



Excellence • Integrity • Success • Welcoming • Community

**DISTRICT BOARD OF TRUSTEES  
REGULAR MEETING**

**TUESDAY, MAY 20, 2025 – 9:30 AM**

**FACILITATED FROM THE WEST CAMPUS, CONFERENCE CENTER R-151  
10230 RIDGE ROAD, NEW PORT RICHEY**

**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 Hearing of Citizens and Petitions
- 1.5 Approvals
  - 1.5.1 Minutes: April 24, 2025, May 2, 2025, & May 6, 2025
  - 1.5.2 Consent Items
  - 1.5.3 Hand-Out Agenda Items
- 1.6 Public Hearing and Adoption of Board Rules/Policies
  - 1.6.1 6Hx19-2.26 Personnel Definitions
  - 1.6.2 6Hx19-2.29 Classification and Pay Plans for Personnel
- 1.7 Lodging of Board Rules/Policies
  - 1.7.1 6Hx19-2.27 Criteria For Instructional Ranks And Pay Levels Of Instructional Personnel
  - 1.7.2 6Hx19-2.39 Resolution of Employee/Applicant Grievances
  - 1.7.3 6Hx19-2.40 Resignation/Retirement
- 1.8 President's Report
- 1.9 Trustee Functions
  - 1.9.1 Approval, 2025 Board Self Evaluation Form

## **APPROVAL/RATIFICATION & INFORMATION ITEMS**

### **B. ACADEMIC AFFAIRS**

#### **Approvals**

- 2.2 Summer Camp Offering Addition
- 2.3 2025-2026 Hernando County School Board Articulation Agreement

### **C. FACILITIES**

#### **Approval**

- 3.3 East Campus STEM Center for Student Success

### **D. FINANCIAL SERVICES**

#### **Informational**

- 4.4 Monthly Budget Summary
- 4.5 FY 25-26 Budget Workshop Presentation

### **E. ENROLLMENT MANAGEMENT AND STUDENT SERVICES**

#### **Informational**

- 5.1 College Dashboard Presentation
- 5.2 Enrollment/Retention Implementation Processes and Updates

### **F. GOVERNMENT RELATIONS AND GENERAL COUNSEL**

#### **Informational**

- 6.1 Legislative Updates

**LUNCH: 11:30 AM – 1:00 PM**

### **G. TRUSTEE FUNCTIONS**

- 7.1 Reconvene for Presentations by Interim Presidential Candidates
- 7.2 DBOT Vote for Selection of Interim President

### **H. TRUSTEE REMARKS**

### **I. ADJOURNMENT**



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## **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.



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**DISTRICT BOARD OF TRUSTEES  
REGULAR MEETING *DRAFT MINUTES*  
THURSDAY, APRIL 24, 2025 – 11:00 AM**

**FACILITATED FROM THE NORTH CAMPUS, CONFERENCE ROOM B-104/105  
11415 PONCE DE LEON BOULEVARD, BROOKSVILLE**

**JOIN VIA ZOOM:**

<https://phsc.zoom.us/j/84167499650?pwd=XuIWahN6tY9Auvo805NBfIIISEDOWtF.1>

**A. GENERAL FUNCTIONS**

**1.1 Call to Order**

**1.2 Roll Call**

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

Absent: Mr. Lee Maggard and Mr. Ryan Brady.

College administrators and staff present: Chiquita Henderson, Steven Wasilefsky, James Mohring, Harold Hedrick, Jaxon Gigante, Billie Gabbard, Lisa Richardson, Kristi Williams, Shauna Kincade, Teresa Montanez, Brian Horn, Yongmei Li, Misty Price, Daniel Powell, Courtney Boettcher, Laura Raposa, Gerene Thompson, Dennis Feltwell, Chris Bibbo, Amy Anderson, Joy Moore-Cruse, Emmalise Feliciano, and Autumn Alexis.

The Board had a moment of silence in recognition of the passing of Campus Provost and longtime College employee Mr. Reggie Wilson.

**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 Ethan Post, In Recognition of Being Selected the March Student of the Month by the Florida College System Activities Association Student Government**

**1.5 Hearing of Citizens and Petitions**

There being no requests for hearing of citizens and petitions, Chair Pearson-Adams continued to the next agenda item.

## 1.6 Approvals

### 1.6.1 Minutes, February 18, 2025

With the addition of the comments made at the February 18, 2025 DBOT meeting, Mr. Mitten made a motion to approve the February 18, 2025 meeting minutes. The motion was seconded by Vice Chair Newlon and unanimously approved.

### 1.6.2 Consent Items

Dr. Pisors shared that in the consent agenda items, there is an edit to items 2.1 Home School Dual Enrollment Articulation Agreement for College Level Instruction 2025-2026 and 2.2 Non-Public/Private School Dual Enrollment Articulation Agreement for College Level Instruction 2025-2026. The edits will be made to pages 16 and 27 respectively in the agenda packet to the sections titled Equal Access. The words gender identity and sexual orientation will be removed from those sections. Mr. Brvenik shared that this would bring us in compliance with the recent legislative changes that have been made as to what falls into the discriminatory classes that we need to provide oversight for. Mr. Mitten made a motion to approve the edits to the consent agenda items 2.1 and 2.2. The motion was seconded by Vice Chair Newlon.

Vice Chair Newlon inquired on page 14 of the articulation agreement under the civic literacy requirement section, high school student that are dually enrolled....are not required to demonstrate postsecondary civic literacy competency. Does that apply to middle school students as well? Dr. Daniel Powell shared that it would apply to any dual enrollment student. Vice Chair Newlon shared that the based on how it's read, this portion of the agreement appears to be limited to just high schoolers. Mr. Andrea Brvenik confirmed that middle school students are included and there would be no issue with updating the agreements to add the verbiage detailing high school and middle school. Mr. Allocco Jr. then made a motion to approve all the consent agenda items as they are now to be published. The motion was seconded by Vice Chair Newlon and unanimously approved.

### 1.6.3 Hand-Out Agenda Items

Chairwoman Pearson-Adams shared that there is only one handout item, the Enrollment Management Executive Summary: Informed Leadership and Decision-Making document. Vice Chair Newlon made a motion to approve the hand out item. The motion was seconded by Dr. Collura and unanimously approved.

## 1.7 Presentation by Chairwoman Marilyn Pearson-Adams on DOGE and DBOT Oversight Responsibilities.

Chairwoman Pearson-Adams: “I would like to speak to the Enrollment Management Executive Summary report you have in front of you that you approved as one of the agenda handout items today. Additionally, I would like to give you some insight into how and why the report is in front of you.

At our February meeting we were presented with data that showed our student growth/retention numbers being flat. It was presented to us as not being so bad because at least it wasn’t a loss. Additionally, as I had added to the minutes today, I made a statement at that meeting that flat is unacceptable, and if need be to please reach out to other state institutions where the numbers are rising to discover their best practices in student retention and growth.

After our February meeting I realized something was not quite right as it had been quite some time since we had received reports with our own internal data. Instead, from time to time we received various state numbers. Then realizing none of us truly had a good grasp on our Enrollment and Retention data, I reached out to Andrea as the attorney for the Trustees and asked him to please help me get the data. Today in front of you, all but two pages of the Enrollment Management Executive Summary is our internal data. You will also find the letter from DOGE, together with a document from the State of Florida showing PHSC second to last in retention with a -0.06% growth, where also, except for 2 other colleges, all the other 25 state colleges have positive numbers with the majority of them back to pre-covid numbers. I found this very alarming for our institution, especially with our campuses situated in two of the fastest growing counties in the state.

This led me to further investigate why the governance body of this institution, us as the trustees, had not been made aware of these numbers, especially considering our continued requests over the past 12 months regarding this type of information and data.

Additionally, we have received our notification and request letters from DOGE and are in the process of providing the information they have requested. Dr. Pisors and Brian Horn will speak about this further in his report.

Because we must communicate within the Sunshine Law, and in light of this information, I am invoking my authority as Chair of PHSC District Board of Trustees and hereby call for a Special Meeting. We need to find a time next week preferably Wednesday, Thursday, or Friday to set a date and time for this Special Meeting. It will be held at the West Campus and can be held in the evening if need be. It is imperative that all of the Trustees attend. Holding our Special Meeting mid to the end of next week will allow time for each of you to review the report provided, and to contact Andrea to answer any questions you may have. As well as any other member of the College to do your due diligence.

We will not be answering any questions or discussing this report today at this meeting. All questions and District Board of Trustees discussions will occur at our Special Meeting.

Autumn will send out a poll for you to select the dates and times you will be available next Wednesday, Thursday or Friday. Thank you.”

Mr. Mitten inquired if the data presented provide a trend analysis, or is it just year over year and how far does it go back? He requested Trustees receive information for as far back as 2022. Chairwoman Pearson-Adams reminded the Trustees that they have the right to request information from members of the College to get further details and clarity.

## 1.8 Lodging of Board Rules/Policies

- 1.8.1 6Hx19-2.39 Resolution of Employee/Applicant Grievances
- 1.8.2 6Hx19-2.26 Personnel Definitions

### 1.8.3 6Hx19-2.29 Classification and Pay Plans for Personnel

Teresa Montanez reviewed the edits made to the above board rules.

- Board rule 6Hx19-2.39 Resolution of Employee/Applicant Grievances: The only change was clarifying the process for student workers when submitting a grievance. As such, they will be treated as employees and will follow the guidelines for the employee process if they are in the student worker status.
- Board rule 6Hx19-2.26 Personnel Definitions and 6Hx19-2.29 Classification and Pay Plans for Personnel: The changes to these board rules were made to reflect approvals made in June 2021 during the restructure and reclassification of employees. The restructure and reclassifications was done to further define and clarify the different reclassifications. This was don't within the institution but never updated in the Board Rules, so we are now cleaning up language to match what we have in place.

Vice Chair Newlon inquired the process for an employee or student worker if they have a grievance with their supervisor. Teresa Montanez shared that if depending on the nature of the grievance, it is recommended to follow the guidelines. Such as with a grievance in relation to your job should be addressed with your supervisor. If a resolution is not made then escalate to the next level outlined. Vice Chair Newlon just encouraged a change or addition in verbiage to include grievances that are not harassment and occur with a direct supervisor and how the employee/student worker should address it. If a grievance is with the President what is the process for that? Teresa Montanez shared that we are just updating what has been in action but any changes proposed can be made. Mr. Allocco Jr. asked for clarification on if step 4 is being eliminated? Teresa shared that step 4 was eliminated as it has been incorporated in step 3.

Chairwoman Pearson-Adams recommended that any Trustees who have any recommended changes share those with Andrea. The updates will then be made and the board rule will be relodged at the May 20 DBOT Meeting. Mr. Mitten made a motion to withdraw Board rule 6Hx19-2.39 Resolution of Employee/Applicant Grievances for correction and then relodge at the May 20 DBOT meeting. The other two board rules 6Hx19-2.26 Personnel Definitions and 6Hx19-2.29 Classification and Pay Plans for Personnel will be placed on the May 20 DBOT agenda as public hearing and adoption items. The motion was seconded by Mr. Allocco Jr. and unanimously approved.

## 1.9 President's Report

### Informational

#### 1.9.1 Personnel Updates

Dr. Pisors shared that he would like to make this a regular update of positions that are vacant or in the process of being filled. There are five administrative PALT (President's Administrative Leadership Team) level positions. We are in the process of permanently filling the North Campus and Porter Campus Provosts positions. Dr. Pisors thanked Dr. Amy Anderson and Mrs. Shauna Kincade for their assistance managing North and Porter Campuses respectively. The three other positions include the Associate Dean and Assistant Dean of Porter Campus, and the Dean of Workforce at the West

Campus. Dr. Pisors also thanked Mrs. Nicole Miller for her assistance in serving at other campuses as well as Dr. Chris Brantley for serving as Interim Dean of Workforce. Finally, the Vice President of Enrollment Management and Student Services.

Mr. John Allocco Jr. inquired how adding these additional positions make sense and how that will make things more efficient. Dr. Pisors shared that non of these are new positions, we are simply filling vacancies that have been around varying amounts of time. There have been considerations for consolidation but nothing prepared or ready to speak to now. Mr. Allocco Jr. sought clarification on if these integral roles that will get us to where we need to be or if we don't need to fill them since they have not been filled for a while and this would be the new normal. Dr. Pisors shared that our ability to serve students, which is almost equivalent to saying our ability to retain and graduate students, has been negatively impacted by the vacancies that we've had. The very challenges that we're going to be talking about with enrollment and retention and completion are directly tied to these positions.

1.9.2 Executive Order 25-44

Mr. Allocco asked if any of the requested information is any different than what is usually provided to the state through other avenues. Mr. Brian Horn confirmed that though there may be a few different pieces of information that is slightly different, the requested information was already something we have previously shared.

1.9.3 State Reporting on Earnings of Florida College and University Grads Presentation

Mr. Allocco Jr. inquired are we comparing the same programs at, for example, Polk State College to PHSC. If not, and there are programs that give us better averages in wage comparisons, that would be a great community marketing point. Dr. Pisors shared that we can find out that information that we may have a lot of the same programs but not the exact same list.

1.9.4 Athletics Video

1.10 Trustee Functions

1.10.1 Approval, 2025 Assessment Form for the Evaluation of the President by the District Board of Trustees

Dr. Pisors presented the 2025 Assessment Form for the Evaluation of the President by the District Board of Trustees for review and approval. Mr. Brvenik made just made note of one edit, the timeline will need to be updated, the summary will go to the Trustees at the May 20 DBOT Meeting. Dr. Collura made a motion to approve the assessment form and the updated timeline. The motion was seconded by Mr. Allocco Jr. and unanimously approved.

## **APPROVAL/RATIFICATION & INFORMATION ITEMS**

### **B. ACADEMIC AFFAIRS**

#### **Approvals**

2.3 Program Revisions

Dr. Daniel Powell reviewed the three program revisions. For Dental Hygiene, we are updating social science course options to align with FLDOE general education requirements. For the Associate in Science and Certificate for Crime Scene/Forensic Science Technology, the minimum passing grade is being updated from D to C for all program courses to best prepare graduates. Mr. Allocco Jr. made a motion to approve



the Program Revisions. The motion was seconded by Vice Chair Newlon and unanimously approved.

#### 2.4 New Courses

Dr. Daniel Powell shared the two new courses:

- College Credit: The Voice Over Artist – TPP2790: Effective Fall 2025
- Continuing Workforce Education: Certified Outpatient Coder – NCO0981: Effective Spring 2025

Vice Chair Newlon made a motion to approve the New Courses. The motion was seconded by Dr. Collura and unanimously approved.

Chairwoman Pearson-Adams inquired if there are any AI programs at the College and if not, we need to ensure we put those in place as soon as possible. As an educational institution that puts us behind if we don't provide the resources local businesses and community members need. Dr. Daniel Powell shared that there are some plans in action for AI certificates and programs and we will continue to convene to prepare and execute the addition of these certificates and programs.

#### 2.5 Course Revisions

Dr. Daniel Powell reviewed the Course Revisions for college credit, technical credit and non-credit courses. Vice Chair Newlon made a motion to approve the course revisions. The motion was seconded by Mr. Allocco Jr. and unanimously approved.

#### 2.6 Course Fee Revisions

Dr. Daniel Powell reviewed the course fee revisions. Mr. Allocco Jr. noted that for courses that have zero cost from PHSC but increase due to a cost from a third party partner to initially put N/A. Mr. Allocco Jr. made a motion to approve the Course Fee Revisions. The motion was seconded by Dr. Collura and unanimously approved.

### **Informational**

#### 2.7 Update on Recruiting Initiatives for Home School Dual Enrollment Presentation

## **C. FACILITIES**

### **Approval**

#### 3.8 West Campus Ballfield ADA Upgrades – GMP Narrative

Steven Wasilefsky reviewed the West Campus Ballfield ADA Upgrades Guaranteed Maximum Price summary from A.D. Morgan. Vice Chair Newlon made a motion to approve the West Campus Ballfield ADA Upgrades – GMP Narrative. The motion was seconded by Dr. Collura and unanimously approved.

## **D. FINANCIAL SERVICES**

### **Approvals**

#### 4.5 Budget Amendments, 2024-2025

##### 4.5.1 Fund 2 Current Restricted

Brian Horn reviewed the Budget Amendments for Fund 2 Current Restricted. Vice Chair Newlon made a motion to approve the Budget Amendments for Fund 2 Current Restricted. The motion was seconded by Dr. Collura and unanimously approved.

#### 4.6 Financial Statement Audit (Informational)

### **Informational**

#### 4.7 Monthly Budget Summary

4.8 Fund Balance Comparison

**E. STUDENT AFFAIRS**

**Informational**

5.1 Retention Snapshot

In the interest of time Dr. Pisors agreed to move this presentation to the May 20 District Board of Trustees meeting.

**F. ENROLLMENT MANAGEMENT**

**Informational**

6.1 Enrollment Report

**G. ADVANCEMENT, INNOVATION & STRATEGIC PARTNERSHIPS/FOUNDATION**

**Approval**

7.1 2025 Distinguished Alumni Award

Dr. Lise Richardson presented the recommendation from the PHSC Alumni Relations Committee to present the 2025 Distinguished Alumni Award to Dr. Heidi Sievers. Mr. Allocco Jr. made a motion to approve Dr. Heidi Sievers as the 2025 Distinguished Alumni.

**H. GOVERNMENT RELATIONS AND GENERAL COUNSEL**

**Informational**

8.1 Legislative Updates

**I. TRUSTEE REMARKS**

- Ms. Krista Knowles invited the Trustees to the Annual Distinguished Alumni and Student Life Awards Ceremony at the IPAC that evening.

**J. ADJOURNMENT**

There being no further business, Chair Pearson-Adams adjourned the meeting at 1:17 pm.

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**MARILYN PEARSON-ADAMS, CHAIR**

**ATTEST:**

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**ANDREA BRVENIK, SECRETARY  
ACTING PRESIDENT**



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**DISTRICT BOARD OF TRUSTEES  
SPECIAL MEETING *DRAFT MINUTES*  
FRIDAY, MAY 2, 2025 – 9:00 AM**

**FACILITATED FROM THE WEST CAMPUS, PERFORMING ARTS CENTER (PAC)  
10230 RIDGE ROAD, NEW PORT RICHEY**

**A. GENERAL FUNCTIONS**

**1.1 Call to Order**

**1.2 Roll Call**

Roll call was taken and indicated the following Board members in attendance: Ms. Marilyn Pearson-Adams, Chair, Ms. Nicole Newlon, Vice Chair, Mr. Lee Maggard, Mr. John Mitten, Dr. Gino Collura, Mr. Ryan Brady, Mr. John Allocco Jr., Mr. Kirk Wilson, Mr. Gene Bell and Student Representative Ms. Krista Knowles. Mr. Andrea Brvenik, Vice President of Government Relations and General Counsel, was also present.

College administrators, staff and guests present: Chiquita Henderson, Steven Wasilefsky, James Mohring, Harold Hedrick, Jessica White, Fernando Ortiz-Babilonia, Brooke Thieme, Illian Aristilde, Lauren Starnes, Markishia Clarke, Kristy Madden, Isabella Vullo, Kealy Hanter, Ryan Gurria, Markishia Clarke, Kristy Madden, Isabella Vullo, Kealy Hanter, Ryan Gurria, Matthew Shulstad, Noelle Wilkins, David Sullivan, Jennifer Mercado, Kelly Potts, Danita Hiles, Ashley Cobb, Stacey Thomson, Paige Sharp, Julie Hendriksen, Laurie Harmon, Jan Rodriguez, Arlene York, Scott Flannery, Curtis Scaglione, Maria Witherell, Heath Novak, Wendy Villa, Billy Vasilakis, Billy Prezioso, Matthew Neady, Katie Cerbelt, Kayal Kuni, Courtney Higgins, Rachel Varro, Maria Tibaduiza, Patricia Stewart, Jo-Ann Cary, Matthew Shulstad, Noelle Wilkins, David Sullivan, , Billie Gabbard, Lisa Richardson, Claudia Martins, Carla Crow, Jennifer Ferguson, Nathan Hendriksen, Kristi Williams, Shauna Kincade, Chiquita Henderson, Teresa Montanez, Brian Horn, Yongmei Li, Misty Price, Daniel Powell, Courtney Boettcher, Laura Raposa, Gerene Thompson, Dennis Feltwell, Chris Bibbo, Amy Anderson, Joy Moore-Cruse, Tyler Classen, Andy Rife, Emmalise Feliciano, and Autumn Alexis.

