data to design instruction that aligns with Florida's state academic standards.
 - 1.2. Students will interpret assessment data to guide evidence-based instructional decisions and monitor student progress.
 - 1.3. Students will review and describe evidence-based strategies effective in impacting student learning.
2. The student will examine approaches to differentiate instruction.
 - 2.1. Students will examine, describe and apply principles of differentiated instruction to tailor content, processes, and products to student readiness levels, interests and learning profiles.
3. The student will examine how to develop effective learning environments that foster student motivation, engagement and learning.
 - 3.1. Students will explain factors that promote a safe, respectful, and student- centered learning environment that that meets the needs of all learners.
 - 3.2. Students will discuss strategies that motivate students, build confidence, and encourage active participation in the learning process.

4. The student will describe how to collaborate with stakeholders to impact learning .
 - 4.1. Students will describe how to engage with families, school personnel, and community members to support student learning through effective communication and partnership.
5. The student will analyze how to improve instructional practices.
 - 5.1. Students will engage in reflective practice to identify areas of growth and develop professional action plans for improving instructional effectiveness.



Council on Academic Affairs
District Board of Trustees Memo

TO: Dr. Eric Hall, President

FROM: Dr. Prashanth Pilly, Vice President of Academic Affairs & Chief Academic Officer

SUBJECT: Program Changes

DATE: Tuesday, September 16, 2025

This proposal is for program revisions reviewed and approved by the Council on Academic Affairs (CAA) during a meeting on Friday, August 29, 2025.

CAA presents these program revisions to the District Board of Trustees (DBOT) for final review and approval during its meeting on Tuesday, September 16, 2025.

Program Revision: Associate in Science, Emergency Medical Science – Effective Fall 2025 (202501)

The Associate in Science, Emergency Medical Services program is being revised by removing the Humanities course PHI1630 Applied Ethics and opening it to any general education Area V Humanities Category A (General education core / State required) course:

- ARH1000 Art Appreciation
- HUM1020 Introduction to Humanities
- LIT2000 Introduction to Literature
- MUL1010 Music Appreciation
- PHI1010 Introduction to Philosophy
- THE1000 Theatre Appreciation

PHI1630 was an institutional general education course and cannot satisfy the Area V Humanities core requirement as it is not listed in [Rule 6A-14.0303, F.A.C.](#)

From the FLDOE Curriculum Framework:

General Education Course Requirements for AS and AAS Degrees

State Board of Education Rule 6A-14.030(4), F.A.C., identifies 15 credit hours as the minimum amount of general education coursework required in the Associate of Science (AS) degree and the Associate of Applied Science (AAS) degree. In addition, Rule 6A-14.0303, F.A.C., implements s. 1007.25, F.S., and requires students entering a technical education degree program in the 2022-2023 academic year, and thereafter, to complete at least one identified core course in each subject area as part of the general education course requirements (15 credit hours total) before a degree is awarded) The core subject areas include:

- Communication.
- Humanities.
- Mathematics.
- Natural Sciences.
- Social Sciences.

PASCO-HERNANDO STATE COLLEGE ACADEMIC PROGRAM PROPOSAL FORM

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

Effective Date: Fall 2025 - 202601

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

CURRENT OR PROPOSED TITLE Emergency Medical Science, Associate of Science		TOTAL NUMBER OF ☐ COLLEGE CREDIT TECHNICAL ☒ CREDIT HOURS 73
Check Box for Program Type ☐ Advanced Technical Certificate (Post Associate in Science Degree) ☒ Associate in Science Degree ☐ Associate in Applied Science Degree ☐ Baccalaureate Degree ☐ College Credit Certificate ☐ Applied Technology Diploma ☐ Technical Credit Program		
AS/AAS/ATD/BS/CCC/TECHNICAL CREDIT CIP CODE: If no CIP code, date submitted to DCC/DWE.		AA Common Course Prerequisite ☐ Yes ☒ 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: PHI 1630 Applied Ethics		
To: Any Area V Humanities Category A listed in the Associate of Science degree.		
Program Requirement Changes: From:		
To:		
Total Current College Credit or Technical Credit Hours		
From:		To:
JUSTIFICATION FOR CHANGE		
Check Box for Change Justification ☐ Programmatic Accreditation Requirement ☒ Florida Department of Education Curriculum Framework Changes ☐ Program Review Recommendation ☐ Student Learning Outcome Assessment ☐ Other		
Other Explanation: The state mandate requires AS degree programs to use an Area V category A general education course.		
The EMS program will be removing PHI 1630 which is an Area V Humanities Category A course and replacing it with an Area V Humanities Category A course.		

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

 Proposer's Signature	 Date
Department Chair/Program Director's Signature	Date
 Academic Dean's Signature	 Date

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					

Emergency Medical Services, Associate in Science

The purpose of this program is to prepare students to provide advanced prehospital emergency care as a paramedic. Instruction includes the knowledge and skills required to function under the direction of a physician, either directly or by written procedures. Students who wish to transfer any credits from this program to another institution must accept the responsibility for securing approval from that institution.

PROGRAM CODE: AS-EMS

<u>ENC 1101</u>	English Composition I	3 cr.
<u>EMS 1119</u>	Emergency Medical Technology	5 cr.
<u>EMS 1119L</u>	Emergency Medical Technology Laboratory	2.5 cr.
<u>EMS 1431</u>	Emergency Medical Technology Clinical	1.5 cr.
<u>PHI 1630</u>	Applied Ethics	3 cr.
	Any Area V Humanities Category A listed in the Associate of Science degree.	3 cr.
<u>HSC 2531</u>	Medical Terminology	3 cr.
<u>HSC 1101</u>	Perspectives of Health and Wellness	1 cr.
	Elective Area I, II, III, IV or V-1	3 cr.
<u>AMH 2020</u>	History of the United States II	3 cr.
	or	3 cr.
<u>POS 2041</u>	American Federal Government	3 cr.
<u>PSY 1012</u>	Introduction to Psychology	3 cr.
<u>BSC 1020</u>	Human Biology	3 cr.
	Any Area II Mathematics course listed in the Associate in Science Degree Program Requirements	
Total Credit Hours:		34

Note(s): A grade of "C" or higher in EMS 1119, EMS 1119L, EMS 1431 and HSC 2531 must be earned in order to continue in the program.

Students who wish to continue to the sophomore year first must be accepted for admission by the Admissions Committee for Health Programs. (See Paramedic Certificate Program for further information.)

Elective Area I, II, III, IV or V - See Associate in Science General Education Requirements

SOPHOMORE—SESSION I

<u>EMS 2620</u>	Paramedics I	9 cr.
<u>EMS 2620L</u>	Paramedics I Laboratory	2.5 cr.
<u>EMS 2621</u>	Paramedics I Clinical	2 cr.
Total Credit Hours:		13.5

SOPHOMORE—SESSION II

<u>EMS 2622</u>	Paramedics II	7 cr.
<u>EMS 2622L</u>	Paramedics II Laboratory	2 cr.
<u>EMS 2623</u>	Paramedics Clinical II	4.5 cr.
Total Credit Hours:		13.5

SOPHOMORE—SESSION III

<u>EMS 2624</u>	Paramedics III	4 cr.
<u>EMS 2624L</u>	Paramedics III Laboratory	1.5 cr.
<u>EMS 2625</u>	Paramedic Internship	6.5 cr.
Total Credit Hours:		12

Note(s): Upon successful completion of the sophomore year (Paramedic Certificate program) and successful completion of a final comprehensive written and practical skills examination, the graduate is eligible to apply to take the National Registry exam and if successful apply for Florida State certification.

Upon acceptance and enrollment into this program, EMTs will receive 12 advanced college credit semester hours based on emergency medical technician education and paramedics will receive 42 advanced college credit semester hours based on paramedic education, for the Associate in Science in Emergency Medical Services program only.

EMS 2620, EMS 2621, EMS 2622, EMS 2623, EMS 2624, EMS 2625 - Courses include computer competencies.

Total Credit Hours: 73

Advanced Placement Policy:

Currently, Pasco-Hernando State College does not have an official policy referencing advanced placement for EMS programs. The Florida Department of Health, (EMS Bureau) has Florida Statutes and/or Florida Administrative Code that addresses certification for advanced practitioners, such as physicians, physician's assistant, dentists, or registered nurses. The following link is to the F.S. 401.27 (7), (12).

<https://www.flsenate.gov/Laws/Statutes/2011/401.27>

Emergency Medical Services, Associate in Science

The purpose of this program is to prepare students to provide advanced prehospital emergency care as a paramedic. Instruction includes the knowledge and skills required to function under the direction of a physician, either directly or by written procedures. Students who wish to transfer any credits from this program to another institution must accept the responsibility for securing approval from that institution.

PROGRAM CODE: AS-EMS

<u>ENC 1101</u>	English Composition I	3 cr.
<u>EMS 1119</u>	Emergency Medical Technology	5 cr.
<u>EMS 1119L</u>	Emergency Medical Technology Laboratory	2.5 cr.
<u>EMS 1431</u>	Emergency Medical Technology Clinical	1.5 cr.
	Any Area V Humanities Category A listed in the Associate of Science degree.	3 cr.
<u>HSC 2531</u>	Medical Terminology	3 cr.
<u>HSC 1101</u>	Perspectives of Health and Wellness	1 cr.
	Elective Area I, II, III, IV or V-1	3 cr.
<u>AMH 2020</u>	History of the United States II	
	or	3 cr.
<u>POS 2041</u>	American Federal Government	3 cr.
<u>PSY 1012</u>	Introduction to Psychology	3 cr.
<u>BSC 1020</u>	Human Biology	3 cr.
	Any <u>Area II</u> Mathematics course listed in the Associate in Science Degree Program Requirements	
	Total Credit Hours:	34

Note(s): A grade of "C" or higher in EMS 1119, EMS 1119L, EMS 1431 and HSC 2531 must be earned in order to continue in the program.

Students who wish to continue to the sophomore year first must be accepted for admission by the Admissions Committee for Health Programs. (See Paramedic Certificate Program for further information.)

Elective Area I, II, III, IV or V - See Associate in Science General Education Requirements

SOPHOMORE—SESSION I

<u>EMS 2620</u>	Paramedics I	9 cr.
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<u>EMS 2621</u>	Paramedics I Clinical	2 cr.
	Total Credit Hours:	13.5

SOPHOMORE—SESSION II

<u>EMS 2622</u>	Paramedics II	7 cr.
<u>EMS 2622L</u>	Paramedics II Laboratory	2 cr.
<u>EMS 2623</u>	Paramedics Clinical II	4.5 cr.
	Total Credit Hours:	13.5

SOPHOMORE—SESSION III

<u>EMS 2624</u>	Paramedics III	4 cr.
<u>EMS 2624L</u>	Paramedics III Laboratory	1.5 cr.
<u>EMS 2625</u>	Paramedic Internship	6.5 cr.
	Total Credit Hours:	12

Note(s): Upon successful completion of the sophomore year (Paramedic Certificate program) and successful completion of a final comprehensive written and practical skills examination, the graduate is eligible to apply to take the National Registry exam and if successful apply for Florida State certification.

Upon acceptance and enrollment into this program, EMTs will receive 12 advanced college credit semester hours based on emergency medical technician education and paramedics will receive 42 advanced college credit semester hours based on paramedic education, for the Associate in Science in Emergency Medical Services program only.

EMS 2620, EMS 2621, EMS 2622, EMS 2623, EMS 2624, EMS 2625 - Courses include computer competencies.

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<https://www.flsenate.gov/Laws/Statutes/2011/401.27>

Florida Department of Education
Curriculum Framework

Program Title: Emergency Medical Services
Career Cluster: Health Science

AS	
CIP Number	1351090402
Program Type	College Credit
Program Length	73 credit hours
CTSO	HOSA
SOC Codes (all applicable)	Please see the CIP to SOC Crosswalk located at the link below.
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of Health Science career cluster.

The content includes but is not limited to all those objectives identified in the current U S Department of Transportation, National EMS Education Standards for both the EMT and Paramedic.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 73 credit hours.

Regulated Programs

The recommended instructor-student ratio may not exceed 1:6 pursuant to 401.1201, F.S. Clinical activity shall include appropriate patient assessment skills, intervention and documentation relevant to each clinical rotation.

This program meets the Department of Health trauma score card methodologies and Sudden Unexpected Infant Death Syndrome (SUIDS) training education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met. This program also meets the Department of Health's education requirements for HIV/AIDS, Domestic Violence and Prevention of Medical Errors. Although not a requirement for initial licensure, it is a requirement for renewal, therefore the instructor **may** provide a certificate for renewal purposes to the student verifying these requirements have been met.

Management practicum shall be provided in an agency which will provide the student with the opportunity to observe and practice the learning objectives.

All students must satisfy the requirements of both the EMT and Paramedic certificates prior to completion of the associate's degree.

The medical procedures performed by a Paramedic must be performed under the direction of a licensed physician with appropriate emergency experience according to Chapter 64J, Florida Administrative Code (F.A.C.).

It is strongly recommended this program be accredited by Commission on Accreditation of Allied Health Education Programs (CAAHEP). Beginning January 1, 2013, National Registry for Emergency Medical Technicians (NREMT) will require students applying for Paramedic National certification to be from a CAAHEP/CoAEMSP accredited program.

Standards

After successfully completing this program, the student will be able to perform the following:

EMT: Completion of intended outcomes 01-62 lead to the student's eligibility to sit for the licensure exam for EMT.

- 01.0 Demonstrate a simple depth, foundational breadth of knowledge of EMS systems.
- 02.0 Demonstrate a simple depth, simple breadth of knowledge of research and evidence-based decision making.
- 03.0 Demonstrate a fundamental depth, foundational breadth of knowledge of workforce safety and wellness.
- 04.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the principles of medical documentation and report writing.
- 05.0 Demonstrate a simple depth, simple breadth of knowledge of the EMS communication system, communication with other health care professionals, and team communication.
- 06.0 Demonstrate a simple depth, simple breadth of knowledge of the principles of therapeutic communication.
- 07.0 Demonstrate a fundamental depth, foundational breadth of knowledge of medical legality and ethics.
- 08.0 Demonstrate a fundamental knowledge of the anatomy and function of all human systems to the practice of EMS.
- 09.0 Demonstrate a fundamental knowledge in the use of medical terminology.
- 10.0 Demonstrate a fundamental knowledge of the causes and pathophysiology of shock and the components of resuscitation.
- 11.0 Demonstrate a fundamental knowledge of life span development to patient assessment and management.
- 12.0 Demonstrate a simple knowledge of the principles of illness and injury prevention in emergency care.
- 13.0 Demonstrate a simple depth, simple breadth of knowledge of pharmacology, medication safety, and medication types used during an emergency.
- 14.0 Demonstrate a fundamental depth, simple breadth of knowledge of emergency medications within the scope of practice of the EMT.
- 15.0 Demonstrate a fundamental depth, foundational breadth of knowledge of respiration
- 16.0 Demonstrate a fundamental depth, foundational breadth of knowledge of knowledge of airway management patients of all ages within the scope of practice of the EMT.
- 17.0 Demonstrate a fundamental depth, foundational breadth of knowledge of assessment and management utilizing ventilation, patients of all ages.
- 18.0 Demonstrate a fundamental depth, foundational breadth of knowledge of scene management and multiple patient situations.
- 19.0 Demonstrate a fundamental depth, simple breadth of knowledge of the primary assessment for all patient situations.
- 20.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the components of history taking.
- 21.0 Demonstrate a fundamental depth, foundational breadth of knowledge of techniques used for a secondary assessment.
- 22.0 Demonstrate a simple depth, simple breadth of knowledge of monitoring devices within the scope of practice of the EMT.
- 23.0 Demonstrate a fundamental depth, foundational breadth of knowledge of how and when to perform a reassessment for all patient situations.
- 24.0 Demonstrate a simple depth, foundation breadth of knowledge of pathophysiology, assessment and management of medical complaints.
- 25.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of neurologic disorders/emergencies, patients of all ages.
- 26.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of abdominal and gastrointestinal disorders/emergencies, patients of all ages.
- 27.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of immunology disorders/emergencies, patients of all ages.

- 28.0 Demonstrate a simple depth, simple breadth of knowledge of the assessment and management of a patient who may have an infectious disease, patient of all ages.
- 29.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of endocrine disorders/emergencies, patients of all ages.
- 30.0 Demonstrate a fundamental depth, foundational breadth of knowledge regarding the assessment and management of psychiatric emergencies, patients of all ages.
- 31.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of cardiovascular emergencies, patients of all ages.
- 32.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of toxicological (poisoning and overdose) emergencies, patients of all ages.
- 33.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of respiratory disorders/emergencies, patients of all ages.
- 34.0 Demonstrate a simple depth, simple breadth of knowledge of the assessment, and management of hematology disorders, patients of all ages.
- 35.0 Demonstrate a simple in-depth, simple breadth of knowledge of the assessment and management of genitourinary/ renal emergencies, patients of all ages.
- 36.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of gynecologic emergencies, patients of all ages.
- 37.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of non-traumatic fractures, patients of all ages.
- 38.0 Demonstrate a simple depth, simple breadth of knowledge of assessment and management of diseases of the eyes, ears, nose, and throat, patients of all ages.
- 39.0 Demonstrate a fundamental knowledge of the causes, pathophysiology, and management of shock and respiratory failure, patients of all ages
- 40.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of trauma, patients of all ages.
- 41.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of bleeding, patients of all ages.
- 42.0 Demonstrate a fundamental depth, simple breadth of knowledge of pathophysiology, assessment, and management of chest trauma, patients of all ages
- 43.0 Demonstrate a fundamental depth, simple breadth of knowledge of pathophysiology, assessment, and management of abdominal and genitourinary trauma, patients of all ages.
- 44.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of orthopedic, trauma patients of all ages.
- 45.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of soft tissue trauma, patients of all ages.
- 46.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of head, facial, neck, and spine trauma, patients of all ages.
- 47.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of nervous system trauma, patients of all ages

- 48.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of trauma patients with special considerations, patients of all ages.
- 49.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of environmental emergencies, patients of all ages.
- 50.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of multi-system trauma and blast injuries, patients of all ages.
- 51.0 Demonstrate a fundamental depth, foundational breadth of knowledge of management of the obstetric patient within the scope of practice of the EMT.
- 52.0 Demonstrate a fundamental depth, foundational breadth of knowledge of management of the newborn and neonatal patient within the scope of practice of the EMT.
- 53.0 Demonstrate a fundamental depth, fundamental breath of knowledge of management of the pediatric patient within the scope of practice of the EMT.
- 54.0 Demonstrate a fundamental depth, foundational breadth of knowledge of management of the geriatric patient within the scope of practice of the EMT.
- 55.0 Demonstrate a simple depth, simple breadth of knowledge of management of the patient with special challenges patients of all ages.
- 56.0 Demonstrate a simple depth, foundational breadth of knowledge of risks and responsibilities of transport.
- 57.0 Demonstrate a fundamental depth, fundamental breadth of knowledge of establishing and working within the incident management system.
- 58.0 Demonstrate a simple depth, foundational breadth of knowledge of responding to an emergency during a multiple casualty incident.
- 59.0 Demonstrate a simple depth, simple breadth of knowledge of safe air medical operations and criteria for utilizing air medical response.
- 60.0 Demonstrate a simple depth, simple breadth of knowledge for safe vehicle extrication and use of simple hand tools.
- 61.0 Demonstrate a simple depth, simple breadth of knowledge of risks and responsibilities of operating in a cold zone at a hazardous material or other special incident.
- 62.0 Demonstrate a simple depth, simple breadth of knowledge of risks and responsibilities of operating on the scene of a natural or man-made disaster.

Paramedic: Completion of intended (outcomes 63-127) lead to the student's eligibility to sit for the licensure exam for Paramedic.

- 63.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the History of EMS and a complex depth, comprehensive breadth of knowledge of EMS Systems.
- 64.0 Demonstrate a fundamental depth, foundational breath of knowledge of research principles to interpret literature and advocate evidence-based practice.
- 65.0 Demonstrate a complex depth, comprehensive breadth of knowledge of workforce safety and wellness.
- 66.0 Demonstrate a complex depth, comprehensive breadth of knowledge of the principles of medical documentation and report writing.
- 67.0 Demonstrate a complex depth, comprehensive breadth of knowledge of EMS communication system.
- 68.0 Demonstrate a complex depth, comprehensive breadth of knowledge of the therapeutic communication principles.
- 69.0 Demonstrate a complex depth, comprehensive breadth of knowledge of medical legal and ethical concepts related to EMS.
- 70.0 Integrate a comprehensive knowledge of anatomy and physiology of all human systems.
- 71.0 Integrate a comprehensive knowledge in the use of medical terminology and abbreviations into written and oral communication with health care professionals.
- 72.0 Demonstrate a complex knowledge of pathophysiology of major systems.
- 73.0 Integrate the knowledge of the physiological and sociological changes throughout human development.

