



MEMORANDUM

TO: All Trustees

FROM: Joe H. Pickens, J.D.

DATE: August 19, 2026

RE: August 26 Board Meeting

The St. Johns River State College District Board of Trustees Meeting will be held on **Wednesday, August 26 beginning at 2:00 p.m.** at the **Orange Park Campus** in the Thrasher-Horne Center, Suites C & D.

For those Trustees who are interested, a tour of the Orange Park Campus will be held beginning at 1:00 p.m. Meet at the Thrasher-Horne Center to begin the tour.

Please review the attached material and if you have any questions, do not hesitate to call me. If you are unable to attend, please let me know.

Thank you.

JHP/sms

ST. JOHNS RIVER STATE COLLEGE
DISTRICT BOARD OF TRUSTEES MEETING

Wednesday, August 26, 2026, 2:00 p.m.

Orange Park Campus, Thrasher-Horne Center, Suites C & D

MISSION STATEMENT:

St. Johns River State College, an open-access, public institution of higher education in Northeast Florida, promotes excellence in teaching and learning to enrich the lives of its students and strengthen its community.

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

AGENDA

- I. Call to Order
- II. Public Comment
- III. Old Business
- IV. Consent Agenda – Chairperson Rich Komando – Action

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

 - A. Minutes
 1. Approval of Minutes of June 17, 2026, Board Meeting
 - B. Chief Operating Officer/Senior Vice President – Dr. Melanie Brown *(If you have any questions, please call Dr. Brown’s direct #386-312-4202.)*
 1. Approval of Personnel Matters
 2. Approval of the Updated 2026-2027 St. Johns River State College Salary Schedule
 - C. Vice President for Finance/CFO – VP Randy Peterson *(If you have any questions, please call VP Peterson’s direct #386-312-4022.)*
 1. Approval of Monthly Financial Report – July 2026
 2. Budget Amendments – Final FY 25-26
 - a. Operating Fund 1
 - b. Restricted Fund 2
 - c. Auxiliary Fund 3
 - d. Capital Outlay/Plant Fund 7
 3. Facilities Usage Report – June and July 2026

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

1. Approval of General Education Courses for Academic Year 2027-2028
2. Review and Certification of 2027-2028 Annual Institutional General Education Review
3. Approval of the 2026-2027 Articulation Agreement Between the District Board of Trustees of St. Johns River State College and the following public school districts:
 - o The District School Board of Putnam County
 - o The District School Board of St. Johns County
4. Approval of the 2026-2027 Articulation Agreement Between the District Board of Trustees of St. Johns River State College and the following private schools:
 - o St. Johns Academy
 - o St. Johns Christian School
5. Approval of the following curriculum revisions effective Fall 2027 for the Allied Health Department:
 - o Revised Program
 - Medical Assisting (C.C.)
 - o New Courses
 - MEA 0003 Introduction to Medical Assisting and Pharmacology (250 hours)
 - MEA 0502 Introduction to Medical Office Procedures (100 hours)
 - MEA 0574 Laboratory Procedures (80 hours)
 - MEA 0584 Clinical Assisting (130 hours)
 - MEA 0943 Practicum Experience (190 hours)
 - o Revised Course
 - MEA 0543C Electrocardiograph Aide (75 hours)
 - o Deleted Courses
 - HSC 0003 Basic Healthcare (90 hours)
 - MEA 0002 Introduction to Medical Assisting (250 hours)
 - MEA 0501C Medical Office Procedures (75 hours)
 - MEA 0506C Administrative Office Procedures (90 hours)
 - MEA 0573C Laboratory Procedures (125 hours)
 - MEA 0530C Pharmacology for Medical Assisting (90 hours)
 - MEA 0581C Clinical Assisting (230 hours)
 - MEA 0942 Practicum Experience (200 hours)