**1.3 Pledge of Allegiance and Invocation**

**1.3.1 Vision Statement and Mission Statement**

Chair Pearson-Adams requested a motion to move item 1.4 Hearing of Citizens and Petitions to the end of the agenda, prior to the Trustee remarks. Vice Chair Newlon made a motion to move item 1.4 to the end of the agenda. The motion was seconded by Dr. Collura and unanimously approved.

1.5 Introductory Remarks and Supporting Documents by Chairwoman Marilyn Pearson-Adams

Chairwoman Pearson-Adams thank everyone for attending and announced that Dr. Jesse Pisors resigned from his position as President.

Welcomed new Trustees Mr. Gene Bell and Mr. Kurt Wilson.

1.6 Trustee Discussions

Chairwoman Pearson-Adams then shared that in light of this news we need to appoint an Acting President until an Interim can be found. She suggested to the Board her recommendation to appoint Mr. Andrea Brvenik, current Vice President of Government Affairs and General Counsel as the Acting President.

Mr. Allocco Jr. inquired when the next meeting for the Board is as well as what the selection process would be, how long would an Acting President serve and to what extent of power will they have at this time. Chairwoman Pearson-Adams shared that we'll discuss that next along with the how the Board wishes to move forward with the selection process. Mr. Allocco Jr. made a motion to appoint Mr. Andrea Brvenik as Acting President until an Interim President can be appointed. The motion was seconded by Mr. Mitten and unanimously approved.

Mr. Mitten echoed Mr. Allocco Jr.'s question regarding how long the Acting President will serve in this role and inquired what level of change the Board was comfortable with the Acting President executing in their role until an Interim is appointed. Chairwoman Pearson-Adams shared that as an Acting President he would have full authority to ensure continuation of serves at the College. After brief discussion amongst the Trustees, the decision was made to allow Mr. Brvenik to make non substantive changes until appointment of an Interim President.

Roll call vote to appoint Mr. Brvenik as Acting President until the next special meeting of the Board. Eash Trustee voted yes in approval, a unanimous vote.

## **B. CALL TO ACTION**

2.1 Determination of Sustainability of College's Future

Chairwoman Pearson-Adams stated that another special meeting will need to be scheduled to review the selection process of an Interim President. During this special meeting the Board would hold a discussion for an Interim President, either recommendations/selection or the path to the Interim to serve during the process of selecting the next President. Discussion would also include review of the process for selection of the next President.

Dr. Gino Collura requested if we have access to those who previously went through the Presidential Search as they may be a potential Interim President until full search.

The Board scheduled a special meeting for Tuesday, May 6 at 6:00 pm at the West Campus.

The Board requested in depth presentations/reports on retention, enrollment and student success of the different department numbers to increase clarity.

#### 1.4 Hearing of Citizens and Petitions

1. Brittany Manley
2. David Secrest
3. Dr. Misty Price
4. Dr. David Sullivan
5. Dr. Gina Ruvacado
6. Emmalise Feliciano
7. Elijah Behan

### C. TRUSTEE REMARKS

- Mr. Kurt Wilson: Still learning and new to this role so there will be a learning curve.
- Mr. John Allocco Jr.: Request for more than 1 calendar year for the data, maybe a three-year period to view trends, thinks that's important to ensure the accuracy of the numbers.
- Dr. Gino Collura: Lot of decisions were made by the Board today but ultimately our students are the focus and deserve. Thank you to the Trustees for making the hard decisions for the College.
- Vice Chair Nicole Newlon: Thank you to Chair for her work, and thank you to everyone who assisted Vice Chair Newlon's research.
- Mr. Gene Bell: Honor to be here and can see the battle here, he was in the first class ever at PHSC. I hope I serve each of you well.
- Mr. Ryan Brady: Welcome to new Trustees, this is a very difficult time. I appreciate everything everyone does, our students are number 1, they're the reason why we're here.
- Ms. Krista Knowles: Thank you to all the students who came here today and everyone that spoke. For information for next meeting, I would like to know what the transition at Polk State is like with the new system.
- Mr. John Mitten: Thank you to Chair for the difficult decision and leadership, commending the Board, and welcome our 2 new Board members and look forward to serving with you. Thank the staff, the contact with our students in these 2 counties that are dependent on the excellence in our classes and office. We want to help you for the present and future.
- Chairwoman Marilyn Pearson-Adams: Thank you for being here, for caring to show up and thank you to those who spoke. We are all about the students, serving our students and communities. It has been a tough couple of weeks. Serving as a trustee has been one of the greatest honors and I have done it with passion and . Thank you to everyone who rose to the occasion to provide information. It is an honor to serve with you and honor to serve as your chair.

### D. ADJOURNMENT

There being no further business, Chairwoman Pearson-Adams adjourned the meeting at 9:58 am.

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**MARILYN PEARSON-ADAMS, CHAIR**

**ATTEST:**

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**ANDREA BRVENIK, SECRETARY  
ACTING PRESIDENT**



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**DISTRICT BOARD OF TRUSTEES  
SPECIAL MEETING *DRAFT MINUTES*  
TUESDAY, MAY 6, 2025 – 6:00 PM**

**FACILITATED FROM THE WEST CAMPUS CONFERENCE CENTER R-151  
10230 RIDGE ROAD, NEW PORT RICHEY**

**A. GENERAL FUNCTIONS**

**1.1 Call to Order**

**1.2 Roll Call**

Roll call was taken and indicated the following Board members in attendance: Ms. Marilyn Pearson-Adams, Chair, Ms. Nicole Newlon, Vice Chair, Mr. John Mitten, Dr. Gino Collura, Mr. John Allocco Jr., Mr. Kirk Wilson, Mr. Gene Bell and Student Representative Ms. Krista Knowles. Mr. Andrea Brvenik, Acting President and Vice President of Government Relations and General Counsel, was also present.

Absent: Mr. Lee Maggard.

College administrators, staff and guests present: Steven Wasilefsky, Jessica White, Fernando Ortiz-Babilonia, Brooke Thieme, Illian Aristilde, Lauren Starnes, Markishia Clarke, Kristy Madden, Isabella Vullo, Kealy Hanter, Ryan Gurria, Matthew Shulstad, Noelle Wilkins, David Sullivan, Jennifer Mercado, Kelly Potts, Danita Hiles, Ashley Cobb, Stacey Thomson, Paige Sharp, Julie Hendriksen, Laurie Harmon, Jan Rodriguez, Arlene York, Scott Flannery, Curtis Scaglione, Maria Witherell, Heath Novak, Wendy Villa, Billy Vasilakis, Billy Prezioso, Matthew Neady, Katie Cerbelt, Kayal Kuni, Courtney Higgins, Rachel Varro, Maria Tibaduiza, Patricia Stewart, Jo-Ann Cary, Gilberto Mattei-Fernandez, Angeline del Pilar, Kathy Rodriguez Powell, Terri Everett, Jessica LaBossiere, Carmine Bell, Dealaney Allen, Ann Coppola, Stephanie Matlick, Connie Lamarca Frankel, Matt Krill, Christy Slavinsky, Connie Kersey, Melissa Dresser, Tasha Stolz, Claudia Martins, Ryan Truitt, Amanda Soklaski, Robert Lischak, CJ Lischak, Tina Lischak, Ron White, Esther Verderico, Tyler Claassen, Ron McCullough, Nara Cohen, Larry Poulac, Tanya Weakland, Sameea Perkins, David McCain, Ann Barrett, Christine Laferriere, Terry Wood, Luther Buie, Ingrid Purrenhage, Jennifer Van Matre, James Mohring, Harold Hedrick, Tracy Horn, Billie Gabbard, Lisa Richardson, Kristi Williams, Shauna Kincade, Teresa Montanez, Brian Horn, Yongmei Li, Misty Price, Daniel Powell, Courtney Boettcher, Laura Raposa, Gerene Thompson, Dennis Feltwell, Chris Bibbo, Amy Anderson, Joy Moore-Cruse, Emmalise Feliciano, and Autumn Alexis.

**1.3 Pledge of Allegiance and Invocation**

**1.3.1 Vision Statement and Mission Statement**

Chairwoman Pearson-Adams requested a motion to move item 1.4 Hearing of Citizens and Petitions to the end of the agenda before the Trustee remarks. Mr. Brady made a motion to move item 1.4 to the end of the agenda. The motion was seconded by Dr. Collura and unanimously approved.

## **B. TRUSTEE FUNCTIONS**

### **2.1 Call to Action: Selection of Interim President**

Dr. Gino Collura inquired if we could bring back finalists for interview for the Interim President position. He considered the possibility of use of a third party firm which has been done historically. He also requested the Board consider a complete audit to review the information and data across the College to ensure clear and concise information.

Ryan Brady inquired how the state is using the data and what is it comparing it to. Vice Chair Nicole Newlon also reviewed the Board Rule 1.15 disclosing that in this situation the succession plan does not apply.

Chairwoman Pearson-Adams shared that the Board should clear their calendar on May 20 so we may extend/add to the agenda the time to review the finalists and appoint an Interim. The Board held a roll call vote to keep Mr. Brvenik in the role as Acting President with full authority until the May 20 meeting where an Interim President will be selected. Each Trustee voted yes, resulting in a unanimous approval.

After discussing, the Board decided to have Mr. Brvenik reach out to the three other finalists from the past Presidential Search to confirm if they are interested in serving as Interim. Any individual appointed as Interim can be selected to serve as the next President if the Board so wishes. Mr. Brvenik will disclose if any finalists express interest and distribute any relevant information as well as contact information for the Trustees to then follow up with prior to the May 20 meeting.

### **2.2 Discussion on Future Process of President's Selection**

After brief discussion, the Board decided to further discuss reviewing the selection process at the next scheduled meeting, either to continue to pursue using a firm or other options.

### **1.4 Hearing of Citizens and Petitions**

1. Dr. Carmine Bell
2. Stephanie Matlick
3. Connie Lamarca Frankel
4. Matthew Shulstad
5. Zachary Cabrera
6. Arlene York
7. Jan Rodriguez
8. Kathy Rodriguez-Powell
9. Jessica White
10. Dealaney Allen



### **C. TRUSTEE REMARKS**

- Mr. John Allocco Jr. shared that this situation is not great for everyone but we have a responsibility as the Board to make difficult decisions in the best way to serve the institution.
- Mr. Kirk Wilson though one of his first meeting and it was a bit shocking, but the passion expressed by the attendees today makes him glad he is here. Shared that there is a clear issue with communication but encouraged the community and College team to have patience as the Board works through these difficult decisions.
- Mr. Ryan Brady thanked everyone for attending today and speaking at the meeting.
- Dr. Gino Collura thanked those who spoke and encouraged the community and College team to have patience as the Board works through these difficult decisions. He also thanked the Chair and Vice Chair for their leadership throughout this process.
- Mr. John Mitten echoed the comments from his fellow Trustees. He also thanked everyone who assist with this process and everyone who spoke. The level of passion expressed at this meeting is why this institution has been great in the past and will continue to do so in the future. Long term sustainability of excellence at this institution is the responsibility of the Board.
- Ms. Krista Knowles shared statements from students expressing positives and grievances with their experiences and the systems at the College. They hope that during this period of change adjustments can be made to positively assist students during their time at PHSC.
- Chairwoman Pearson-Adams shared that this has been an extremely difficult time at this institution but these decisions have been made with great care and due process. Tomorrow is a new day and thank you to everyone that showed up today to express their ideas and their experiences.

### **D. ADJOURNMENT**

There being no further business, Chairwoman Pearson-Adams adjourned the meeting at 7:32 pm.

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**MARILYN PEARSON-ADAMS, CHAIR**

**ATTEST:**

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**ANDREA BRVENIK, SECRETARY  
ACTING PRESIDENT**



Consent Agenda Items

**B. ACADEMIC AFFAIRS**

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

**C. FACILITIES**

- 3.1 Skanska USA East Campus A-Building Mini Splits Final Payment
- 3.2 Skanska USA North Campus-West Campus HVAC Renovation Final Payment

**D. FINANCIAL SERVICES**

- 4.1 Special Purpose Investment Account Report (SPIA) February and March 2025
- 4.2 State Board of Administration Investment (SBA) March 2025
- 4.3 Warrant Register Summary April 2025



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

TO: Mr. Andrea Brvenik, Acting President

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

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

DATE: Tuesday, May 20, 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.

**2024-2025 Academic Year**

<b>Home Schools</b>	<b>Home Schools</b>
No Brakes Home Academy (Briehl) Conner Home School Edwards Academy Dunstable Day School (Fox) Hammond Life Prep	The Jones Academy Papaver Academy (Laxton) Wills Family Home School (Long) Montero Home School Soli Deo Gloria School of Excellence (Throop)
<b>Non-public/Private Schools</b>	<b>Non-public/Private Schools</b>
Bishop McLaughlin Catholic High School Christian Crossings Academy Genesis Preparatory School	Hernando Christian Academy Ridge Manor Christian Academy Tampa Christian Community School West Hernando Christian School

## TO OWNER/CLIENT:

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

## PROJECT:

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

APPLICATION NO: 3

INVOICE NO: 3

PERIOD: 03/01/25 - 03/31/25

PROJECT NO: 2323004-000

CONTRACT DATE:

JDE REPORTING JOB NO: 2323004-000

3.1

CONSENT

## FROM CONTRACTOR:

## VIA ARCHITECT/ENGINEER:

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

CONTRACT FOR: PHSC EC - Building A - Mini-Split

## CONTRACTOR'S APPLICATION FOR PAYMENT

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

1. Original Contract Sum	\$91,243.00
2. Net change by change orders	\$(31,418.38)
3. Contract Sum to date (Line 1 ± 2)	\$59,824.62
4. Total completed and stored to date (Column G on detail sheet)	\$59,824.62
5. Retainage:	
a. Completed Work	\$0.00
b. Stored Material	\$0.00
Total retainage (Line 5a + 5b or total in column I of detail sheet)	\$0.00
6. Total earned less retainage (Line 4 less Line 5 Total)	\$59,824.62
7. Less previous certificates for payment (Line 6 from prior certificate)	\$58,653.70
8. Current payment due:	\$1,170.92
9. Balance to finish, including retainage (Line 3 less Line 6)	\$0.00

CHANGE ORDER SUMMARY		TOTAL
Total changes approved in previous months by Owner/Client:		\$0.00
Total approved this month:		\$-31,418.38
Net changes by change order		\$-31,418.38

## WARNING! WIRE FRAUD ADVISORY:

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

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

CONTRACTOR:

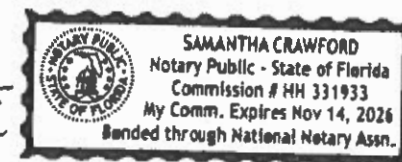
DocuSigned by:  
*Gustavo Lyda*  
0AB58BA77FB3408

By:

Date: March 17, 2025

State of: Florida  
County of: Hillsborough  
Subscribed and sworn to before

me this 17th day of March 2025  
Notary Public: Sae C /  
My commission expires  
November 14, 2026



## ARCHITECT'S/ENGINEER'S CERTIFICATE FOR PAYMENT

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

AMOUNT CERTIFIED:

\$1,170.92

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

ARCHITECT/ENGINEER:

By:   
Digitally signed by  
trust\_43ccdbb1-1e24-4465-9b91-  
a95e9e4c15cf  
DN  
cn=trust\_43ccdbb1-1e24-4465-9b91-  
a95e9e4c15cf  
Date: 2025.03.25 10:25:10 -0500

Date: 03/25/25

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

**TO OWNER/CLIENT:**

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

**PROJECT:**

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

**APPLICATION NO: 12****INVOICE NO: 12****PERIOD: 02/01/25 - 02/28/25****PROJECT NO: 2323004-000****FROM CONTRACTOR:**

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

**VIA ARCHITECT/ENGINEER:**

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

**CONTRACT DATE:****JDE REPORTING JOB NO: 2323004-000****CONTRACT FOR: PHSC- NC HVAC Renovation**

3.2

CONSENT

**CONTRACTOR'S APPLICATION FOR PAYMENT**

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

1. Original Contract Sum	\$1,733,274.00
2. Net change by change orders	\$(3,019.91)
3. Contract Sum to date (Line 1 ± 2)	\$1,730,254.09
4. Total completed and stored to date (Column G on detail sheet)	\$1,730,254.09
5. Retainage:	
a. Completed Work	\$0.00
b. Stored Material	\$0.00
Total retainage (Line 5a + 5b or total in column I of detail sheet)	\$0.00
6. Total earned less retainage (Line 4 less Line 5 Total)	\$1,730,254.09
7. Less previous certificates for payment (Line 6 from prior certificate)	\$1,643,844.46
8. Current payment due:	\$86,409.63
9. Balance to finish, including retainage (Line 3 less Line 6)	\$0.00

CHANGE ORDER SUMMARY	TOTAL
Total changes approved in previous months by Owner/Client:	\$0.00
Total approved this month:	-\$3,019.91
Net changes by change order	-\$3,019.91

**WARNING! WIRE FRAUD ADVISORY:**

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

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

CONTRACTOR: Skanska USA Building Inc. (FL-Tampa)

DocuSigned by:  
*Gustavo Lyda*  
0A856BA77FB3408

By: \_\_\_\_\_

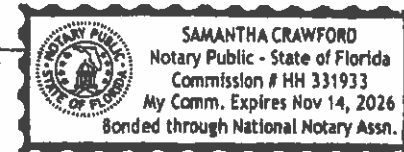
Date: March 3, 2025

State of: FloridaCounty of: Hillsborough

Subscribed and sworn to before

me this 3rd day of February 2025Notary Public: [Signature]

My commission expires

11/14/2026**ARCHITECT'S/ENGINEER'S CERTIFICATE FOR PAYMENT**

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

AMOUNT CERTIFIED:

\$86,409.63

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

ARCHITECT/ENGINEER:

By: \_\_\_\_\_

Digitally signed by  
trust\_43ccdbb1-1e24-4465-9b91-  
a95e9e4c15cf  
DN:  
c=us, trust\_43ccdbb1-1e24-4465-9b91-  
a95e9e4c15cf  
Date: 2025.03.14 09:51:25 -05'00'

Date: \_\_\_\_\_

03/14/25

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

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

ACTUAL INVESTMENT FOR THE MONTH OF FEB 2025

COLLEGE FUND	INVESTMENT BALANCE BEGINNING OF MONTH	INVESTMENT BALANCE END OF MONTH	% RATE OF INTEREST **	AMOUNT OF INTEREST
CURRENT FUNDS - UNRESTRICTED	\$ 7,509,491.66	\$ 7,529,445.33	3.1263%	\$ 19,953.67
CURRENT FUNDS - RESTRICTED	666.32	668.09	3.1263%	1.77
AUXILLARY FUNDS	2,306,851.56	2,312,981.16	3.1263%	6,129.60
SCHOLARSHIP FUNDS	15,652.13	15,693.72	3.1263%	41.59
AGENCY FUNDS	0.00	0.00	3.1263%	
UNEXPENDED PLANT FUND	<u>2,823,475.28</u>	<u>2,830,977.61</u>	3.1263%	<u>7,502.33</u>
TOTALS	<u>\$ 12,656,136.95</u> *	<u>\$ 12,689,765.91</u>		<u>\$ 33,628.96</u> **

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

\*\* Prior Month's Interest and Interest Rate

PASCO-HERNANDO STATE COLLEGE  
SPECIAL PURPOSE INVESTMENT ACCOUNT REPORT  
MAR 25

ACTUAL INVESTMENT FOR THE MONTH OF MAR 2025

COLLEGE FUND	INVESTMENT BALANCE BEGINNING OF MONTH	INVESTMENT BALANCE END OF MONTH	% RATE OF INTEREST **	AMOUNT OF INTEREST
CURRENT FUNDS - UNRESTRICTED	\$ 7,529,445.33	\$ 7,556,439.06	4.1644%	\$ 23,993.73
CURRENT FUNDS - RESTRICTED	668.09	670.22	4.1644%	2.13
AUXILLARY FUNDS	2,312,981.16	2,320,351.83	4.1644%	7,370.67
SCHOLARSHIP FUNDS	15,693.72	15,743.73	4.1644%	50.01
AGENCY FUNDS	0.00	0.00	4.1644%	
UNEXPENDED PLANT FUND	<u>2,830,977.61</u>	<u>2,839,998.95</u>	4.1644%	<u>9,021.34</u>
TOTALS	<u>\$ 12,689,765.91</u> *	<u>\$ 12,733,203.79</u>		<u>\$ 40,437.88</u> **

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

\*\* Prior Month's Interest and Interest Rate

PASCO-HERNANDO STATE COLLEGE  
STATE BOARD OF ADMINISTRATION INVESTMENT REPORT  
MAR 25

DBOT  
5/20/2025  
4.2  
CONSENT

ACTUAL INVESTMENT FOR THE MONTH OF MAR 2025

COLLEGE FUND	INVESTMENT BALANCE BEGINNING OF MONTH	INVESTMENT BALANCE END OF MONTH	% RATE OF INTEREST	AMOUNT OF INTEREST
CURRENT FUNDS - UNRESTRICTED	\$ 5,979,043.87	\$ 6,001,929.78	4.51%	22,885.91
CURRENT FUNDS - RESTRICTED	69,459.10	69,724.97	4.51%	265.87
AUXILIARY FUNDS	4,266,331.17	4,282,661.35	4.51%	16,330.18
SCHOLARSHIP FUNDS	79,305.95	79,609.51	4.51%	303.56
AGENCY FUNDS			4.51%	
UNEXPENDED PLANT FUND	<u>2,648,762.23</u>	<u>2,658,900.87</u>	4.51%	<u>10,138.64</u>
TOTALS	<u>13,042,902.32</u>	<u>\$ 13,092,826.48</u>		<u>49,924.16</u>

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



**PASCO-HERNANDO STATE COLLEGE**  
**Warrant Register Summary**  
**April 2025**

	April 2025	March 2025
<b>Accounts Payable</b>		
Warrant Number: 625627-625720	3,065,993.74 (1)	2,666,376.55
<b>Payroll</b>		
Warrant Number: 466559-468070	2,068,055.88	2,066,069.50
<b>Explanations:</b>		
(1) Increase in accounts payable related to construction payments for the East Campus STEM Center for Student Success		

## 6Hx19-2.26 PERSONNEL DEFINITIONS

The purpose of this Board Rule is to establish personnel definitions used to describe the types and conditions of employment by the Board.