- 74.0 Demonstrate a fundamental knowledge of the principles of public health.
- 75.0 Demonstrate a complex depth, comprehensive breadth of knowledge in the principles of pharmacology.
- 76.0 Demonstrate a complex depth, comprehensive breadth of knowledge of medication administration within the scope of practice of the paramedic.
- 77.0 Demonstrate a complex depth, comprehensive breadth of knowledge of emergency medications within the scope of practice for the paramedic.
- 78.0 Demonstrate a complex depth, comprehensive breadth of knowledge of airway management within the scope of practice of paramedic, patients of all ages.
- 79.0 Demonstrate a complex depth, comprehensive breadth of knowledge of respiration within the scope of practice of paramedic, patients of all ages.
- 80.0 Demonstrate a complex breadth, comprehensive breadth of knowledge of ventilator assessment and management, patients of all ages.
- 81.0 Demonstrate a complex depth, comprehensive breadth of knowledge of scene management.
- 82.0 Demonstrate a complex depth, comprehensive breadth of knowledge of the primary assessment for all patient situations.
- 83.0 Demonstrate a complex depth, comprehensive breadth of knowledge of the components of history taking.
- 84.0 Demonstrate a complex depth, comprehensive breadth of knowledge of techniques used for a secondary assessment, patients of all ages.
- 85.0 Demonstrate a fundamental depth, foundational breadth of knowledge of monitoring devices within the scope of practice of the paramedic.
- 86.0 Demonstrate a complex depth, comprehensive breadth of knowledge of how and when to perform a reassessment for all patient situations.
- 87.0 Demonstrate a complex depth, comprehensive breadth of knowledge of pathophysiology, assessment, and management of medical complaints.
- 88.0 Demonstrate a complex depth, comprehensive breadth of knowledge of neurologic disorders/emergencies, patients of all ages.
- 89.0 Demonstrate a complex depth, comprehensive breadth of knowledge of abdominal and gastrointestinal disorders/emergencies, patients of all ages.
- 90.0 Demonstrate a complex depth, comprehensive breadth of knowledge of immunology disorders/emergencies, patients of all ages.
- 91.0 Demonstrate a complex depth, comprehensive breadth of knowledge of assessment and management of a patient who may have an infectious disease, patient of all ages.
- 92.0 Demonstrate a complex depth, comprehensive breadth of knowledge in endocrine disorders/emergencies, patients of all ages.
- 93.0 Demonstrate a complex depth, comprehensive breadth of knowledge regarding the assessment and management of psychiatric disorders/emergencies, patients of all ages.
- 94.0 Demonstrate a complex depth, comprehensive breadth of knowledge of cardiovascular disorders/ emergencies, patients of all ages.
- 95.0 Demonstrate a complex depth, comprehensive breadth of knowledge of the assessment and management of toxicology emergencies including psychosocial aspects of age-related assessment and treatment modifications for the major or common diseases and patients of all ages.
- 96.0 Demonstrate a complex depth, comprehensive breadth of knowledge of the assessment and management of respiratory disorders include psychosocial aspects of age-related assessment and treatment modifications for the major or common diseases and/ or emergencies associated with emergencies, patients of all ages.
- 97.0 Demonstrate a complex depth, foundational breadth of knowledge of the assessment and management of hematology disorders/emergencies, patients of all ages.
- 98.0 Demonstrate a complex depth, comprehensive breadth of knowledge of genitourinary and renal emergencies to include psychosocial aspects of age-related assessment and treatment modifications for the major or common diseases and/or emergencies, patients of all ages
- 99.0 Demonstrate a complex depth, comprehensive breadth of knowledge of the assessment findings and the management of gynecology disorders Include psychosocial aspects of age-related assessment and treatment modifications for the major or common diseases and/or /emergencies, patients of all ages.

- 100.0 Demonstrate a fundamental depth, foundation breadth of knowledge of the assessment and management of non-traumatic fractures, patients of all ages
- 101.0 Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of common or major diseases of the eyes, ears, nose, and throat, patients of all ages
- 102.0 Demonstrate the integration of a comprehensive knowledge of causes and pathophysiology into the management of shock (Include psychosocial aspects of age- related assessment and treatment modifications for pediatric and geriatric patients).
- 103.0 Demonstrate the integration of a comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest and respiratory failure (Include psychosocial aspects of age- related assessment and treatment modifications for pediatric and geriatric patients).
- 104.0 Demonstrate a complex depth, comprehensive breadth of knowledge of pathophysiology, assessment and management of the trauma, patient patients of all ages
- 105.0 Demonstrate a complex depth, comprehension breadth of knowledge of pathophysiology, assessment and management of bleeding, patients of all ages
- 106.0 Demonstrate a complex depth, comprehensive breadth of knowledge of pathophysiology, assessment, and management of chest trauma, patients of all ages
- 107.0 Demonstrate a complex depth, comprehensive breadth of knowledge of pathophysiology, assessment, and management of abdominal and genitourinary trauma, patients of all ages
- 108.0 Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of orthopedic trauma, patients of all ages
- 109.0 Demonstrate a complex depth, comprehensive breadth of knowledge of pathophysiology, assessment, and management of soft tissue trauma, patients of all ages. (Include psychosocial aspects of age- related assessment and treatment modifications for pediatric and geriatric patients).
- 110.0 Demonstrate a fundamental depth, foundational breadth of knowledge of head, face, neck, and spine trauma, patients of all ages.
- 111.0 Demonstrate a fundamental depth, foundational breadth of knowledge of nervous system trauma, patients of all ages.
- 112.0 Demonstrate a complex depth, comprehensive breadth of knowledge of special considerations in trauma, patients of all ages.
- 113.0 Demonstrate a complex depth, comprehensive breadth of knowledge of environmental emergencies, patients of all ages
- 114.0 Demonstrate a complex depth, comprehensive breadth of knowledge of multi-system trauma and blast injuries.
- 115.0 Demonstrate a complex depth, comprehensive breadth of knowledge of multi-system trauma and blast injuries.
- 116.0 Demonstrate a complex depth, comprehensive breadth of knowledge of the management of the obstetric patient within the scope of practice of the paramedic.
- 117.0 Demonstrate a complex depth, comprehensive breadth of knowledge of the management of the neonatal patient within the scope of practice of the paramedic.
- 118.0 Demonstrate a complex depth, comprehensive breadth of knowledge of the management of the pediatric patient within the scope of practice of the paramedic.
- 119.0 Demonstrate a complex depth, comprehensive breadth of knowledge of the management of the geriatric patient within the scope of practice of the paramedic.
- 120.0 Demonstrate a complex depth, comprehensive breadth of knowledge of management of the patient with special challenges within the scope of practice of the paramedic, patients of all ages.
- 121.0 Demonstrate a simple depth, foundational breadth of knowledge of risks and responsibilities of transport.
- 122.0 Demonstrate a complex depth, comprehensive breadth of knowledge of establishing and working within the incident management system.
- 123.0 Demonstrate a simple depth, foundational breadth of knowledge of responding to an emergency during a multiple casualty incident.

- 124.0 Demonstrate a complex depth, comprehensive breadth of knowledge of air medical transport risks, needs, and advantages.
- 125.0 Demonstrate a simple depth, simple breadth of knowledge for safe vehicle extrication and use of simple hand tools.
- 126.0 Demonstrate a simple depth, simple breadth of knowledge of risks and responsibilities of operating in a cold zone at a hazardous material or other special incident.
- 127.0 Demonstrate a simple depth, simple breadth of knowledge of risks and responsibilities of operating on the scene of a natural or man-made disaster.

Management Option: This option (outcomes 128-138) prepares students for administrative and supervisory positions in the Emergency Medical Services field.

- 128.0 Demonstrate leadership and administrative skills basic to management emergency medical service systems.
- 129.0 Interpret federal, state and local laws as they apply to emergency medical service systems.
- 130.0 Demonstrate knowledge of operational and organizational structures of emergency medical service systems.
- 131.0 Demonstrate knowledge of psychological problems and stressors in emergency medical service employees and find appropriate solutions.
- 132.0 Demonstrate knowledge of materials and supplies used in emergency medical service systems.
- 133.0 Demonstrate knowledge of occupational safety and health.
- 134.0 Demonstrate knowledge of appropriate workloads for each employee.
- 135.0 Review, approve and monitor departmental capital and operational budgets.
- 136.0 Identify and apply legal reimbursement systems.
- 137.0 Comply with accreditation standards of governmental or governmental-appointed agencies and organizations.
- 138.0 Demonstrate computer literacy.

Education Option: This option (outcomes 139-144) prepares students as trainers and/or instructors in the EMS field.

- 139.0 Demonstrate knowledge of basic teaching methods, learning and educational psychology.
- 140.0 Describe and discuss curriculum design and development.
- 141.0 Demonstrate appropriate measurement and evaluation skills.
- 142.0 Demonstrate mastery of required technical skills.
- 143.0 Demonstrate classroom management skills.
- 144.0 Demonstrate computer literacy.

**Florida Department of Education
Student Performance Standards**

Program Title: Emergency Medical Services
CIP Number: 1351090402
Program Length: 73 credit hours

At the completion of this program, the student will be able to:

EMT: Completion of intended outcomes 01-63 lead to the student's eligibility to sit for the licensure exam for EMT.

01.0 EMS Systems:	Demonstrate a simple depth, foundational breadth of knowledge of EMS systems. The student will be able to:
01.01	Define Emergency Medical Services (EMS) systems.
01.02	Discuss the historical background of the development of the EMS system.
01.03	Identify the four levels of national EMS providers (EMR, EMT, AEMT and PM) as well as the three levels (EMR, EMT, and PM) in the State of Florida.
01.04	Discuss the specific statutes and regulations regarding the EMS system in Florida.
01.05	Discuss vehicle and equipment readiness.
01.06	Characterize the EMS system's role in prevention and public education.
01.07	Systems of care, e.g., Stroke, STEMI, Trauma, Pediatrics (S, F)
01.08	MIH/CP and other EMS-related specialty roles (S, S)
01.09	Discuss the roles and responsibilities of the EMT related to personal safety of the crew, patient and by standers.
01.10	Discuss the roles and responsibilities of the EMT to operate emergency vehicles, provide scene leadership and perform patient assessment and administer emergency care.
01.11	Discuss the maintenance of and differences between certification and licensure for the EMS professional in the State of Florida and NREMT.
01.12	Define quality improvement and discuss the EMT's role in the process.
01.13	Quality improvement vs. quality assurance (S, F)
01.14	Role of medical oversight (S, S)
01.15	Culture of safety
01.16	Patient safety (SF)

01.17	Identify the basics of common methods of payment for healthcare services.
01.18	Analyze attributes and attitudes of an effective leader.
01.19	Demonstrate effective techniques for managing team conflict.
01.20	Describe factors that influence the current delivery system of healthcare.
01.21	Continuum of care (S, F)
01.22	Discuss the importance of continuing medical education and skills retention.
01.23	Assess personal attitudes and demeanor that may distract from professionalism.
01.24	Serve as a role model and exhibit professional behaviors in the following areas: • Integrity • Empathy • Self-motivation • Appearance and personal hygiene • Self-confidence • Communications (including phone, email and social media etiquette) • Time management • Teamwork and diplomacy • Respect • Patient advocacy (inclusive of those with special needs, alternate lifestyles and cultural diversity) • Careful delivery of service
02.0	Research: Demonstrate a simple depth, simple breadth of knowledge of research and evidence-based decision making. The student will be able to:
02.01	Discuss EMS research and evidence-based decision making. • Conduct scientific literature searches • Read, interpret, and extract information from journal articles relevant to a project
02.02	Explain the importance of assessing and treating patients based on evidence-based decision-making.
02.03	Interpret graphs, charts, and tables.
02.04	Measure time, temperature, distance, capacity, and mass/weight.
02.05	Convert and use traditional and metric units.
02.06	Make estimations, approximations and judge the reasonableness of the result.
02.07	Convert time from a 12-hour format to a 24-hour format

02.08	Demonstrate ability to evaluate and draw conclusions.
02.09	Calculate ratios.
02.10	Explain the rationale for the EMS system gathering data.
02.11	Impact of research on EMT care (S, S).
02.12	Data collection (S, S).
02.13	Evidence-based decision making (S, S).
03.0	Workforce Safety and Wellness: Demonstrate a fundamental depth, foundational breadth of knowledge of workforce safety and wellness. The student will be able to:
03.01	Explain the need to determine scene safety.
03.02	Discuss the importance of body substance isolation (BSI).
03.03	Describe the steps and equipment the EMT should take for personal protection from airborne and blood borne pathogens and communicable disease.
03.04	List possible emotional reactions that an individual (EMT and EMT family, Patient and Patient family) may experience when faced with trauma, illness, death and dying.
03.05	Discuss the steps the EMT should take when approaching a family confronted with death and dying.
03.06	Recognize the warning signs of personal stress and discuss the strategies and resources available for EMTs to utilize.
03.07	Demonstrate good body mechanics while using a stretcher and other patient moving devices.
03.08	Discuss the guidelines and safety precautions to be followed when lifting and moving patients and equipment.
03.09	Discuss patient positioning in common emergency situations.
03.10	Discuss situation that may require the use of medical restraints on the patient and explain guidelines and safety consideration for their use.
03.11	Define “infectious disease” and “communicable disease.”
03.12	Disease transmission (F, F).
03.13	Describe the routes of transmission and associated risks for infectious disease.
03.14	Explain the mode of transmission and the steps to prevent/deal with an exposure of hepatitis, meningitis, tuberculosis and HIV.
03.15	Explain how immunity to infectious diseases is acquired.

03.16	Explain post exposure management of exposure to patient blood or body fluids, including proper notification documentation.
03.17	Describe the components of physical fitness and mental wellbeing.
03.18	Identify personal health practices and environmental factors which affect physical, mental, and emotional wellbeing.
03.19	Prevention of work-related injuries and illnesses (F, F).
03.20	Responder mental health, resilience and suicide prevention (F, F).
03.21	Wellness principles (F, F).
03.22	Discuss complementary and alternative health practices.
03.23	Explain the basic concepts of positive self-image, wellness and stress.
03.24	Discuss the need for a wellness and stress control plan that can be used in personal and professional life.
03.25	Explore the importance of adequate nutrition (i.e., U.S. Department of Agriculture's MyPlate food guide (www.choosemyplate.gov)).
03.26	Demonstrate safe behaviors in the proper use of medical equipment.
03.27	Explain the theory of root- cause analysis.
03.28	Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
03.29	Identify and practice security procedures for medical supplies and equipment in the various healthcare settings.
03.30	Describe fire, safety, disaster and evacuation procedures in the various healthcare settings.
03.31	Discuss applicable accrediting and regulatory agency patient safety guidelines.
04.0	Documentation: Demonstrate a fundamental depth, foundational breadth of knowledge of the principles of medical documentation and report writing. The student will be able to:
04.01	Discuss applications of technology in healthcare.
04.02	Demonstrate basic computer skills.
04.03	Interpret and utilize information from electronic health records.
04.04	Identify methods of electronic communication to access and distribute data.
04.05	Describe the use and importance of properly written communication and patient care documentation.
04.06	Explain the legal implication of the patient care report.

04.07	Supporting medical necessity (S, S).
04.08	Identify the minimum dataset reference patient information and administrative information on the patient care report.
04.09	Understand how to document refusal of care, including legal implications.
04.10	Discuss the implications of the Health Insurance Portability and Accountability Act of 1996 on confidential documentation.
04.11	Describe the special considerations concerning mass casualty incident documentation.
04.12	Demonstrate completion of a patient care report for a medical and trauma patient.
05.0	EMS System Communication: Demonstrate a simple depth, simple breadth of knowledge of the EMS communication system, communication with other health care professionals, and team communication. The student will be able to:
05.01	Understand the basic principles of the various types of communications equipment used in EMS.
05.02	Describe the use of radio communication and correct radio procedures, including the proper methods of initiating and terminating the radio call/transmission.
05.03	Explain the rationale for providing efficient and effective radio communications and patient reports.
05.04	Identify the essential components of the verbal report and legal aspects that need to be considered.
05.05	Perform an organized and concise radio transmission.
05.06	Team communication and dynamics (S, S).
05.07	Perform an organized, concise verbal patient report that would be given to the staff at a receiving facility.
05.08	Perform a brief, organized verbal report that would be given during transfer of care at an incident scene.
06.0	Therapeutic Communication: Demonstrate a simple depth, simple breadth of knowledge of the principles of therapeutic communication. The student will be able to:
06.01	Describe principles of therapeutic and effective communication with patients.
06.02	Health care literacy (S, S).
06.03	Non-discriminatory communication that addresses inherent or unconscious bias, is culturally aware and sensitive, and intended to improve patient outcome (S, S).
06.04	Discuss basic speaking and active listening skills.
06.05	Recognize the importance of patient/client education regarding healthcare.
06.06	Discuss the adjustment of communication strategies to effectively communicate with patients with: • Differing age groups

	• Differing developmental stages • Special needs • Differing cultures, including language barriers
06.07	Discuss the communication techniques that should be used to interact with the patient, patient family, bystanders, and individuals from other agencies including verbal diffusion and interview techniques.
06.08	Discuss the strategies for interviewing persons in special situations.
06.09	Distinguish between and respond to verbal and non-verbal cues.
06.10	Analyze elements of communication using a sender-receiver/close loop model.
06.11	Exhibit positive non-verbal behaviors.
06.12	Establish proper patient rapport.
07.0	Medical/Legal and Ethics: Demonstrate a fundamental depth, foundational breadth of knowledge of medical legality and ethics. The student will be able to:
07.01	Discuss the rational, importance, and limitations of patient autonomy.
07.02	Differentiate between expressed, implied and involuntary consent.
07.03	Discuss the methods of obtaining consent and procedures for minors.
07.04	Discuss the issues of abandonment, negligence, false imprisonment and battery and their implications to the EMT.
07.05	Discuss the implications for the EMT in patient refusal of care and/or transport.
07.06	Explain the importance, necessity and legality of patient confidentiality.
07.07	Discuss the importance of Do Not Resuscitate [DNR] (advance directives) and local or Florida provisions regarding EMS application.
07.08	Patient rights/advocacy (S, S).
07.09	Discuss State of Florida and Federal special reporting situations including: • Abuse • Sexual assault • Gunshot and knife wounds • Communicable disease • Animal Bites
07.10	Differentiate between civil tort and criminal actions.
07.11	Discuss the elements of negligence and defenses/protections from liability.

07.12	Discuss the role of the EMT at crime scenes and preservation of evidence.
07.13	Define ethics and morality and discuss their implication for the EMT.
07.14	Discuss Florida legislation such as: • Baker Act (394.451, F.S.) • Marchman Act (397.601, F.S. and 397.675, F.S.) • Emergency Examination and Treatment of Incapacitated Persons Act (401.445, F.S.)
07.15	Differentiate between the scope of practice and the standard of care as applied to the EMT.
07.16	Discuss the legal concepts and limitations of immunity, including Good Samaritan statutes and governmental immunity.
07.17	Describe the appropriate patient management and care techniques in a refusal of care situation.
07.18	Analyze the relationship between the law, morals and ethics in EMS and the premise that should underlie the EMTs ethical decisions.
07.19	Describe the criteria necessary to honor an advance directive.
07.20	Explain the rationale for the needs, benefits and varying degrees of advance directives.
08.0	Anatomy and Physiology: Demonstrate a fundamental knowledge of the anatomy and function of all human systems to the practice of EMS. The student will be able to:
08.01	Identify the following topographic terms: • Medial • Lateral • Proximal • Distal • Superior • Inferior • Anterior • Posterior • Midline • Right and left • Mid-clavicular • Bilateral • Mid-axillary
08.02	Describe the life support chain, aerobic metabolism, and anaerobic metabolism.
08.03	Define anatomy, physiology, pathophysiology, and homeostasis.
08.04	Identify and describe the anatomical structures and functions of the following: • Skeletal system

• Muscular system • Respiratory system • Circulatory/ cardiovascular system • Nervous system • Integumentary system • Digestive system • Endocrine system • Renal system • Reproductive system • Lymphatic system
08.05 Explain cellular anatomy and physiology.
08.06 Explain cellular respiration.
08.07 Discuss cell division.
08.08 Describe the different types of muscle tissues including skeletal, smooth and cardiac.
08.09 Name and identify the location of the bones of the axial and appendicular skeleton.
08.10 Describe the classification and types of joints.
08.11 Discuss the mechanisms of breathing including: • Mechanical ventilation • Pulmonary volumes • Dead space • Lung compliance
08.12 Explain the diffusion of gases in external and internal respiration.
08.13 Describe oxygen and carbon dioxide transport in the blood.
08.14 Describe nervous and chemical mechanisms that regulate respirations.
08.15 Discuss respiration and acid-base balance.
08.16 Discuss the hemodynamics of blood pressure.
08.17 Discuss the role of nutrition, metabolism and body temperature on body function.
08.18 Describe the causes, advantages, and disadvantages of a fever.
08.19 Discuss the hypothalamus functions as the thermostat in the body.