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

1. Approval of Perkins Postsecondary Rural Innovation Grant — Florida Department of Education

V. New Business

- A. Chief Operating Officer/Senior Vice President – Dr. Melanie Brown – Action and Informational Agenda Items (*If you have any questions, please call Dr. Brown's direct #386-312-4202.*)
 - 1. Action to Approve and Ratify the 2026-2030 Collective Bargaining Agreement (CBA) between the District Board of Trustees of St. Johns River State College and the St. Johns River State College Chapter of United Faculty of Florida
 - 2. Information Only: Annual Review of SJR State DBOT Rules and Policies
 - 3. Information Only: Change Order #004, Scherer Construction, Remodel & Additions to the FloArts Building Project, Palatka Campus
 - 4. Information Only: Change Order #001, Scherer Construction, Renovation to the Gymnasium, Palatka Campus
 - 5. Action to Approve the Revised Start Time of the September 16, 2026, District Board of Trustees Meeting
- B. Vice President for Finance/CFO – VP Randy Peterson – Action Agenda Items (*If you have any questions, please call VP Peterson's direct #386-312-4022.*)
 - 1. Action to Approve Transfers from Board Designated Operating Reserves to the Unexpended Plant Fund
- C. VP / Chief Institutional Research Officer – Dr. Ros Humerick (*If you have any questions, please call VP Humerick's direct #386-312-4212.*)
 - 1. Information: SJR State 2026 Fact Book / Facts at a Glance

VI. President's Report

- A. Information - Disclosure of Interested Party
Decision for Potential Conflict of Interest on RFP No. 25/26-085 – Public Private Partnership (P3) to Design, Build and Finance a Public Safety Complex in Clay County

VII. Appointment of Board Officers for 2026-2027 (Chair and Vice-Chair)

VIII. Trustees' Comments

IX. Adjournment

ST. JOHNS RIVER STATE COLLEGE
DISTRICT BOARD OF TRUSTEES MEETING MINUTES
June 17, 2026

MEMBERS PRESENT:

Mr. Rich Komando, Chairperson
Mr. Nick Primrose, Vice Chair
Ms. Alexandria Hill
Mr. Kevin Payne
Mr. Jud Sapp
Ms. Chereese Stewart
Mr. Cyrus Zomorodian

OTHERS PRESENT:

Joe H. Pickens, J.D., Executive Secretary
Dr. Joseph Saviak, J.D., Board Attorney

I. Meeting Call to Order:

Chairperson Komando called the meeting to order at 2:00 pm. The Trustees and the College's Collective Bargaining Team members along with President Pickens moved to another room for a brief Executive Session on Collective Bargaining.

The Trustees, the College's Collective Bargaining Team members, and President Pickens moved back to the room in which the Board meeting was held. Chairperson Komando welcomed the new Trustees Alexandria (Alex) Hill and Kevin Payne.

II. Public Comment:

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

III. Old Business:

There was no Old Business.

IV. Consent Agenda Items:

Chairperson Komando requested approval of the Consent Agenda Items IV.A-E:

- A. 1. Minutes of May 13, 2026, Budget Workshop and Board Meeting
- B. Chief Operating Officer/Senior Vice President – Dr. Melanie Brown: 1. Personnel Matters; and 2. 2026-2027 St. Johns River State College Salary Schedule.
- C. Vice President for Finance/CFO – Randy Peterson: 1. Monthly Financial Report – May 2026; 2. Facilities Usage Report – May 2026; and 3. Write-Offs of Tangible Personal Property.
- D. Vice President for Academic & Student Affairs – Dr. Ed Jordan: 1. SJR State 2026-2027 General Education Resubmission; 2. 2026-2027 Updates to the SJR State Library Access Policy; 3. 2026-2027 Updates to the SJR State Library Collection Development Policy; 4. 2026-2027 Articulation Agreement Between the District Board of Trustees of St. Johns River State College and the District School Board of

- Clay County; 5. 2026-2027 Articulation Agreement Between the District Board of Trustees of St. Johns River State College and the Florida School for the Deaf and the Blind; 6. 2026-2027 Articulation Agreement Among Eligible Home Education Students and their Parents/Guardians and St. Johns River State College; 7. 2026-2027 Articulation Agreement Between the District Board of Trustees of St. Johns River State College and the following private schools - Ark Christian Academy, Beacon of Hope Christian Academy, Calvary Christian Academy, Center Academy, Christian Home Academy, Crescent City Christian Academy, Faith Christian Academy, Lighthouse Christian School, Matanzas Christian Academy, Peniel Baptist Academy, Putnam Banner School, Seamark Ranch, Seven Bridges, Springs Academy, St. Johns Classical Academy, St. Johns Country Day School, St. Joseph Academy, The Broach School, Turning Point Christian Academy, Victory Preparatory School, and Washington Classical Christian School; 8. 2026-2027 Workforce Student Handbooks - Allied Health, Criminal Justice, Medical Assisting, Nursing (ASN/LPN-RN Bridge), Nursing (CNA), Nursing (PN), Nursing (RN to BSN)
- E. VP / Chief Institutional Research Officer – Dr. Ros Humerick: 1. Strengthening Community Colleges Grant — U.S. Department of Labor; 2. Adult General Education Grant — Florida Department of Education; and 3. Perkins Postsecondary Grant — Florida Department of Education.