- A. The employment of all regular College personnel must be recommended by the President and approved by the District Board of Trustees. All employees at the College serve at the will of the President. The College's full-time personnel are classified in one of the following six categories:

### 1. Executive Personnel

Executive personnel are employees whose primary responsibilities are planning, organizing, and directing the operations of the College. Such assignments require the performance of work directly related to the implementation of requirements under Federal and State Statutory law, the Florida Administrative Code, and Rules of the District Board of Trustees (DBoT) and ensuring the development of and compliance with college procedures. The duties and responsibilities of executive personnel customarily and regularly require the individual to exercise discretion and independent judgment, and to direct the work of others. Duties and responsibilities involve creating and supporting the appropriate leadership, structure and supports necessary to carry out the vision and mission of the College, including allocation of resources and accountability for their assigned area(s).

The College's executive personnel include the College's Vice Presidents, Associate Vice Presidents and Campus Provosts. These employees are placed on annual or multi-year contracts. Their salary levels and contract terms are determined annually by the President and recommended to the DBoT for approval.

### 2. Administrative Personnel

Administrative personnel are employees whose assignments customarily and regularly require the individual to use discretion and independent judgment and directly oversee the work of others in carrying out college policies and procedures. Duties and responsibilities involve: (1) directing, scheduling and supervising other employees; (2) evaluating and recommending the employment or termination of other employees; (3) allocating, managing, and scheduling resources and facilities; and (4) serving in positions involving planning, development, and utilization of personnel, financial resources, and facilities.

The College's administrative personnel include Deans, Associate Deans, Assistant Deans, Executive Directors, Directors, and Associate Directors. Administrative personnel are placed on annual contracts and may be assigned teaching responsibilities. All administrative personnel are considered exempt employees in accordance with the Fair Labor Standards Act. Terms of employment may be dependent upon the major source of funding for each position.

### 3. Professional/Technical Personnel

As outlined in the SOC, professional/technical positions generally consist of professions within Architecture and Engineering, Computer and Mathematical, and/or Healthcare Practitioners and Technical positions within Healthcare.

Professional/technical personnel are employees who possess a high level of training, education and expertise with principal responsibilities in one of the following areas: academic, academic technology, institutional development, finance, human resources, institutional advancement, institutional technology, legal, management information systems, student development, and facilities planning and plant operations. Their training is of a technical and advanced nature that entails the performance of confidential duties. The College's professional/technical personnel include but are not limited to: Application Developer, Functional Analyst, Project Manager, Data Analyst, Webmaster, Plans Reviewer/Building Inspector, and Coordinators, among others.

Professional/technical personnel may either be exempt or non-exempt employees, depending on their respective duties and responsibilities, in accordance with the Fair Labor Standards Act.

### 4. Organizational Support Staff Personnel

Organizational support staff personnel consist of hourly employees who support administration and day-to-day operations, including clerical and facilities maintenance. Organizational support staff generally follow established procedures and do not customarily and regularly require the use of particular discretion and independent judgment in handling information and implementing college policies and procedures. Organizational support staff include Administrative Assistants, Staff Assistants, Senior Office Assistants, and Trades Workers and Groundskeepers.

Organizational support staff personnel do not require annual reappointment except as reclassifications are recommended. All organizational support staff are non-exempt employees in accordance with the Fair Labor Standards Act.

### 5. Instructional Personnel

Instructional personnel consist of full-time faculty whose primary function is instruction or coordination of instructional programs. Instructional personnel will be placed on the Instructional Pay Plan for 162 Duty Days, which is composed of Instructional Levels I, II+30, II, and III. Instructional personnel are usually issued a 162-duty day contract. Instructional personnel are recommended by the President and appointed by the DBoT to annual contracts and are eligible to be considered for a continuing contract after five (5) years of satisfactory service with the College in accordance with Florida Administrative Code 6A-14.0411, Employee.Contracts.for.Full.Time.Faculty?and DBoT Rule 6Hx19-2.55, Employee.Contracts.for.Full.Time.Faculty. The terms "faculty" and "instructor" are used interchangeably when describing the duties and responsibilities of instructional personnel. The DBoT may designate full-time faculty positions that are not eligible for continuing contracts. Faculty members employed in such positions may be

appointed to annual or multiple year contracts as determined by the DBoT on recommendation of the President.

- B. The College's Supplemental Salary Schedule identifies numerous categories where full-time and part-time personnel are compensated for the performance of specific duties. The following personnel definitions pertain to supplemental assignments and adjunct faculty:

1. Supplemental Assignments

Supplemental assignments pertain to duties performed by the college's full-time and part-time employees that qualify for supplementary pay. Supplemental assignments include: classroom instruction by full-time instructional personnel beyond their assigned teaching load; substitute instruction; serving as a Department Chair, Program Coordinator, or Head Coach; providing instruction for postsecondary adult vocational or continuing workforce education courses; or other designated duties.

Supplemental assignments shall not carry an expectation of reappointment. An administrative determination to not reappoint an individual to a supplemental assignment shall not be regarded as disciplinary action.

2. Adjunct Faculty

Adjunct faculty are those part-time instructional personnel who have agreed to teach on an as needed basis. Adjunct faculty must meet the same qualifications as their full-time faculty counterparts as identified in the Pasco\_Hernando.Community.College.Faculty.Credentials.and.Qualifications.Manual. They are considered as instructional personnel with respect to campus activities and associations, but do not accrue employee benefits or any college obligation for employment beyond the term for which they are employed.

- C. The following definitions pertain to the type of employment available at the College:

1. Full-Time Employment

Employment in a full-time budgeted position shall be compensated in accordance with the College's Classification Plan and Salary Schedules and includes fringe benefits.

2. Part-Time Employment

Employment in a budgeted part-time position with the college that entails less than the normal, full-time workload for that classification and does not include the same level of fringe benefits as provided to a full-time employee.

3. Grant Personnel

Grant personnel are college employees who receive part or all of their compensation from grant sources, either through the college or directly from other agencies. These

individuals are employed for the specific period funded by the grant and do not accrue any obligation by the college for employment after termination of the grant. Grant personnel should not expect to be offered continuing employment. While providing services to the college, grant personnel are considered college employees and have the rights and privileges of employees of the same classification, level and/or rank as contained in the College's Classification Plan and Salary Schedules. Grant personnel receive fringe benefits comparable to a full-time employee.

#### 4. Temporary Employment

Temporary employment shall mean a position for a period of time generally including a beginning and ending date for a noncontinuing task. It is considered as Other Personal Services (OPS) and accrues no fringe benefits, except as required by law for health benefits.

Rule Adopted:

2/1/73; 5/21/74; 8/25/75; 5/17/76; 8/21/78; 8/20/79; 9/17/79; 11/19/79; 8/17/81;  
7/13/87; 11/16/87; 7/17/90; 10/21/97; 11/18/08; 7/16/13

Effective Date:

2/1/73; 5/21/74; 10/7/75; 6/22/76; 8/21/78; 8/20/79; 9/17/79; 11/19/79; 8/17/81;  
7/13/87; 11/16/87; 7/17/90; 10/21/97; 11/18/08; 7/16/13

Reviewed by the President's Administrative Leadership Team – Non-Substantive/Editorial: 11/5/18

Legal Authority:

General Authority – Florida Statutes: 1001.64; 1001.65; 1012  
Other References – Florida Administrative Code: 6A-14.002; 6A-14.041, 6A-14.0411

Law Implemented:

Florida Statutes: 1001.64(1)(2)(4)(18)(43)(44); 1001.65(1)(3)(13)(16)(23); 1012.82;  
1012.83; 1012.855; 29 United States Code, Sections 201-219 (the Fair Labor  
Standards Act)

Proposer: Jesse Pisors, President

## 6Hx19-2.29 CLASSIFICATION AND PAY PLANS FOR PERSONNEL

The purpose of this Board Rule is to establish Board policy for the classification and pay plans for college personnel.

Definitions for the various categories of college personnel are contained in District Board of Trustees (DBoT) Rule 6Hx19-2.26, Personnel.Definitions; The College's Classification.Plan.and. Salary.Schedules are approved annually by the DBoT as a component of the annual operating budget. The class titles for various positions and the established pay group for each class are contained in Internal Management Memorandum #2-12, Salary.and.Classification.Plan. Each approved position has an official Job.Description.that defines its general duties and responsibilities.

Compensation for the college's full-time personnel will be based upon one of the following five salary schedules:

1. Executive Personnel
2. Administrative Personnel
3. Professional/Technical Personnel
4. Organizational Support Staff Personnel
5. Instructional Personnel

Executive personnel have a pay plan that includes salary ranges. The salaries and contract terms for individuals in the executive personnel pay plan are negotiated individually with the President.

Administrative personnel, professional technical personnel, and organizational support staff personnel each have separate pay plans that contain Pay Groups and corresponding salary ranges.

Instructional personnel have a pay plan that includes Instructional Levels I, II +30, II, and III with corresponding salary ranges.

Upon recommendation by the President and with the approval of the DBoTs, an employee may receive a salary increase. Under normal circumstances, an employee must be employed by the college on or before December 31<sup>st</sup> to be eligible for a salary increase.

All new employees, except those who are classified and paid on the Instructional Pay Plan, will begin at the base salary for their respective salary schedule. The President may establish procedures to recommend a starting salary above the base where the individual has extraordinary qualifications applicable to the position or other extenuating circumstances.

The starting salary for new instructional personnel is established in accordance with Board Rule 6Hx19-2.28, Criteria.for.Appointment.to.Instructional.Salary.Schedule.

An employee who is employed on less than a full-time basis or in the category of "Other Personal Services" (OPS) will be paid at the rate established for the base salary in the appropriate salary schedule, except under extenuating circumstances as approved by the President.

Rule Adopted:

8/25/75; 5/17/76; 8/21/78; 11/19/79; 8/17/81; 6/15/87; 11/16/87; 10/17/95;  
10/21/97; 7/17/01; 11/18/08

Effective Date:

10/7/75; 6/22/76; 8/21/78; 11/19/79; 8/17/81; 6/15/87; 11/16/87; 10/17/95;  
10/21/97; 7/17/01; 11/18/08

Reviewed by the President's Administrative Leadership Team – Non-Substantive/Editorial: 6/11/18

Legal Authority:

General Authority – Florida Statutes: 1001.64; 1001.65; 1012  
Other References – Florida Administrative Code: 6A-14.002; 6A-14.041

Law Implemented:

Florida Statutes: 1001.64(1)(2)(4)(11)(18)(43)(44); 1001.65(1)(2)(3)(12)(16)(23);  
1011.30; 1012.855

Proposer: Jesse Pisors, President

## **6Hx19.2.27 CRITERIA FOR INSTRUCTIONAL RANKS AND PAY LEVELS OF INSTRUCTIONAL PERSONNEL**

The purpose of this Board Rule is to establish Board policy relating to instructional ranks and pay levels for instructional Personnel.

### **STATEMENT OF INSTRUCTIONAL PHILOSOPHY**

Pursuant to the educational philosophy outlined in Pasco-Hernando Community College's *Mission Statement*, instructional personnel at the College are expected to embrace and exemplify the highest ideals and standards of the teaching profession. Their classroom performance should reflect a strong personal commitment to professional competence within their subject area(s), as well as to the practice and advancement of the art of teaching. Professional development to achieve these goals may include, but is not limited to: scholarly writing; participation in appropriate professional workshops, seminars, and organizations; and pursuit of advanced academic credentials and/or professional licenses.

### **I. CRITERIA FOR RANKS OF INSTRUCTIONAL PERSONNEL**

The College's criteria for defining the instructional ranks of Instructor, Assistant Professor, Associate Professor, and Professor are described below:

#### **A. Instructor**

All full-time and adjunct instructional personnel who satisfy the minimum requirements for their position will be ranked as an Instructor.

#### **B. Assistant Professor**

In addition to meeting the minimum requirements for instructional personnel, candidates for the rank of Assistant Professor must be full-time instructors and must either:

- a. possess a Bachelor's Degree or higher in the subject area or a closely related area and have a minimum of eight years of successful full-time teaching experience, at least five of which must be at the college level, or
- b. possess a Master's Degree or higher in the subject area or a closely related area, and have a minimum of three years of successful fulltime teaching experience at the college level.



## 6Hx19-2.27

### Criteria, Instructional Ranks and Pay Levels Instructional Personnel

#### C. Associate Professor

In addition to meeting the minimum requirements for Assistant Professor, candidates for the rank of Associate Professor must either:

- a. possess a Master's Degree or higher in the subject area or a closely related area, and have a minimum of 12 years of successful full-time teaching experience, at least eight of which must be at the college level, or
- b. have successfully completed at least 15 semester hours of graduate level coursework, within or closely related to the subject area, beyond and subsequent to the Master's Degree and have a minimum of 10 years of successful full-time teaching experience, at least five of which must be at the college level, or
- c. have successfully completed at least 30 semester hours of graduate level coursework, within or closely related to the subject area, beyond and subsequent to the Master's Degree and have a minimum of eight years of successful full-time teaching experience, at least five of which must be at the college level, or
- d. possess a Doctorate in any field with a major or minor in the subject area or in a field closely related to the subject area or in education, and have a minimum of five years of successful full-time teaching experience at the college level.

#### D. Professor

In addition to meeting the minimum requirements for Associate Professor, candidates for the rank of Professor must either:

- a. have successfully completed at least 30 semester hours of graduate level coursework, within or closely related to the subject area, beyond and subsequent to the Master's Degree and have a minimum of 15 years of successful full-time teaching experience, at least 10 of which must be at the college level, or
- b. possess a Doctorate in any field with a major or minor in the subject area or in a field closely related to the subject area or in education, and

## 6Hx19-2.27

### Criteria, Instructional Ranks and Pay Levels Instructional Personnel

have a minimum of eight years of successful teaching experience at the college level.

#### II. **SUBSTITUTIONS FOR RELATED WORK EXPERIENCE, PHSC CLUB SPONSORSHIP, AND COMMUNITY SERVICES**

- A. Up to four years of documented related full-time work experience may be substituted on a one-for-one basis for full-time teaching experience but cannot substitute for college-level teaching experience.
- B. Up to four years of documented community service, including sponsorship of PHCC clubs or organizations, may be substituted on a two-for-one basis (i.e., two years of community service for one year of credit) for full-time teaching experience but cannot substitute for college-level teaching experience.

#### III. **THE CRITERIA FOR DEFINING THE PAY LEVELS OF INSTRUCTIONAL PERSONNEL.**

The College's criteria for defining the pay levels of instructional personnel are described below:

##### A. **Level III**

Faculty at this level are normally instructional personnel in the career and technical program areas and may be required to have a Baccalaureate Degree in the area of specialization and/or comparable work experience. Certificates of proficiency in various industrial areas, licenses, and related seminars, workshops, and course work shall be considered in meeting teaching qualifications in the career and technical areas.

##### B. **Level II**

Faculty at this level will have earned a Master's Degree with a minimum of 18 graduate level semester hours in the actual teaching field.

Criteria, Instructional Ranks and  
Pay Levels Instructional Personnel

~~C.~~ Level II + 15

~~Faculty considered for the Level II + 15 shall have earned at least 15 additional graduate semester hours beyond and subsequent to the awarding of the Master's Degree. The 15 hours should be in the teaching field, in general education administration, or in a subject area closely related to the teaching field, and in an organized program toward an advanced degree from an accredited institution.~~

~~DC.~~ Level II + 30

Faculty considered for the Level II + 30 shall have earned at least 30 additional graduate hours beyond and subsequent to the awarding of the Master's Degree. These 30 hours should be in the teaching field, in general education administration, or in a subject area closely related to the teaching field, and in an organized program toward an advanced degree from an accredited institution.

~~ED.~~ Level I

Faculty qualifying for the Level I shall hold a Doctorate Degree from an accredited institution with a major or minor in the subject area or in a field closely related to the subject area or in education. To be considered for a Level I, the person must have completed a minimum of five years of postsecondary teaching.

IV. FACULTY EMERITUS/EMERITA

Upon retirement, a faculty member with at least 15 years of full-time teaching service to the College should submit a written request to the President that the title of Emeritus or Emerita be added to his or her faculty ranking, e.g., Professor Emerita, Associate Professor Emerita.

V. MINIMUM PROFESSIONAL REQUIREMENTS FOR INSTRUCTIONAL PERSONNEL

The minimum academic and/or experiential requirements for teaching in the various types of programs and courses at the College are described in Board Rule 6Hx19-2.55, Minimum Professional Requirements for Selection of Instructional Personnel- for Continued Employment or Placement on Continuing Contract. The *Pasco-Hernando State College Faculty Credentials Manual* contains more detailed information regarding the minimum academic and/or experiential requirements for teaching in the College's various types of programs and courses. All minimum requirements apply to both full-time and adjunct faculty.

6Hx19-2.27

**Criteria, Instructional Ranks and  
Pay Levels Instructional Personnel**

**VI. POLICY FOR CHANGES IN PAY LEVEL AND INSTRUCTIONAL RANK**

The President shall establish procedures for effecting changes in pay levels or instructional rank and all such changes shall be subject to approval by the Board on recommendation of the President.

Rule Adopted: 4/11/74; 8/25/75; 8/20/79; 9/17/79; 11/19/79; 8/17/81; 5/19/86;  
6/15/87; 11/16/87; 1/22/91; \*7/18/95; 9/12/95; 10/21/97; 7/20/99;  
\*7/19/05; 9/20/05; 11/18/08

Effective Date: 4/11/74; 10/7/75; 8/20/79; 9/17/79; 11/19/79; 8/17/81; 5/19/86;  
6/15/87; 11/16/87; 1/22/91; \*7/18/95; 9/12/95; 10/21/97; 7/20/99;  
\*7/19/05; 11/18/08

**Reviewed:**

**President's Administrative Leadership Team – Non-Substantive/Editorial: 6/11/18**

**Legal Authority:**

General Authority: Florida Statutes: 1001.64; 1001.65

**Other References:**

Law Implemented: Florida Statutes: 1001.64(1)(2)(4)(18)(43)(44);  
1001.65(1)(3)(12)(16)(~~24~~23)

Proposer: ~~Timothy L. Beard~~ Jesse Pisors, President

\*Emergency Approval

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

**May 20, 2025**

**District Board of Trustees Rule 6Hx19-2.27**

**CRITERIA FOR INSTRUCTIONAL RANKS AND PAY LEVELS OF INSTRUCTIONAL PERSONNEL**

**PURPOSE:**

The proposed amendment deletes a pay Level II + 15 as agreed through Collective Bargaining with the United Faculty of Florida.

**PROPOSED REGULATORY COSTS:**

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

The amended Rule applies to College faculty.

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).