09.0	Medical Terminology: Demonstrate a fundamental knowledge in the use of medical terminology. The student will be able to:
09.01	Identify medical terminology word parts such as: • Root words • Prefixes • Suffixes • Combining forms
09.02	Correctly utilize medical terminology describing each of the following: • Body structures • Functions • Conditions and disorders • Body regions • Cavities • Areas • Landmarks
09.03	Correctly use medical abbreviations and symbols.
09.04	Read and understand basic medical documentation in medical records and medical reports.
09.05	Communicate with healthcare professionals utilizing basic medical terminology.
09.06	Explain the rationale for using accepted medical terminology correctly.
10.0	Pathophysiology: Demonstrate a fundamental knowledge of the causes and pathophysiology of shock and the components of resuscitation. The student will be able to:
10.01	Discuss signs of irreversible death.
10.02	Review the anatomy and physiology of the respiratory and cardiovascular systems.
10.03	Discuss and identify the pathophysiology of respiratory failure and respiratory and cardiac arrest.
10.04	Understand shock, including the pathophysiology, causes, and the signs and symptoms associated with the various types of shock.
10.05	Discuss the variations in the pathophysiology of shock Patients of all ages.
11.0	Life Span Development: Demonstrate a fundamental knowledge of life span development to patient assessment and management. The student will be able to:
11.01	Describe the major physiologic and psychosocial characteristics Patients of all ages.
12.0	Public Health: Demonstrate a simple knowledge of the principles of illness and injury prevention in emergency care. The student will be able to:

12.01	Define public health and explain the goal of the public health field.
12.02	Identify the EMS role within the public health field.
12.03	Discuss basic concepts of epidemiology.
12.04	Discuss ways of EMS involvement in injury prevention.
12.05	Identify areas of need for prevention programs in the community.
13.0	Principles of Pharmacology: Demonstrate a simple depth, simple breadth of knowledge of pharmacology, medication safety, and medication types used during an emergency. The student will be able to:
13.01	Explain the “rights” of medication administration and describe how each one related to EMS.
13.02	Discuss and differentiate the various medication forms and the appropriate routes of administration
13.03	Describe the difference between a generic medication name and trade name and provide an example of each.
13.04	Specific medication classes to be determined locally • Class names (S, S) • Class indications (S, S) • Class complications (S, S) • Class side effects (S, S) • Polypharmacy (S, S)
13.05	Discuss the components and elements of a drug profile including: • Class • Actions • Contraindications • Side effects • Dose • Route • Adverse drug reactions (S, S) • Medication response relationships (F,F)
13.06	Describe the role of medical direction in medication administration and explain the difference between direct orders (online) and standing orders (off-line).
14.0	Pharmacology: Demonstrate a fundamental depth, simple breadth of knowledge of emergency medications within the scope of practice of the EMT. The student will be able to:
14.01	State the following for each medication that can be administered by an EMT as dictated by the State of Florida and local medical direction: • Medication safety • Medication legislation

• Naming • Classifications • Storage and security • Medication interactions • Adverse drug reactions • Metabolism and excretion • Mechanism of action • Medication response relationships	14.02 State the following for each medication that can be administered by an EMT as dictated by the State of Florida and local medical direction (Acute Medications): • Generic / Trade Names, Drug Classifications • Effects • Actions • Indication • Contraindications • Complications • Routes of administration • Side effects • Interactions • Doses of medications
	14.03 Demonstrate the steps in properly inspecting each type of medication. (Medication Administration) • Use a Medication Cross Check procedure • Use an autoinjector • Use a unit-dose, premeasured intranasal device • Administer medications to a patient • Provide pain management, including ethical and safety considerations • Routes of administration
	14.04 Discuss the difference between administration versus assistance of patient medications. (Chronic or Maintenance Medications) • Class names • Class indications • Class complications • Class side effects • Polypharmacy
15.0 Respirations: Demonstrate a fundamental depth, foundational breadth of knowledge of respiration. The student will be able to:	15.01 Anatomy of the Respiratory System and review the pulmonary ventilation process to include mechanics of ventilation and alveolar ventilation (tidal volumes, dead space, etc.): • Control of respirations

	• Mechanics of respiration • Pulmonary ventilation • Oxygenation • Mechanical ventilation
15.02	Physiology and pathophysiology of respiration • Pulmonary ventilation • Oxygenation • Respiration • External • Internal • Cellular
15.03	Demonstrate the correct operation of oxygen tanks and regulators.
15.04	Describe the following regarding supplemental oxygen delivery devices: • Indications • Contraindications • Advantages • Disadvantages • Complications • Liter flow range • Concentration of delivered oxygen • Procedures • Purpose • Components
15.05	Demonstrate the use of low, medium, high, and variable concentration oxygen delivery devices for patients of all ages.
15.06	Describe assessment and management for adequate and inadequate respiration, including the use of pulse oximetry and capnography.
15.07	Explain the rationale for providing adequate oxygenation through high inspired oxygen concentrations to patients who, in the past, may have received low concentrations.
15.08	Discuss the use of an oxygen humidifier and the requirements needed for its use.
15.09	Discuss the differences between negative pressure and positive pressure ventilation.
16.0	Airway Management: Demonstrate a fundamental depth, foundational breadth of knowledge of airway management patients of all ages within the scope of practice of the EMT. The student will be able to:
16.01	Review the structures and functions of the Anatomy of the Airway and the Respiratory System (Include age- related variations in pediatric and geriatric patients). • Normal • Abnormal

	Special Considerations (MDI, In-Line Neb, Simple Face Mask, Venturi, CPAP/BiPAP)
16.02	Describe appropriate assessment of the airway and the management for a patient with or without adequate breathing (Include age-related variations in pediatric and geriatric patients).
16.03	Describe the Techniques of assuring a patent airway, indications for airway management, and demonstrate the steps in performing the head-tilt chin-lift and jaw thrust in patients of all ages (Include age- related variations in pediatric and geriatric patients). - Demonstrate the techniques of suctioning. - Demonstrate relief of FBAO. - Demonstrate how to insert an oral and nasal -airway adjunct. - Demonstrate how to insert both esophageal and supra-glottic airways.
17.0	Artificial Ventilations: Demonstrate a fundamental depth, foundational breadth of knowledge of assessment and management utilizing ventilation, patients of all ages. The student will be able to:
17.01	Effect of ventilation on cardiac output E.g., Bag Valve Mask, Ventilator, CPAP, Hyper Mechanical Inflation
17.02	Demonstrate how to ventilate a patient with a pocket mask.
17.03	Demonstrate the safe and effective ventilation for a patient with a BVM for one or two rescuers using oral-nasal adjuncts with appropriate airway positioning.
17.04	Discuss the signs of adequate and inadequate ventilation using the BVM.
17.05	Describe the steps involved in performing a comprehensive assessment of ventilations.
17.06	Demonstrate how to ventilate a patient with a stoma.
17.07	Demonstrate the use of various devices used in the assessment of supra-glottic airway placement.
17.08	Describe the following for a patient with an automatic transport ventilator (ATV): - Indications - Contraindications - Advantages - Disadvantages - Complications - Technique for ventilating
17.09	Describe the following for a patient with a CPAP: - Indications - Contraindications - Advantages - Disadvantages - Complications - Technique for ventilating

18.0	Scene Size-Up: Demonstrate a fundamental depth, foundational breadth of knowledge of scene management and multiple patient situations. The student will be able to:
18.01	Recognize and describe hazards/potential hazards at the scene.
18.02	Discuss common mechanisms of injury/nature of illness.
18.03	Discuss the priority considerations for multiple-patient situations.
18.04	Explain why it is important for the EMT to anticipate and determine the need of appropriate Scene management including but not limited to traffic incident management, additional resources, or specialty resources.
18.05	Discuss the importance of continuous scene assessment to ensure safety of the EMS Impact of the environment on team and the patient care.
18.06	Explain why it is important for the EMT to anticipate and determine the need for additional or specialized resources.
18.07	Discuss the importance of continuous scene assessment to ensure safety of the EMS team and the patient.
18.08	Discuss the minimum standard precautions that should be followed and PPE that should be worn as appropriate.
18.09	Discuss special considerations for dealing with a violent scene.
18.10	Explain the rationale for crew members to evaluate scene safety prior to entering.
18.11	Explain how patient situations affect your evaluation of mechanism of injury or illness.
19.0	Primary Assessment: Demonstrate a fundamental depth, simple breadth of knowledge of the primary assessment for all patient situations. The student will be able to:
19.01	Summarize the elements of a general impression of the patient.
19.02	Explain the reason for performing a primary assessment.
19.03	Discuss and demonstrate methods of assessing level of responsiveness using AVPU.
19.04	Discuss and demonstrate methods of assessing the airway and providing airway care patients of all ages.
19.05	Describe and demonstrate methods used for assessing if a patient is breathing, patients of all ages.
19.06	Differentiate between a patient with adequate and inadequate breathing.
19.07	Describe and demonstrate the methods used to obtain a pulse, patients of all ages.
19.08	Discuss and demonstrate assessing the patient for external bleeding.
19.09	Describe and demonstrate the assessment and interpretation of skin color, temperature, moisture and capillary refill, patients of all ages.

19.10	Explain the reasons prioritizing a patient for care and transport.
19.11	Describe when it is appropriate to expose the patient completely.
19.12	Differentiate between critical life-threatening, potentially life- threatening, and non-life-threatening patient presentations.
20.0	History-Taking: Demonstrate a fundamental depth, foundational breadth of knowledge of the components of history taking. The student will be able to:
20.01	Determine and investigate the chief complaint (MOI/NOI).
20.02	Describe components of the patient history.
20.03	Explain the importance of obtaining a SAMPLE and OPQRST history.
20.04	Acknowledge the feelings patients experience during assessment.
20.05	Discuss the value of obtaining a family and social history.
20.06	Describe examples of different techniques the EMT may use to obtain information from patients, family or bystanders during the history taking process.
21.0	Secondary Assessment: Demonstrate a fundamental depth, foundational breadth of knowledge of techniques used for a secondary assessment. The student will be able to:
21.01	Discuss the components and techniques of the physical exam and skills involved.
21.02	Discuss the indications for performing: • Rapid assessment • Focused exam • Head to toe exam
21.03	Demonstrate: • Rapid exam • Focused exam • Head to toe exam
21.04	Describe and demonstrate the techniques of inspection, palpation, percussion, and auscultation. • Respiratory system including breath sound quality • Cardiovascular system • Neurological system • Musculoskeletal system • Major anatomical regions
21.05	Describe and demonstrate the importance of obtaining a baseline set of vital signs. • E.g. Non-Invasive Blood Pressure, Blood Glucose, Temperature
21.06	Discuss blood pressure ranges, patients of all ages.

22.0	Monitoring Devices: Demonstrate a simple depth, simple breadth of knowledge of monitoring devices within the scope of practice of the EMT. The student will be able to:
22.01	Describe and demonstrate the purpose, indications, procedure, normal findings, and limitations of the following patient monitoring technologies. • Pulse oximetry • Glucometer • Capnography • Noninvasive BP monitoring • Thermometry • Telemetry • Cardiac monitoring – 12 lead ECG acquisition and transmission
23.0	Reassessment: Demonstrate a fundamental depth, foundational breadth of knowledge of how and when to perform a reassessment for all patient situations. The student will be able to:
23.01	Describe the components of reassessment and demonstrate the skills involved.
23.02	Discuss the reasons for repeating the primary assessment as part of the reassessment.
23.03	Explain trending assessment components and its value to other health professionals who assume care of the patient.
23.04	Demonstrate the reassessment of patients of all ages.
24.0	Medical Overview: Demonstrate a simple depth, foundation breadth of knowledge of pathophysiology, assessment and management of medical complaints. The student will be able to:
24.01	Pathophysiology, assessment, and management of a medical complaints to include • Identify factors that affect the patient Transport Decision and Medically Appropriate Destination • E.g., Scene Safety, Environmental Factors, Chief Complaint, Preconceptions
24.02	Discuss forming a field impression and utilizing available information to determine a differential diagnosis.
25.0	Neurology: Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of neurologic disorders/emergencies, patients of all ages. The student will be able to:
25.01	Review the anatomy and physiology of the nervous system.
25.02	Describe the pathophysiology of the following neurologic disorders: • Altered Mental Status / Decreased Level of Responsiveness (Possible Differential Diagnosis) • Stroke (Hemorrhagic, Occlusive, Transient Ischemic Attack) • Headache • Seizures • Syncope • Dementia vs. delirium • Alzheimer's disease

	• Headache • Brief Resolved Unexplained Event (BRUE) • Other neurological disorders to be determined locally
25.03	Discuss and identify the causes, signs and symptoms of ischemic strokes, hemorrhagic strokes, and transient ischemic attacks and their similarities and differences.
25.04	Discuss and demonstrate how to use a stroke scoring system in the assessment of patients with suspected stroke.
25.05	Define and differentiate generalize seizure, partial seizure and status epilepticus and list their possible causes.
25.06	Define and differentiate migraine headache, sinus headache, tension headache and discuss how to distinguish harmless headaches from something more serious.
25.07	Define “altered mental status” and identify the possible causes.
25.08	Describe and demonstrate the assessment and management of the patient with various neurological emergencies in patients of all ages to include: • Strokes • Headaches • Seizures • Altered mental status
25.09	Discuss the transport of the stroke patient to the appropriate treatment center.
26.0	Abdominal and Gastrointestinal Disorder: Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of abdominal and gastrointestinal disorders/emergencies, patients of all ages. The student will be able to:
26.01	Review the basic anatomy and physiology the gastrointestinal, genital and urinary systems.
26.02	Define and describe the pathophysiology of the following abdominal and gastrointestinal disorders: • Abdominal pain • Acute abdomen • Peritonitis • Appendicitis • Pancreatitis • Cholecystitis • Gastrointestinal bleeding • Esophageal varices • Gastroenteritis • Ulcers • Intestinal obstruction • Hernia • Abdominal aortic aneurysm

26.03	Identify the signs and symptoms of common GI disorders.
26.04	Describe and demonstrate the assessment and management of the patient with various gastrointestinal emergencies.
26.05	Differentiate between hemorrhagic and non-hemorrhagic abdominal pain.
27.0	Immunology: Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of immunology disorders/emergencies, patients of all ages. The student will be able to:
27.01	Define and differentiate allergic reaction and anaphylaxis.
27.02	Describe the pathophysiology of the following immunology disorders: • Allergic reaction • Anaphylaxis • Anaphylactic shock
27.03	Describe and demonstrate the assessment and management of the patient in patients of all ages experiencing an allergic or anaphylactic reaction.
27.04	Review the following for the epinephrine auto-injector: • Generic and trade names • Medication forms • Dose • Administration • Action • Contraindications
27.05	Demonstrate the use of epinephrine auto-injector.
27.06	Review the anatomy and physiology of the organs and structures related to anaphylaxis.
27.07	Describe the incidence, morbidity and mortality of anaphylaxis.
27.08	Recognize the signs and symptoms related to anaphylaxis.
27.09	Describe the risk factors for and prevention of anaphylaxis and appropriate patient education.
27.10	Discuss common antigens most frequently associated with anaphylaxis.
27.11	Explain the importance of separating the patient from the allergen when possible.
28.0	Infectious Disease: Demonstrate a simple depth, simple breadth of knowledge of the assessment and management of a patient who may have an infectious disease, patient of all ages. The student will be able to:
28.01	Discuss the causes of infectious diseases
28.02	Describe the pathophysiology of infectious diseases of significant public health concern.

28.03	Describe and demonstrate the assessment and management of the patient in patients of all ages experiencing an infectious disease.
28.04	Discuss mandatory notification to state or federal agencies of various diseases.
28.05	Identify patients with risk factors for infectious disease.
28.06	Explain the principles and practices of infection control in prehospital care.
28.07	Describe and discuss the rationale for the various types of PPE.
28.08	Discuss the proper disposal of contaminated supplies (sharps, gauze sponges, tourniquets, etc.).
28.09	Discuss decontamination of the ambulance and disinfection of patient care equipment, and areas in which care of the patient occurred.
28.10	Describe the actions to take if the EMS provider is exposed to an infectious disease.
28.11	Demonstrate the ability to comply with body substance isolation guidelines.
28.12	Discuss the pathophysiology, risk factors, assessment, and prehospital management of sepsis/systemic inflammatory response syndrome (SIRS)
28.13	Identify the signs and symptoms and discuss the assessment and prehospital management of a patient in septic shock.
28.14	Describe the risk factors for and prevention of infectious disease and appropriate patient education (including but not limited to handwashing, PPE use, and disposal of contaminated supplies)
29.0	Endocrine Disorders: Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of endocrine disorders/emergencies, patients of all ages. The student will be able to:
29.01	Review the anatomy and physiology of the endocrine system and its main function in the body.
29.02	Describe the pathophysiology and signs and symptoms of the following endocrine disorders: • Insulin dependent Diabetes Mellitus • Non-insulin dependent Diabetes Mellitus • Hypoglycemia • Hyperglycemia • Diabetic Ketoacidosis (DKA) • Hyperglycemic Hyperosmolar Nonketotic Syndrome (HHNS)
29.03	Define and differentiate between Type I and Type II Diabetes.
29.04	Identify and demonstrate the steps in the management of the patient taking diabetic medicine with an altered mental status and a history of diabetes, patients of all ages.
29.05	Review the following for oral glucose: • Generic and trade names • Medication forms

	• Dose • Administration • Action • Contraindications
	29.06 Demonstrate the steps of using a glucometer device and administering oral glucose.
	29.07 Describe and demonstrate the assessment and the management of the patient experiencing an endocrinologic emergency to include hypo- and hyper-glycemia.
	29.08 Discuss the general assessment findings associated with endocrinologic emergencies. Across patients of all ages.
	29.09 Describe the risk factors for and prevention of endocrine emergencies, including but not limited to healthy lifestyles and modifiable risk factors, the use of blood sugar monitoring devices and self-administration of prescribed medications.
30.0	Psychiatric: Demonstrate a fundamental depth, foundational breadth of knowledge regarding the assessment and management of psychiatric emergencies, patients of all ages. The student will be able to:
30.01	Differentiate among behavior, psychiatric disorders and behavioral emergencies
30.02	Discuss common psychiatric disorders and behavioral emergencies.
30.03	Discuss the general factors that may cause an alteration in a patient's behavior.
30.04	Discuss patterns of violence, abuse, and neglect.
30.05	Discuss the risk factors/signs or symptoms of various psychiatric emergencies to include acute psychosis, suicide ideation, excited delirium, anxiety, depression, medical fear, substance use disorder, and PTSD.
30.06	Manage a behavioral emergency scenario applying knowledge of medical/legal Florida Statutes.
30.07	Describe and demonstrate the assessment and management of the patient experiencing a behavioral or psychiatric emergency.
30.08	Discuss the role of the National Suicide and Crisis Lifeline (988) in the United States.
30.09	Demonstrate an understanding of appropriate and available mental health resources and provide patient education.
30.10	Describe and demonstrate the assessment and management of the patient experiencing a behavioral or psychiatric emergency, patients of all ages.
30.11	Describe the biological, psychosocial, and sociocultural influences on psychiatric disorders.
30.12	Describe the special considerations for the safety of the EMS provider and EMS crew, the patient and bystanders when dealing with behavioral and psychiatric emergencies.
30.13	Describe and demonstrate methods of restraint that may be used in the management of a patient with a behavioral emergency.
30.14	Explain the importance of provider behavior and communication in the care of a patient with a behavioral emergency.

31.0	Cardiovascular: Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of cardiovascular emergencies, patients of all ages. The student will be able to:
31.01	Review the basic anatomy and physiology of the cardiovascular system.
31.02	Describe the pathophysiology and signs and symptoms of the following cardiovascular disorders: • Acute coronary syndrome • Angina pectoris • Thromboembolism • Myocardial infarction • Hypertensive emergencies • Aortic aneurysm/dissection • Left and right sided heart failure • Cardiogenic shock • Cardiac arrest
31.03	Describe and demonstrate the assessment and management of the patient experiencing a cardiac emergency. Patients of all ages.
31.04	Discuss the indications and contraindications for automated external defibrillation (AED). (Including automatic, manual and vest type).
31.05	Explain the impact of age and weight on defibrillation.
31.06	Discuss the position of comfort for patients with various cardiac emergencies.
31.07	Explain the rationale for early defibrillation.
31.08	Discuss and differentiate among various types of external defibrillators.
31.09	Discuss and differentiate among the various types of implanted cardiac devices.
31.10	Understand the importance of maintenance and operators check list for AED's.
31.11	Demonstrate the ability to use an AED according to the latest American Heart Association (AHA) guidelines.
31.12	Explain the role medical direction plays in the use of automated external defibrillation.
31.13	Explain the rationale for administering nitroglycerin oxygen and ASA to a patient with chest pain or discomfort.
31.14	Demonstrate the assessment and documentation of patient response to the automated external defibrillator.
31.15	Demonstrate the assessment and documentation of patient response to nitroglycerin.
31.16	Discuss the purpose and use of CPR assist devices.

31.17	Describe the risk factors for and prevention of cardiac related diseases and provide appropriate patient education.
31.18	Discuss the signs and symptoms of acute coronary syndrome and provide appropriate patient education to include self-administration of prescribed medications.
32.0	Toxicology: Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of toxicological (poisoning and overdose) emergencies, patients of all ages The student will be able to:
32.01	Define and differentiate among toxicology, poisoning, and overdose.
32.02	Describe the pathophysiology and signs and symptoms of the following toxicological emergencies, including but not limited to: • Food poisoning • Carbon monoxide poisoning • Cyanide poisoning • Exposure to acid or alkaline substances • Exposure to hydrocarbons • Methanol ingestion • Isopropanol ingestion • Ethylene glycol ingestion • Exposure to poisonous plants • Drug withdrawal • Alcoholic syndrome • Withdrawal syndrome (including delirium tremens) • Illicit drug use • Medication overdose • Opioid overdose • Organa phosphate overdose • Nerve agents
32.03	Discuss various ways that toxins enter the body, including inhalation, ingestion, injection, and absorption.
32.04	Discuss and demonstrate the assessment and management for the patient with a toxicological emergency.
32.05	Discuss the role of the Poison Control Center with the nationwide contact number 800-222-1222 in the United States.
32.06	Explain the rationale for contacting medical direction early in the prehospital management of a patient with a toxicological emergency.
32.07	Review the following for Narcan (naloxone): • Generic and trade names • Medication forms • Dose • Administration • Action

	• Contraindications • Discuss the use of medication assisted treatments for substance misuse disorders including suboxone, methadone, and naltrexone and potential complications. • Discuss safe uses and practices with potentially toxic substances while providing appropriate patient education.
32.08	Discuss the use of medication assisted treatments for substance misuse disorders including suboxone, methadone, and naltrexone and potential complications.
32.09	Discuss safe uses and practices with potentially toxic substances while providing appropriate patient education.
33.0	Respiratory: Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of respiratory disorders/emergencies, patients of all ages. The student will be able to:
33.01	Review the basic anatomy and physiology of the respiratory system.
33.02	Describe the pathophysiology and signs and symptoms of the following respiratory disorders: • Chronic Obstructive Pulmonary Disease • Asthma • Bronchiolitis • Pulmonary Edema • Spontaneous Pneumothorax • Hyperventilation Syndrome • Cystic Fibrosis • Pulmonary Embolism • Pneumonia • Viral Respiratory Infections • Poisonous Exposures • Bacterial respiratory infections
33.03	Discuss signs of adequate air exchange.
33.04	Discuss the signs and symptoms of a patient across the continuum from respiratory distress to failure.
33.05	Describe and demonstrate the assessment and management of the patient with a respiratory emergency. Patients of all ages.
33.06	Review the following for the metered-dose inhalers and small volume nebulizers for medications within the scope of practice of the EMT: • Generic name • Medication forms • Dose • Administration • Action • Indications • Contraindications

33.07	Describe and demonstrate the steps in facilitating the use of an inhaler and a small volume nebulizer.
33.08	Differentiate between upper and lower airway obstruction.
33.09	Demonstrate assessment and interpretation of normal and abnormal lung and breath sounds.
33.10	Discuss common respiratory disorders, self-administered medications, and equipment (including, but not limited to: home oxygen, nebulizers, and CPAP) and provide appropriate patient education.
34.0	Hematology: Demonstrate a simple depth, simple breadth of knowledge of the assessment, and management of hematology disorders, patients of all ages. The student will be able to:
34.01	Review the compositions and functions of blood and plasma.
34.02	Describe the pathophysiology of the following hematology disorders: • Anemia • Sickle Cell Anemia/Sickle Cell Crisis • Hemophilia/Clotting Disorder
34.03	Describe and demonstrate the assessment and the management of the patient with a hematological disorder. Patients of all ages.
34.04	Discuss signs, symptoms, and potential complications of various hematological disorders and provide appropriate patient education.
35.0	Genitourinary/Renal: Demonstrate a simple depth, simple breadth of knowledge of the assessment and management of genitourinary/renal emergency, patients of all ages. The student will be able to:
35.01	Review the basic anatomy and physiology of the genitourinary and renal systems.
35.02	Describe the pathophysiology and signs and symptoms of the following genitourinary/ renal disorders: • Urinary tract infection • Kidney stones • Kidney failure
35.03	Discuss the basic principles and complications of kidney dialysis.
35.04	Discuss the recognition and complications of urinary catheters.
35.05	Describe and demonstrate the assessment and management of the patient with a dialysis emergency. Patients of ages.
35.06	Discuss traumatic injuries to the genitourinary system, including, but not limited to sexual assault (female and male).
36.0	Gynecology: Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of gynecologic emergencies, patients of all ages. The student will be able to:
36.01	Review the basic anatomy and physiology of the female reproductive system.

36.02	Describe the pathophysiology and signs and symptoms of the following gynecologic disorders and emergencies, including but not limited to: • Sexual assault • Nontraumatic vaginal bleeding • Menstrual pain • Ovarian cyst • Endometritis • Endometriosis • Pelvic inflammatory disease • Sexually Transmitted Disease
36.03	Describe and demonstrate the assessment and management of the patient experiencing a gynecologic emergency. Patients of patients of all ages.
36.04	Describe the assessment and management of a patient who has experienced a sexual assault including the psychosocial impact and assessment findings/presentations.
36.05	Discuss the professional and psychological importance of maintaining a patient's modesty and privacy while still being able to obtain necessary information.
36.06	Discuss the need to provide care for a patient of sexual assault, while still preventing destruction of crime scene information.
37.0	Non-Traumatic Musculoskeletal Disorders: Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of non-traumatic fractures, patients of all ages. The student will be able to:
37.01	Review the basic anatomy and physiology of the musculoskeletal system.
37.02	Describe and demonstrate the assessment and management of the patient in patients of all ages with a non-traumatic musculoskeletal emergency.
38.0	Diseases of the Eyes, Ears, Nose, and Throat: Demonstrate a simple depth, simple breadth of knowledge of assessment and management of diseases of the eyes, ears, nose, and throat, patients of all ages. The student will be able to:
38.01	Describe and demonstrate the assessment and management of the patient in patients of all ages with abnormal conditions affecting the eyes, ears, nose and throat, including epistaxis.
39.0	Shock and Resuscitation: Demonstrate a fundamental knowledge of the causes, pathophysiology, and management of shock and respiratory failure, patients of all ages The student will be able to:
39.01	Discuss and identify causes and pathophysiology of the categories of hemorrhage and shock.
39.02	Review causes and pathophysiology of respiratory failure and arrest.
39.03	Review causes and pathophysiology of cardiac failure or arrest.
39.04	Discuss the various types and degrees of shock.
39.05	Discuss post resuscitation management.

39.06	Explain the system components of CPR, the links in the AHA chain of survival and how each relates to patient survival.
39.07	Define and differentiate between compensated and decompensated shock.
39.08	Discuss the importance of teamwork in the successful management of the critical patient.
39.09	Demonstrate how to perform one and two rescuer CPR, adult, child, and infant.
39.10	Demonstrate how to perform rescuer level appropriate defibrillation in an adult, child, and infant patient.
39.11	Demonstrate rapid decision making based on differential field diagnosis of the critical patient with a special arrest peri-arrest condition.
39.12	Describe and demonstrate the assessment and management of the patient with hemorrhage and shock.
39.13	Discuss ethical issues in resuscitation.
39.14	Discuss options for termination resuscitation.
40.0	Trauma Overview: Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment and management of the trauma patient, patients of all ages. The student will be able to:
40.01	Discuss pathophysiology of the trauma patient.
40.02	Discuss the components of a comprehensive trauma systems and levels of trauma centers.
40.03	Describe the considerations for different transportation modes transport and destination issues to a trauma center.
40.04	Discuss the kinematics of blunt and penetrating trauma.
40.05	Discuss and describe significant and non-significant Mechanism of Injury (MOI) and provide examples of each.
40.06	Demonstrate the application of the State of Florida's trauma scorecard methodologies as required in Florida Statute (F.S.) and Florida Administrative Code (F.A.C.).
40.07	Discuss the National Trauma Triage Protocol of injured Patients.
40.08	Discuss forming a field impression and utilizing available information to determine a differential diagnosis.
40.09	Identify the need for rapid intervention transport of the trauma patient.
41.0	Bleeding: Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of bleeding, patients of all ages. The student will be able to:
41.01	Review the anatomy and physiology of the circulatory system.
41.02	Discuss the different types of bleeding and classes of hemorrhage.

41.03	Review signs and symptoms of shock (hypo-perfusion).
41.04	Demonstrate effective hemorrhage control to include application of a tourniquet.
41.05	Review the pathophysiology of hemorrhagic shock.
41.06	Recognize the need for rapid transport for patients that are bleeding and showing signs of shock (hypo-perfusion).
41.07	Describe and demonstrate the assessment and management of a patient with hemorrhagic shock.
41.08	Discuss the possible complications of an improperly applied dressing, bandage, tourniquet, and hemostatic agents.
42.0	Chest Trauma: Demonstrate a fundamental depth, simple breadth of knowledge of pathophysiology, assessment and management of chest trauma, patients of all ages. The student will be able to:
42.01	Review the anatomy and physiology of the thoracic/chest cavity and respiratory system.
42.02	Differentiate between a pneumothorax (open, simple and tension) and hemothorax.
42.03	Discuss the pathophysiology, signs and symptoms, and MOI of myocardial injuries, including the following: • Pericardial tamponade • Myocardial contusion • Myocardial rupture • Commotio cordis • Aortic shearer
42.04	Discuss the pathophysiology, signs and symptoms, and MOI of specific chest wall injuries, including the following: • Rib fracture • Flail segment • Sternal fracture • Open chest wound • Impaled object
42.05	Describe and demonstrate the assessment and management of chest trauma. To include blunt versus penetrating trauma.
43.0	Abdominal and Genitourinary Trauma: Demonstrate a fundamental depth, simple breadth of knowledge of pathophysiology, assessment and management of abdominal and genitourinary trauma, patients of all ages. The student will be able to:
43.01	Review the anatomy and physiology of the abdominal cavity and genitourinary system.
43.02	Discuss the pathophysiology, signs and symptoms, and MOI for abdominal trauma including <u>evisceration</u> , impaled objects, <u>blunt versus penetrating mechanisms</u> , hollow and solid organ injuries.
43.03	Describe and demonstrate the assessment and management of a patient with a suspected abdominal or genitourinary injury/trauma to include internal/external genitalia.
44.0	Orthopedic Trauma: Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of orthopedic trauma patients of all ages. The student will be able to:

44.01	Review the anatomy and physiology of the Musculo-skeletal system.
44.02	Discuss pathophysiology, signs and symptoms, and MOI for orthopedic trauma.
44.03	Discuss the different types of orthopedic trauma including fracture classifications to include: • Open fracture • Closed fracture • Dislocation • Upper and Lower extremity orthopedic trauma • Sprains and Strains • Pelvic Fracture
44.04	Explain the rationale for stabilization of an injured extremity.
44.05	Describe and demonstrate the assessment and management of a patient with a suspected orthopedic trauma.
44.06	Discuss the following management techniques: • Heat therapy • Cold therapy • Splinting
44.07	List the six “Ps” of orthopedic injury assessment.
44.08	Discuss the need for assessment of distal pulses, motor, and sensation before and after splinting.
44.09	Review age-associated changes in the bones.
44.10	Discuss the proper procedures to package an amputated body part for replantation.
44.11	Explain the rationale for splinting at the scene versus load and go.
44.12	Demonstrate the proper use of various splinting materials and devices to include improvised and traction splints.
45.0	Soft Tissue Trauma: Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of soft tissue trauma, patients of all ages. The student will be able to:
45.01	Review anatomy and physiology of the integumentary system to include the layers of the skin.
45.02	Describe the pathophysiology, signs and symptoms, and MOI of soft tissue trauma.
45.03	Describe and demonstrate the assessment and management of various soft tissue injuries. • Wounds (e.g., avulsion, bite, laceration, puncture, and incisions) • Crush and compartment syndrome • High pressure injection injury
45.04	Identify types of burn injuries, including:

	• Thermal burn • Chemical burn • Electrical burn • Radiation exposure
45.05	Describe the depth classifications of burn injuries, including: • Superficial burn • Partial-thickness burn • Full-thickness burn • Other depth classifications
45.06	Describe and demonstrate methods for determining body surface area percentage of a burn injury including the "rule of nines," the "rule of palms," and other methods.
45.07	Explain how the seriousness of a burn is related to its depth and percent of body surface area (BSA) involved.
45.08	Review the various management techniques for hemorrhage control.
45.09	Differentiate among the types of injuries requiring the use of an occlusive versus non- occlusive dressing.
45.10	Demonstrate the assessment and management of specific burn injuries including: • Thermal • Inhalation • Chemical (<i>in the eye and on the skin</i>) • Electrical • Radiation
46.0	Head, Facial, Neck, and Spine Trauma: Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of head, facial, neck and spine trauma, patients of all ages. The student will be able to:
46.01	Review the anatomy and physiology of the head, face, neck and spine.
46.02	Describe the pathophysiology, signs and symptoms, and MOI for head, face, neck, and spine trauma.
46.03	Describe and demonstrate the assessment and management of a patient with the following traumas to the head, face, neck, and spine: • Penetrating neck trauma • Laryngotracheal injury • Skull fracture • Facial fracture • Eye injury (foreign body) <u>eyes, globe rupture</u> • Dental trauma • Shaken Baby Syndrome • Severe epistaxis

46.04	Recognize and manage life threats due to face, head, neck, and spine trauma.
46.05	Discuss and demonstrate the utilization of the Glasgow Coma Scale.
47.0	Nervous System Trauma: Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of nervous system trauma, patients of all ages. The student will be able to:
47.01	Review the anatomy and physiology of the nervous system.
47.02	Discuss the pathophysiology, signs and symptoms, and MOI for traumatic brain injury (TBI) and spinal cord trauma.
47.03	Describe and demonstrate the assessment and management of a patient with a traumatic brain injury (TBI) and/or spinal cord trauma.
47.04	Discuss the rationale and potential complications of spinal motion restriction of the entire spine when a cervical spine injury is suspected.
47.05	Given a scenario, discuss whether or not to remove a helmet prior to transport of a patient.
47.06	Demonstrate various methods for stabilization and removal of a helmet.
47.07	Discuss documentation of assessment before, during, and after spinal motion restriction.
48.0	Special Considerations in Trauma: Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment and management of trauma patients with special considerations, patients of all ages. The student will be able to:
48.01	Review the anatomy and physiology for the following trauma patients: • Pregnant • Pediatric • Geriatric
48.02	Discuss the pathophysiology, signs and symptoms, and MOI of trauma in the following patients: • Pregnant • Pediatric • Geriatric
48.03	Discuss and demonstrate unique assessment and management considerations for the following trauma patients: • Pregnant • Pediatric • Geriatric • Cognitively impaired
49.0	Environmental Emergencies: Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment and management of environmental emergencies, patients of all ages. The student will be able to:
49.01	Define drowning and discuss its incidence, risk factors and prevention.
49.02	Discuss the pathophysiology, signs and symptoms, and MOI of the following: • Drowning and water related incidents

	• Temperature-related illness • Bites and envenomation • Dysbarism such as high-altitude injuries • Diving injuries • Lightning (electrical) injury • High altitude illness • Radiation exposure • Other environmental emergencies
49.03	Describes and demonstrate the assessment and management for a patient with the following: • Drowning and water related incidents • Temperature-related illness • Bites and envenomation • Dysbarism such as high-altitude injuries • Diving injuries • Lightning (electrical) injury • High altitude illness • Radiation exposure • Other environmental emergencies
49.04	Discuss the fundamental principles of the gas laws including Boyle's, Dalton, Henry and Charles.
49.05	Discuss scene management and provider safety considerations for a variety of environmental emergencies.
49.06	Explain the five ways a body can lose heat.
49.07	Discuss potentially life-threatening venomous species of insects, spiders and snakes in the U.S.
50.0	Multi-Systems Trauma: Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of multi-system trauma and blast injuries, patients of all ages. The student will be able to:
50.01	Discuss the pathophysiology, signs and symptoms, and MOI of multi-system trauma and blast injuries.
50.02	Describe and demonstrate assessment and management considerations for a patient of multi system trauma and blast injuries.
51.0	Obstetrics: Demonstrate a fundamental depth, foundational breadth of knowledge of management of the obstetric patient within the scope of practice of the EMT. The student will be able to:
51.01	Identify and describe the anatomical and the physiological changes during pregnancy.
51.02	Define the stages of labor and discuss how to assess them.
51.03	Differentiate between cephalic and abnormal delivery.
51.04	Describe the management of a patient with pre-delivery emergencies.

51.05	Discuss and demonstrate the patient care measures for all stages of labor in a cephalic delivery for the mother and the newborn.
51.06	Describe the management of the mother post-delivery.
51.07	Discuss and demonstrate the patient care measures for all stages of labor in abnormal deliveries for the mother and the newborn.
51.08	Describe the procedures for handling complications of delivery.
51.09	Describe special considerations when meconium is present in amniotic fluid or during delivery.
51.10	Identify the factors that lead to premature birth and low birth weight newborns.
51.11	Demonstrate the procedures for handling complications of pregnancy including pre-eclampsia, eclampsia, and high risk.
52.0	Neonatal Care: Demonstrate a fundamental depth, foundational breadth of knowledge of management of the newborn and neonatal patient within the scope of practice of the EMT. The student will be able to:
52.01	Discuss and demonstrate assessment and management considerations of a neonate.
52.02	Define the term neonate.
52.03	Describe special patient care considerations of a premature baby.
52.04	Calculate the Apgar score given various newborn situations.
52.05	Discuss the common signs when ventilatory assistance is appropriate for a neonate.
52.06	Discuss and demonstrate the steps in resuscitation of a neonate.
52.07	Review the signs of hypovolemia in a newborn.
52.08	Discuss the effects maternal narcotic usage has on the newborn.
52.09	Discuss the management/treatment plan for vomiting in the neonate.
52.10	Discuss the assessment findings associated with common birth injuries in the neonate.
53.0	Pediatrics: Demonstrate a fundamental depth, fundamental breadth of knowledge of management of the pediatric patient within the scope of practice of the EMT. The student will be able to:
53.01	Review the anatomy, physiology and pathophysiology differences of patients.
53.02	Discuss the differences in approaching and assessing patients.
53.03	Discuss and demonstrate assessment and management considerations for Sudden Unexplained Infant Death Syndrome (SUIDS).

53.04	Describe the selection of appropriate airway adjuncts and ventilation devices.
53.05	Discuss complications of improper utilization of airway adjuncts and ventilation devices.
53.06	Describe the common causes, assessment and management of respiratory distress, failure, or arrest.
53.07	Discuss the common causes, assessment and management of hypo-perfusion.
53.08	Discuss the common causes, assessment and management of cardiopulmonary arrest.
53.09	Describe the common causes, assessment and management of altered level of consciousness.
53.10	Describe the common causes, assessment and management of trauma.
53.11	Describe the common causes, assessment and management of neurological emergencies.
53.12	Demonstrate proper technique for administering blow-by oxygen.
53.13	Review proper technique for suctioning.
53.14	Review appropriate use of airway adjuncts and ventilation devices.
53.15	Review age-appropriate basic airway clearing maneuvers for a completely obstructed airway.
54.0	Geriatrics: Demonstrate a fundamental depth, foundational breadth of knowledge of management of the geriatric patient within the scope of practice of the EMT. The student will be able to:
54.01	Define and discuss the term geriatrics.
54.02	Review the anatomy, physiology and pathophysiology of the geriatric patient.
54.03	Discuss common emotional and psychological concerns and conditions of the geriatric patient.
54.04	Discuss the importance of fall prevention with the geriatric patient.
54.05	Describe principles that should be employed when assessing and communicating with the geriatric patient.
54.06	Describe the common causes, assessment, and management of the geriatric patient with a medical, trauma, or psychosocial complaint.
55.0	Patients with Special Challenges: Demonstrate a simple depth, simple breadth of knowledge of the management of the patient with special challenges, patients of all ages. The student will be able to:
55.01	Discuss the special considerations required when providing emergency care to patients with: • Abuse/neglect of vulnerable populations • Homelessness • Poverty

	• Bariatrics • Tech dependent • Hospice/terminally ill • Tracheostomy • Home care • Sensory deficit/loss • Developmental disability
55.02	Discuss special considerations regarding common medical devices used in the home care of patients with special challenges including: • Respiratory devices • Cardiac devices • Gastro-urinary devices • Central & peripheral IV catheters
55.03	Describe home care and the types of patients it serves and the services it encompasses.
55.04	Differentiate between hospice/palliative care and curative care.
55.05	Discuss the role of the EMT as a patient advocate for vulnerable populations.
56.0	Principles of Safely Operating a Ground Ambulance: Demonstrate a simple depth, foundational breadth of knowledge of risks and responsibilities of transport. The student will be able to:
56.01	Discuss the importance of performing regular vehicle and equipment inspection.
56.02	Demonstrate how to perform a daily inspection of an ambulance.
56.03	Review the general provisions of Florida laws relating to the operation of the ambulance.
56.04	Discuss the guidelines for operating an ambulance safety during emergency and non-emergency situation/incident.
56.05	Review considerations that are required for ensuring scene safety, including personal safety, patient safety, and traffic control.
56.06	Review how to clean and disinfect the ambulance and equipment.
57.0	Incident Management: Demonstrate a fundamental depth, fundamental breadth of knowledge of establishing and working within the incident management system. The student will be able to:
57.01	Discuss the importance of NIMS (National Incident Management System) and its functional components.
57.02	Discuss unified command and when it is applicable.
57.03	Describe the role of command and the procedures for transfer of command.
57.04	List and describe the functions of the following groups and leaders in ICS as it pertains to EMS incidents: • Safety

58.0	• Logistics • Rehabilitation • Staging, • Treatment • Triage • Transportation • Extrication/rescue • Morgue • Communications
	57.05 Discuss the physical and psychological signs of critical incident stress.
	Multiple Casualty Incidents: Demonstrate a simple depth, foundational breadth of knowledge of responding to an emergency during a multiple casualty incident. The student will be able to:
	58.01 Review essential elements of scene size-up when arriving at a potential MCI.
	58.02 Describe the role of the rescuers and EMS systems in planning for MCIs and disasters.
	58.03 Describe the role of the physician at multiple casualty incidents.
	58.04 Define triage and describe the principles of triage.
	58.05 Describe the START (simple triage and rapid treatment) and JUMP START method of initial triage.
	58.06 Describe techniques used to allocate patients to hospitals and track them.
	58.07 Discuss and describe the essential equipment to provide logistical support to MCI operations.
59.0	58.08 Describe the role of critical incident stress management during and after MCIs.
	58.09 Demonstrate the use of local/regional triage tagging system.
	Air Medical: Demonstrate a simple depth, simple breadth of knowledge of safe air medical operations and criteria for utilizing air medical response. The student will be able to:
	59.01 Describe key scene safety considerations when preparing for a helicopter medivac, including establishing a landing zone and approaching the aircraft.
60.0	59.02 Describe the capabilities, protocols, and methods for accessing air medical transport.
	59.03 Review the advantages and disadvantages of air medical transport.
	59.04 Review the conditions/situations in which air medical transport should be considered.
60.0	Vehicle Extrication: Demonstrate a simple depth, simple breadth of knowledge for safe vehicle extrication and use of simple hand tools. The student will be able to:

60.01	Describe the role of the EMT in patient rescue and vehicle extrication
60.02	Describe personal and patient safety during vehicle extrication.
60.03	Explain the difference between simple access and complex access in vehicle extrication.
60.04	Discuss patient care considerations related to assisting with rapid extrication, providing emergency care to the trapped patient and removing and transferring a patient.
60.05	Discuss the use of simple hand tools used for vehicle extrication.
60.06	Discuss and describe the hazards and safe practices associated with the following vehicle components: • Energy absorbing bumpers • Air bag/supplemental restraint systems • Catalytic converters and conventional fuel systems • Stored energy • Hybrid-electric vehicles
60.07	Describe methods for emergency stabilization using rope, cribbing, jacks, spare tire, and come-a-longs for vehicles.
60.08	Describe the electrical hazards commonly found at highway incidents (above and below ground).
60.09	Explain the difference between tempered and safety glass, identify its locations on a vehicle and how to break it safely.
60.10	Explain typical door anatomy and methods to gain access to the patient.
61.0	Hazardous Materials Awareness: Demonstrate a simple depth, simple breadth of knowledge of risks and responsibilities of operating in a cold zone at a hazardous material or other special incident. The student will be able to:
61.01	Identify and describe resources for substance identification, decontamination, and treatment information, including but not limited to the following: • Poison control center • Medical control • Material safety data sheets (MSDS), • Reference textbooks • Computer databases • Computer-Aided Management of Emergency Operations (CAMEO) • CHEMTREC • Technical specialists • Agency for toxic substances and disease registry
61.02	Explain primary and secondary contamination risk.
61.03	Review routes of exposure.

61.04	Discuss how the substance and route of contamination alters triage and decontamination methods.
61.05	Explain the common signs, symptoms, and treatment for the following substances: • Corrosives • Pesticides • Chemical asphyxiants • Hydrocarbon solvents
61.06	Identify local facilities and resources capable of treating patients exposed to hazardous materials.
61.07	Determine the appropriate level of PPE by considering the following: • Types • Application • Use and limitations • Use of chemical compatibility chart
61.08	Explain specific decontamination procedures.
61.09	Discuss the designated HAZMAT control zones (HOT, WARM, and COLD).
61.10	Discuss an emergency two-step decontamination process.
61.11	Identify DOT Labels, placards and markings that are used to designate HAZMAT materials.
61.12	Demonstrate the ability to use a variety of reference materials to identify a HAZMAT material.
62.0	Mass Casualty Incidents Due to Terrorism and Disaster: Demonstrate a simple depth, simple breadth of knowledge of risks and responsibilities of operating on the scene of a natural or man-made disaster. The student will be able to:
62.01	Describe the role of the EMT on the scene of a natural or man-made disaster.
62.02	Define the different types of terrorism and provide examples of incidents of each.
62.03	Describe the factors related to ensuring situational safety at the site of a disaster and the procedures required.
62.04	Discuss the National Terrorism Advisory System.
62.05	Discuss factors to consider when responding to a terrorist situation.
62.06	Review important actions to take at the scene of a terrorist event such as: • Scene safety • Personal protection • Notification procedures • Available resources • Working with in the command system

62.07	List and describe the main categories of weapons of mass destruction.
62.08	Discuss the different types of chemical agents and their signs and symptoms.
62.09	Review the treatment and management of patients exposed to various types of chemical agents and radiation.
62.10	Review the different types of radiations and their effect on the human body.
62.11	Discuss the use of a nerve agent antidote kit.
Paramedic: Completion of intended (outcomes 63-126) lead to the student's eligibility to sit for the licensure exam for Paramedic.	
63.0	EMS Systems: Demonstrate a fundamental depth, foundational breadth of knowledge of the History of EMS and a complex depth, comprehensive breadth of knowledge of EMS Systems. The student will be able to:
63.01	Define terms, including but not limited to: EMS systems, licensure, registration, profession, professionalism, health care professional, ethics, peer review, medical direction, and protocols.
63.02	Knowledge of EMS History
63.03	Describe the attributes of a paramedic as a health care professional.
63.04	Explain paramedic licensure/certification, recertification, and reciprocity requirements in Florida.
63.05	Explain the importance of maintaining one's paramedic license/certification.
63.06	Describe the benefits of paramedic continuing education.
63.07	Discuss the role of national associations and of a national certification agency.
63.08	Discuss Chapter 401, Florida Statutes, and Chapter 64-E, Florida Administrative Code.
63.09	Discuss the roles of various EMS standard setting agencies.
63.10	Identify the standards (components) of an EMS System as defined by the National Highway Traffic Safety Administration.
63.11	Describe and demonstrate professional behaviors in the following areas: integrity, empathy, self-motivation, appearance and personal hygiene, self-confidence, communications, time management, teamwork and diplomacy, respect, patient advocacy, and careful delivery of service.
63.12	Describe the role of the EMS physician in providing medical direction.
63.13	Discuss examples of local protocols.
63.14	Differentiate between quality improvement and quality assurance.
63.15	Describe the relationship between a physician on the scene, the paramedic on the scene, and the EMS physician providing on-line medical direction.