## 6Hx19-2.39 RESOLUTION OF EMPLOYEE/APPLICANT GRIEVANCES

The purpose of this Board Rule is to provide a procedure to address grievances for employees and applicants for employment and to secure, at the lowest possible level, resolutions to employee/applicant grievances, and to guarantee an orderly process by which these resolutions may be pursued. Student grievances shall be directed to a Student Affairs representative, unless the grievance pertains to a student worker position, in which case the student shall follow the employee grievance procedure.

### STEP 1

#### Initial Filing with Immediate Supervisor:

Grievances shall be lodged in writing with an employee's immediate or hiring supervisor within 60 working days after the act giving rise to the grievance occurs. Within five (5) working days after the receipt of ~~a the~~ grievance, the supervisor shall meet with the individual in an effort to resolve the grievance. Within five (5) working days of this meeting, the supervisor shall notify the individual of the disposition of the grievance.

If the grievance is about or directly related to the immediate supervisor, the grievant shall file the written grievance with the next level of supervision above the immediate supervisor.

### STEP 2

#### Appeal to Vice President or Campus Provost:

If the individual believes that the disposition of the grievance ~~at Step 1 at the~~ initial filing with the immediate supervisor is incorrect, an appeal may be filed in writing with the Campus Provost if a campus position, or with a Vice President if a District Office position. This appeal must be filed within 15 working days of the employee's receipt of the ~~Step 1~~ disposition.

### STEP 3

#### Final Appeal to President:

If the individual believes that the disposition at ~~Step 2~~ the appeal is incorrect, it may be appealed in writing to the President within 15 days after the receipt of the ~~Step 2~~ disposition.

### STEP 4

#### Grievance Support and Representation:

At any time point during the grievance process, the individual grievant may request assistance from the Director of Global and Multicultural Awareness and Special Assistant to the President in accordance with appropriate procedures, at any point during the grievance process. Director of Global and Multicultural Awareness and Special Assistant to the President Employee Relations is not to represent the grievant, but only to aid the complainant in defining the issue(s) and arranging appointments with campus officials. When such assistance is requested, the Director of Global and Multicultural Awareness and Special Assistant to the President Employee Relations shall monitor progress of the case to its conclusion.

### **EXCEPTION**

#### **Exception for Harassment Allegations:**

A grievance alleging harassment may be filed directly with the Campus Provost by a campus position, or with a Vice President if a District Office position. If the allegation is against a Campus Provost or a Vice President, the grievance may be filed directly with the President.

The President shall render the final disposition of the grievance (appeal) in writing within 15 days of the date that the appeal was filed with the President's Office.

In cases where the grievance is filed against the President, the grievance shall be submitted directly to the Chair of the District Board of Trustees. The Chair shall determine the process for investigation and final disposition and shall notify the grievant in writing of the outcome.

~~At all stages of the investigation, the existence of the grievance, the parties involved, and all other related information shall be treated as confidential and disclosed only to witnesses and others involved and only to the extent disclosure assists in the investigation or is necessary for the investigative process.~~

#### **Confidentiality:**

All grievance-related information, including the existence of a grievance and the identities of involved parties, shall be treated as confidential. Disclosure is limited to individuals whose involvement is necessary for the investigation or resolution of the grievance.

~~No person filing a complaint under this section shall be subject to any adverse action by the College or any employee of the College. Any person acting in a manner deemed to be retaliatory for the filing of a complaint under this Rule shall be subject to appropriate disciplinary action. Any person filing a complaint under this Rule, which complaint is determined to have been filed in bad faith or for purposes of harassment, embarrassment or to disrupt the orderly operation of the College may be subject to disciplinary action.~~

#### **Anti-Retaliation and Bad Faith Complaints:**

No employee or applicant shall be subject to retaliation for initiating a grievance. Any retaliatory action will be subject to disciplinary measures. Complaints determined to have been submitted in bad faith or for improper purposes may be subject to disciplinary action as well.

Rule Adopted: 9/13/73; 8/25/75; 8/16/76; 11/19/79; 6/13/83; 5/19/86; 11/16/87; 7/11/88;  
10/21/97; 1/16/07; ■10/8/07; ■9/2/08; ■11/20/17; ■

Effective Date: 9/13/73; 10/7/75; 9/15/76; 11/19/79; 6/13/83; 5/19/86; 11/16/87; 7/11/88;  
10/21/97; 1/16/07; ■10/8/07; ■9/2/08; ■11/20/17; ■

- *President's Cabinet approval – Non-Substantive/Editorial*
- *President's Administrative Leadership Team approval – Non-Substantive/Editorial*



6Hx19-2.39

Resolution of Employee/Applicant Grievances

Legal Authority:

General Authority: Florida Statutes: 1000.05; 1001.64; 1001.65

Other References: Florida Administrative Code: 6A-19.001-010

Law Implemented: Florida Statutes: 112.042; 112.043; 1000.05; 1001.64((1)(2)(4)(18)(43)(44);  
1001.65(1)(3)(16)(24)

Proposer: ~~Jesse Pisors~~ Timothy L. Beard, President

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

**May 20, 2025**

**District Board of Trustees Rule 6Hx19-2.39**

**RESOLUTION OF EMPLOYEE/APPLICANT GRIEVANCES**

**PURPOSE:**

The proposed amendment revises the language for grievants who want to request assistance during the process of a employee/applicant grievance and the names of departments that are available to assist the grievant.

**PROPOSED REGULATORY COSTS:**

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

The amended Rule applies to College employees and students, including faculty and temporary employees.

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 ~~separating retiring~~ from PHSC who meets the criteria for Separation or Death retirement as stated in Board Rule 6Hx19-2.53, Payment of Accumulated Sick Leave Uponat Separation 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: Jesse Pisors, 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)**

**May 20, 2025**

**District Board of Trustees Rule 6Hx19-2.40**

**Resignation/Retirement**

**PURPOSE:**

The proposed amendment changes the criteria for payment of accumulated sick leave from retirement to separation or death in accordance with criteria in Board Rule 6Hx19-2.53.

**PROPOSED REGULATORY COSTS:**

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

The amended Rule applies to College employees.

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).

**PASCO-HERNANDO STATE COLLEGE  
DISTRICT BOARD OF TRUSTEES  
2024-2025 SELF-EVALUATION FORM**

On a scale of: SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

Please select what best indicates your level of agreement or disagreement with each statement in the drop-down menu.

1. Board members work well together.	
2. There is a high level of trust among Board members.	
3. Communication among Board members at meetings is conducive to a productive working environment.	
4. The Board recognizes and utilizes the strengths of each of its individual members.	
5. Individual Board members actively participate in Board activities and decisions.	
6. Board members have an appropriate range of expertise and Board experience.	
7. Most Board members devote adequate time to their Board responsibilities.	
8. Board members understand how to get things done.	
9. The Board focuses on substantial policy matters and not on administrative details.	
10. Board members look beyond their own priorities to focus on the Board's overall agenda.	
11. The Board understands and adheres to the boundaries between Board and management roles.	
12. The leadership of the Board runs effective meetings.	
13. Roles and responsibilities of Board members are clear.	
14. The Board has an effective problem-solving process.	
15. The Board periodically reviews the Mission Statement and Objectives to determine both current and future direction of the organization.	
16. The Board regularly refers to approved goals, objectives and plans to guide its decision-making process.	
17. The advance information Board members receive for Board meetings is adequate.	
18. The Board regularly gets financial information that is timely and useful.	
19. The Board has adequate opportunity to discuss trends in the organization's financial performance.	
20. Board members have adequate opportunity to review and discuss the college's performance in educational programs and student services.	
21. Communication between Board members and President or staff is conducive to a productive working environment.	
22. Board members can discuss their ideas and concerns with each other openly during public meetings, workshops, training sessions, etc.	
23. The Board responds well to change.	
24. The Board welcomes ideas for improving its effectiveness.	
25. There are sufficient opportunities for Board training.	
26. Overall, how would you rate the effectiveness of the Board?	

Comments:

TO: Mr. Andrea Brvenik, Acting President

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

SUBJECT: Summer Camp Offering – Addition

DATE: Tuesday, May 20, 2025

---

This proposal is for an additional summer camp offering, building on those that were approved at the January District Board of Trustees meeting, to be hosted at our Porter Campus in July and August of 2025. All offerings are created and hosted by the Division of Workforce Development and Career & Technical Education.

The **Healthcare Discovery Camp** is a new offering this year, which costs \$150 to participate and is available to students entered grades 6 through 12 (i.e., middle and high school aged children). Enclosed is a summary of the summer camp offering detailing enrollment limits, objectives, etc.

This proposal was reviewed and approved by the President's Administrative Leadership Team (PALT) during a meeting on Tuesday, May 6, 2025. Academic Affairs presents these summer camp offerings to the District Board of Trustees (DBOT) as an approval item during its meeting on Tuesday, May 20, 2025.



## **Healthcare Discovery Camp – New Offering**

**Location:** Porter Campus

**Camp Fee:** \$150.00

**Max Enrollment:** 30 (15 per section)

**Proposed Dates:**

- July 28, 2025 – July 31, 2025
- August 4, 2025 – August 7, 2025

**Time:** 9:30 am – 12:30 pm daily

**Instructors:**

- PHSC Nursing, Surgical Technology, and EMS Program Faculty
- Guest speakers from local pharmacies and partner hospitals

**Eligible Participants:** Students entering grades 6 through 12 (i.e., middle and high school)

**Program Overview and Objective:**

The Healthcare Discovery Summer Camp, hosted by the Institute for Nursing and Allied Health Advancement at PHSC, is designed to spark curiosity and enthusiasm for careers in healthcare among middle and high school students. Through a fun, hands-on learning environment, students will explore real-world applications in nursing, medicine, surgical technology, pharmacy, and other healthcare professions.

**Camp Schedule:**

- Day 1: Life-Saving Skills (3 hours)
  - CPR Heart Saver Certification
  - Learn the fundamentals of emergency response from certified instructors.
- Day 2: Behind the Scenes in Healthcare
  - Surgical Technology & Pharmacy Labs (3 hours)
  - Glove up for mock surgical prep and explore how medications are prepared and dispensed.
- Day 3: Nursing & Medicine in Action (3 hours)
  - Engage in basic clinical assessments, use of simulation mannequins, and explore healthcare diagnostics.
- Day 4: Emergency Response Simulation (3 hours)
  - Disaster Day!
  - Put all your new skills to the test in a high-energy disaster response simulation scenario alongside nurses, medics, and faculty mentors.

**Key Features:**

- Hands-on learning with PHSC healthcare faculty and simulation equipment.
- CPR certification through the American Heart Association Heart Saver course.
- Group activities designed to encourage teamwork, leadership, and communication.
- A certificate of participation for all campers.



PASCO-HERNANDO STATE COLLEGE

**Dual Enrollment Agreement  
Non-Public/Private and Home Schools**

TO: Mr. Andrea Brvenik, Acting President

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

SUBJECT: 2025-2026 Hernando County School Board Articulation Agreement

DATE: Tuesday, May 20, 2025

---

I am submitting the attached proposed Dual Enrollment Articulation Agreement between PHSC and the District School Board of Hernando County for review and approval by Pasco-Hernando State College's District Board of Trustees at its May 20, 2025 meeting:

- 2025-2026 District School Board of Hernando County Dual Enrollment Agreement

Once approved by the District Board of Trustees, a signed Articulation Agreement will be forwarded to the Department of Education.

**District School Board of Hernando County**  
**and**  
**Pasco-Hernando State College**  
**Dual Enrollment Agreement**  
**20245-20265**

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## District School Board of Hernando County

### And Pasco-Hernando State College

#### Dual Enrollment Agreement

2024~~5~~-2026~~5~~

#### I. Dual Enrollment Agreement

This Agreement is made by and between the District Board of Trustees of Pasco-Hernando State College, Florida (hereafter "PHSC") and the District School Board of Hernando County (hereafter "HCSB") and is a modification of all existing articulation agreements. This Agreement is intended to implement Florida Statutes, Chapter 1007.271, and State Board of Education Rule 6A-10.024. This Agreement also incorporates the "Statement of Standards" (which can be found at [www.fldoe.org](http://www.fldoe.org) under Dual Enrollment Statement of Standards) adopted by the Florida Community College System's Council of Presidents on February 23, 2007, and the Revised/Updated "Statement of Standards" adopted by the Council of Presidents on September 4, 2008, the purposes of which are to "ensure appropriate levels of student achievement and equivalent quality of programs regardless of method of instruction or location of program."

Per Statement of Standards S1, Shared Vision, this Agreement is to be developed, revised, and submitted annually as a means of promoting collaborative strategic planning and effective resource management. Additionally, this Agreement delineates institutional responsibilities to inform students and parents about articulated acceleration program options, eligibility criteria to ensure college readiness, the process for monitoring student performance, and the criteria by which the quality of dual enrollment programs are to be judged. Via the provisions of this agreement, as indicated in Statement of Standards S2, Articulation and Partnership Implementation, the HCSB and PHSC are committed to sharing resources, forming partnerships with private industries, and implementing innovative strategies, student and faculty workshops, and parental involvement activities that serve the needs of our local community. Further, as indicated in Statement of Standards S3, Continuous Improvement, this Agreement outlines strategies for collaborative professional development to improve instructional efficacy, encourage the use of instructional technologies, address critical needs, and support in-service initiatives.

It is also the specific purpose of this Agreement to allow for eligible high school students to enroll in certain college and career-level courses and to receive credit for such courses from both the HCSB and PHSC. Understanding that students at charter schools are public school students, except where noted, the policies, procedures, terms, and conditions which govern the participation and tuition payment arrangements, as stated in this Agreement, shall also apply to all charter school students and charter schools operating within the jurisdiction of the District School Board of Hernando County, FL.

The following terms and conditions shall govern the eligibility and enrollment of the students and the administration of the high school and college courses offered via dual enrollment effective August 2, 2024~~5~~ and ending August 1, 2026~~5~~.

### Composition of Dual Enrollment Steering Committee

The Dual Enrollment Committee is co-chaired by the Assistant Dean of Accelerated Learning from PHSC and the Supervisor of College and Career Programs from the HCSB. Committee members from PHSC and the HCSB include:

The Dual Enrollment Steering Committee Membership	
Pasco-Hernando State College	Hernando County Public Schools District
Assistant Dean of Accelerated Learning co-chair	Supervisor of College and Career Programs, co-chair
Vice President, Chief Academic Officer/College Provost	Director of Student Services
Senior Vice President Chief Student Affairs	College and Career Programs Manager
Associate Vice President of Academic Affairs <del>and</del>	College and Career Programs Assistant
<del>Provost, West Campus</del>	College and Career Specialist(s)
Provost, North Campus	one (1) high school principal
Provost, Spring Hill Campus	Supervisor of Assessment and Accountability
<del>Assistant Vice President and</del> Dean of Arts and Sciences	one (1) high school counselor
Dean of Nursing and Health Programs	one (1) high school dual enrollment instructor
Dean of Workforce Development, Career and Technical Education	
Assistant Vice President of Student Affairs	
Assistant Vice President of Admissions and Dean of the Office of Enrollment Management	
Associate Dean of Academic Affairs and Retention Services, North Campus	
Associate Dean of Academic Affairs and Retention Services, Spring Hill Campus	
Director of Institutional Technology	
Associate Dean of Arts and Sciences	
Assistant Dean of Student Affairs, North Campus	
Assistant Dean of Student Affairs, Spring Hill Campus	
Director Testing Services	
Assistant Director of Career Services	
Director of Student Financial Services	
Director of Student Accessibility Services	
Follett Representative	

### Role of the Dual Enrollment Steering Committee

The Dual Enrollment Steering Committee meets a minimum of two times annually and more often, if necessary. The role of the Dual Enrollment Steering Committee is to work collaboratively to develop and revise the Dual Enrollment Agreement that exists between PHSC and the School Board. This includes, but is not limited to the following topics:

- Establishing and maintaining administrative relationships between PHSC and the HCSB.
- Developing procedures for providing courses at PHSC and on high school campuses.



- c. Identifying courses and programs to be offered, and the institutional responsibilities for related costs.
- d. Coordinating courses with the high school curriculum.
- e. Assuring transferability of courses.
- f. Establishing policies and procedures pertaining to articulated Career Academies.
- g. Determining procedures to inform students and parents/guardians about dual enrollment eligibility criteria, access, and opportunities.
- h. Identifying responsibilities for providing student transportation.
- i. Establishing procedures through which academic advisement, guidance, and career planning will occur.
- j. Monitoring student progress.
- k. Developing a Remedial Reduction Plan and its anticipated outcomes.
- l. Coordinating policies regarding services for students with disabilities.
- m. Establishing dual enrollment textbook procedures.
- n. Determining qualifications, selection, screening, and assessment of instructors; and

### **Amendments to this Agreement**

This agreement, once it has been signed by PHSC and the HCSB and sent to the State, can only be amended in accordance with Florida Rules and will remain in effect throughout the academic year for which it was established. To the extent authorized by Florida law, the parties indemnify and hold harmless each other and/or all of its officers, employees, or agents from any and all suits, claims, demands, actions, causes of actions, judgments, liability, loss, damage, attorney's fees, court costs or expenses of any kind, which each party, its officer, employees or agents, may incur arising from the negligence of the other party during the performance of any provision of this agreement or from the activities of the HCSB and PHSC personnel, students, faculty, as aforesaid under the provisions of the Agreement.

## **II. Process to Inform Students and Parents of Dual Enrollment Opportunities**

### **Procedures to Notify Students about the Option to Participate**

Information pertaining to dual enrollment will be made available by PHSC to students at the college's website, [www.phsc.edu](http://www.phsc.edu)

Each HCSB high school will advertise dual enrollment throughout the school via a variety of technology,

including emails to students and use of the high school Instructional Television (ITV) system each semester, posting the information on the school-wide video system, on each individual high school's web page, and making high school public announcements in the morning and in the afternoon. High school personnel direct students to meet with their high school counselor if they are interested in learning more about participation in dual enrollment. High school counselors will review with the student criteria for participation in the dual enrollment program. This will occur during the registration period each semester. High school counselors will advise students and ensure that the selected courses will meet high school graduation requirements.

### **Procedures to Notify Parents/Guardians about the Availability of the Dual Enrollment Option**

Information pertaining to dual enrollment will be made available by PHSC to parents at the college's website ([www.phsc.edu](http://www.phsc.edu)).

Parents/guardians will be notified about the option for their child to participate in dual enrollment courses through a variety of means, including quarterly school newsletters, regular individual guidance by high school counselors, annual events and curriculum fairs, and year-round through district and school websites. Information will also be available to parents/guardians at the college's website, PHSC's online College Catalog/Student Handbook and on the HCSB website ([hernandoschools.org](http://hernandoschools.org)). Students must also have the approval of a parent or legal guardian and their high school counselor or principal's designee as indicated on the online Dual Enrollment Request Form

### **III. Courses and Programs Available to Eligible Dual Enrollment Students**

Pasco-Hernando State College's District Board of Trustees may establish additional initial student eligibility requirements to ensure student readiness for postsecondary instruction (F.S. 1007.271(3)).

#### **College Credit Courses Available Through Dual Enrollment**

Articulation agreements exist that allow students to receive credit toward specific associate degrees, certificates, or selected courses. Current law allows for any course in the Statewide Course Numbering System, except for remedial courses and physical education skills courses, to be offered as dual enrollment. Only college courses as specified in the Florida Department of Education Articulation Coordinating Committee Statewide Agreement for Dual Enrollment Courses - High School Subject Area Equivalency List are eligible for dual enrollment. The most up-to-date Equivalency List can be found at [www.fldoe.org](http://www.fldoe.org) Eligible courses may be taken in any format that the College offers them unless otherwise specified in the Agreement. This listing shall be updated from year to year and courses may be added to the list or deleted from the list at the sole discretion of PHSC.

#### **Technical Credit Courses Available Through Dual Enrollment Both on High School Campuses and PHSC Campuses**

Career certificate courses offered on either the high school or PHSC campuses will be eligible for dual enrollment status. For every 150 clock hours successfully completed, the student will earn one high school elective credit. Please refer to the Practical Arts section of the Dual Enrollment – High School Subject Area Equivalency List.

### **Limited Access Programs**

Limited access programs are not eligible for dual enrollment. (Dental Assisting, Dental Hygiene, Paramedic, Practical Nursing, Radiography, Registered Nursing, Surgical Technology, Law Enforcement, Corrections, Fire Academy, and Professional Pilot)

### **Student Participation in Co-Curricular Activities**

DE students may participate in high school athletic programs at their originating high school but are prohibited by NJCAA rules from participating in collegiate athletic programs. DE students may participate in all other PHSC co-curricular activities.