63.16	Describe the role of the paramedic relative to the safety of the crew, the patient, and bystanders.
63.17	Assess personal practices relative to the responsibility for personal safety, the safety of the crew, the patient, and bystanders.
63.18	Advocate the need for injury prevention.
63.19	Discuss the diverse types of EMS services and differences in their provision of care, including mobile integrated health and community paramedic, and discuss the paramedics role in community risk reduction.
64.0	Research: Demonstrate a fundamental depth, foundational breadth of knowledge of research principles to interpret literature and advocate evidence-based practice. The student will be able to:
64.01	Interpret results and reach conclusions.
64.02	Discuss the importance of evidenced based medicine and medical research and its role in refining EMS practices.
65.0	Workforce Safety and Wellness: Demonstrate a complex depth, comprehensive breadth of knowledge of workforce safety and wellness. The student will be able to:
65.01	Discuss the concept of wellness and its benefits.
65.02	Discuss how cardiovascular endurance, muscle strength, and flexibility contribute to physical fitness.
65.03	Describe the impact of shift work on circadian rhythms.
65.04	Discuss the role of risk assessments and warning signs in cancer and cardiovascular disease.
65.05	Differentiate between proper from improper body mechanics for lifting and moving patients in emergency and non-emergency situations.
65.06	Discuss the principles of crew resource management.
65.07	Describe the problems that a paramedic might encounter in a hostile situation and the techniques used to manage the situation.
65.08	Describe the equipment available for self-protection when confronted with a variety of adverse situations.
65.09	Describe the three phases and factors that trigger the stress response.
65.10	Differentiate between normal/ healthy and detrimental reactions to anxiety and stress.
65.11	Identify and describe the defense mechanisms and management techniques and resources commonly used to deal with stress.
65.12	Describe the components of critical incident stress management (CISM).
65.13	Describe the needs of the paramedic when dealing with death and dying.
65.14	Discuss the importance of standard precautions and body substance isolation practices.

65.15	Discuss the principles of disease transmission and prevention measures
65.16	Discuss the need to treat each patient as an individual, with respect and dignity.
65.17	Discuss the need to respect the emotional needs of dying patients and their families.
65.18	Discuss the paramedics' role in performing community risk assessment.
66.0	Documentation: Demonstrate a complex depth, comprehensive breadth of knowledge of the principles of medical documentation and report writing. The student will be able to:
66.01	Identify the general principles regarding the importance of EMS documentation and ways in which documents are used.
66.02	Demonstrate proper use of medical terminology.
66.03	Record pertinent administrative information to a given standard.
66.04	Analyze the documentation for accuracy and completeness, including spelling.
66.05	Describe the differences between subjective and objective elements of documentation.
66.06	Describe the potential consequences of illegible, incomplete, or inaccurate documentation.
66.07	Describe the special considerations concerning patient refusal of transport.
66.08	Explain how to properly record direct patient or bystander comments.
66.09	Describe the special considerations concerning mass casualty incident documentation.
66.10	Identify and record the pertinent, reportable clinical data of each patient interaction.
66.11	Note and record pertinent negative clinical findings.
66.12	Demonstrate proper completion of an EMS PCR (patient care record).
67.0	EMS Communication: Demonstrate a complex depth, comprehensive breadth of knowledge of EMS communication system. The student will be able to:
67.01	Identify the role of verbal, written, and electronic communications in the provision of EMS.
67.02	Describe the phases of communications necessary for an emergency response and transport.
67.03	Discuss the importance of proper terminology when communicating during an emergency.
67.04	Discuss factors that impede or enhance effective verbal and written communications.

67.05	Discuss the legal implications of written communications.
67.06	Identify the components of the local EMS communications system and describe their function and use.
67.07	Identify and differentiate among the following communications systems: simplex, multiplex, duplex, trunked, digital communications, and cellular telephone.
67.08	Describe the functions and responsibilities of the Federal Communications Commission.
67.09	Describe how emergency medical dispatch (EMD) functions as an integral part of the EMS system.
67.10	List appropriate information to be gathered by the telecommunicator.
67.11	Demonstrate an organized and concise radio transmission
67.12	Demonstrate an organized and concise patient report upon transfer of care.
68.0	Therapeutic Communication: Demonstrate a complex depth, comprehensive breadth of knowledge of the therapeutic communication principles. The student will be able to:
68.01	Demonstrate health care literacy when communicating with patients.
68.02	Identify internal and external factors that affect a patient/ bystander interview conducted by a paramedic.
68.03	Review the strategies for developing patient rapport.
68.04	Summarize the methods to assess mental status based on interview techniques.
68.05	Discuss the strategies for interviewing difficult patients.
68.06	Summarize developmental considerations Patients of all ages that influence patient interviewing.
68.07	Review unique interviewing techniques necessary to employ with patients who have special needs.
68.08	Discuss interviewing considerations used by paramedics in cross-cultural communications.
69.0	Medical/Legal and Ethics: Demonstrate a complex depth, comprehensive breadth of knowledge of medical legal and ethical concepts related to EMS. The student will be able to:
69.01	Differentiate between legal and ethical responsibilities.
69.02	Discuss State of Florida and Federal special reporting situations including: • Abuse • Sexual assault • Gunshot and knife wounds • Communicable disease • Animal bites

69.03	Review terms, including but not limited to, the following: abandonment, battery, breach of duty, consent (expressed, implied, informed, voluntary), DNR orders, duty to act, emancipated minor, false imprisonment, liability, libel, negligence, proximate cause, scope of practice, slander, and tort.
69.04	Differentiate between the scope of practice and the standard of care for paramedic practice.
69.05	Discuss the concept of medical direction, including off-line medical direction and on-line medical direction, and its relationship to the standard of care of a paramedic.
69.06	Review the four elements that must be present in order to prove negligence.
69.07	Review the legal concept and limitations of immunity, including Good Samaritan statutes and governmental immunity, as it applies to the paramedic.
69.08	Review the importance and necessity of patient confidentiality and the standards for maintaining patient confidentiality that apply to the paramedic.
69.09	Review consent to include expressed, informed, implied, and involuntary.
69.10	Discuss the importance of patient rights and advocating for the patient's best interest.
69.11	Demonstrate appropriate patient management techniques in a refusal of care situation.
69.12	Discuss the issues of abandonment, negligence, false imprisonment, and battery and their implications to the paramedic.
69.13	Describe the actions that the paramedic should take to preserve evidence at a crime or accident scene.
69.14	Describe the importance of providing accurate communication (oral and written) in substantiating an incident.
69.15	Describe the criteria necessary to honor an advance directive in Florida.
70.0	Anatomy and Physiology: Integrate a comprehensive knowledge of anatomy and physiology of all human systems. The student will be able to:
70.01	Review the EMT standards and benchmarks for the anatomy & physiology.
70.02	Demonstrate comprehensive knowledge of anatomy and physiology as it applies to paramedic practice.
71.0	Medical Terminology: Integrate a comprehensive knowledge in the use of medical terminology and abbreviations into written and oral communication with health care professionals. The student will be able to:
71.01	Review the EMT standards and benchmarks for medical terminology.
71.02	Demonstrate a comprehensive knowledge of medical terminology as it applies to paramedic practice.
72.0	Pathophysiology: Demonstrate a complex knowledge of pathophysiology of major systems. The student will be able to:
72.01	Describe the factors that precipitate disease in the human body including genetics familial diseases and risk factors.

72.02	Describe environmental risk factors.
72.03	Define and discuss the pathogenesis, signs, and symptoms of distributive, obstructive, neurogenic, anaphylactic, and septic shock.
72.04	Discuss multiple organ dysfunction syndrome (MODS).
72.05	Describe alterations in cells and tissues including cellular adaptation, cellular injury, manifestation of cellular injury, and cellular death/necrosis.
72.06	Describe genetics and familial diseases and the role they play in pathophysiology.
72.07	Describe the self-defense mechanisms of inflammation and immune responses and their relationships to pathophysiology.
73.0	Life Span Development: Integrate the knowledge of physiological and sociological changes throughout human development. The student will be able to:
73.01	Compare, contrast, and analyze the physiological and psychosocial characteristics, patients of all ages.
74.0	Public Health: Demonstrate a fundamental knowledge of principles of public health. The student will be able to:
74.01	Review the EMT standards and benchmarks for the public health.
74.02	Apply a fundamental knowledge of the principles of public health, epidemiology, health promotion, and illness and injury prevention.
74.03	Discuss human trafficking and the need to recognize potential victims.
74.04	Review Electronic Health Records in EMS.
74.05	Discuss the roles of governmental and nongovernmental agencies in public health.
74.06	Review the mission and goals of public health.
74.07	Discuss the social, geographic, economic, and demographic factors that influence public health.
74.08	Demonstrate the ability to provide patient and community education on public health topics.
74.09	Discuss unique concerns in the pediatric, geriatric, and special populations.
74.10	Describe the role of EMS in health screenings, vaccinations, and immunizations.
74.11	Discuss the impacts of the political, social, and economic environments on public health.
74.12	Review the various types of infectious disease that are a threat to public health.
74.13	Describe the various patient dispositions, choosing appropriate destinations, and transport modes.

74.14	Define and understand bioinformatics and its role in EMS and public health.
74.15	Analyze the principles and practices of Mobile Integrated Health in enhancing community healthcare delivery.
74.16	Evaluate technology integration and data sharing in Mobile Integrated Health initiatives.
74.17	Review the collaboration between EMS and other healthcare providers within Mobile Integrated Health frameworks.
74.18	Demonstrate strategies for addressing the social determinants of health through Mobile Integrated Health Services.
74.19	Evaluate the integration of community resources and services in the primary assessment process within Mobile Integrated Health.
74.20	Review and understand substance abuse disorders and how they impact public health.
75.0	Principles of Pharmacology: Demonstrate a complex depth, comprehensive breadth of knowledge in the principles of pharmacology. The student will be able to:
75.01	Discuss medication administration safety.
75.02	Differentiate among the chemical, generic (nonproprietary), and trade (proprietary) names of a drug.
75.03	List the four main sources of drug products.
75.04	Describe how drugs are classified.
75.05	List legislative acts controlling drug use and abuse in the United States.
75.06	Differentiate among Schedule I, II, III, IV, and V substances.
75.07	Use reference materials to research medications.
75.08	Discuss standardization of drugs.
75.09	Discuss investigational drugs, including the Food and Drug Administration (FDA) approval process and the FDA classifications for newly approved drugs.
75.10	Discuss the paramedic's responsibilities and scope of practice pertinent to the administration of medications.
75.11	Review best practices and legal requirements for the storage and security of medications.
75.12	List and describe available drug forms.
75.13	List and differentiate all methods and routes of medication administration covered in the current National EMS Scope of Practice Model.

75.14	Describe the process of: • Pharmacokinetics • Pharmacodynamics • Theories of drug action • Drug-response relationship • Factors altering drug responses • Predictable drug responses • Idiosyncratic drug responses • Unpredictable adverse drug responses
75.15	Discuss the prevention, recognition and management of adverse medication reactions.
75.16	Discuss the prevention, recognition and management of medication interactions.
75.17	Select the optimal medication and method of medication administration for patients with a particular clinical condition or situation.
76.0	Medication Administration: Demonstrate a complex depth, comprehensive breadth of knowledge of medication administration within the scope of practice of the paramedic. The student will be able to:
76.01	Review the specific anatomy and physiology pertinent to medication administration.
76.02	Discuss the paramedic's responsibilities and scope of practice pertinent to the administration of medications.
76.03	Review mathematical principles and demonstrate equations necessary for performing drug calculations. <i>Include resources for safe administration of weight-based dosing.</i>
76.04	Describe the indications, contraindications, procedure, equipment and risks associated with peripheral intravenous or external jugular access.
76.05	Describe the indications, equipment needed, technique used, precautions, and general principles of intraosseous needle placement and infusion.
76.06	Describe complications that can occur as a result of IV therapy.
76.07	Review <i>medication cross-check procedure</i> and the "six rights" of drug administration and correlate these with the principles of medication administration.
76.08	Describe the use of standard precautions and body substance isolation (BSI) procedures when administering a medication.
76.09	Prepare medications for administration from a variety of types of packaging, including vials, non-constituted vials, ampules, prefilled syringes, and packaging for intravenous solutions.
76.10	Describe the role of medical direction in medication administration and describe the difference between direct orders (online) and standing orders (off-line).

76.11	Describe the indications, equipment needed, techniques used, precautions, and general principles of administering medications by the following routes: • Inhalation route • Gastric tube • Rectal route
76.12	Differentiate among the different percutaneous routes of medication administration.
76.13	Describe the purpose, equipment needed, techniques used, complications, and general principles for obtaining a blood sample.
76.14	Obtain venous and capillary blood for testing and discuss blood chemistry and normal values.
76.15	Demonstrate principles of medical asepsis in the administration of medications.
76.16	Demonstrate the procedure for disposal of contaminated items and supplies.
76.17	Demonstrate cannulation of peripheral, intravenous and/or external jugular veins.
76.18	Demonstrate intraosseous access.
76.19	Demonstrate administration of medications by the following routes: • Oral • Sublingual • Buccal • Auto-injector • Inhalation route • Intranasal route. • Subcutaneous route. • Intramuscular route. • Intravenous route. • Intraosseous route.
77.0	Emergency Medications: Demonstrate a complex depth, comprehensive breadth of knowledge of emergency medications within the scope of practice for the paramedic. The student will be able to:

77.01	Discuss medications acute and maintenance/chronic) used by the paramedic, including indications, name, effects, medication action, routes of administration , contraindications, dosages, adverse reactions, side effects, complications and interactions for the following: • Airway management • Respiratory • Cardiovascular • Neurologic conditions • Gastrointestinal • Miscellaneous medications • Pain management • Discuss polypharmacy
78.0	Airway Management: Demonstrate a complex depth, comprehensive breadth of knowledge of airway management within the scope of practice of the paramedic, patients of all ages. The student will be able to:
78.01	Explain the primary objective of airway maintenance. To include proper airway assessment and techniques of assuring a patient airway.
78.02	Explain the differences in airway anatomy.
78.03	Define, identify and describe a tracheostomy, laryngectomy, stoma, and tracheostomy tube.
78.04	Describe the special considerations in airway management and ventilation for the pediatric patient.
78.05	Describe the indications, contraindications, advantages, disadvantages, complications and equipment for rapid sequence intubation with neuromuscular blockade.
78.06	Identify neuromuscular blocking drugs and other agents used in rapid sequence intubation.
78.07	Describe the indications, contraindications, advantages, disadvantages, complications and equipment for sedation during intubation.
78.08	Describe the indications, contraindications, advantages, disadvantages and complications for performing cricothyrotomy.
78.09	Demonstrate the procedure for percutaneous cricothyrotomy.
78.10	Review the function of the structures located in the upper and lower airway.
78.11	Demonstrate effective techniques of advanced airway management of the following: • Orotracheal, • Nasotracheal, • Subglottic, • Supraglottic, • Digital intubation
78.12	Describe and demonstrate methods of assessment for confirming correct placement of any airway device.

78.13	Describe the indications, contraindications, advantages, disadvantages, complications, equipment and technique for extubation.
79.0	Respiration: Demonstrate a complex depth, comprehensive breadth of knowledge of respiration within the scope of practice of paramedic, patients of all ages. The student will be able to:
79.01	List the concentration of gases that comprise atmospheric air.
79.02	Describe the measurement of oxygen in the blood.
79.03	Describe the measurement of carbon dioxide in the blood.
79.04	Describe peak expiratory flow.
79.05	Describe factors that cause decreased oxygen concentrations in the blood.
79.06	Describe the factors that increase and decrease carbon dioxide production in the body.
79.07	Define pulsus paradoxus.
79.08	Describe the indications, contraindications, advantages, disadvantages, complications, liter flow range, and concentration of delivered oxygen for supplemental oxygen delivery devices.
79.09	Review the anatomy, physiology and pathophysiology of ventilation and respiration to include • Pulmonary ventilation • Oxygenation • Respiration • External • Internal • Cellular
79.10	Discuss assessment and management of adequate and inadequate respiration to include, Supplemental oxygen therapy.
80.0	Ventilation: Demonstrate a complex breadth, comprehensive breadth of knowledge of ventilatory assessment and management, patients of all ages. The student will be able to:
80.01	Perform and interpret pulse oximetry and capnography.
80.02	Describe indications, contraindications, advantages, disadvantages, complications, and technique for ventilating a patient with an automatic transport ventilator (ATV), BIPAP/CPAP, AND PEEP devices.
80.03	Assessment and management of adequate and inadequate ventilation to include effect on ventilation on cardiac output.
81.0	Scene Size-Up: Demonstrate a complex depth, comprehensive breadth of knowledge of scene management. The student will be able to:
81.01	Describe common hazards found at the scene of a trauma and a medical patient.
81.02	Discuss common mechanisms of injury/nature of illness. (MOI/NOI) .

81.03	Explain the rationale for crew members to evaluate scene safety prior to entering.
81.04	Demonstrate the scene-size-up to include: • Scene safety/situational awareness • Scene management • Impact of the environment on patient care • Addressing hazards • Violence • Need for additional or specialized resources • Standard precautions • Multiple patient situations
82.0	Primary Assessment: Demonstrate a complex depth, comprehensive breadth of knowledge of the primary assessment for all patient situations. The student will be able to:
82.01	Summarize the elements of a general impression of the patient.
82.02	Explain the reason for performing a primary assessment.
82.03	Discuss and demonstrate methods of assessing levels of responsiveness using AVPU.
82.04	Discuss and demonstrate methods of assessing the airway: patients of all ages.
82.05	Describe and demonstrate methods used for assessing if a patient is breathing patients of all ages.
82.06	Differentiate between a patient with adequate and inadequate breathing.
82.07	Describe and demonstrate the methods used to obtain a pulse, patients of all ages.
82.08	Discuss and demonstrate assessing the patient for external bleeding.
82.09	Describe and demonstrate the assessment and interruption of skin color, temperature, moisture, and capillary refill, patients of all ages.
82.10	Explain the reasons for prioritizing a patient for care and transport.
82.11	Describe when it is appropriate to expose the patient completely.
82.12	Differentiate between critical, potentially, and non-life-threatening patient presentations and integration of treatment/procedures needed to preserve life.
83.0	History Taking: Demonstrate a complex depth, comprehensive breadth of knowledge of the components of history taking. The student will be able to:
83.01	Determine and investigate the chief complaint. (<i>i.e., MOI, NOI</i>).
83.02	Describe the components of the patient history.

83.03	Explain the importance of obtaining a SAMPLE and OPQRST history.
83.04	Acknowledge the feelings patients experience during assessment.
83.05	Discuss the value of obtaining a family and social history.
83.06	Describe examples of different techniques (<i>i.e., therapeutic communication and adaptive interview techniques</i>) the paramedic may use to obtain information from patients, family, or bystanders during the history taking process.
83.07	Analyze the impact of cultural and linguistic factors on history-taking in diverse patient populations served by Mobile Integrated Health.
83.08	Evaluate the use of technology, such as electronic health records and telemedicine, to enhance the history-taking process within MIH.
83.09	Discuss the importance of integrating community resources and support systems into the patient's history to inform care planning.
83.10	Demonstrate the ability to identify and address potential mental health concerns during the history-taking process in MIH settings.
83.11	Explain the significance of continuity of care in history-taking and how it influences treatment decisions and patient outcomes in Mobile Integrated Health.
84.0	Secondary Assessment: Demonstrate a complex depth, comprehensive breadth of knowledge of techniques used for a secondary assessment, patients of all ages. The student will be able to:
84.01	Review EMT standards and benchmarks for secondary assessment. (<i>i.e., assessment of vital signs, pain, techniques of physical exam</i>).
84.02	Describe the techniques of inspection, palpation, percussion, and auscultation.
84.03	Discuss the limitations of conducting a physical exam in the out-of-hospital environment.
84.04	Demonstrate the examination of the patient including all major body systems and anatomical regions.
84.05	Distinguish the importance of abnormal assessment findings in all the major body systems and anatomical regions.
84.06	Describe the evaluation of patient's perfusion status based on findings in the initial assessment.
84.07	State the reasons for performing a rapid trauma assessment.
84.08	Discuss the reason for performing a focused history and physical exam.
84.09	Discuss appropriate gender and cultural considerations regarding assessment.
84.10	Discuss medical identification devices/ systems.
85.0	Monitoring Devices: Demonstrate a fundamental depth, foundational breadth of knowledge of monitoring devices within the scope of practice of the paramedic. The student will be able to:

85.01	Describe the purpose, indications, procedure, normal findings, and limitations of the following patient monitoring technologies, including but not limited to: • Continuous ECG monitoring • 12-Lead ECG • EtCO₂ capnography (wave form) • Methemoglobin monitoring • Total hemoglobin • Basic blood chemistry • Ultrasound • Other devices identified at the EMT level
85.02	Demonstrate the use of the following patient monitoring technologies, including but not limited to: • Continuous ECG monitoring • 12-Lead ECG (<i>i.e., acquisition, interpretation, and transmission</i>). • Capnography (wave form) • Other devices identified at the EMT level
86.0	Reassessment: Demonstrate a complex depth, comprehensive breadth of knowledge of how and when to perform a reassessment for all patient situations. The student will be able to:
86.01	Describe the components of reassessment and demonstrate the skills involved.
86.02	Discuss the reasons for reassessment of the patient .
86.03	Explain trending assessment components and its value to other health professionals who assume care of the patient.
86.04	Demonstrate reassessment of patients of all ages.
87.0	Medical Overview: Demonstrate a complex depth, comprehensive breadth of knowledge of pathophysiology, assessment, and management of medical complaints. The student will be able to:
87.01	Identify factors that complicate patient assessment including: • Scene safety • Environmental factors • Chief complaint • Paramedic preconceptions • Distracting injuries • Tunnel vision • Patient cooperation • Paramedic attitude
87.02	Discuss forming a field impression and utilizing available information to determine a different diagnosis.

87.03	Discuss pathophysiology, assessment, and management of medical complaints to include. • Transport mode • Destination decisions
88.0	Neurology: Demonstrate a complex depth, comprehensive breadth of knowledge of neurologic disorders/emergencies, patients of all ages. The student will be able to:
88.01	Identify the risk factors associated with nervous system dysfunction.
88.02	Review the anatomy and physiology of the organs and structures related to the nervous system.
88.03	Discuss the pathophysiology, signs and symptoms and demonstrate the assessment and management of patients with the following neurological conditions, including but not limited to: • Coma • Decreased level of responsiveness • Seizures • Syncope • Transient ischemic attack • Stroke and intracranial hemorrhage • Degenerative neurologic diseases (<i>i.e., dementia, Alzheimer's and Parkinson's disease</i>) • Chronic alcoholism • Back disorders • Headache • Brief Resolved Unexplained Event (BRUE) • Hydrocephalus – CSF diversion devices or shunts • Other neurological disorders to be determined locally
88.04	Describe and differentiate the major types of seizures.
88.05	Describe the types of stroke.
88.06	Describe the significance of the prevalence of neurologic disorders in the United States.
88.07	Discuss screen tools for assessment of stroke and large vessel occlusion.
88.08	Demonstrate the use of stroke screening tools and appropriate decision-making regarding transport destination for a stroke patient.
89.0	Abdominal and Gastrointestinal Disorders: Demonstrate a complex depth, comprehensive breadth of knowledge of abdominal and gastrointestinal disorders/emergencies, patients of all ages. The student will be able to:
89.01	Review the anatomy and physiology of the organs and structures related to gastrointestinal diseases.
89.02	Differentiate between hemorrhagic and non-hemorrhagic causes of abdominal pain.
89.03	Describe the technique for performing a comprehensive physical examination on a patient complaining of abdominal pain.

89.04	Discuss the pathophysiology, signs, and symptoms, and demonstrate the assessment, and management of patients with the following abdominal and gastrointestinal disorders, including but not limited to: • Both upper and lower gastrointestinal bleeding • Acute gastroenteritis. • Colitis. • Diverticulitis. • Appendicitis. • Peptic ulcer disease. • Bowel obstruction. • Crohn's disease. • Pancreatitis. • Esophageal varices. • Hemorrhoids. • Cholecystitis. • Acute hepatitis.
89.05	Identify patients at risk for gastrointestinal emergencies.
89.06	Demonstrate how to auscultate the abdomen to assess for diminished, absent or abnormal bowel sounds.
90.0	Immunology: Demonstrate a complex depth, comprehensive breadth of knowledge of immunology disorders/emergencies, patients of all ages. The student will be able to:
90.01	Define and differentiate: • Allergic reaction. • Anaphylaxis • Antigens • Antibodies • Anaphylactoid reaction
90.02	Review the anatomy and physiology of the organs and structures related to anaphylaxis.
90.03	Describe the prevention of anaphylaxis and appropriate patient education.
90.04	Review the pathophysiology of allergy and anaphylaxis.
90.05	Describe the common methods of entry of allergens into the body.
90.06	Review common antigens most frequently associated with anaphylaxis.
90.07	Differentiate among the various treatment and pharmacological interventions used in the management of anaphylaxis and allergic reaction.
91.0	Infectious Diseases: Demonstrate a complex depth, comprehensive breadth of knowledge of assessment and management of a patient who may have an infectious disease, patient of all ages. The student will be able to:

91.01	Review EMT standards and benchmarks for infectious disease.
91.02	Review the specific anatomy and physiology pertinent to infectious and communicable diseases.
91.03	Describe the steps of an infectious process.
91.04	Describe and differentiate infectious agents, including bacteria, viruses, fungi, protozoans, and helminths (worms).
91.05	Review characteristics of the immune system.
91.06	Perform an assessment of a patient with an infectious/communicable disease.
91.07	Effectively and safely manage a patient with an infectious/communicable disease.
91.08	Review public health principles related to infectious disease.
91.09	Review the roles of local, state, and federal agencies involved in infectious disease surveillance and outbreaks.
91.10	Describe the interactions of the agent, host, and environment as determining factors in disease transmission.
91.11	Describes the EMS professional's responsibilities as well as their rights under the Ryan White Act.
91.12	Discuss the pathophysiology, signs, symptoms, assessment, and management and risk factors of significant health concerns.
91.13	Discuss the characteristics of, and organisms associated with, febrile and afebrile respiratory disease.
91.14	Describe the EMS provider's role in patient education and preventing disease transmission.
91.15	Review the pathophysiology, risk factors, assessment, and prehospital management of sepsis/systemic inflammatory response syndrome (SIRS).
91.16	Knowledge of: • Antibiotic resistance infections • Vaccine-preventable diseases • Emerging infectious disease
92.0	Endocrine Disorders: Demonstrate a complex depth, comprehensive breadth of knowledge in endocrine disorders/emergencies, patients of all ages. The student will be able to:
92.01	Identify the risk factors related to disorders of the endocrine system.
92.02	Review the anatomy and physiology of organs and structures related to endocrinologic diseases.

92.03	Discuss the pathophysiology, signs and symptoms and demonstrate the assessment, and management of patients with the following endocrinologic emergencies: • Hypoglycemia • Hyperglycemia • Diabetic ketoacidosis • Cushing's syndrome • Adrenal insufficiency • Pituitary disorders • Thyroid disorders
93.0	Psychiatric Cognitive and Behavioral: Demonstrate a complex depth, comprehensive breadth of knowledge regarding the assessment and management of psychiatric disorders, cognitive and behavioral emergencies, patients of all ages. The student will be able to:
93.01	Differentiate among behavior, psychiatric disorders, and behavioral emergencies.
93.02	Basic principles of the mental health system • Patterns of violence, abuse, and neglect • Suicide ideation • Excited delirium • Anxiety • Depression • Medical fear • Substance use disorder/ addictive behavior. • PTSD • Acute psychosis • Cognitive disorders • Thought disorders (Mood disorders, Neurotic disorders, Somatoform disorders, Factitious disorders) • Personality disorders
93.03	Discuss the pathophysiology of common psychiatric disorders and behavioral emergencies.
93.04	Discuss the general factors that may cause an alteration in a patient's behavior.
93.05	Discuss the factors/signs or symptoms of various psychiatric emergencies to include suicide.
93.06	Manage a behavioral emergency scenario applying knowledge of medical/legal Florida Statutes.
93.07	Describe and demonstrate the assessment and management of the patient experiencing a behavioral or psychiatric emergency.
93.08	Describe the biological, psychosocial, and sociocultural influences on psychiatric disorders.
93.09	Describe the special considerations for the safety of the EMS provider, and EMS crew, the patient and bystanders when dealing with behavioral and psychiatric emergencies.

93.10	Explain the importance of provider behavior and communication in the care of a patient with a behavioral emergency.
93.11	Describe and demonstrate methods of restraint that may be used in the management of a patient with a behavioral emergency and possible legal implication.
93.12	List the risk factors (including behaviors) for suicide.
94.0	Cardiovascular: Demonstrate a complex depth, comprehensive breadth of knowledge of cardiovascular disorders/emergencies, patients of all ages. The student will be able to:
94.01	Describe the epidemiology, incidence, morbidity and mortality of cardiovascular disease.
94.02	Identify the risk factors of coronary artery disease.
94.03	Review the anatomy and physiology of the heart and circulatory system.
94.04	Discuss the electrophysiology of the heart.
94.05	Discuss and demonstrate ECG monitoring, 12 Lead placement, acquisition, and interpretation.
94.06	Define and give examples of positive and negative inotropes, chronotropes and dromotropes.
94.07	Identify the normal characteristics of the point of maximal impulse (PMI).
94.08	Discuss the normal and abnormal heart sounds and how they relate to hemodynamic events in the cardiac cycle.
94.09	Describe a systematic approach to the analysis and interpretation of cardiac dysrhythmias.
94.10	Describe the conditions of pulseless electrical activity.
94.11	Compare and contrast electrotherapy to include pacing.

94.12	Discuss the pathophysiology, signs and symptoms and demonstrate the assessment, and management of patients following conditions including the development of a treatment plan, including but not limited to: • Angina • Myocardial infarction STEMI/Non-STEMI • Congestive heart failure • Cardiac tamponade • Cardiogenic shock • Hypertension and acute hypertensive states • Cardiac arrest • Vascular disorders • Hypertrophic cardiomyopathies • Infectious diseases of the heart • Congenital abnormalities • Thromboembolism • Aortic aneurysm/dissection • LVAD • Heart Transplant
94.13	List other clinical conditions that may mimic signs and symptoms of coronary artery disease and angina pectoris.
94.14	Compare fibrinolysis from percutaneous intervention as reperfusion techniques used in patients with AMI or suspected AMI and describe the "window of opportunity" as it pertains to reperfusion of a myocardial infarction.
94.15	List the characteristics of a patient eligible for thrombolytic therapy.
94.16	Define the term acute pulmonary edema and describe its relationship to left ventricular failure.
94.17	Discuss preload, afterload and left ventricular end-diastolic pressure and relate each to the pathophysiology of heart failure.
94.18	Identify non-cardiac causes of cardiac arrest.
94.19	Discuss the components of post resuscitation care including how to determine the return of spontaneous circulation (ROSC).
94.20	Identify circumstances and situations where resuscitation efforts would not be initiated or would be terminated.
94.21	Conditions that predispose patients to cardiac rhythm disturbances including WPW, Brugada, long QT syndrome and others
94.22	Understand the principles of mean arterial pressure and the components used to calculate the pressure.
95.0	Toxicology: Demonstrate a complex depth, comprehensive breadth of knowledge of the assessment and management of toxicology emergencies including psychosocial aspects of age-related assessment and treatment modifications for the major or common diseases and patients of all ages. The student will be able to:
95.01	Define and differentiate among toxicology, poisoning, and overdose.

95.02	Describe the pathophysiology and signs and symptoms of the following toxicological emergencies, including but not limited to: • Food poisoning • Carbon monoxide poisoning • Cyanide poisoning • Exposure to acid or alkaline substance • Exposure to hydrocarbons • Methanol ingestion • Isopropanol ingestion • Ethylene glycol ingestion • Exposure to poisonous substances • Drug withdrawal • Alcoholic syndrome • Withdrawal syndrome (including delirium tremens) • Illicit drug use • Medication overdose • Opioid overdose • Organa phosphate overdose • Toxidromes • Cholinergic • Anticholinergic • Sympathomimetic • Sedative / hypnotics • Opioid • Corrosive • Knockdown
95.03	Discuss the role of the Poison Control Center with the nationwide contact number 800-222-1222 in the United States.
95.04	Review various ways that toxins enter the body.
95.05	Discuss and demonstrate the assessment and management for the patient with a toxicological emergency.
95.06	Explain the rationale for contacting medical direction early in the prehospital management of a patient with a toxicological emergency.

95.07	Review the following for Narcan (naloxone): • Generic and trade names • Medication forms • Dose • Administration • Contraindications • Medications • Drugs of Abuse • Non-FDA approved medications and supplements • Serotonin Syndrome • Malignant Hyperthermia
96.0	Respiratory: Demonstrate a complex depth, comprehensive breadth of knowledge of the assessment and management of respiratory disorders, include psychosocial aspects of age-related assessment and treatment modifications for the major or common diseases and/or emergencies associated with emergencies, patients of all ages. The student will be able to:
96.01	Discuss the epidemiology, morbidity, and mortality of respiratory illness in the United States.
96.02	Review hypoventilation and hyperventilation and outline the conditions with which they are often associated.
96.03	Review the anatomy, physiology and functions of the respiratory system.
96.04	Discuss those factors that contribute to the formation of a general impression and degree of respiratory distress.
96.05	Identify breathing patterns that are associated with respiratory distress and neurologic insults and their correlation with the signs of increased work of breathing.
96.06	Review between normal and abnormal breath/lung sounds and its physiologic significance.
96.07	Explain the concepts of hypoxic drive and auto-PEEP as they relate to the COPD patient.

96.08	Discuss the pathophysiology, signs and symptoms and demonstrate the assessment, and management of patients with the following respiratory conditions, including but not limited to: - Pulmonary infections (upper and lower airway) - Atelectasis - Anatomic or foreign body obstruction - Aspiration - Asthma - Emphysema - Chronic bronchitis - Spontaneous pneumothorax - Pleural effusion - Pulmonary embolism - Cancer - Toxic inhalations - Pulmonary edema - Acute respiratory distress syndrome (ARDS) - Pneumonia - Neoplasms of the lung - Hyperventilation syndrome - Upper airway disease - RSV - Croup - Epiglottitis - COPD - Broncho pulmonary dysplasia - Respiratory Distress - Respiratory Failure - Respiratory Arrest - Pulmonary Hypertension
97.0	Hematology: Demonstrate a complex depth, foundational breadth of knowledge of the assessment, and management of hematology disorders/emergencies, patients of all ages. The student will be able to:
97.01	Identify the role of heredity in the risk for hematologic disorders.
97.02	Review the anatomy and physiology of the hematopoietic system.
97.03	Describe volume and volume-control related to the hematopoietic system.
97.04	Explain the significance of the hematocrit with respect to red cell size and number.

97.05	Explain the correlation of the RBC count, hematocrit and hemoglobin values.
97.06	Recognize medications used to decrease the risk of thrombosis.
97.07	Identify blood groups.
97.08	Discuss the pathophysiology, signs and symptoms and demonstrate the assessment, and management of patients with the following conditions, including but not limited to: • Anemia • Leukemia • Lymphomas • Polycythemia • Disseminated intravascular coagulopathy • Hemophilia • Sickle cell disease • Multiple myeloma • Leukopenia/neutropenia • Leukocytosis • Thrombocytosis • Thrombocytopenia • Transfusion complications • Hemostatic disorders
98.0	Genitourinary/Renal: Demonstrate a complex depth, comprehensive breadth of knowledge of genitourinary and renal emergencies to include psychosocial aspects of age-related assessment and treatment modifications for the major or common diseases and/or emergencies, patients of all ages. The student will be able to:
98.01	Describe the epidemiology, incidence, morbidity, mortality, and risk factors of urological emergencies.
98.02	Review the anatomy and physiology of the organs and structures related to urogenital diseases.
98.03	Discuss referred pain and visceral pain as it relates to urology.

98.04	Discuss the pathophysiology, signs and symptoms and demonstrate the assessment, and management of patients of the following urologic and renal conditions, including but not limited to: • Acute renal failure • Chronic renal failure • Complications related to hemodialysis and peritoneal dialysis. • Renal calculi • Priapism • Testicular torsion • Urinary tract infection • Complications related to urinary catheter management (not insertion) • Sexual assault (female and male) • Infection • Male genital tract conditions
98.05	Review fluids, electrolytes, and acid-based disturbances.
99.0	Gynecology: Demonstrate a complex depth, comprehensive breadth of knowledge of the assessment findings and the management of gynecology disorders Include psychosocial aspects of age-related assessment and treatment modifications for the major or common diseases and/or /emergencies, patients of all ages. The student will be able to:
99.01	Review anatomy and physiology of the female reproductive system.
99.02	Identify the normal events of the menstrual and ovarian cycle.
99.03	Discuss the pathophysiology, signs and symptoms and demonstrate the assessment, and management of patients with specific gynecological emergencies, including but not limited to: • Infection (including Pelvic inflammatory disease, Bartholin's abscess, and vaginitis/ vulvovaginitis) • Ovarian Cyst and ruptured ovarian Cyst • Ovarian torsion • Endometriosis • Dysfunctional uterine bleeding • Prolapsed uterus • Vaginal foreign body • Vaginal Hemorrhage
99.04	Describe the importance of maintaining a patient's modesty and privacy while still being able to obtain necessary information.
99.05	Discuss the need to provide care for a patient of sexual assault, while still preventing destruction of crime scene information.
100.0	Non-Traumatic Musculoskeletal Disorders: Demonstrate a fundamental depth, foundation breadth of knowledge of the assessment and management of non-traumatic fractures, patients of all ages. The student will be able to:

100.01	Review the anatomy and physiology of the musculoskeletal system
100.02	Discuss the pathophysiology, signs and symptoms and demonstrate the assessment and management of patients with musculoskeletal emergencies, including but not limited to: • Osteomyelitis and tumors • Disc disorders, lower back pain (cauda equine syndrome, sprain, and strain.) • Joint abnormalities • Muscle abnormalities • Overuse syndrome • Soft tissue infections • Non-traumatic fractures • Disorders of the spine • Rhabdomyolysis
101.0	Diseases of the Eyes, Ears, Nose, and Throat: Demonstrate a fundamental depth, foundational breadth of knowledge of the assessment and management of common or major diseases of the eyes, ears, nose and throat, patients of all ages. The student will be able to:
101.01	Review the anatomy and physiology of the eyes, ears, nose, and throat.
101.02	Discuss the pathophysiology, signs, and symptoms and demonstrate the assessment and management of patients with various eye diseases/injuries, including but not limited to: • Burns of eye and adnexa • Conjunctivitis • Corneal abrasions • Foreign body • Inflammation of the eyelid • Glaucoma • Hyphemia • Iritis • Papilledema • Retinal detachment and defect • Cellulitis of orbit
101.03	Discuss the pathophysiology, signs, and symptoms and demonstrate the assessment and management of patients with various ear diseases/injuries including: • Foreign body • Impacted cerumen • Labyrinthitis • Meniere's disease • Otitis external and media • Perforated tympanic membrane

101.04	Discuss the pathophysiology, signs, and symptoms and demonstrate the assessment and management of patients with various nose diseases/injuries including: • Epistaxis • Foreign body intrusion • Rhinitis • Sinusitis
101.05	Discuss the pathophysiology, signs and symptoms and demonstrate the assessment and management of patients with oropharynx/throat diseases/injuries including: • Dentalgia and dental abscess • Diseases of oral soft tissue/ Ludwig's angina • Foreign body intrusion • Epiglottitis • Laryngitis • Tracheitis • Oral candidiasis • Peritonsillar abscess • Pharyngitis/tonsillitis • Temporomandibular joint disorders
102.0	Shock: Demonstrate the integration of a comprehensive knowledge of causes and pathophysiology into the management of shock (Include psychosocial aspects of age- related assessment and treatment modifications for pediatric and geriatric patients). The student will be able to:
102.01	Essential components in normal perfusion and Physiologic response
102.02	Define and differentiate between compensated and decompensated shock for all types of shock.
102.03	Review the pathophysiology and demonstrate the assessment and management of the types of shock • Distributive, Neurogenic, Psychogenic, Hemorrhagic, and Obstructive
102.04	Describe the epidemiology, including premorbid and comorbid conditions and prevention strategies, for shock and hemorrhage.
102.05	Review the anatomy and physiology of the cardiovascular and respiratory systems.
102.06	Contrast the physiology of blood flow during normal states, peri-arrest, cardiac arrest and shock.
102.07	Discuss and demonstrate the assessment and management of shock.
102.08	Review the management of hemorrhage. • Discuss and demonstrate the assessment and management of internal hemorrhage • Discuss and demonstrate the assessment and management of external hemorrhage • Review the stages and classifications of hemorrhage.
102.09	Circulatory assist devices

102.10	Discuss appropriate fluid management.
102.11	Describe the effects of decreased perfusion at the capillary level.
102.12	Relate pulse pressure changes to perfusion status.
102.13	Relate orthostatic vital sign changes to perfusion status.
102.14	Discuss and differentiate the physiological manifestations of shock patients of all ages.
103.0	Resuscitation from Cardiac Arrest: Demonstrate the integration of a comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest and respiratory failure (Include psychosocial aspects of age- related assessment and treatment modifications for pediatric and geriatric patients). The student will be able to:
103.01	Review the following for the cardiac arrest victim: • Epidemiology • CPR Pathophysiology • Physiology of blood flow during external chest compressions • Resuscitation success/research • Ethical issues in resuscitation
103.02	Describe the epidemiology, including premorbid and comorbid conditions and prevention strategies, for Cardiac Arrest. • Termination of resuscitation
103.03	Review defibrillation and cardioversion to include manual techniques, automatic and semi-automated devices. • Resuscitation system components
103.04	Discuss causes, pathophysiology, signs, and symptoms and management of special arrest and peri-arrest conditions, including but not limited to: • Electrolyte disorders • Toxic exposures • Drowning • Hypothermia • Near-Fatal Asthma • Anaphylaxis • Trauma • Pregnancy • Electrical shock and lightning strikes
103.05	Review post resuscitative care include, temperature regulation, glucose/electrolyte management.
104.0	Trauma Overview: Demonstrate a complex depth, comprehensive breadth of knowledge of pathophysiology, assessment, and management of trauma patients, patients of all ages. The student will be able to:
104.01	Review the pathophysiology of the trauma patient.