## **IV. Procedures for Participation in Dual Enrollment Courses**

Process for students and parents/guardians to exercise options to participate in dual enrollment:

- Students meet with high school counselors to verify eligibility, complete online dual enrollment application, provide qualifying test scores, initiate course request, and register for classes.
- Parent/guardian approval is required on course request.

### **Dual Enrollment Dates and Deadlines**

All relevant admissions and registration dates and deadlines pertaining to dual enrollment are available online in PHSC's College Catalog/Student Handbook. Additionally, high school counselors and PHSC academic advisors provide verbal notice to students of relevant dates and deadlines pertaining to dual enrollment.

Students are responsible for adhering to all dates and deadlines.

### **Initial Eligibility for College Level Academic Credit Courses (Includes College Credit ATD, College Credit Certificate, AA, and AS)**

As indicated in Florida Statutes, Chapter 1007.271(3) and the Statement of Standards S1, Grade Point Average (GPA), any student enrolling in dual enrollment college credit classes must qualify with a minimum cumulative unweighted high school grade point average (GPA) of 3.0000.

All students who plan to enroll in dual enrollment academic college credit courses must demonstrate college readiness. They may do so either by achieving satisfactory scores on a common placement test, or by earning postsecondary credit for English Composition I and/or college-level Mathematics. A student who takes an Advanced Placement (AP), AICE and/or IB course and passes the corresponding examination for which they will earn postsecondary credit must provide PHSC with the AP, AICE or IB official transcript showing their passing scores to have the credit included on their official PHSC transcript to be used for placement purposes. CLEP test scores may also be used to demonstrate college readiness. The College Board provides official CLEP scores to PHSC. Students should request for scores to be sent to PHSC and the postsecondary credit must be reflected on the student's PHSC record to be used for placement purposes.

A satisfactory score on a common placement test approved by the Florida Department of Education will

demonstrate readiness for college level work as established in State Board of Education Rule 6A-10.0315. A complete common placement test score (all subjects: English, Reading, and Mathematics), or a combination of earned postsecondary credit and common placement test scores, must be on file with PHSC prior to the academic advisor approving course requests. At PHSC testing sites, students are permitted two (2) attempts within a two-year period to achieve a satisfactory common placement test score. The first attempt is free and there is a small fee for the second attempt. Students who do not achieve a satisfactory score (test into ENC 1101 in both Reading and English/Sentence Skills) on a common placement test approved by the Florida Department of Education, and have not earned postsecondary credit for ENC 1101, will not be eligible for any dual enrollment academic college credit course.

Additionally, dual enrollment students whose common placement test scores have not placed them into college level coursework in mathematics may take a maximum of 12 college credits that do not have a mathematics prerequisite before providing adequate common placement test scores. If college levels in mathematics are not achieved by the time the student completes 12 college credits, the student will be restricted from continuing as a dual enrollment student.

Students who complete the required credits for the four-year option for high school graduation by the middle of their senior year and elect to stay in high school and who satisfy dual enrollment eligibility requirements may take dual enrollment courses.

#### **Exceptions to Statutorily Mandated Admissions Criteria – College Level Academic Courses**

In very rare instances, a student with grave extenuating circumstances may request, via their school counselor, permission to appeal the unweighted 3.0 GPA requirement. Full documentation for the extenuating circumstances must be included with the student's written request. If approved by the high school and school district, the request packet will then be sent to Assistant Dean of Accelerated Learning. The Assistant Dean of Accelerated Learning will then review the request for final decision, according to College's guidelines regarding extenuating circumstances.

The HCSB and PBSC mutually agree to extend dual enrollment participation for 12<sup>th</sup> grade students who do not meet all statutory eligibility requirements. The student must be:

- High School Dual Enrollment age-eligible
- Have a 3.0 unweighted high school GPA.
- Attempt all portions of the PERT (or an appropriate placement test equivalent) before registration and after the course concludes.

These students are eligible to take SLS1501 and/or HSC2531 at the high school campuses only.

#### **Initial Eligibility for Career Certificate Dual Enrollment (Postsecondary Adult Vocational, PSAV) Career Certificates**

As indicated in Florida Statutes, Chapter 1007.271(3), and the Statement of Standards S1, Grade Point Average, any student enrolling in dual enrollment career-level coursework must have a minimum of a cumulative unweighted high school grade point average of 2.0000 for technical (career) certificate courses.

Students pursuing a 24-credit regular high school diploma, through adult education, and who will not have reached their twenty-second birthday by the last day of class in a particular term, are eligible to enroll in dual enrollment courses on PHSC's campuses.

## Exceptions to Statutorily Mandated Admissions Criteria – Career Certificate Courses

A middle school GPA of 3.0000 is acceptable for enrollment in career certificate courses.

## Application, Registration Forms and Processes

Prior to applying to PHSC, dual enrollment students must meet with their high school counselor to confirm that they meet eligibility requirements for the dual enrollment program.

### Application Deadline:

Students wishing to take dual enrollment courses at the high school campus, PHSC campuses, or through distance education (online) must submit the online application ~~by~~ August 5, 2024 with a priority deadline of July 15, 2025, and a final deadline of August 1, 2025 for Fall, December 12, 2025 for Spring, and May 5, 2025 for Summer.

Late applications will not be accepted except under extenuating circumstances (i.e., late change in schools) and may be made only when approved by the Superintendent of Schools or district designee and the PHSC Vice President, Chief Academic Officer, or designee.

Once a new dual enrollment student has completed the online application, PHSC must receive verification of the student's qualifying unweighted high school GPA of 3.0 or higher.

Pasco-Hernando State College (PHSC) has an online Dual Enrollment (DE) application/registration process. Instructions for online application and registration for dual enrollment classes is available on the PHSC website and is provided to the HCSB for distribution.

### Dual Enrollment Request Form:

PHSC will provide Hernando County Schools with the link to the online dual enrollment course request form four (4) weeks before dual enrollment registration begins. The signatures of the parent, student, and high school counselor or principal's designee are required on the online Dual Enrollment Request Form.

Applications and Enrollment Request forms will be processed in the order received and may not be processed in time for the registration deadline. Early submission is highly encouraged.

## Eligibility for Continued Participation in Dual Enrollment

a. Students seeking to continue enrolling in **academic credit** courses must maintain a minimum 3.0000 unweighted cumulative high school GPA.

b. Students seeking to continue enrolling in **technical credit** courses must maintain a minimum 2.0000 unweighted cumulative high school GPA.

c. Each semester students must have permission from a parent or legal guardian, a high school counselor and a PHSC academic advisor via the online registration process completed.

d. Students must maintain good academic standing which is defined as a 2.0 cumulative GPA for all hours attempted at PHSC. “Attempted” means all credit hours in which students are enrolled after the drop/add deadline date. PHSC evaluates students for academic progress at the end of each semester. Students who do not maintain good academic standing will be notified in writing by PHSC. PHSC’s Executive Director of Enterprise Systems will send an electronic report to the HCSB Information Services Department designee at the HCSB Office. In determining academic progress all college credits will be included.

Those students who do not maintain an overall cumulative unweighted 3.0 high school GPA and a 2.0 cumulative GPA in all PHSC dual enrollment courses will not be allowed to continue participating in the dual enrollment program with PHSC. Any requests for exceptions to the 2.0 GPA requirement will require a written letter from the student, documentation supporting grave extenuating circumstances, and approval from the Principal or designee. This formal request for an exception will be submitted to the Executive Vice President, Chief Academic Officer/College Provost, or designee for consideration.

e. High schools will verify a student’s high school GPA eligibility for dual enrollment at the end of each high school semester and HCSB will notify PHSC in January and June each year of the names of students who are currently enrolled and did not maintain the unweighted 3.0 high school GPA as required by Florida Statute 1007.271 (3) for continuing participation in dual enrollment. The January list will not affect students currently enrolled in spring term classes, and the June list will not affect students currently enrolled in summer term classes – however, registration in future semesters may be restricted. In very rare instances, a student with grave extenuating circumstances may request, via their school counselor, permission to appeal the unweighted 3.0 GPA requirement. Full documentation for the extenuating circumstances must be included with the student’s written request. If approved by the high school and school district, the request packet will then be sent to the Assistant Dean of Accelerated Learning. The Assistant Dean of Accelerated Learning will then review the request for final decision, according to College’s guidelines regarding extenuating circumstances.

f. A student must complete his/her initial program of study with PHSC prior to being eligible to take further courses in an additional program of study under the dual enrollment articulation agreement. Students, who complete their program of study while enrolled in the Dual Enrollment Program, may continue to take DE courses to satisfy SUS program prerequisites.

g. A student who withdraws from two college courses in a term will be ineligible for dual enrollment in the subsequent high school semester.

h. A student who is withdrawn by the college from a college course due to non-attendance will be ineligible for dual enrollment in the subsequent high school semester.

## **V. College Credit Courses Available Through Dual Enrollment on the High School Campuses**

Academic college credit or career certificate courses may be provided at each HCSB high school for grades 6, 7, 8, 9, 10, 11, and 12.

### **SACSCOC Off-Campus Instructional Site 49% Rule**

In accordance with the Southern Association of College and Schools Commission on Colleges (SACSCOC) criteria, students cannot earn more than 49% of college credit toward a program (i.e., twenty-nine (29) credit hours towards the AA degree) at a an individual location other than a PHSC campus (e.g., a specific

high school campus). To ensure compliance with SACSCOC criteria, Hernando County Schools and PHSC will collaboratively monitor the number of credit hours offered at each individual off-campus instructional site to guarantee that no more than 29 credit hours are offered over the span of four (4) consecutive years, and that no student can attempt more than 49% of his or her college degree at any individual location other than on a PHSC campus or online with PHSC.

### **Annual Course Requests**

The Supervisor of College and Career Programs (Hernando County) will send a request for dual enrollment courses to be taught on the high school campuses for the upcoming academic year to the Assistant Dean of Accelerated Learning for approval by the Associate Vice President of Academic Affairs and Chief Academic Officer/College Provost or designee **by June 30th of each year**. The request for dual enrollment course will list the course prefix, course number, course title, number of sections, and instructor information for each term (fall/spring) by high school. Approved courses will be added to the course schedule.

If a request is received after June 30<sup>th</sup>, courses cannot be approved for the Fall semester unless an approved instructor leaves before the semester begins.

### **High School Credit**

The courses, with a designated weight of 1.0 as indicated in the Dual Enrollment Course-High School Subject Area Equivalency List shall be eligible to be offered on a high school campus. The Equivalency List is available at [fldoe.org](http://fldoe.org). Only PHSC dual enrollment students will be enrolled in dual enrollment courses offered on a high school campus in accordance with SACSCOC policy.

Three-credit (or equivalent) postsecondary courses taken through dual enrollment not listed in the Florida Department of Education Dual Enrollment Course – High School Subject Area Equivalency List, shall be awarded at least 0.5 high school credits (postsecondary courses offered for fewer than three (3) credits may earn less than 0.5 high school credits), as an elective.

Instructors from the HCSB and PHSC will be used to conduct these courses.

PHSC and the HCSB will offer on-campus dual enrollment courses on HCSB campuses in which only HCSB students may enroll during the normal high school day and during normal school periods throughout the academic year. After regular high school hours, PHSC students may attend PHSC courses offered on HCSB campuses.

Students must take dual enrollment courses offered on the high school campus or Hernando eSchool, if they are offered there prior to enrolling in these courses at PHSC.

NOTE: No student will be allowed duplicate credit based on enrollment in both an AP and dual enrollment course per Florida Statutes, Chapter 1007.272. Students who take AP, AICE, or IB classes and achieve a passing score on the corresponding exam are not permitted to take the same course as dual enrollment for a grade. These students must provide PHSC with an official AP, AICE, or IB transcript showing their passing scores to have these scores included in their official PHSC transcript.

Registration of students taking dual enrollment courses held at the high school will be completed electronically in coordination between the HCSB and PHSC data processing departments. Before data transfer, the DE high school instructors will verify the accuracy of their class roster, and high school

counselors will ensure that students have completed an Enrollment Request form. All Enrollment Request Forms must have been approved before registration can occur.

### **Courses Not Approved for Dual Enrollment on the High School Campuses**

Mathematics: MAT1033

\*\*MAT1033 can be taught at the Early College Program high school locations (Hernando and Weeki Wachee High Schools) if the faculty member is credentialed to teach the course and the faculty member is trained on the ALEKS system software.

Natural Sciences: Lab science classes such as: BSC2010/L, BSC2011/L, CHM1025/L, CHM2045/L, CHM2046/L

Courses associated with educational pathways at PHSC's Instructional Performing Arts Center (IPAC): Dance, Music, Theatre, and Digital Media courses.

## **VI. Registration Policies**

Students must meet the stated pre-requisite(s) and/or co-requisite(s) for each course.

Students and high school counselors will select courses for a dual enrollment student; however, it is the responsibility of PHSC to verify that the student meets the requirements for enrollment in a course. PHSC academic advisors will review and verify all grade and pre-requisite requirements prior to approving the courses. If a student does not meet the pre-requisite, whether through a common placement test score or previous coursework, the request will be denied.

**Students may only request overrides into full class sections if they are in their final semester of the AA degree and the course is required for graduation.**

It is College policy that students cannot join a class that has already started.

High school dual enrollment students must comply with PHSC's and the HCSB's procedures, timelines, and guidelines for adding, dropping, or withdrawing from dual enrollment courses. Dual Enrollment students may not be added to or withdrawn from a course without the signature/approval from the high school counselor. Additionally, students must follow the add/drop semester dates posted by PHSC.

### **Maximum Course Loads**

The maximum student course load in fall (Term I) and spring (Term II) is sixteen (16) credit hours. The maximum course load in summer (Term III) is determined by grade level.

Hernando County DE students may enroll in face-to-face or online sections of courses in Term I or Term II. Hernando County dual enrollment students are permitted to enroll in a 10-week term in the Fall or Spring terms only, if the extenuating circumstances/hardship is approved by their high school principal. The district designee will then communicate with PHSC to ensure the student is enrolled in the 10-week term in a timely manner.

Hernando County dual enrollment students are not eligible for terms shorter than 10 weeks.



**Sixth grade through eighth grade** students who are eligible to take dual enrollment classes may do so only at the high school and may enroll in up to three (3) credit hours per semester: fall (Term I), spring (Term II)

**Ninth grade** students who are eligible to take dual enrollment classes can take one course per semester (3-4 credit hours). The course can be at the high school campus or offered online at PHSC. ~~may do so at the high school and may choose to enroll in one course (3 or 4 credit hour maximum) offered online by PHSC per semester:~~ fall (Term I), spring (Term II), and summer (Term III only).

**Tenth grade** students eligible to take dual enrollment classes may choose to enroll in up to seven (7) credit hours of their maximum course load in sections of courses offered at the high school campus or on PHSC campuses or online in the. ~~They may access additional sections of courses, up to the maximum course load (sixteen (16) credit hours), on their high school campus per semester:~~ fall (Term I), spring (Term II), ~~with the permission of a high school counselor or administrator and~~ and ~~In summer (Term III only) they may enroll in up to seven (7) credit hours.~~

**Eleventh grade** students eligible to take dual enrollment classes may enroll in a maximum course load of sixteen (16) credit hours in the fall (Term I) and spring (Term II) semesters and up to eight (8) credit hours in the summer semester (Term III only).

**Twelfth grade** students eligible to take dual enrollment classes may enroll in a maximum course load of sixteen (16) credit hours in the fall (Term I) and spring (Term II) semesters. They may take dual enrollment classes at the high school, on PHSC campuses, or online. They are not eligible to take dual enrollment classes in the summer of their graduating year.

### Allowed Course Attempts

Students will be permitted one attempt per dual enrollment course; thus, grade forgiveness is not permitted for dual enrollment students. A withdrawal from a dual enrollment course will count as an attempt at a course.

In very rare instances, a student with grave extenuating circumstances may request, via their counselor, permission to repeat a previously attempted course. Full documentation of the extenuating circumstances must be included with the student's written request. If approved by the high school, this request packet will then be sent to the Assistant Dean of Student Affairs at the appropriate campus. The Assistant Dean of Student Affairs will then review the request and forward it to the Dean Assistant Vice President of Student Affairs for final decision, according to College guidelines regarding extenuating circumstances. If the repeat attempt is approved through this process, grade forgiveness will occur and the grade from the second attempt will be used when calculating the student's PHSC cumulative GPA.

### Weighting of Dual Enrollment Course Grades

Dual enrollment college level academic credit courses will be weighted at 1.0. No HCSB course in Hernando County receives a higher weight per Florida Statutes, Chapter 1007.271(18).

Career certificate courses offered on either the high school or the PHSC campus will be eligible for dual enrollment status. For every 150 clock hours successfully completed, the student will earn one high school elective credit.

## Student Grade Distribution

PHSC's Associate Dean of Enterprise Systems will send an electronic file containing dual enrollment students' grades to the HCSB's Information Systems (IS) contact after the College's semester ends. Upon receiving dual enrollment grades from PHSC's Executive Director of Enterprise Systems, the HCSB's IS contact will enter grades into ~~TERMS~~Skyward, and then send the grades to the high schools electronically. Students may access grades through their PHSC student account, or through Skyward

## Assurance of High School Credit and Transferability of Courses

Approved and offered dual enrollment courses will be used to fulfill high school credit graduation requirements or elective credit. All dual enrollment courses offered will meet the guidelines for transferability of credit under Florida Statutes Chapter 1007.271(12).

## VII. Plan for Providing Advising and Guidance Services

### Academic Advising

High school counselors and or Career Technical Education Specialists together with PHSC academic advisors will provide academic advisement services (i.e., individual and/or classroom guidance, college workshops and college days/nights) on dual enrollment, college majors, and course and program prerequisites, and weighting systems to students. In addition, high school counselors and/or CTE specialists will assist dual enrollment students with consideration of future educational and career planning. Students should check with their high school counselor to ensure that courses taken will meet all requirements for high school graduation and Bright Futures scholarships.

Each dual enrollment student is strongly encouraged to meet with a PHSC academic advisor and a high school counselor prior to registration at least once per semester that the student plans to enroll in dual enrollment courses. Students are advised of the expectations for continued dual enrollment eligibility during these advising sessions. For additional information on program(s) of study, students should refer to Academic Programs in the current PHSC catalog.

College-Level Course Expectations: In accordance with Statement of Standards E2, Early College Course Expectations, students and parents/guardians should be informed by high school counselors and PHSC academic advisors of college-level course expectations. Advising should include, but is not limited to, requirements for PHSC programs, prerequisites for classes, common university transfer requirements, information indicating that registration, drop/add, and withdrawal dates may not be altered; that two to three hours of homework are expected for each hour spent in class, that assignment deadlines are firm, that General Education courses require completion with a grade of "C" or higher and that all grades, including withdrawals, will become part of the student's permanent collegiate, academic transcript. It should be noted that the curriculum offered is a college credit curriculum. Course syllabi are available for students and parents to review during the drop/add period each semester. Course descriptions are available in the online PHSC College Catalog/Student Handbook.

Students seeking their AA degree are encouraged to meet with a PHSC Academic Advisor to ensure they are meeting all requirements for high school and AA degree completion. Each area high school has an assigned Academic Advisor from PHSC that students can meet with virtually, at the high school campus, or at a PHSC campus.

## **Development of a Student Plan**

To have a future goal orientation focus, high school students will develop and follow a four-year program of study leading to college entrance, post-secondary education, or workforce entry.

Using a school district determined platform, students and school counselors will develop a plan, which may include dual enrollment courses. It is recommended that this plan be updated annually. If a student should develop a plan that will result in an Applied Technology Diploma, an Associate in Science Degree, or an Associate in Arts Degree, academic advisors may contribute to the construction of this student plan as requested by school counselors and students. Alternatively, if the student identifies a baccalaureate degree as the student plan objective, the student will be advised by the school counselor and/or career specialists and/or PHSC academic advisor to ensure that courses will meet the General Education requirements and any pre-requisite and/or transfer requirements for entrance into the selected baccalaureate degree program.

## **VIII. College –Level Course Expectations**

### **Course Content**

The Statement of Standards E3, Educational Planning indicates that college course materials and class discussions will be appropriate for college-level instruction and may reflect topics not typically included in secondary courses. Courses will not be modified to the high school level to accommodate variations in student age and/or maturity. It is strongly recommended that the background and maturity level of the student be considered prior to registration in any college credit course. Students and parents/guardians are advised that Pasco-Hernando State College courses, textbooks, materials, and lectures are developed for the adult student, age 18 or older, and will not be modified or changed to accommodate younger students.