104.02 Review the components of comprehensive trauma systems and levels of trauma centers.
104.03 Review the considerations for different transportation modes to a trauma center.
104.04 Discuss the kinematics of blunt and penetrating trauma.
104.05 Discuss and describe significant and non-significant mechanism of injury (MOI) and provide examples of each.
104.06 Discuss and demonstrate the application of State of Florida's trauma scorecard methodologies as required in Florida Statute (F.S.) and Florida Administrative Code (F.A.C).
104.07 Review the National Trauma Triage Protocol of Injured Patients.
104.08 Review forming a field impression and utilizing available information to determine a differential diagnosis.
104.09 Review the need for rapid intervention transport of the trauma patient.
105.0 Multi-Systems Trauma: Demonstrate a complex depth, comprehensive breadth of knowledge of multi-system trauma and blast injuries. The student will be able to:
105.01 Review the priority of care in the multisystem trauma patient.
105.02 Identify and Explain Blast Injuries
105.03 Explain which ALS interventions should occur prior to a transport decision and during transport.
106.0 Bleeding: Demonstrate a complex depth, comprehension breadth of knowledge of pathophysiology, assessment and management of bleeding, patients of all ages. The student will be able to:
106.01 Review the compensatory mechanism in hemorrhagic shock.
106.02 Review the administration of medications to assist in the maintenance of homeostasis.
106.03 Review the maintenance of tissue oxygenation in a bleeding patient.
106.04 Discuss appropriate fluid resuscitation for the patient in hemorrhagic shock.
106.05 Review the different methods/modalities of controlling bleeding.
107.0 Chest Trauma: Demonstrate a complex depth, comprehensive breadth of knowledge of pathophysiology, assessment, and management of chest trauma, patients of all ages. The student will be able to:
107.01 Review the anatomy and physiology of the organs and structures related to thoracic injuries. • Blunt vs Penetrating Mechanisms

107.02	Review the pathophysiology, signs and symptoms and mechanism of injury (MOI) of the following injuries, including but not limited to:
	• Myocardial injuries ○ pericardial tamponade ○ myocardial contusion ○ myocardial rupture • Vascular injury ○ aortic dissection ○ pulmonary contusion • Hemothorax • Pneumothorax • Hemopneumothorax • Cardiac tamponade • Commotio cordis • Tracheobronchial disruption • Diaphragmatic rupture and injury • Traumatic asphyxia • Rib fracture • Flail segment • Sternal fracture • Vascular injuries • Impaled objects • Evisceration/shock
107.03	Discuss monitoring of chest tubes.
107.04	Demonstrate the following techniques of management for thoracic injuries: needle decompression, elective intubation, ECG monitoring, oxygenation, and ventilation
108.0	Abdominal and Genitourinary Trauma: Demonstrate a complex depth, comprehensive breadth of knowledge of pathophysiology, assessment, and management of abdominal and genitourinary trauma, patients of all ages. The student will be able to:
108.01	Review the anatomy and physiology of organs and structures related to abdominal injuries.
108.02	Describe the mechanism of injury for and types of open and closed abdominal and retroperitoneal injuries involving seat belts, penetrating, blunt and evisceration.

108.03 Describe and demonstrate the pathophysiology, signs and symptoms and the assessment and management for, including but not limited to:
• Pelvic fractures. • Solid organ injuries • Hollow organ injuries • Abdominal vascular injuries • Retroperitoneal space (kidneys) • Genitourinary system
108.04 Review the psychological considerations associated with genitourinary injuries.
109.0 Orthopedic Trauma: Demonstrate a fundamental depth, foundational breadth of knowledge of pathophysiology, assessment, and management of orthopedic trauma patients of all ages. (Include psychosocial aspects of age-related assessment and treatment modifications for pediatric and geriatric patients). The student will be able to:
109.01 Review the anatomy and physiology of the musculoskeletal system, include the healing process.
109.02 Discuss pathophysiology, signs and symptoms, and MOI for orthopedic trauma.
109.03 Define the different types of orthopedic trauma including fracture classifications.
• Upper Vs Lower • Open / Closed Fractures • Pelvic • Dislocations • Sprains • Strains
109.04 List the 6 "P" orthopedic injury assessment.
• Pain • Paresthesia • Poikilothermia • Pallor • Paralysis • Pulselessness
109.05 Discuss the following management techniques:
• Heat therapy • Cold therapy • Splinting
109.06 Describe and demonstrate the assessment and management of a patient with a suspected orthopedic trauma including medication administration (analgesics and anxiolytics).
109.07 Discuss the need for assessment of distal pulses, motor, and sensation before and after splinting.

109.08 Define luxation and subluxation.
109.09 Explain the rationale for splinting at the scene versus load and go.
109.10 Demonstrate the proper use various splinting materials and devices to include improvised and traction splints.
109.11 Discuss and demonstrate the assessment and management of compartment and crush syndrome: • Destination decision • Rhabdomyolysis
109.12 Discuss the pathophysiology and demonstrate the assessment and management of a tendon injury to the knee (patellar), shoulder and Achilles.
109.13 Discuss the proper procedure to package an amputated body part for replantation
110.0 Soft Tissue Trauma: Demonstrate a complex depth, comprehensive breadth of knowledge of pathophysiology, assessment, and management of soft tissue trauma, patients of all ages. (Include psychosocial aspects of age- related assessment and treatment modifications for pediatric and geriatric patients). The student will be able to:
110.01 Review anatomy and physiology and identify the major functions of the integumentary system.
110.02 Discuss the pathophysiology of soft tissue injuries and the healing process including: • Inflammation • Epithelialization • Neovascularization • Collagen Synthesis • Alterations in wound healing • Abnormal scar formation
110.03 Describe and demonstrate the assessment and management of various soft tissue injuries. • Wounds (avulsion, bite, laceration, puncture, incision) • Crush/compartment syndrome • High-pressure injection injury
110.04 Identify types of burn injuries including: • Thermal burn • Chemical burn • Electrical burn • Radiation burn
110.05 Describe the depth classification of burn injuries including: • Superficial burn • Partial-thickness burn • Full-thickness burn • Other depth classification

110.06	Describe and demonstrate methods for determining body surface area percentage of a burn injury including the “rule of nines”, the “rule of palms”, and other methods.
110.07	Explain how the seriousness of a burn is related to its depth and percentage of body surface area (BSA) involved.
110.08	Review the various management techniques for hemorrhage control.
110.09	Differentiate among the types of injuries requiring the use of occlusive versus non-occlusive dressing.
110.10	Demonstrate the assessment and management of specific burn injuries including: • Thermal • Inhalation • Chemical • Electrical • Radiation
110.11	Describe the pathophysiologic complications and systemic complications of a burn injury.
110.12	Discuss comorbidities in burn patients.
110.13	Describe the management of a burn injury, including airway and ventilation, circulation, pharmacological, non-pharmacological, transport considerations, psychological support/ communication strategies, and other management.
110.14	Describe the types of chemicals and their burning processes and a chemical burn injury to the eye.
110.15	Discuss appropriate fluid resuscitation for burn patients.
111.0	Head, Face, Neck, and Spine: Demonstrate a fundamental depth, foundational breadth of knowledge of head, face, neck, and spine trauma, patients of all ages. The student will be able to:
111.01	Discuss types of and potential complications of facial injuries to include life threatening.
111.02	Discuss Anatomy, assessment and management, and a field impression for injuries to the following areas: • Eye(s) • Nose • Throat/neck • Face • Mouth • Ear(s)
111.03	Distinguish between an open and closed head injury.
111.04	Define and explain the process involved with increasing ICP.
111.05	Describe and demonstrate the assessment and general management of the head/ brain injury patient, including pharmacological and non-pharmacological treatment.

111.06	Discuss the pathophysiology, signs and symptoms, and assessment and management for a patient for each of the following conditions: • Skull fracture • Cerebral contusion • Intracranial hemorrhage • Epidural, subdural, intracerebral, and subarachnoid • Perforated tympanic membranes • Orbital fracture • Mandibular fracture • Dental fracture • Facial / Unstable Facial fracture • Penetrating neck trauma • Spine trauma • Shaken baby syndrome. • Laryngotracheal injuries
111.07	Review various methods for stabilization and removal of a helmet.
112.0	Nervous System Trauma: Demonstrate a fundamental depth, foundational breadth of knowledge of nervous system trauma, patients of all ages. The student will be able to:
112.01	Review the anatomy and physiology of the central nervous system, brain, spinal cord, skull and spinal column.
112.02	Discuss pathophysiology, signs and symptoms, assessment, and management of the following nervous system injury including: • Cauda Equine syndrome • Peripheral nerve injuries • Intracerebral hemorrhage • Cranial fractures • Brain tissue injuries • Spinal cord injuries • Brown-Sequard Syndrome • Anterior cord syndrome • Central cord syndrome • Spinal shock
112.03	Discuss the mechanism of injury which would result in a nervous system injury.
112.04	Review the rationale for and potential for motion restriction for the entire spine when a cervical spine injury is suspected
112.05	Discuss the research involving the management of nervous system injuries and patient management.
113.0	Special Considerations in Trauma: Demonstrate a complex depth, comprehensive breadth of knowledge of special considerations in trauma, patients of all ages. The student will be able to:

113.01	Integrate the assessment and management differences associated with the following special populations: • Pregnancy • Pediatric • Geriatric • Cognitively impaired patient
114.0	Environmental Emergencies: Demonstrate a complex depth, comprehensive breadth of knowledge of environmental emergencies, patients of all ages. The student will be able to:
114.01	Discuss the pathophysiology, signs and symptoms, assessment and management and MOI of the following: • Drowning and water related incidents • Temperature-related illness • Bites and envenomation • Diving injuries • Lightning (electrical) injury • High altitude illness
114.02	Identify environmental factors that may cause illness, exacerbate preexisting illness and complicate treatment or transport decisions.
114.03	Review several methods of temperature monitoring.
114.04	Describe the general process of thermal regulation, including substances used and wastes generated.
114.05	Define fever and discuss its pathophysiologic mechanism.
114.06	Discuss the role of fluid therapy in the treatment of temperature related emergencies.
114.07	Review the gas laws related to the pathophysiology of injury in a submersion emergency.
114.08	Describe the function of the Divers Alert Network (DAN) and how its members may aid in the management of diving-related illnesses.
114.09	Differentiate among the various treatments and interventions for the management of diving accidents.
114.10	Describe the specific function and benefit of hyperbaric oxygen therapy for the management of diving accidents.
115.0	Demonstrate a complex depth, comprehensive breadth of knowledge of multi-system trauma and blast injuries.
115.01	Review of the priority of care in the multisystem trauma patient.
115.02	Identify and Explain Blast Injuries
115.03	Assessment of the pregnant patient.
115.04	Differentiate between cephalic and abnormal delivery.

115.05 Vaginal bleeding in the pregnant patient.
115.06 Normal Delivery.
115.07 Describe the management of a patient with pre-delivery emergencies.
115.08 Discuss and demonstrate the patient care for all stages of labor in a cephalic delivery for the mother and the newborn.
115.09 Describe the procedures for handling complications of delivery.
115.10 Describe the management of the mother post-delivery.
115.11 Demonstrate the procedures for handling complications of pregnancy including per-eclampsia and high risk. • Ectopic pregnancy • Abnormal delivery (nuchal cord, prolapsed cord, breech, shoulder dystocia, prematurity, multiparity) ◦ Third trimester and antepartum bleeding • (Placenta previa. placental abruption) ◦ Pathophysiology of complications of pregnancy ◦ Spontaneous abortion/miscarriage ◦ Complications of labor (fetal distress, premature rupture of membranes, rupture of uterus) ◦ Hyperemesis gravidarum
115.12 Describe the management of the mother post-delivery.
115.13 Discuss and demonstrate the patient care measures for all stages of labor in abnormal deliveries for the mother and the newborn.
115.14 Describe special considerations when meconium is present in amniotic fluid or during delivery.
116.0 Obstetrics: Demonstrate a complex depth, comprehensive breadth of knowledge of the management of the obstetric patient within the scope of practice of the paramedic. The student will be able to:
116.01 Review the anatomy and physiology of the reproductive system.
116.02 Define the stages of labor and discuss how to assess them.
116.03 Assessment of the pregnant patient.
116.04 Differentiate between cephalic and abnormal delivery.
116.05 Vaginal bleeding in the pregnant patient.
116.06 Normal Delivery.
116.07 Describe the management of a patient with pre-delivery emergencies.

116.08	Discuss and demonstrate the patient care for all stages of labor in a cephalic delivery for the mother and the newborn.
116.09	Describe the procedures for handling complications of delivery.
116.10	Describe the management of the mother post-delivery.
116.11	Demonstrate the procedures for handling complications of pregnancy including per-eclampsia and high risk. • Ectopic pregnancy • Abnormal delivery (nuchal cord, prolapsed cord, breech, shoulder dystocia, prematurity, multiparity) ◦ Third trimester and antepartum bleeding • (Placenta previa, placental abruption) ◦ Pathophysiology of complications of pregnancy ◦ Spontaneous abortion/miscarriage ◦ Complications of labor (fetal distress, premature rupture of membranes, rupture of uterus) ◦ Hyperemesis gravidarum
116.12	Describe the management of the mother post-delivery.
116.13	Discuss and demonstrate the patient care measures for all stages of labor in abnormal deliveries for the mother and the newborn.
116.14	Describe special considerations when meconium is present in amniotic fluid or during delivery.
117.0	Neonatal Care: Demonstrate a complex depth, comprehensive breadth of knowledge of the management of the neonatal patient within the scope of practice of the paramedic. The student will be able to:
117.01	Review the term neonate.
117.02	Identify antepartum and intrapartum factors that can affect the neonate.
117.03	Discuss pulmonary perfusion and asphyxia.
117.04	Calculate the Apgar score given various neonate situations.
117.05	Review resuscitation equipment and procedures for the neonate.
117.06	Newborn stabilization.
117.07	Neonatal resuscitation.
117.08	Anatomy and physiology of neonatal circulation.
117.09	Determine when an orogastric tube should be inserted during positive-pressure ventilation.

117.10	Discuss the pathophysiology, signs and symptoms, assessment and management of the following, including but not limited to: • Apnea • Bradycardia • Acidosis • Pneumothorax • Meconium-stained • Low blood volume • Dysphemic hernia • Respiratory distress • Respiratory depression secondary to narcotics • Low birth weight • Seizures • Hypoglycemia • Diarrhea • Jaundice • Fever • Hypothermia • Birth injuries • Cardiac conditions
117.11	Discuss post arrest management of the neonate.
117.12	Discuss vascular access cannulation techniques for a newborn including umbilical vein/artery access.
118.0	Pediatrics: Demonstrate a complex depth, comprehensive breadth of knowledge of the management of the pediatric patient within the scope of practice of the paramedic. The student will be able to:
118.01	Discuss key anatomical, physiological, and developmental characteristics of infants and children and their implications.
118.02	Review and demonstrate techniques for successful assessment and treatment of infants and children.
118.03	Review airway and ventilatory considerations and procedures for pediatric patients.
118.04	Discuss the indications and methods for gastric decompression for infants and children.

118.05	Discuss the pathophysiology, signs and symptoms, assessment and management of the following, including but not limited to: • Altered level of consciousness • Trauma • Hypo-profusion • Respiratory distress/failure • cardiac dysrhythmia • Neurological emergency • Abuse/neglect • SUIDS • FABO • Respiratory emergencies • Congenital heart disease • Hydrocephalus/VP shunts • Birth Injuries • Cardiac Conditions
118.06	Discuss the appropriate procedure and equipment for vascular and intraosseous access.
118.07	Review basic cardiac life support (CPR) guidelines for infants and children.
118.08	Integrate advanced life support skills with basic cardiac life support for infants and children.
118.09	Discuss the indications, dosage, route of administration and special considerations for medication administration in infants and children.
118.10	Describe Sudden Unexplained Infant Death Syndrome (SUIDS), current theories, assessment and management, and the immediate needs of the family.
118.11	Discuss the parent/caregiver responses to the death of an infant or child.
118.12	Discuss and demonstrate the use of a length-based resuscitation tape and other methods for determining equipment sizes, drug doses, and other pertinent information for a pediatric patient.
118.13	Discuss proper placement of a gastric tube in infants and children.
118.14	Review appropriate routes and techniques for medication administration.
118.15	Demonstrate appropriate parent/caregiver interviewing techniques for infant and child death situations.
119.0	Geriatrics: Demonstrate a complex depth, comprehensive breadth of knowledge of the management of the geriatric patient within the scope of practice of the paramedic. The student will be able to:
119.01	Review and discuss the term geriatrics
119.02	Review the anatomy, physiology, and pathophysiology of the geriatric patient.

119.03	Discuss common emotional and psychological concerns and conditions of the geriatric patient.
119.04	Discuss the importance of fall prevention with the geriatric patient.
119.05	Describe principles that should be employed when assessing and communicating with the geriatric patient.
119.06	Describe the common causes, assessment and management of the geriatric patient with a medical, trauma, or psychosocial complaint.
119.07	Discuss the impact of polypharmacy and medication non-compliance on patient assessment and management.
119.08	Discuss medication issues of the elderly including polypharmacy, dosing errors and increased drug sensitivity and toxicology.
120.0	Patients with Special Challenges: Demonstrate a complex depth, comprehensive breadth of knowledge of management of the patient with special challenges within the scope of practice of the paramedic, patients of all ages. The student will be able to:
120.01	Discuss the special considerations required when providing emergency care to patients with: • Abuse/neglect of vulnerable populations • Homelessness • Poverty • Bariatrics • Technology dependent (vagal nerve stimulators, CSF diversion devices or shunts, VAD, pacemakers, gastric tubes and others to be locally determined) • Hospice/terminally ill • Tracheostomy • Home care • Sensory deficit/loss • Developmental disability • Autism Spectrum Disorder • Orthotics/prosthetics
120.02	Discuss special considerations regarding common medical devices used in the home care of patients with special challenges including: • Respiratory devices • Cardiac devices • Gastro-urinary devices • Central and peripheral IV catheters
120.03	Describe home care and the types of patients it serves and the services it encompasses.
120.04	Describe the characteristics associated with the profile of the typical abuser of: • Domestic abuser • Elder abuser • Child abuser

120.05 Discuss the role of the Paramedic as a patient advocate for vulnerable populations.
120.06 Differentiate between hospice/palliative care and curative care.
120.07 Describe paraplegia/quadruplegia.
120.08 Describe the various etiologies of mental illness.
120.09 Recognize the presenting signs of the following: • Autism spectrum • Developmental disability • Down's syndrome
120.10 Describe the following diseases/illnesses and identify each of their possible presenting signs, including but not limited to: • Arthritis • Cancer • Cerebral palsy • Cystic fibrosis • Multiple sclerosis • Muscular dystrophy • Myasthenia gravis • Poliomyelitis • Spina bifida, • Patients with a previous head injury • Mental illness
120.11 Review hospice care, comfort care and DNR/DNAR as they relate to local practice, law and policy.
120.12 Describe the access and discuss indwelling catheters, implanted central IV ports and central line monitoring.
120.13 Describe complications of assessing each of the airway, vascular access, and GI/GU devices.
120.14 Identify and describe the failure of wound drains.
120.15 Review the rights of the terminally ill.
120.16 Demonstrate proper tracheotomy care.
120.17 Demonstrate the insertion of a new inner cannula and/or the use of an endotracheal tube to temporarily maintain an airway in a tracheostomy patient.
121.0 Principles of Safely Operating a Ground Ambulance: Demonstrate a simple depth, foundational breadth of knowledge of risks and responsibilities of transport. The student will be able to:
121.01 Review the EMT standards and benchmarks for the Principles of Safely Operating a Ground Ambulance.

121.02 Risks and responsibilities of emergency response and radio communications.
121.03 Risks and responsibilities of operating emergency vehicles.
121.04 Pediatric transport considerations.
121.05 Risks and responsibilities of transport.
122.0 Incident Management: Demonstrate a complex depth, comprehensive breadth of knowledge of establishing and working within the incident management system. The student will be able to:
122.01 Review the EMT standards and benchmarks for Incident Management and apply a complex depth and comprehensive breadth of establishing and working within the incident management system.
123.0 Multiple Casualty Incidents: Demonstrate a simple depth, foundational breadth of knowledge of responding to an emergency during a multiple casualty incident. The student will be able to:
123.01 Review the EMT standards and benchmarks for Multiple Casualty Incidents.
123.02 Establish and work within the incident management system.
123.03 Understand the principles of Crew Resource Management.
124.0 Air Medical: Demonstrate a complex depth, comprehensive breadth of knowledge of air medical transport risks, needs and advantages. The student will be able to:
124.01 Describe the advantages and disadvantages of air medical transport.
124.02 Safe air medical operations.
124.03 Identify appropriate reasons for the use of air medical for emergency patient transport.
124.04 Describe the risks involved with the use of air medical transport.
124.05 Criteria for utilizing air medical response.
124.06 Demonstrate the actions needed to ensure effective and safe ground operations involving air medical response.
124.07 Demonstrate appropriate communication of information needed for safe and effective interaction between the air medical crew and ground personnel.
124.08 Medical risks/needs/advantages.
125.0 Vehicle Extrication: Demonstrate a simple depth, simple breadth of knowledge for safe vehicle extrication and use of simple hand tools. The student will be able to:
125.01 Review the EMT standards and benchmarks for Vehicle Extrication.
125.02 Safety principles of rescue operations.

126.0	Hazardous Materials Awareness: Demonstrate a simple depth, simple breadth of knowledge of risks and responsibilities of operating in a cold zone at a hazardous material or other special incident. The student will be able to:
	126.01 Review the EMT standards and benchmarks for Hazardous Materials Awareness.
	126.02 Risks and responsibilities of operating on the scene of a hazardous materials incident.
127.0	Mass Casualty Incidents due to Terrorism and Disasters: Demonstrate a simple depth, simple breadth of knowledge of risks and responsibilities of operating on the scene of a natural or man-made disaster. The student will be able to:
	127.01 Review the EMT standards and benchmarks for Mass Casualty Incidents.
	127.02 Risks and responsibilities of operating on the scene of a natural or man-made disaster.
	127.03 Operational goals.
	127.04 Field triage.
	127.05 Destination determination.
	127.06 Treatment principles.
	Management Option: This option (outcomes 128-138) prepares students for administrative and supervisory positions in the Emergency Medical Services field.
128.0	Demonstrate leadership and administrative skills basic to management emergency medical services systems. The student will be able to:
	128.01 Describe an emergency medical service system, its scope, national, state and local involvement, and the organizational climate that serves as the setting and framework for managing an emergency medical service system.
	128.02 Identify current trends and perspectives related to the management of health care organizations in general, and emergency medical service systems in particular, and the means by which the application of sound management principles and behavior can facilitate change.
	128.03 Interpret managerial principles, practices and processes and relate them to emergency medical service systems.
	128.04 Identify the role, responsibilities and parameters for the various levels of management within emergency medical service systems.
	128.05 State the control processes and techniques used to ensure that the objectives, strategies, and policies of the emergency medical service system are achieved effectively and efficiently.
	128.06 Relate the various aspects of organizational dynamics (decision making, motivations, leadership, and communication) to the needs and problems of emergency medical service systems.
	128.07 Relate personnel administration practices to the total scope of labor relations, including manpower acquisition, maintenance, and utilization.
129.0	Interpret federal, state and local laws as medical service systems. The student will be able to:

129.01	List and discuss federal, state and local laws, administrative rules, requirements and recommendations relating to emergency medical service systems.
129.02	List required standards and procedures for facility and staff.
129.03	Identify mandatory requirements regarding environmental health and safety standards.
129.04	Discuss the impact of legislative changes on emergency medical service systems.
130.0	Demonstrate knowledge of operational and organizational structures of emergency medical service system. The student will be able to:
130.01	Describe the functions and standards of departments in emergency medical service systems.
130.02	Contrast administrative roles and responsibilities in different types of emergency medical service systems.
130.03	Describe principles and philosophies of emergency medical service systems.
130.04	Identify several basic principles of emergency medical care.
130.05	Describe communication techniques within health care systems.
130.06	Utilize state of the art language and terminology when communicating within the emergency medical service system.
131.0	Demonstrate knowledge of psychological problems and stressors in emergency medical service employees and find appropriate solutions. The student will be able to:
131.01	Demonstrate knowledge of the worth and dignity of each employee.
131.02	Accommodate individual differences, characteristics, and behaviors.
131.03	Adjust employee schedules, personnel assignments, etc. to provide optimum performance.
132.0	Demonstrate knowledge of materials and supplies used in emergency medical service systems. The student will be able to:
132.01	Evaluate current inventory.
132.02	Prepare purchase orders with knowledge of current financial status and budgetary constraints.
132.03	Demonstrate knowledge of optimum quality, price, and quantity.
133.0	Demonstrate knowledge of occupational safety and health. The student will be able to:
133.01	Prepare a plan for employee safety in the event of emergency situations involving business or office facilities.
133.02	Identify hazardous materials and substances in the workplace.