### **Attendance**

Students taking classes on PHSC campuses, or online with PHSC, should be aware that faculty are required to take and record class attendance and confirm active participation in online course assignments. Students who fail to attend class for a period of two consecutive weeks, or are not active in an online class, are reported as a W2 using the attendance verification process. This effectively removes the student from the class and the student will not see the course as active in Canvas or have access to the course. The student may not be reinstated by the instructor but may request reinstatement through the Exception Memo process, which would require approval from the instructor and the appropriate dean. Students should contact the Student Affairs/Academic Advising office for guidance.

**Note:** College-level courses require class attendance and students who miss more than one class period may suffer grade penalties which cannot be made up.

### **Student Behavior/Suspension Policy**

All dual enrollment students must abide by all PHSC policies and procedures including, but not limited to PHSC's Student Code of Conduct as stated in the online PHSC College Catalog/Student Handbook. Students understand that if they violate any items in either the PHSC or HCSB Codes of Student Conduct, they may

be denied participation in dual enrollment on both PHSC campuses and HCSB high school campuses.

In accordance with Statement of Standards E1, Classroom Atmosphere, dual enrollment courses taught on a high school campus are expected to achieve and maintain a college- like atmosphere. Students who behave in a manner which is disruptive to the learning environment may be subject to disciplinary action and/or may lose the opportunity to participate in the dual enrollment program.

If the alleged disruption occurs in a dual enrollment class at the high school, the high school administrators may take proper action based on the high school Code of Student Conduct and report the incident and the action taken to the appropriate Assistant Dean of Student Affairs to initiate a PHSC student disciplinary investigation as outlined in the PHSC disciplinary process. Violations of the PHSC Code of Student Conduct whether at PHSC or online, will be addressed and investigated by the Assistant Dean of Student Affairs and Enrollment Management per the PHSC disciplinary procedures. Any safety and security concerns should be addressed immediately by the on-site administrators according to their policies. If there are non-disruption alleged violations of the student Code of Conduct by a dual enrolled student, the instructor should contact the appropriate Assistant Dean of Student Affairs to initiate an investigation.

Furthermore, when a student is placed in out-of-school suspension from a HCSB high school for any reason, the student will not be permitted to attend dual enrollment classes on the high school campus for the dates indicated in the suspension. The high school principal (or designee) will notify the North Campus Provost or the Spring Hill Campus Provost as appropriate of the student's high school suspension in the case of major offenses. The suspended student will be subject to any penalties noted in the syllabi of the PHSC courses(s) in which he/she is registered. All dual enrollment students shall be required to meet PHSC's Student Code of Conduct as stated in the online PHSC College Catalog/Student Handbook.

If a student has committed an act on the high school campus that constitutes serious threats to school safety [aggravated battery, homicide, armed robbery, possession -use or sale of any explosive, arson device, battery or aggravated, possession- use or sale of narcotic or other controlled substance, possession- use or sale of any firearm, battery on a teacher or other school personnel, sexual battery, victimization, false alarms- including but not limited to, pulling fire alarms] which results in a Level 4 offense, expulsion, or placement in an alternative setting, the student will immediately lose all privilege to participate in the dual enrollment program on the high school campus, PHSC campus and online classes.

The HCSB and PHSC will follow their established appeal process as outlined in the student code of conduct at each institution.

### **Drop/Add and Audit/Withdrawal Policies and Procedures**

As authorized by Florida Statutes, Chapter 1007.272 and in accordance with Statement of Standards S3, Joint AP/Early College-Dual Enrollment, dual enrollment students must comply with the drop/add and withdrawal policies and deadlines published in the online PHSC College Catalog/Student Handbook.

High school dual enrollment students must comply with PHSC's and the HCSB's procedures, timelines, and guidelines for adding, dropping, or withdrawing from dual enrollment courses. Dual Enrollment students may drop classes taken online with PHSC, or on a PHSC campus, through their PHSC student account by the end of the first week of class. After the first week of class, if a student no longer wants to be in a Dual Enrollment class they may withdraw.

Dual Enrollment students may not be added to, or withdrawn from, a course without the

signature/approval from the high school counselor. The student must submit the signed withdrawal form to an academic advisor in the PHSC Student Affairs Office for final approval by the published deadline.

Information on the withdrawal process is available on the PHSC website and from academic advisors.

Dual enrollment students will not be permitted to audit any dual enrollment course on either high school or college campuses.

### **Reporting of Course Withdrawals**

PHSC's the Executive Director of Enterprise Systems will notify the Supervisor of College and Career Programs at HCSB via an electronic report every two weeks during and following the withdrawal period of dual enrollment students who have withdrawn from courses.

**Requests for corrections of course records, including requests for a late drop or late withdrawal, are to be made within one calendar year of when the grade was assigned to the course.** It is the responsibility of the student to bring any errors to the attention of the faculty member as soon as the errors are detected within this one-year period. Students requiring assistance should work with their high school counselor and PHSC academic advisor. Full documentation for the extenuating circumstances must be included with the student's written request. If approved by the high school, this request packet will then be sent to the Assistant Dean of Student Affairs at the appropriate campus. The Assistant Dean of Student Affairs will then review it and forward it to the Assistant Vice President of Student Affairs for final decision, according to College guidelines regarding extenuating circumstances.

### **Requests for late add, late drop, or late withdrawal**

Under exceptional circumstances, a dual enrollment student may request a late add, a late drop or late withdrawal in accordance with College policy and DBOT Rule 6Hx19-5.08. The student must contact the Assistant Dean of Student Affairs and Enrollment Management and submit the Exception Request form, a letter of explanation, written support from the high school counselor or administrator and any other needed documentation.

If the request is approved by the Assistant Vice President of Student Affairs and Enrollment Management, the student will added, dropped or withdrawn from the class. The College will notify the student and the high school counselor once the process has been completed, regardless of outcome.

### **Ongoing Monitoring of Students' Progress in Dual Enrollment Courses**

- a. If a faculty member has notified the Student Affairs Office of a dual enrollment student who has unexplained absences or is in jeopardy of failure, the PHSC Assistant Dean of Student Affairs, or designee, will attempt to notify the HCSB high school designee (i.e., high school counselor).
- b. Tutoring resources available at PHSC for dual enrollment students include the Academic Success Centers and ~~an~~ online tutoring via Canvas.

## **IX. Early Admission Dual Enrollment**

Early Admission (i.e., full-time postsecondary enrollment) allows eligible 12<sup>th</sup> grade secondary students to enroll full-time (minimum of 12 credit hours per semester and a maximum of 16 credit hours per

semester) at PHSC in courses that are creditable toward the high school diploma and the Associate Degree.

#### **Early Admission Students:**

- a. are not withdrawn from HCSB schools as indicated in the Student Progression Plan's School Procedure Handbook, which can be found at [hernandoschools.org](http://hernandoschools.org).
- b. must meet the full-time student status at the college level (a minimum of 12 credit hours per semester).
- c. enrolling in dual enrollment college credit courses must qualify with a minimum cumulative unweighted high school GPA of 3.0000 as indicated in Florida Statutes, Chapter 1007.271(3), and the Statement of Standards S1, Grade Point Average.
- d. who plan to enroll in dual enrollment academic college credit courses must achieve a satisfactory score (test into ENC1101 in both Reading and English/Sentence Skills and college-level math) on a common placement test approved by the Florida Department of Education which will demonstrate readiness for college level work as established in State Board of Education Rule 6A-10.0315;
- e. and must meet the stated pre-requisite(s) and/or co-requisite(s) for each course.

#### **X. Prior Learning Assessments**

PHSC can award college credit based on scores from Prior Learning Assessment (PLA) exams meeting requirements set by institutional policy. Exams offered include CLEP, UExcel, Modern States, and DSST. Students should contact an academic advisor to determine what prior learning assessment options may be available.

#### **XI. Graduating Seniors – Summer Options**

Graduating seniors who are currently enrolled as a dual enrollment student and who choose to attend PHSC in Term III or IIIA must ~~obtain and bring to any PHSC Admissions and Student Records Office PHSC Application for Admission: Graduating Senior Credit Bank Student Form (SAR-58)~~ submit a Credit Bank re-admission application online. Students must complete and bring the PHSC Graduating Senior Credit Bank Permission Form (SAR-4) with the high school principal's signature to meet with an academic advisor to register for classes. These seniors will be required to meet common placement test score requirements and all course prerequisite requirements prior to enrollment. Graduating senior credit banking cannot be used for dual enrollment courses previously attempted. Students should contact a PHSC Academic Advisor for information on Credit Banking.

Graduating seniors who wish to attend PHSC in Term IIIB and who have previously participated in the Dual Enrollment Program must complete a PHSC Application for Readmission. There is no charge to the dual enrollment student for the readmission application.

NOTE: Seniors (not current or former DE students) who are scheduled to graduate at the end of the high school second semester may enroll in summer term B classes at PHSC. These students will be responsible for the costs of application, tuition, fees, textbooks, and required materials for these summer classes. Summer classes will not be considered as dual enrollment classes and credit earned will not apply towards high school graduation.

## **XII. Career Certificate Dual Enrollment (Postsecondary Adult Vocational, PSAV)**

### **Criteria for Awarding College Credit from Technical Credit**

A student who wishes to petition for articulation of technical credits to PHSC College credits must:

- a. Apply for admission and enroll in the equivalent Associate of Science Degree program at PHSC.
- b. completes a Petition to Award College Credit from Technical Credit Form (SAR-74A) and receive approval from PHSC's Dean of Workforce Development.

### **Criteria for Awarding Industry Certification Credit**

A student who wishes to petition for award of college credit based upon industry certification must:

- a. apply and enroll in one of the approved Associate in Science Degree programs at PHSC.
- b. complete a Petition for Certification Credit Form (SAR-74) and receive approval for these credits from PHSC's Dean of Workforce Development, Career, and Technical Education.

### **Basic Skills Exit Requirements**

Florida Administrative Code 6A-10.040 requires students of most career certificate programs to meet specific basic skills requirements in mathematics, language, and reading before being awarded a certificate of completion. PHSC uses the Test of Adult Basic Education (TABE) to assess mastery of these skills. Each program has specific grade-level exit requirements, listed on the *TABE Exit Requirements for Career and Technical Certificate Programs* chart available on the Testing web page at phsc.edu. Students must take all applicable sections of the TABE within the first six weeks of their program unless exempted by demonstrating readiness for college-level work in each subject area as defined in the PHSC College Catalog/Student Handbook.

Students who score below the minimum basic skill levels are advised to meet with a high school counselor to develop a plan focused on achieving their academic needs prior to retaking the TABE.

Students may be retested six weeks after the initial administration of the TABE using an alternate form, then must wait six months before retesting with the same form.

### **Civic Literacy Requirement**

Effective fall 2021, Florida Rule 6A-10.04213 will be updated to align with SB 1108 which amends s. 1007.25, F.S. This amendment will require students initially entering an FCS institution in 2021-22 and thereafter to demonstrate competency in civic literacy by completing a course and passing an approved assessment.

The civic literacy requirement can be met as outlined below.

Option 1 - complete a. (course) and b. (assessment)

a. Complete one of the following:

- Successfully pass POS 2041 American Federal Government
- Successfully pass AMH 2020 History of the United States II
- Successfully pass AMH 2020 or POS 2041 via credit-by-exam

Note: If credit by exam is AP or CLEP then see Option 2

b. Achieve Standard Score on the following Assessment

- Florida Civic Literacy Exam (Passing Score=60)

Note: Students who pass the Florida Civic Literacy Exam (FCLE) in high school will still be required to pass an approved course once they enter the Florida College System (FCS).

Option 2 - complete one of the following assessments. Meets both the course and assessment requirement

- Advanced Placement (AP) Test – Government & Politics: U.S. (Passing Score = 3)
- Advanced Placement (AP) Test – U.S. History (Passing Score = 4)
- CLEP American Government (Passing Score = 50)

Students may also elect to complete POS 2041 or AMH 2020 as a transient student online at another institution via the Floridashines transient student request procedure.

**Middle and high school students** who are dually enrolled (including dual enrollment students who are completing the requirements towards an Associates in Arts degree while in high school) are **not** required to demonstrate postsecondary civic literacy competency. As a result, the postsecondary civic literacy competency requirement is neither a condition of high school graduation nor a requirement for all dual enrollment students (public school, home education, and private school). However, if dual enrollment students plan to matriculate after high school graduation to a Florida College System (FCS) or State University System (SUS) institution to pursue an associate or baccalaureate degree, then they will have to comply with the postsecondary civic literacy competency requirement to obtain those degrees.

### **XIII. Mechanisms and Strategies for Promoting Career and Technical Education Programs**

#### **XIII. Mechanisms and Strategies for Promoting Career and Technical Programs**

##### **Career and Technical Certificate Programs**

PHSC and the HCSB will promote Career and Technical Education Programs via flyers and brochures, school



counselor services, College Nights, Curriculum Fairs, and a College Night on the North Campus. PHSC and School Board websites will provide pertinent related information.

### **Career Academies**

If any provision of the Career Academies section of the Articulation Agreement is inconsistent with or in conflict with any other sections of the Articulation Agreement, as related to Career Academies only, the Career Academy section of the Articulation Agreement will supersede all other sections. Career Academies exist as a small cohort of students working with business partners and local community partners to provide an integrated approach within a rigorous and relevant curriculum focused on research-based best instructional practices.

Career Academies prepare students to meet the demands of a changing workforce while providing the opportunity for successful high school graduation, gainful employment, post-secondary education, and the highest level of industry certification by the State of Florida. Students will be placed in academy courses which will lead to either Agency for Workforce Innovation (AWI) recognized industry certification, Department of Education (DOE) recognized industry certification, post-secondary credit, and/or a state or national license.

Students enrolled in a HCSB Career Academy will qualify for dual enrollment if they achieve a satisfactory score on a common placement test approved by the Florida Department of Education which will demonstrate a student's readiness for college level work.

PHSC and the HCSB will provide opportunities for high school students enrolled in Career Academies to earn academic college credit or technical credit while enrolled in high school. Career certificate courses and academic credit courses are classified as college credit and may be transferred to other colleges and universities. The career certificate courses may be articulated to college credit using current state-wide articulation agreements or local articulation agreements. Credit by industry examination provides for articulation of industry recognized certifications to college credit using standards and criteria set by state-wide or local articulation agreements.

A student must earn a grade of "C" or higher in each technical credit career academy dual enrollment course in which he/she is enrolled to be awarded dual enrollment credit for the course through PHSC. A student earns PHSC technical credit regardless of whether he/she acquires industry certification.

**NOTE:** Some Career Certificate to Associate in Science statewide articulation agreements require passage of a state licensure examination before credit may be awarded. Students should consult a PHSC academic advisor for further information.

### **Career Pathways**

A Memorandum of Understanding (MOU) has been developed to support and promote the Career Pathways Consortium within the Pasco-Hernando region. The MOU will be reviewed and revised annually.

The Consortium will provide rigorous curriculum integrating academics and career technical education. In addition, the Consortium will enable students to transition secondary educational learning experiences to post-secondary college credit, industry certification and graduation.

The Career Pathways Consortium will provide the following services to HCSB students and PHSC students:

1. Development of Career Pathways and Programs of Study.
2. Coordinate career education activities.
3. Negotiate articulation agreements between secondary and postsecondary institutions.
4. Integrate curriculum development.
5. Promote rigorous and relevant programs of study.
6. Provide Career Pathways information and advisement to parents/guardians, students, and teachers;  
and
7. Analyze student performance data to evaluate the effectiveness of the Career Pathways and Programs of Study.

The Consortium supports students earning college or technical credit(s) in an approved Associate in Science Degree program.

### **Mechanisms and Strategies for Promoting Career and Technical Education Programs of Study**

The Pasco-Hernando Career Pathways Consortium is responsible for the development of programs of study that align secondary career and technical education programs with postsecondary programs and meet the eligibility criteria of the Carl D. Perkins Act. The Dual Enrollment Steering Committee annually reviews the alignment between CTE and college degree programs along with recognized industry certifications. Secondary and college instructors review the course content against the state frameworks, level of rigor, and equipment and support materials. In addition, the Florida Career and Professional Education Act (Section 1003.491, Florida Statutes) charges the commissioner of education with annually reviewing K-12 and postsecondary CTE programs to ensure they require high-level skills and to assess alignment of existing offerings with employer demand, postsecondary credentials, and professional industry certifications.

HCSB and PHSC instructional personnel continue to collaborate in the review of courses and the development of articulations that include programs of study leading toward certificates and Associate in Science degrees.

### **Career Dual Enrollment and CAPE Industry Certifications**

Career dual enrollment is provided as a curricular option for students to pursue to earn industry certifications adopted pursuant to S. 1008.44, which count as credits toward the high school diploma. Students desiring to earn CAPE industry certifications pursuant to s.1008.44 should consult with a PHSC academic advisor to register for the courses necessary to earn a CAPE industry certification.

## **XIV. Instruction and Faculty Policy and Procedures**

### **Exceptions to Professional Rules, Guidelines, and Expectations Stated in Faculty or Adjunct Faculty Handbook and Student Handbook for the Postsecondary Institution**

There are no exceptions to rules, guidelines, and expectations as stated in the faculty or adjunct faculty handbook at this time.

~~There are no exceptions to rules, guidelines, and expectations as stated in the student handbook of the postsecondary institution which apply to faculty members at this time.~~

In accordance with Statement of Standards F1, Faculty Credentials, all faculty teaching dual enrollment courses must meet Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements/guidelines for postsecondary instructors in the discipline. PHSC is responsible for ensuring

that all dual enrollment courses are taught by qualified faculty in accordance with the requirements noted in the PHSC Faculty Credentials and Qualifications Manual.

### **Criteria by Which Quality of Dual Enrollment Courses and Programs Will Be Judged and Maintained**

#### **Qualification and Selection of Instructors**

In accordance with Statement of Standards F1, Faculty Credentials, all faculty teaching dual enrollment courses must meet Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements/guidelines for postsecondary instructors in the discipline. PHSC is responsible for ensuring that all dual enrollment courses are taught by qualified faculty in accordance with the requirements noted in the PHSC Faculty Credentials and Qualifications Manual. An electronic copy is available for review by contacting the Supervisor of Secondary Programs Curriculum.

#### **Dual Enrollment Adjunct Instructor Application**

All prospective dual enrollment instructors must complete a PHSC Dual Enrollment Employment Application for Adjunct Temporary Instructors online choosing the PHSC campus based on location and submit Pre-Qualification Form completed by a HCSB administrator by June 30, 2024. **Applications must be submitted by June 30<sup>th</sup> for the upcoming school year.**

North Campus application for: prospective instructors at Nature Coast, Central, and Hernando High Schools.

Spring Hill Campus application for: prospective instructors at Springstead and Weeki Wachee High Schools.

Applications will be reviewed by the appropriate dean. This process will allow for pre-qualification of instructors.

As indicated in the Statement of Standards F2, Faculty Transcripts, official postsecondary transcripts for all faculty teaching dual enrollment courses must be on file at PHSC prior to any instructional assignments being made.

#### **Instructors Seeking Additional Course Credentialing**

Dual enrollment instructors already credentialed to teach specific courses, who wish to pursue credentialing in additional courses, must submit the Dual Enrollment Instructor Prequalification Form, listing the requested courses, to the Assistant Dean of Accelerated Learning. The form, which is available on the PHSC dual enrollment instructor application webpage, will be forwarded to the appropriate Dean for review.

#### **Responsibilities and Qualifications**

Dual enrollment instructors teaching on the high school campus during regular school hours will be required to attend applicable organizational meetings. One such meeting will be an orientation session for adjunct faculty to be held at the beginning of each semester at any PHSC campus. All dual enrollment instructors will be required to attend an adjunct faculty orientation session each semester. As indicated in the Statement of Standards F3, Faculty Handbook, all adjunct faculty members will be provided with an electronic copy of the Full-Time Faculty and Adjunct Faculty Handbook.

It is the responsibility of the high school principal to ensure that high school instructors teaching dual enrollment courses abide by the conditions of this Agreement.

It is the responsibility of the North Campus Provost or the Spring Hill Campus Provost as appropriate to

ensure that college instructors teaching courses at the high school abide by the conditions of this Agreement.

Dual enrollment instructors at the high school campus must follow the policies and procedures of Pasco-Hernando State College as it relates to curriculum, grading policies and deadlines. Dual enrollment instructors at the high school campus must utilize IEP/504 plans set in place by the Hernando County School District.

The high school principal (or district designee) will recommend qualified personnel to teach dual enrollment classes held on the high school campuses. These instructors will be mutually agreed upon by the high school principal (or district designee), the appropriate Dean or Campus Provost and the Executive Vice President, Chief Academic Officer/ College Provost. The Executive Vice President, Chief Academic Officer/College Provost must give final approval regarding the academic credentials of the instructor prior to his/her appointment.

To qualify as an instructor for academic credit courses, a masters' degree from a regionally accredited institution in the teaching discipline or a masters' degree from a regionally accredited institution and 18 graduate hours in the teaching discipline is required. Additional detailed information regarding instructor qualifications is available in the PHSC Faculty Credentials and Qualifications Manual. In the event an approved instructor for a dual enrollment course offered at the high school is unable to continue teaching the course to which he/she is assigned, the high school principal (or district designee) must notify the Executive Vice President and Chief Academic Officer/College Provost within three (3) business days of awareness of the instructor's inability to meet his/her course assignment. It is the responsibility of the high school principal (or district designee) to provide a qualified instructor according to the SACSCOC requirements/guidelines for postsecondary instructors in the discipline for approval to replace the previously assigned instructor. The Executive Vice President and Chief Academic Officer/College Provost must give final approval regarding the academic credentials of the new instructor prior to his/her appointment. If the school district cannot identify a qualified instructor to complete the dual enrollment course, then PHSC will attempt to provide a qualified instructor at the expense of the school district. This instructor, provided by PHSC, must comply with the Hernando County School Board (HCSB) Criminal Background Screening policy, which includes a background check and fingerprinting. If an approved, qualified instructor cannot be identified in a timely manner, then the course will not be taught as a dual enrollment course.

Associated faculty names and social security numbers will be provided after the drop/add period each semester. Employee information provided under this Agreement, including but not limited to social security numbers, is confidential; and the receiving entity shall take all reasonable measures to prevent disclosure of such information to other entities of persons except as required or permitted by law.

College faculty who teach dual enrollment courses on the high school campus are required to undergo background screening conducted in accordance with school district standards. PHSC will be responsible for ensuring that all such employees have been screened by the HCSB prior to being assigned to teach. Although school districts cannot make decisions related to the employment of college instructional staff, they can use the results of the background screening to prohibit such personnel from teaching on the high school campus. If the college instructor is employed by PHSC, the College will assume responsibility for ensuring the screening is done. The HCSB will not assume any responsibility for costs associated with individuals the College provides for instruction except as indicated in IX.1.h.

### **Assessment of Instructors**

a. In accordance with Statement of Standards A2, Course/Instructor Evaluation, dual enrollment courses

taught in the high school will be evaluated in the same fashion as courses taught on the College campus.

b. The school principal will inform each instructor, prior to being assigned a dual enrollment class, that he/she will be involved in an evaluation process conducted by PHSC and that this process will not be used to determine the HCSB employment status of the instructor.

c. PHSC will identify the College administrator assigned to conduct the faculty observation at each high school.

d. A PHSC administrator will coordinate a visit to the classroom with the dual enrollment instructor.

e. A copy of the evaluation instrument will be provided to the instructor in advance of the evaluation. In accordance with Statement of Standards F6, Observation/Evaluation of Instruction, the evaluation process, including the use of PHSC's standard evaluation instruments and any follow-up with the instructor, will be conducted in the same manner as would be the case for any PHSC adjunct faculty member.

f. The principal, PHSC evaluator, and instructor will decide collaboratively how and when the evaluation will be implemented. The discussion should include the following:

1. The time frame within which the Course and Instructor Evaluation by Students will be administered to students and the procedures for data collection.
2. The month(s) of the school year that classroom observations will be conducted and the number of observations to be conducted; and
3. The manner in which the Course and Instructor Evaluation by Students form will be completed and how it will be shared with the instructor.

g. Each instructor will receive a personal copy of the completed Full-Time/Adjunct Faculty Evaluation by Administrator Form (IIN-9).

h. Dual enrollment courses will be taught according to the approved Master Course Outline and course syllabus template which shall be provided by the College for use by each dual enrollment instructor, as noted in Statement of Standards C2, Course Plan and Objectives. PHSC will provide dual enrollment instructors with the Simple Syllabus deadlines and dates upon completion of the annual course request form.

### **Grade Submission Procedures**

In accordance with Statement of Standards C7, Grades, all full-time and adjunct faculty teaching Early College/Dual Enrollment (EC/DE) classes **MUST** observe College procedures/deadlines for submission of grades in appropriate format including PHSC's published date for grade submission. All faculty will be advised of college-wide grading expectations/guidelines prior to teaching an EC/DE course. Final grades for all students shall be reported and submitted online through PHSC's online grade entry process by the faculty member teaching the course. Instructions for grade submission are available from the College. For students taking dual enrollment courses on PHSC's campuses each semester, PHSC shall report student grades, in an electronic format, to the Hernando County Information Services Department designee after the College's semester ends.

College dual enrollment grades may only be changed by using the official PHSC Change of Grade Form (IIN-16). This form may be requested directly from the PHSC Admissions and Student Records Office or any Student Affairs Office. The Change of Grade Form must be completed in its entirety and signed in ink by the dual enrollment instructor. Documentation should be included to justify the change of grade. The Dual Enrollment contact person should forward this form to the Assistant Dean of Student Affairs, who will then forward it to the appropriate academic dean at PHSC for approval and signature. Faculty may not make end-of-term grade changes online.

Faculty teaching classes on PHSC campuses, or online for PHSC, are required to take and record class attendance and confirm active participation in online course assignments. Students who fail to attend class for a period of two consecutive weeks, or are not active in an online class, are to be reported as a W2 using the attendance verification process. The student may not be reinstated by the instructor but may request reinstatement through the Exception Memo process, which would require approval from the instructor and the appropriate dean. Attendance verification does not apply to dual enrollment courses at the high school campuses or Hernando eSchool.

## **XV. Administrative Relationships**

1. High school principals and College personnel will coordinate curriculum offerings approved as part of this Agreement in accordance with the locally established procedures.
2. College personnel will provide the high school principal with all pertinent information concerning the college course(s) to be offered to high school students.
3. Dual enrollment courses taught by high school instructors will be taught in accordance with the PHSC college calendar. Dual enrollment courses taught by PHSC faculty will be scheduled in accordance with the College's Schedule of Classes or as agreed upon by the proposer and the Executive Vice President and Chief Academic Officer/College Provost.
4. Dual enrollment courses taught on the high school campus during regular school hours will be offered in a manner consistent with the high school calendar. However, drop/add, withdrawal deadlines and final grades will be due based upon the PHSC Academic Calendar unless an alternate date has been mutually agreed upon by PHSC and the HCSB.
5. College instructors will abide by all applicable College rules governing attendance, classroom management and record keeping while conducting courses on the high school campus.
6. In extenuating circumstances, PHSC may provide instructors for courses within a Career Academy or within academic college credit courses offered on HCSB high school campuses, where the HCSB does not have a qualified instructor.

## **Program Analysis and Review**

1. In accordance with Statement of Standards A1, Grade Analysis of Subsequent Course Success, PHSC shall conduct a follow-up analysis of the grades dual enrollment students receive in subsequent courses taken at the College. The purpose of this analysis will be to ensure that the level of preparation and future success of dual enrollment students is comparable to that of non-dual enrollment students. The information shall be shared with the Supervisor of Secondary Programs (or designee) and with the Division of Florida Colleges.

2. PHSC, in accordance with Statement of Standards A4, Grade Comparison of Early Admissions and "Regular" Student Grades, shall also conduct a follow-up study to ensure that grading standards and student learning outcomes for dual enrollment courses are comparable to those evidenced in non-dual enrollment sections of the same course. Results of this analysis shall be shared with the Supervisor of College and Career Programs (or designee) and with the Division of Florida Colleges.

3. Statement of Standards A5, Periodic Review, indicates that the Division of Florida Colleges will conduct a program review of all dual enrollment programs every three years. PHSC will share the results of these reviews with the Supervisor of College and Career Programs (or designee).

## **XVI. Mechanisms and Strategies for Reducing Incidence of Postsecondary Remediation in Math, Reading and Writing for First-time Enrolled Recent High School Graduates**

### **Remedial Reduction Plan**

#### **1. Current Mechanisms Initiated by the HCSB**

a. All first through twelfth grade students who are not meeting district expectations in reading, writing, science, and mathematics have a Progress Monitoring Plan that provides strategies for intensive help to meet the expectations.

b. All students are required to master Algebra I [EOC](#) or its equivalent to graduate. Effective with the graduating cohort of 2009-2010, students will be required to master both Algebra I and Geometry.

c. A 2.0 GPA is required for graduation.

d. All Level I courses have been eliminated in mathematics and language arts as required for graduation.

e. High school counselors articulate with middle school counselors to facilitate the development of appropriate high school plans for students.

f. All eighth-grade students complete a career plan to guide their academic and career choices in high school.

g. High school students are offered a common placement test approved by the Florida Department of Education for dual enrollment.

#### **2. College Readiness Assessment**

Each high school identifies eligible and interested potential dual enrollment students and refers them to a PHSC academic advisor. Those students who plan to enroll in dual enrollment academic college credit courses must achieve a satisfactory score (test into ENC1101 in both Reading and English/Sentence Skills) on a common placement test approved by the Florida Department of Education which will demonstrate readiness for college level work as established in State Board of Education Rule 6A-10.0315.

A complete common placement test score (all subjects: English, Reading, and Mathematics), or a combination of test scores and earned postsecondary credit, must be on file with PHSC prior to the academic advisor approving courses for the term in which the student is enrolling. At PHSC testing sites, students are permitted two (2) attempts to achieve a satisfactory common placement test score. Common placement

testing for dual enrollment purposes may be conducted at the high school sites unless otherwise specified in State Board of Education Rule 6A-10.0315.

### **3. Analysis of Problems and Corrective Actions**

- a. To identify student needs in reading, writing, science, and mathematics, the HCSB is in the process of identifying and/or developing diagnostic tools.
- b. To help students prepare for future careers, the HSCB has developed Academies in each high school that focus on broad career fields and academic achievement.
- c. To have a future goal orientation focus, high school students will develop and follow a four-year program of study leading to college entrance, post-secondary education, or workforce entry.
- d. To facilitate the tracking of student progress over time, the HCSB is monitoring and analyzing data to provide intervention programs in reading, writing, science, and mathematics.
- e. To provide a curriculum that is both rigorous and relevant, teachers are working on teams to connect academic instruction to real world applications and experience.
- f. To strengthen content area instruction, in-service training is provided in reading, writing, science, and mathematics for all teachers.

### **4. Anticipated Outcomes of Remediation Reduction Efforts**

- a. There will be a reduction in the number of students not meeting district expectations in reading, writing, science, and mathematics after the Progress Monitoring Plans have been implemented.
- b. The content area knowledge of mathematics teachers will be strengthened resulting in an increase in the number of students able to successfully complete Algebra I or its equivalent and meet graduation requirements.
- c. A greater percentage of students will meet the higher standards of Level II and Level III courses.
- d. Students will focus on post-graduation plans beginning in middle school and continuing throughout high school by taking appropriate academic and career and technical education coursework to achieve those plans.

### **5. Strategies for Better Preparation of Students upon High School Graduation**

- a. PHSC will facilitate a common placement test approved by the Florida Department of Education and will provide a list of online resources.
- b. Expanded articulation between PHSC Student Affairs staff and HCSB high school counselor staff to include HCSB middle school counselors
- c. The HCSB will continue the development and implementation of career-focused programs of study. The HCSB implemented certified Career Academies at each high school that offer distinct career-focused, rigorous, and relevant programs of study.
- d. Involvement of PHSC faculty and deans in HCSB committees that address academics, including but not



limited to textbook selection, advising, and dual enrollment

- e. Meetings with staff from PHSC to address remediation for students who are not college ready
- f. The HCSB and PHSC will analyze the cost associated with implementing the postsecondary remedial education reduction plan.

## **XVII. Institutional Responsibilities for Cost of Dual Enrollment Courses and Programs**

### **Student Supplies**

- a. Basic instructional supplies will be provided by the HCSB. Lab Manuals are a required text used once by a student and cannot be reused since it is a consumable instructional material.
- b. The dual enrollment student may be required to provide, at his or her own expense, additional materials such as: calculators, safety glasses, uniforms, safety shoes, kits, e-Instruction CPS Pulse clickers, clicker licenses and course codes, instruments, reads, mouthpieces, etc.

### **Instructional Cost Arrangements**

- a. If the instructor of a dual enrollment course held at a PHSC campus is unable to attend a scheduled class, the College is responsible for making alternate arrangements for the class. The high school will provide a qualified instructor in accordance with SACSCOC requirements/guidelines for postsecondary instructors in the discipline if the high school instructor is unable to attend a scheduled class.
- b. Required professional liability insurance for approved courses will be paid by the HCSB. PHSC will bill the HCSB for these fees. This process will be coordinated by PHSC's Assistant Vice President of Academic Affairs, Marketing and Communications,, PHSC's Financial Services Office and by the HCSB Director of Finance.
- c. When PHSC approves a student to take a credit-by-examination for an approved course, the HCSB will pay this fee. PHSC will bill the HCSB for these fees. This process will be coordinated by PHSC's Assistant Vice President of Academic Affairs, Marketing and Communications, PHSC's Financial Services Office and by the HCBB Director of Finance.

### **Tuition and Administrative Costs**

Pursuant to legislation enacted during the 2013 regular session of the Florida Legislature, the College shall charge, and the School District shall pay from its FEFP allocation for dual enrollment students as follows (these provisions also apply to Charter School students when the Charter School enrollment is included in the School District's FEFP funding calculations):

- a. For those students who attend classes on the College's campuses, the College will submit an invoice representing the amount of tuition per credit hour aggregated by the total number of dual enrollment credits being taken on the College's campuses. The tuition per credit hour shall be the standard tuition rate for Florida College System institutions as established by the 2015-2016 General Appropriations Act. The invoice will contain the names, student identification numbers, birth dates, course numbers and titles, and credit hours for each dual enrolled student and will be submitted no later than 45 days following the last day of the "Drop/Add" period for that semester. All amounts shall be remitted to the College by the School District not more than 30 days after the date of submission of the invoice. Such invoices and payments may be

submitted electronically. In the event the School District disagrees with the amount invoiced, it shall pay the amount it agrees is due within the time prescribed herein and shall notify the College, in writing, of the basis for disputing the remaining balance. The parties agree to meet and resolve the disagreement as soon as practicable before the end of the College semester for which the invoice was submitted.

b. For those students who attend dual enrollment classes at high school campuses for classes taught by an instructor provided by the College, the College shall invoice the School District no later than thirty days after commencement of those classes. The invoices shall equal the cost to the College of an adjunct instructor teaching an equivalent class on the College campus or the actual cost of the instructor, whichever is less. Such invoices may be submitted electronically. The School District agrees to pay all such invoices within 30 days of submission. In the event the School District disagrees with the amount invoiced, it shall pay the amount it agrees is due within the time prescribed herein and shall notify the College, in writing, of the basis for disputing the remaining balance. The parties agree to meet and resolve the disagreement as soon as practicable before the end of the College semester for which the invoice was submitted.

c. Subject to annual appropriation in the General Appropriations Act, PHSC shall receive an amount of funding equivalent to the standard tuition rate per credit hour for each dual enrollment course taken by a student during the summer term. All eligible dual enrollment students may participate in summer terms III, ~~IIIA, and IIIB~~ only if funding is available.

d. Both the College and the school district acknowledge that certain administrative costs are incurred by each for those students that are not attending classes on the post-secondary campus. In the interest of equity, each party agrees to be responsible for its own administrative costs for these students.

e. For students who attend public charter schools and participate in the Dual Enrollment Program, the College will separately submit an invoice to the public charter school in accordance with the tuition and administrative costs policies, procedures, terms, and conditions.

### **Textbook Selection**

a. In accordance with Statement of Standards C5, Textbooks and Instructional Materials, it will be the responsibility of the HCSB to use PHSC's currently adopted textbooks. Textbook editions used in dual enrollment courses offered at the high school campuses may vary from those editions in use at PHSC as long as the content of the text is comparable to the updated edition and approval has been granted by the Vice President, Chief Academic Officer (or designee).

b. The Supervisor of College and Career Programs will submit a list of proposed courses and recommended textbooks to PHSC for any exceptions by the first working day in June for the following Fall semester, to the Vice President, Chief Academic Officer/ (or designee).

c. The HCSB will be responsible for purchasing, storing, and maintaining textbooks used in the dual enrollment program. Exceptions may be made under unusual circumstances by the mutual agreement of the Superintendent of Hernando County Schools and the President of PHSC.

d. PHSC will provide an electronic list of the currently adopted textbooks in April, July, and November of each year, 30 days prior to the start date of each term to the Supervisor of College and Career Programs from the Follett. Updates of textbook changes can also be viewed online at the PHSC College Store.

e. It is the responsibility of PHSC to review requests for exceptions to the use of PHSC's currently adopted textbooks.

f. In accordance with the guidelines stated above, PHSC, whenever possible, will follow the State Adoption

Cycle currently in use by the HCSB.

### Policies for Acquiring Textbooks

~~a. The student takes the PHSC course schedule, Fee Statement form, or other evidence of registration at PHSC to any of the high school's dual enrollment textbook sites.~~

~~b. The school's dual enrollment textbook personnel will check to see if the required textbooks for the registered courses are in the inventory at the textbook depository. If the books are available, the student will be issued the needed textbooks. If the textbooks are not available, the student will be issued a Dual Enrollment Textbook Depository Approval Form Voucher and referred to PHSC to obtain materials. The student will have 30 days after PHSC's published drop date to use the book voucher. The student will be asked to complete the following information on a Dual Enrollment Textbook Depository Approval Form: Name, Address, Home Phone Number, Social Security Number, E-mail Address (if applicable) and high school. The student will then receive the top two copies of the completed Dual Enrollment Textbook Depository Approval Form, which will list courses for which textbooks have been provided by the textbook personnel and the courses for which textbooks will be needed from PHSC. Dual Enrollment students must obtain a PHSC ID card before using the assigned voucher. All textbooks issued to dual enrollment students with or without a voucher are the property of the Hernando County School Board and must be returned to the schools on the designated dates.~~

Students are required to complete the textbook request form through Hernando County Schools in order for textbooks, textbooks access codes, and required materials to be ordered. The students will use their HCSB login credentials to access the form and request materials each semester.

Notification of the availability of the form will be sent out via School Counselors, Parent/Student Square, through Social Media, and any other notification methods available. The form will be open at least two weeks prior to the beginning of the scheduled semester and will close at midnight on the last day of drop/add per PHSC deadlines.

Textbook pick-up is located at Central High School (14075 Ken Austin Pkwy, Brooksville, FL 34613). Scheduled pick-up days and times will be included on the textbook request form. Textbooks and materials **may not be** picked up outside of the posted days and times. Textbooks may only be picked up during the scheduled window of time. Textbook pick-up days will be scheduled the week before the semester starts, the first week of class, and the second week of class. No other pick-up dates will be scheduled.

Students who do not request their textbooks or pick-up during the scheduled dates will not have district provided access to their instructional materials.

### Textbook Return Policies

~~At the end of the semester, all textbooks will be returned to the dual enrollment textbook personnel located at their respective high schools. The textbook personnel will examine the textbooks and determine their condition. If any of the textbook materials is damaged or lost, the student will be charged a textbook fine.~~

~~Since textbook bundles often contain several separate materials and are not sold separately, students will be charged for the total cost of the textbook bundle if any one piece is missing.~~

~~All students are required to return textbooks during the designated times to at their respective high school. Students will not be permitted to check out additional dual enrollment textbooks until all textbooks have been returned and fees paid.~~

~~If students choose to drop a course, for those books obtained from PHSC, students must return the bundled textbook to the Hernando County textbook site for credit to the HCSB up to one week following the last day of drop/add for the current semester period. If the student fails to comply, a Notice of Obligation will be issued by the HCSB.~~

~~At the end of the semester, all textbooks will be returned during the schedule drop off days at Central High School. The textbook personnel will examine the textbooks and determine their condition. If any of the textbook materials are damaged or lost, the student will be charged a textbook fine. School and/or HCSD district personnel are not held responsible for textbooks dropped off by students outside of the designated drop off days and times.~~

~~Since textbook bundles often contain several separate materials and are not sold separately, students will be charged for the total cost of the textbook bundle if any one piece is missing.~~

~~Students will not be permitted to check out additional dual enrollment textbooks until all textbooks have been returned and fees paid.~~

~~If students choose to drop a course, for those books obtained from PHSC, students must return the bundled textbook to the Hernando County textbook site for credit to the HCSB up to one week following the last day of drop/add for the current semester period. If the student fails to comply, a Notice of Obligation will be issued by the HCSB.~~

### **Services to Students with Disabilities**

The HCSB is responsible for providing and funding reasonable accommodations for qualified students with documented disabilities (e.g., Individual Educational Plan (TIEP) or 504 Plan), who are enrolled in a PHSC dual enrollment course(s) during regular high school hours on the high school campuses. Instructors that are teaching PHSC dual enrollment classes at a high school campus and/or Hernando eSchool are to follow only the IEP/504 guidelines that are provided from their respective high school. Students with disabilities who are enrolled in dual enrollment courses offered at PHSC sponsored sites (campuses, centers, online and hybrid,) will receive accommodations upon receipt of documentation of a disability that meets PHSC accessibility guidelines.