133.03 Identify appropriate storage facilities for all substances.
133.04 Conduct in-service for employees.
133.05 Respond to employee inquiries and post notices as needed.
133.06 Implement appropriate Joint Commission patient safety goals.
134.0 Demonstrate knowledge of appropriate workloads for each employee. The student will be able to:
134.01 Prepare job descriptions.
134.02 Prepare job advertisements and notices.
134.03 Compute man-hours required for each job position within the emergency medical service system.
134.04 Identify factors that alter the workload and man-hours computed for each position.
135.0 Review, approve and monitor departmental capital and operational budgets. The student will be able to:
135.01 Develop capital budget justification format.
135.02 Delegate capital budget preparation to key managers.
135.03 Analyze and approve appropriate capital budget items.
135.04 Develop an operational budget format.
135.05 Analyze and approve appropriate financial levels in each operational budget.
136.0 Identify and apply legal reimbursement systems. The student will be able to:
136.01 Establish an item charge system that meets reimbursement system requirements.
136.02 Establish a mechanism for utilization review and quality assurance.
136.03 Develop an accounts receivable system which monitors and optimizes reimbursement.
137.0 Comply with accreditation standards of governmental or governmental-appointed agencies and organizations. The student will be able to:
137.01 Describe and discuss procedures to meet required standards for emergency medical service systems.
137.02 Identify the required standards for health care personnel in general and emergency medical service personnel in particular.
137.03 Develop policies and operational procedures to meet required standards.

137.04	Establish liaison mechanisms with appropriate accrediting organizations.
138.0	Demonstrate computer literacy. The student will be able to:
138.01	Describe and demonstrate the function and operation of basic computer systems.
138.02	Describe and demonstrate various types of computer systems and their specific applications.
138.03	Describe and demonstrate general applications such as word processing, database management, spreadsheets, and communications.
138.04	Describe and discuss special applications such as computer-aided dispatch (CAD), quality assurance, and inventory control.
Education Option: This option (outcomes 139-144) prepares students as trainers and/or instructors in the EMS field.	
139.0	Demonstrate knowledge of basic teaching methods, learning and educational psychology. The student will be able to:
139.01	Describe and demonstrate various methods of student learning.
139.02	Describe and demonstrate various methods of teaching as they apply to student learning techniques.
139.03	Describe and demonstrate competency-based education (CBE).
139.04	Describe and demonstrate short-term and long-term memory and the implications of each on the student learning process.
139.05	Describe and demonstrate various educational psychologies.
140.0	Describe and discuss curriculum design and development. The student will be able to:
140.01	Develop and discuss needs assessments.
140.02	Develop a task analysis.
140.03	Develop student behavioral objectives.
140.04	Design and develop competency-based curriculum.
140.05	Integrate curriculum with current occupational responsibilities.
140.06	Perform on-going curriculum review and development.
141.0	Demonstrate appropriate measurement and evaluation skills. The student will be able to:
141.01	Construct appropriate objective tests commensurate with curriculum.
141.02	Develop effective measurement instruments for student performance in clinical settings.

141.03	Develop effective evaluation tools for evaluating student performance.
141.04	Record, monitor, and provide feedback to student regarding student progress.
142.0	Demonstrate mastery of required technical skills. The student will be able to:
142.01	Demonstrate performance of basic life support instructor skills.
142.02	Demonstrate performance of advanced life support instructor skills.
142.03	Demonstrate performance of trauma life support instructor skills.
142.04	Demonstrate performance of other medical skills appropriate to the emergency medical services curriculum.
143.0	Demonstrate classroom management skills. The student will be able to:
143.01	Demonstrate and apply effective leadership skills.
143.02	Demonstrate and apply effective motivational skills.
143.03	Demonstrate and apply effective organizational skills.
143.04	Demonstrate and apply effective disciplinary skill.
144.0	Demonstrate computer literacy. The student will be able to:
144.01	Describe and discuss various types of computer systems and their specific applications as they relate to Emergency Medical Services.
144.02	Describe and discuss applications such as word processing, database management, spreadsheets, communications, and computer-aided instruction (CAI) as they relate to Emergency Medical Services.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate, and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Through the use of common core courses and the addition of several optional courses, this program is designed to prepare students for employment in the following occupational areas:

Education Option: Field Training Officer, In-service Training Officer, or EMS Instructor, Vocational Education Teachers, Postsecondary or to provide supplemental training for persons previously or currently employed in these occupations. The program must be approved by the Department of Health, Office of Emergency Medical Services (EMS); and the curriculum must adhere to the US Department of Transportation (DOT) National EMS Educational Standards for both the EMT and Paramedic.

Management Option: EMS Coordinator, EMS Supervisor, EMS Shift Supervisor, Operations Manager, EMS Manager, or Director of EMS Services (General and Operations Managers).

General Education Course Requirements for AS and AAS Degrees

State Board of Education Rule 6A-14.030(4), F.A.C., identifies 15 credit hours as the minimum amount of general education coursework required in the Associate of Science (AS) degree and the Associate of Applied Science (AAS) degree. In addition, Rule 6A-14.0303, F.A.C., implements s. 1007.25, F.S., and requires students entering a technical education degree program in the 2022-2023 academic year, and thereafter, to complete at least one identified core course in each subject area as part of the general education course requirements (15 credit hours total) before a degree is awarded) The core subject areas include:

- Communication.
- Humanities.
- Mathematics.
- Natural Sciences.
- Social Sciences.

Career and Technical Student Organization (CTSO)

Florida HOSA: Future Health Professionals is the co-curricular career and technical student organization providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Certificate Programs

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Paramedic (0351090405) – 42 credit hours
Emergency Medical Technician (0351090415) – 12 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

BUDGET AMENDMENT REQUEST

COLLEGE: _____ FISCAL YEAR: 2024-2025

Be it resolved that the District Board of Trustees, Paco-Hernando State College, in meeting assembled, pursuant to Section 1011.30, Florida Statutes, and Rule 6A-14.0716(3)(b), Florida Administrative Code, hereby requests the State Board of Education to review amendments to the college budget for the fiscal year as follows:

REASONS FOR BUDGET AMENDMENT: Place an "X" by the applicable reason for amendment.

(1) JUSTIFICATION: To budget transfer of funds from Fund I (Current Fund - Unrestricted) to:

Fund	Amount	Explanation	
7	1,500,000.00	ERP upgrades	Continued modification and upgrades to Enterprise Resource Planning System.
7	8,500,000.00	Local Projects	Deferred building maintenance and renovation projects
7	463,518.54	Student Technology Fees	Restricted Student Technology Fees
	10,463,518.54		

(2) CHANGE IN FUND BALANCE SPECIFIED IN SECTION 1011.84(3)(E), F.S.: Notification necessary only if New Fund Balance is less than New Fund Balance _____ %

CERTIFIED AS APPROVED BY BOARD:

President (as Secretary of the Board)

BOARD APPROVAL DATE:

DEPARTMENT OF EDUCATION:

CHANCELLOR, FLORIDA COLLEGE SYSTEM

DATE:

Pasco-Hernando State College
Certified Fund Balance
Fiscal Year 2024-25

Account Title	GL	Fund Balance Unrestricted
Reserve for Performance Based Incentive Funds	30200	\$ -
Reserved for Academic Improvement Trust Funds	30300	\$ -
Reserved for Other Required Purposes	30400	\$ -
Reserved for Staff & Program Development	30500	\$ -
Reserved for Student Activities Funds	30600	\$ -
Reserved for Matching Grants	30700	\$ -
Fund Balance - Board Designated	30900	\$ -
Fund Balance - College	31100	\$ 18,861,754.89
Total Unallocated Fund Balances		\$ 18,861,754.89
Funds Available		\$ 91,856,123.93
College's Reserve Requirement %		5%
Reserve Requirement		\$ 4,592,806.20
Amount Requiring Spending Plan		\$ 14,268,949

Line Item #	Carryforward Spending Plan Category	Specific Expenditure/Project Title	Carryforward Amount Budgeted for Expenditure During FY 2024-25	Project Timeline			Comments/Explanations
				Total # Years of Expenditure per Project	Current Expenditure Year #	Estimated Completion Date (Fiscal Year)	
1.	(e) Operating expenditures	Public Safety	1,500,000	2	0	2027-2028	
2.	(e) Operating expenditures	Staffing and Encumbered Expenditures at 6/30/25	2,100,000	1	1	2025-2026	
3.	(g) Commitment to contingency reserve related to state declared emergency	Gov. Finance Officers Assoc. (GFOA) 60 day reserve recommendation	9,185,613	2	0	2027-2028	
4.	(e) Operating expenditures	State health insurance premium estimated increase in Jan 2026	1,483,336	1	1	2025-2026	
5.	[Create your own category]						

Total as of July 1, 2024: *	\$ 14,268,949
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Amount Requiring Spending Plan	\$ 14,268,949
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**Budget Amendment Approval Request
Pasco-Hernando State College**

5.7.1

Budget Amendment Number 265-008 **Fiscal Year** 2025-2026

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)	\$1,374,334.00	\$18,861,754.89	\$0.00	\$18,861,754.89	\$20,236,088.89
Reserve for Encumbrance	\$0.00	\$510,434.19	\$0.00	\$510,434.19	\$510,434.19
Total Reserve and Fund Balance	\$1,374,334.00	\$19,372,189.08	\$0.00	\$19,372,189.08	\$20,746,523.08
Budgeted Revenue	\$72,844,303.00	\$0.00	\$0.00	\$0.00	\$72,844,303.00
Available Fund Balance/Revenue	\$74,218,637.00	\$19,372,189.08	\$0.00	\$19,372,189.08	\$93,590,826.08
Personnel	\$50,192,660.00	\$0.00	\$0.00	\$0.00	\$50,192,660.00
Current Expense	\$21,841,089.00	\$510,434.19	\$0.00	\$510,434.19	\$22,351,523.19
Capital Outlay	\$2,184,888.00	\$0.00	\$0.00	\$0.00	\$2,184,888.00
Total Budgeted Expenditures	\$74,218,637.00	\$510,434.19	\$0.00	\$510,434.19	\$74,729,071.19
Total Reserve & Unallocated Fund Balance	\$0.00	\$18,861,754.89	\$0.00	\$18,861,754.89	\$18,861,754.89

(1) excluding amount expected to be financed in future year

Justification (Budget Requisition #)

	Fund	Revenue	Personnel	Current	Capital	Total
Establish beginning fund balance based on Fiscal Year end 2024-2025 Year End Close (excluding amount expected to be financed in future years).						
	\$18,861,754.89	\$0.00	\$0.00	\$510,434.19	\$0.00	\$510,434.19
Total	\$18,861,754.89	\$0.00	\$0.00	\$510,434.19	\$0.00	\$510,434.19

Certified: By :

President

Date

Adopted

Budget Amendment Approval Request
Pasco-Hernando State College

DBOT
 9/16/2025
 5.7.2

Budget Amendment Number 265008
Fund Name: Current Restricted Fund 2

Fiscal Year 2025-2026

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)	\$55,000.00	\$0.00	\$0.00	\$0.00	\$55,000.00
Reserve for Encumbrance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Reserve and Fund Balance	\$55,000.00	\$0.00	\$0.00	\$0.00	\$55,000.00
 Budgeted Revenue	 \$2,095,954.61	 \$396,168.40	 \$1,615.68	 \$394,552.72	 \$2,490,507.33
Available Fund Balance/Revenue	\$2,150,954.61	\$396,168.40	\$1,615.68	\$394,552.72	\$2,545,507.33
 Personnel	 \$1,039,692.63	 \$0.00	 \$16.47	 (\$16.47)	 \$1,039,676.16
Current Expense	\$1,035,261.98	\$396,168.40	\$1,599.21	\$394,569.19	\$1,429,831.17
Capital Outlay	\$76,000.00	\$0.00	\$0.00	\$0.00	\$76,000.00
Total Budgeted Expenditures	\$2,150,954.61	\$396,168.40	\$1,615.68	\$394,552.72	\$2,545,507.33
 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: Reduction of the Law Enforcement Trust Fund Grant FY25-26	\$0.00	(\$1,615.68)	(\$16.47)	(\$1,599.21)	\$0.00	(\$1,615.68)
Add: Increase Baseball Foundation Budget CY2025	\$0.00	\$17,000.00	\$0.00	\$17,000.00	\$0.00	\$17,000.00
Add: FY 2024-2025 Purchase Order Roll Forward	\$0.00	\$378,568.40	\$0.00	\$378,568.40	\$0.00	\$378,568.40
Add: Increase Employee Flowers Foundation Budget CY2025	\$0.00	\$600.00	\$0.00	\$600.00	\$0.00	\$600.00
Total	\$0.00	\$394,552.72	(\$16.47)	\$394,569.19	\$0.00	\$394,552.72

President

Date

Adopted

DBOT Budget Amendment Approval Request Pasco-Hernando State College					9/16/2025 5.7.3	
Budget Amendment Number		265-008	Fiscal Year		2025-2026	
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)	\$0.00	\$12,661,450.95	\$0.00	\$12,661,450.95	\$12,661,450.95	
Reserve for Encumbrance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Total Reserve and Fund Balance	\$0.00	\$12,661,450.95	\$0.00	\$12,661,450.95	\$12,661,450.95	
Budgeted Revenue	\$580,500.00	\$0.00	\$0.00	\$0.00	\$580,500.00	
Available Fund Balance/Revenue	\$580,500.00	\$12,661,450.95	\$0.00	\$12,661,450.95	\$13,241,950.95	
Personnel	\$66,000.00	\$0.00	\$0.00	\$0.00	\$66,000.00	
Current Expense	\$514,500.00	\$0.00	\$0.00	\$0.00	\$514,500.00	
Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Total Budgeted Expenditures	\$580,500.00	\$0.00	\$0.00	\$0.00	\$580,500.00	
Unallocated Fund Balance	\$0.00	\$12,661,450.95	\$0.00	\$12,661,450.95	\$12,661,450.95	
(1) excluding amount expected to be financed in future year						
Justification (Budget Requisition #)						
	Fund	Revenue	Personnel	Current	Capital	Total
Establish beginning fund balance based on Fiscal Year end 2024-2025 Year End Close (excluding amount expected to be finance in future years.)						
	\$12,661,450.95	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$12,661,450.95	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Certified: By :						
President Date Adopted						

DBOT

Budget Amendment Approval Request

Pasco-Hernando State College

9/16/2025

5.7.4

Budget Amendment Number

265-008

Fiscal Year

2025-2026

Fund Name: Scholarships

Fund 5

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 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)	\$0.00	\$757,202.56	\$0.00	\$757,202.56	\$757,202.56
Reserve for Encumbrance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Reserve and Fund Balance	\$0.00	\$757,202.56	\$0.00	\$757,202.56	\$757,202.56
Budgeted Revenue	\$19,639,817.00	\$0.00	\$0.00	\$0.00	\$19,639,817.00
Available Fund Balance/Revenue	\$19,639,817.00	\$757,202.56	\$0.00	\$757,202.56	\$20,397,019.56
Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Current Expense	\$19,639,817.00		\$0.00	\$0.00	\$19,639,817.00
Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Budgeted Expenditures	\$19,639,817.00	\$0.00	\$0.00	\$0.00	\$19,639,817.00
Total Reserve & Unallocated Fund Balance	\$0.00	\$757,202.56	\$0.00	\$757,202.56	\$757,202.56

(1) excluding amount expected to be financed in future year

Justification (Budget Requisition #)						
	Fund	Revenue	Personnel	Current	Capital	Total
Establish beginning fund balance based on Fiscal Year end 2024-2025 Year End Close (excluding amount expected to be financed in future years).						
	\$757,202.56	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$757,202.56	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Certified: By :

President

Date

Adopted

**Budget Amendment Approval Request
Pasco-Hernando State College**

DBOT
9/16/2025
5.7.5

Budget Amendment Number	<u>265-008</u>	Fiscal Year	<u>2025-2026</u>
Fund Name Unexpended Plant Fund	<u>Fund 7</u>		

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	40,498,895.45	10,463,518.54	0.00	10,463,518.54	50,962,413.99
Reserve for Encumbrances	20,650,142.78	0.00	4,359,149.68	(4,359,149.68)	16,290,993.10
Total Reserve and Fund Balance	61,149,038.23	10,463,518.54	4,359,149.68	6,104,368.86	67,253,407.09
Adj Loans/Bonds Accounting Treatment (1)	(859,000.00)	0.00	(125,000.00)	125,000.00	(734,000.00)
Budgeted Revenue	2,780,760.00	0.00	0.00	0.00	2,780,760.00
Available Fund Balance/Revenue	63,929,798.23	10,463,518.54	4,359,149.68	6,104,368.86	70,034,167.09
Personnel	357,246.66	0.00	0.00	0.00	357,246.66
Current Expense	2,161,623.25	0.00	0.00	0.00	2,161,623.25
Capital Outlay	61,410,928.32	6,104,368.86	0.00	6,104,368.86	67,515,297.18
Total Budgeted Expenditures	63,929,798.23	6,104,368.86	0.00	6,104,368.86	70,034,167.09
Total Reserve & Unallocated Fund Balance	0.00	4,359,149.68	(4,359,149.68)	0.00	0.00

(1) Porter Campus Bonds are posted as an obligation at their current balance against the existing fund balance. Actual current year debt obligations are budgeted as transfers to the Debt Service Fund (Fund 8). The outstanding obligation against the existing fund balance is reduced by the annual debt payment amount at fiscal year end.

Justification						
	Fund	Revenue	Personnel	Current	Capital	Expense
Add: Fund balance roll-over balances from Fiscal Year 2023-2024 Year End Close to Fiscal Year 2024-2025 Budgets, including transfers from fund 1, and changes in reserve for encumbrance for purchase orders.						
10463518.54	\$10,463,518.54	\$0.00	\$0.00	\$0.00	6,104,368.86	\$6,104,368.86
Total	\$10,463,518.54	\$0.00	\$0.00	\$0.00	\$6,104,368.86	\$6,104,368.86
Certified: By :						
President				Date		Adopted

Pasco Hernando State College
Current Funds-Unrestricted (Operating Budget)
Period Ending 8/31/2025

Percentage of Year Complete

17%

					FY 2025-2026		
	FY 2025-2026 Original Budget	FY 2025-2026 Current Budget	FY 2025-2026 Actual 08/31/24	% Collected	Year-End Estimated Total	% To budget	Estimated Budget Variance
Revenues							
Student Fees							
Tuition	12,458,508	12,415,287	728,949	5.87%	12,435,739	100.16%	20,452
Lab & Other Fees	2,602,500	2,828,000	506,412	17.91%	2,832,957	100.18%	4,957
Student Technology Fees	623,133	620,971	60,046	9.67%	620,971	100.00%	0
Total Student Fees	15,684,141	15,864,258	1,295,407	8.17%	15,889,668	100.16%	25,410

State Support							
State Appropriation	42,837,979	41,337,979	7,124,784	17.24%	41,337,979	100.00%	0
STEM	2,306,271	2,306,271	397,496	17.24%	2,306,271	100.00%	0
Nursing Pipeline	2,453,045	3,027,448	569,362	18.81%	3,027,448	100.00%	0
Performance Funding	656,969	633,983	105,664	16.67%	633,983	100.00%	0
Lottery	6,373,548	7,010,290	0	0.00%	7,010,290	100.00%	0
Industrial Certificates	374,774	400,000	0	0.00%	400,000	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	54,720,971	8,197,306	14.98%	54,720,971	100.00%	0

Other Revenue							
Local Support-Dual Enrollment	1,396,530	1,472,974	0	0.00%	1,472,974	100.00%	0
Other Revenue	493,843	726,100	37,622	5.18%	726,100	100.00%	0
Federal Support	60,000	60,000	0	0.00%	60,000	100.00%	0
Total Other Revenue	1,950,373	2,259,074	37,622	1.67%	2,259,074	100.00%	0

Total Revenue	72,642,100	72,844,303	9,530,334	13.08%	72,869,713	100.03%	25,410
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Fund Balance PO Carryforward		510,434			510,434		
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Total Revenue & Carryforward	72,642,100	73,354,737			73,380,147		
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Expenditures							
Personnel	49,992,660	50,192,660	5,135,322	10.23%	49,702,454	99.02%	(490,206)
Current	20,677,333	21,841,089	2,931,092	13.42%	21,383,243	97.90%	(457,846)
Capital	2,360,485	2,184,888	148,465	6.80%	2,184,888	100.00%	0
Contingency	0	10,676,006	0	0.00%	10,676,006	100.00%	0
Year End Transfers	0	0	0	0.00%	0	0.00%	0
Total Expenditures	73,030,478	84,894,643	8,214,879	9.68%	83,946,592	98.88%	(948,051)

Revenue/Expense Change including PO Carryforward	973,461
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Fund Balance	Original		Estimated		
	7/1/25	%	Change	%	6/30/2025
College Required Balance	4,592,806	5.00%	0	5.00%	4,592,806
College Spending Plan	14,268,949	15.53%	973,461	16.59%	15,242,409
Student Technology Fee	-	0.00%	0	0.00%	0
Total Fund Balance	18,861,755	20.53%	973,461	21.59%	19,835,216