The HCSB and PHSC will determine what are reasonable accommodations for dual enrollment students at their respective sites. Any costs for interpreters for students with a hearing impairment will be paid 50% by the school district and 50% by PHSC for courses taken at any PHSC campus. Any costs for students with visual impairments will be paid 50% by the school district and 50% by PHSC for courses taken at any PHSC campus. Any PHSC accommodation requests aside from sign language interpreters will need to meet with the guidelines of being considered reasonable by the Director of Student Accessibility Services.

Nothing herein shall make PHSC faculty or staff a party to the IEP/504 nor shall PHSC be given or required to have a TIEP with a dual enrollment student. PHSC's Student Accessibility Services shall work with the School District to determine if accommodations are required under the Americans with Disabilities Act and Section 504 or the Individuals with Disabilities Act.

To receive accommodations, students must self-disclose their disability to a Student Accessibility Services

staff member. Information regarding eligibility for instructional and support services can be attained by contacting the Student Accessibility Services office. Documentation of a student's disability is required before Student Accessibility Services will provide accommodations for each student. Determination of eligibility is the responsibility of PHSC's Director of Student Accessibility Services.

PHSC is an equal access college and does not discriminate against person with disabilities. PHSC, in compliance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA) and ADA Amendment Act, makes every reasonable effort to accommodate persons with disabilities. Students requiring any special services or accommodations because of a disability should contact the Student Accessibility Services at the West Campus, an Assistant Coordinator of Student Accessibility Services at any other campus, or the Student Accessibility Services Assistant for additional information about the process or to make an appointment. The College requires documentation of a student's disability before providing accommodations for such disability. Accommodations for students may include but are not limited to use of recording device, use of calculator, use of spell checker/dictionary, note taker, laptop, large print/braille, substitution of written work for oral, adapted test format, time extension on in-class work, lecture outlines, scribe, reduced distraction location for exams, substitution of oral work for written, preferential seating, interpreter, reader, tutor, modified furniture, or course substitution.

**Confidentiality:** Each party acknowledges that during the term of this agreement both parties will send and receive information on students, which is considered confidential under federal and Florida laws. Each party agrees to protect and hold confidential all such information. Neither party may release any confidential information except by written authorization from the student or unless otherwise authorized or required by law or rules. The College will release appropriate information regarding students attending dual enrollment classes on PHSC campuses to the HCSB only. Parents/guardians will be advised that any information regarding student attendance or performance should be directed to the HCSB.

#### Main Differences Between High School and College for Students Requesting Accommodations:

Type of Difference	High School	College
Laws	Individuals with Disabilities Education Act (IDEA) entitles or guarantees disabilities services and accommodations to students with disabilities	Under the American with Disabilities Act (ADA) and Sections 504 and 508 of Rehabilitation Act you must meet criteria to be eligible for the services and accommodations
Self-Identification	The school is responsible for identifying a student's disability	The student is responsible for documenting the disability and requesting services
Support	Teachers and parents help you make decisions and ask for help	Student must ask for support and assistance from the Student Accessibility Services Office
Access to Records and Grades	Until you are 18, your parents can access your school grades and participate in IEP meetings	Your parents cannot access your school records or grades without prior written permission

**XVIII. Responsibilities for Providing Student Transportation**

Students and/or parents/guardians shall provide all student transportation to and from courses taken on PHSC's campuses and sites and shall assume any liability incurred thereby.

**DISPUTE RESOLUTION**

In the event of a dispute of any or all of an invoice submitted hereunder, the parties agree that the dispute is best resolved between them without involving third parties, including mediators, arbitrators, or the judicial system. To resolve disputes, the parties agree that each will appoint an administrator who is familiar with the terms and implementation of the dual enrollment agreement. These individuals shall meet within 10 days of notice to the other of a dispute and attempt to resolve the issues. Each administrator so appointed shall appear at the meeting with full authority to resolve the issue. In the event the appointed administrators determine that they are unable to reach an agreement, then the School District Superintendent and the President of the College shall meet and resolve the issue. The School District Superintendent and President may bring such administrators as they deem appropriate to the resolution meeting. In the event no resolution is achieved at this level then either party may elect to file a civil action in the appropriate Court.

***SIGNATURES ON NEXT PAGE***

PASCO-HERNANDO STATE COLLEGE:

\_\_\_\_\_  
Jesse Pisors, Ed.D., PRESIDENT  
PASCO-HERNANDO STATE COLLEGE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Marilyn Pearson-Adams, CHAIR  
DISTRICT BOARD OF TRUSTEES  
PASCO-HERNANDO STATE COLLEGE

\_\_\_\_\_  
DATE

DISTRICT SCHOOL BOARD OF HERNANDO COUNTY:

\_\_\_\_\_  
~~JOHN STRATTON~~Ray Pinder, SUPERINTENDENT  
DISTRICT SCHOOL BOARD OF HERNANDO COUNTY

\_\_\_\_\_  
DATE

\_\_\_\_\_  
~~Linda K. Prescott~~Shannon Rodriguez, CHAIR  
DISTRICT SCHOOL BOARD OF HERNANDO COUNTY

\_\_\_\_\_  
DATE

\_\_\_\_\_  
REVISED: ~~34~~/202~~5~~4

\_\_\_\_\_  
Legal Language Approved by PHSC Legal Counsel

Initials PAN

**APPROVED**

*By nadolsp at 11:49 am, Apr 28, 2025*



#### Inter-Office Memorandum

**To:** Andrea Brvenik, Acting President  
**From:** Brian S. Horn, Executive Vice President of Administration and Chief Financial Officer  
**Date:** May 12, 2025  
**Subject:** East Campus – STEM Center for Student Success

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Following a joint evaluation by PHSC's Facilities and Academic Affairs divisions, the College has reviewed the current configuration of the first floor of the STEM Center for Student Success—specifically Rooms 111 through 122, which currently comprise the executive suite. It has been determined that the existing layout does not align with the College's strategic goals or the intended purpose of the STEM Center project.

Accordingly, PHSC is requesting approval to reprogram this area for academic use by converting it into instructional space. There is a demonstrated need for additional classroom facilities to support the Emergency Medical Technician (EMT) program, which is closely aligned with STEM-related disciplines.

Attached are partial floor plans illustrating both the existing executive suite configuration and the proposed layout for the EMT instructional space, submitted for District Board of Trustees review and consideration.

BSH/ab.

cc: Steve Wasilefsky, Associate Vice President of Facilities Administration





**Pasco Hernando State College**  
**Current Funds-Unrestricted (Operating Budget)**  
Period Ending 4/30/2025

Percentage of Year Complete

0.83%

					FY 2024-2025		
	FY 2024-2025 Original Budget	FY 2024-2025 Current Budget	FY 2024-2025 Actual 04/30/25	% Collected	Year-End Estimated Total	% To budget	Estimated Budget Variance
<b>Revenues</b>							
<b>Student Fees</b>							
Tuition	12,458,508	12,458,508	12,410,386	99.61%	12,296,837	98.70%	(161,671)
Lab & Other Fees	2,602,500	2,602,500	2,734,207	105.06%	2,734,207	105.06%	131,707
Student Technology Fees	623,133	623,133	638,411	102.45%	638,411	102.45%	15,278
<b>Total Student Fees</b>	<b>15,684,141</b>	<b>15,684,141</b>	<b>15,783,004</b>	<b>100.63%</b>	<b>15,669,455</b>	<b>99.91%</b>	<b>(14,686)</b>

<b>State Support</b>							
State Appropriation	42,837,979	42,837,979	35,698,279	83.33%	42,837,979	100.00%	0
STEM	2,306,271	2,306,271	1,921,891	83.33%	2,306,271	100.00%	0
Nursing Pipeline	2,453,045	2,453,045	2,566,198	104.61%	2,453,045	100.00%	0
Performance Funding	656,969	656,969	547,473	83.33%	656,969	100.00%	0
Lottery	6,373,548	6,373,548	2,549,420	40.00%	6,373,548	100.00%	0
Industrial Certificates	374,774	374,774	0	0.00%	374,774	100.00%	0
Dual Enrollment	0	0	0	0.00%	0	0.00%	0
Other	5,000	5,000	0	0.00%	5,000	100.00%	0
<b>Total State Support</b>	<b>55,007,586</b>	<b>55,007,586</b>	<b>43,283,261</b>	<b>78.69%</b>	<b>55,007,586</b>	<b>100.00%</b>	<b>0</b>

<b>Other Revenue</b>							
Local Support-Dual Enrollment	1,396,530	1,396,530	705,932	50.55%	1,468,056	105.12%	71,526
Other Revenue	493,843	518,843	724,779	139.69%	735,306	141.72%	216,463
Federal Support	60,000	60,000	19,251	32.08%	60,000	100.00%	0
<b>Total Other Revenue</b>	<b>1,950,373</b>	<b>1,975,373</b>	<b>1,449,962</b>	<b>73.40%</b>	<b>2,263,362</b>	<b>114.58%</b>	<b>287,989</b>

<b>Total Revenue</b>	<b>72,642,100</b>	<b>72,667,100</b>	<b>60,516,226</b>	<b>83.28%</b>	<b>72,940,403</b>	<b>100.38%</b>	<b>273,303</b>
<b>Fund Balance PO Carryforward</b>		<b>1,284,186</b>			<b>1,284,186</b>		
<b>Total Revenue &amp; Carryforward</b>	<b>72,642,100</b>	<b>73,951,286</b>			<b>74,224,589</b>		

<b>Expenditures</b>							
Personnel	47,331,078	48,066,748	35,713,794	74.30%	46,605,954	96.96%	(1,460,794)
Current	18,829,416	21,084,227	12,273,398	58.21%	21,084,227	100.00%	0
Capital	1,046,392	2,046,348	1,222,190	59.73%	2,046,348	100.00%	0
Contingency	5,429,214	2,753,962	0	0.00%	2,753,962	100.00%	0
Year End Transfers	0	0	0	0.00%	0	0.00%	0
<b>Total Expenditures</b>	<b>72,636,100</b>	<b>73,951,286</b>	<b>49,209,382</b>	<b>66.54%</b>	<b>72,490,492</b>	<b>98.02%</b>	<b>(1,460,794)</b>

Revenue/Expense Change including PO Carryforward

1,734,097

Fund Balance	Original		Estimated		
	7/1/24	%	Change	%	6/30/2024
College Required Balance	4,301,617	5.00%	152,771	5.00%	4,454,388
College Spending Plan	11,845,232	13.77%	1,566,048	15.05%	13,411,280
Student Technology Fee	-	0.00%	15,278	0.02%	15,278
<b>Total Fund Balance</b>	<b>16,146,849</b>	<b>18.77%</b>	<b>1,734,097</b>	<b>20.07%</b>	<b>17,880,946</b>

# **Pasco-Hernando State College**

## **DBoT Budget Workshop**

### **May 20, 2025**

DBOT  
5/20/2025  
4.5

**Presented by:**  
**Brian Horn,**  
**Executive Vice President of Administration and Chief**  
**Financial Officer**

## Major Issues Impacting Budget Development

### Revenue

- Tuition, Fees, Other Revenue
- State Appropriations
- Performance Funding
- Nursing Funding

### Expense

- State Health Insurance
- Increase in cost
- Initiatives

### Fund Balance

- Fund Balance History

### Facilities-PECO

- Project funding status

**PHSC**  
**Compared to Local Colleges**  
**(Credit Programs Fee Per Credit Hour)**  
**2025-2026**

**Fees have not increased since FY 2012-2013 (13 years)**

RESIDENT STUDENTS  
FEE PER CREDIT HOUR

COLLEGE	Tuition	Student Financial Aid Fee	Student Activity Fee	Capital Improvement Fee	Technology Fee	Total	Tuition and Fees Academic Year (30 HOURS)
St. Petersburg College	\$80.94	\$4.04	\$7.63	\$15.10	\$4.04	\$111.75	\$3,352.50
Polk State College	\$82.78	\$4.14	\$8.28	\$11.88	\$4.14	\$111.22	\$3,336.60
<b>Florida State College Average</b>	<b>\$80.68</b>	<b>\$3.97</b>	<b>\$7.21</b>	<b>\$11.08</b>	<b>\$3.97</b>	<b>\$106.90</b>	<b>\$3,206.98</b>
Pasco-Hernando State College	\$76.57	\$3.83	\$7.66	\$13.29	\$3.83	\$105.18	\$3,155.40
Hillsborough Community College	\$80.45	\$4.03	\$7.23	\$8.23	\$3.91	\$103.85	\$3,115.50
State College of Florida, Manatee-Sarasota	\$78.84	\$3.94	\$7.88	\$7.88	\$3.94	\$102.48	\$3,074.40

# Proposed Tuition, Fees, Other Revenue

Revenue Source	FY23-24	FY24-25	Proposed FY25-26	Incr/(Decr) Prior FY	
				\$ Amount	% Amount
Tuition	\$11,560,774	\$12,458,508	\$12,415,286	(\$43,222)	-0.35%
Lab & Other Fees	\$2,403,500	\$2,602,500	\$2,627,500	\$25,000	0.96%
Technology Fees (1)	\$578,226	\$623,133	\$620,971	(\$2,162)	-0.35%
<b>Total Student Fees</b>	<b>\$14,542,500</b>	<b>\$15,684,141</b>	<b>\$15,663,757</b>	<b>(\$20,384)</b>	<b>-0.14%</b>
Other Revenue	\$429,750	\$558,843	\$689,100	\$130,257	23.31%
Local Support (Dual Enrollment)	\$1,282,720	\$1,396,530	\$1,472,974	\$76,444	5.47%
State Support-Industry Certificates	\$150,000	\$374,774	\$374,774	\$0	0.00%
<b>Other Revenue</b>	<b>\$1,862,470</b>	<b>\$2,330,147</b>	<b>\$2,536,848</b>	<b>\$206,701</b>	<b>11.10%</b>
<b>Total Revenue Budget</b>	<b>\$68,830,985</b>	<b>\$72,642,100</b>	<b>\$72,828,417</b>	<b>\$186,317</b>	<b>0.27%</b>



# State Appropriations

Revenue Source	FY23-24	FY24-25	Proposed FY25-26	Incr/(Decr) Prior FY	
				\$ Amount	% Amount
State Appropriation.-Recurring	\$40,970,434	\$41,337,979	\$41,337,979	\$0	0.00%
STEM - Recurring	\$2,306,271	\$2,306,271	\$2,306,271	\$0	0.00%
State-Lottery	\$6,741,093	\$6,373,548	\$6,373,548	\$0	0.00%
<b>Total State Recurring</b>	<b>\$50,017,798</b>	<b>\$50,017,798</b>	<b>\$50,017,798</b>	<b>\$0</b>	<b>0.00%</b>
State Approp (2+2 and Workforce FI)	\$685,955	\$656,969	\$656,969	\$0	0.00%
State Approp-Nursing (PIPELINE)	\$1,722,262	\$2,453,045	\$2,453,045	\$0	0.00%
<b>Total State Performance</b>	<b>\$2,408,217</b>	<b>\$3,110,014</b>	<b>\$3,110,014</b>	<b>\$0</b>	<b>0.00%</b>
State Appropriation.-Nursing Institute	\$0	\$1,500,000	\$1,500,000	\$0	0.00%
<b>Total State Non-Recurring</b>	<b>\$0</b>	<b>\$1,500,000</b>	<b>\$1,500,000</b>	<b>\$0</b>	<b>0.00%</b>
<b>Total State Support</b>	<b>\$52,426,015</b>	<b>\$54,627,812</b>	<b>\$54,627,812</b>	<b>\$0</b>	<b>0.00%</b>

***At the time this document was created we are still awaiting the results of the legislative session regarding college funding.***

# Performance Funding

FY2024-2025, \$17,000,000 state college system allocation for the 2+2 Student Success Incentive Fund to support college efforts to improve the success of students enrolled in associate of arts degree programs in completing critical college credit courses, graduating with associate of arts degrees, and transferring to baccalaureate degree programs.

***At the time this document was created we are still awaiting the results of the legislative session regarding college funding.***



# Performance Funding

FY2024-2025, \$13,000,000 for state college system allocation for the Work Florida Student Success Incentive Fund to support college strategies and initiatives to align career education programs with statewide and regional workforce demands and high paying job opportunities.

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# Nursing Performance Funding

FY2024-25, From the funds provided in Specific Appropriation 125, \$40,000,000 is provided for the Prepping Institutions, Programs, Employers, and Learners through Incentives for Nursing Education (PIPELINE) Fund to reward performance and excellence among nursing education programs at

**Florida College System institutions** pursuant to section 1009.897, Florida Statutes.

***At the time this document was created we are still awaiting the results of the legislative session regarding college funding.***

# Nursing Performance Funding

FY2024-25, From the funds provided in Specific Appropriation 125, \$19,000,000 is provided for the Linking Industry to Nursing Education (LINE) Fund to incentivize collaboration between nursing education programs and healthcare partners.

Funds shall be provided to eligible school district postsecondary technical career centers under section 1001.44, Florida Statutes, charter technical career centers under section 1002.34, Florida Statutes, Florida College System institutions, or independent non-profit colleges or universities and shall be administered by the Department of Education pursuant to section 1009.8962, Florida Statutes.

***At the time this document was created we are still awaiting the results of the legislative session regarding college funding.***

# State Health Insurance

The Florida College System joined the Department of Management Services (DMS) state health insurance program January 1, 2025. The colleges were not provided any funding to cover the employer increase in the insurance cost for the remainder of the FY24-25 fiscal year.

The annual cost prior to any mid-year increase is \$1.9 million for PHSC.

***At the time this document was created we are still awaiting the results of the legislative session regarding college funding.***

# Expense Items

- Cost of living increase for faculty and staff ?
- Minimum wage \$1 annual increase (\$14 hour 9/30/25)
- Annual State Health Insurance cost of \$1.9 million recurring expense.
- Estimated 7% increase in State Health Insurance \$231K.
- State Pension plan increase of \$112K.
- Longevities and Degree attainment \$124K.
- Increase in contracted costs, operating costs, and other inflationary items.

# Initiatives

## Student Success Initiatives, Implementation of Cohort Advising Model

Launch a cohort advising model to provide personalized academic support with planning and implementation during the summer of 2025 to boost retention and graduation rates. Students will be assigned a dedicated advisor.

## Task Force on Retention

A Task Force on Retention, comprising faculty, staff, and students, will be formed to analyze retention data, identify barriers, and recommend strategies for improvement.

# Initiatives

## Formation of a Teaching and Learning Center

A new Teaching and Learning Center to advance pedagogical excellence, support faculty development, and enhance student outcomes.

## Launch of the Center for Innovation and Technology

The Center for Innovation and Technology will integrate artificial intelligence (AI) into our workforce, teaching, and academic programs. It will also develop certificate and training programs and industry partnerships to prepare students for future careers.



# Initiatives

## Data Governance and Reporting

Creating a common and centralized data environment for the College including a Key Performance Indicator dashboard which will include common higher education measures and others established by the college key stakeholders.



# PHSC

## Fund Balance History

### 2019-2020 to 2023-2024

Year	FY19-20	FY 20-21	FY21-22	FY22-23	FY23-24
Total (1)	8,752,013	9,530,715	10,661,222	13,946,563	16,146,849
Total % (1)	14.89%	14.86%	14.89%	16.92%	18.77%

(1) The college must maintain a minimum 5% fund balance, and effective FY21-22 must submit a DBoT approved Carryforward Spending Plan for funds in excess of 5%. Excludes reserves for

# PECO Project

FIXED CAPITAL OUTLAY FLORIDA COLLEGE  
SYSTEM PROJECTS FROM PUBLIC EDUCATION  
CAPITAL OUTLAY AND DEBT SERVICE TRUST FUND

## **Project on list in SB 2500**

West Campus-Remodel Bldgs. A thru E w/ addition &  
chiller plant. \$11,198,203