Mr. Primrose moved approval of Consent Agenda Items IV.A-E. Ms. Stewart seconded the motion. Motion carried (Hill, Komando, Payne, Primrose, Sapp, Stewart, Zomorodian – Yes).

V. New Business:

- A. Chief Operating Officer/Senior Vice President – Dr. Melanie Brown – Action and Information Agenda Items
1. Chairperson Komando called a public hearing for Amendment to SJR State Board Rule 3.32 Substantive Change Reporting Policy for Regional Accreditation and Amendment to SJR State Board Rule 7.19 Policies Concerning the Library (see agenda item #3). There being no comments, Chairperson Komando adjourned the public hearing.
 2. Dr. Melanie Brown reviewed and requested approval of Amendment to SJR State Board Rule 3.32 Substantive Change Reporting Policy for Regional Accreditation and Amendment to SJR State Board Rule 7.19 Policies Concerning the Library.

Ms. Hill moved, seconded by Mr. Primrose, to approve Chief Operating Officer/Senior Vice President Items V.A.2 and V.A.4 (a detailed listing is contained in the material submitted by the Office of Chief Operating Officer/Senior Vice President). Motion carried (Hill, Komando, Payne, Primrose, Sapp, Stewart, Zomorodian – Yes).

3. See #1.
4. See #2.

5. Dr. Brown reviewed and requested approval of the Thrasher Horne Center Rental/Usage Fees for fiscal year 2027-2028.

Ms. Stewart moved, seconded by Ms. Hill, to approve Chief Operating Officer/Senior Vice President Item V.A.5 (a detailed listing is contained in the material submitted by the Office of Chief Operating Officer/Senior Vice President). Motion carried (Hill, Komando, Payne, Primrose, Sapp, Stewart, Zomorodian – Yes).

6. Dr. Brown announced that AVP Terry Thomas is retiring the end of July and thanked her for all she has done for the College. Ms. Thomas then reviewed and requested approval of the 2026-2031 Educational Plant Survey.

Mr. Primrose moved, seconded by Ms. Hill, to approve Chief Operating Officer/Senior Vice President Item V.A.6 (a detailed listing is contained in the material submitted by the Office of Chief Operating Officer/Senior Vice President). Motion carried (Hill, Komando, Payne, Primrose, Sapp, Stewart, Zomorodian – Yes).

7. Ms. Thomas reviewed and requested approval of the 2027-2028 Capital Improvement Plan.

Ms. Hill moved, seconded by Mr. Zomorodian, to approve Chief Operating Officer/Senior Vice President Item V.A.7 (a detailed listing is contained in the material submitted by the Office of Chief Operating Officer/Senior Vice President). Motion carried (Hill, Komando, Payne, Primrose, Sapp, Stewart, Zomorodian – Yes).

8. Ms. Thomas reviewed and requested approval to Accept as Complete the Gymnasium Exterior Painting Project, Palatka Campus, and Approve Final Pay Application for Work Completed.

Ms. Stewart moved, seconded by Mr. Primrose, to approve Chief Operating Officer/Senior Vice President Item V.A.8 (a detailed listing is contained in the material submitted by the Office of Chief Operating Officer/Senior Vice President). Motion carried (Hill, Komando, Payne, Primrose, Sapp, Stewart, Zomorodian – Yes).

9. Ms. Thomas reviewed and requested approval to Accept as Complete the Beach Volleyball Courts Project, Palatka Campus, and Approve Final Invoice for Work Completed.

Ms. Hill moved, seconded by Mr. Primrose, to approve Chief Operating Officer/Senior Vice President Item V.A.9 (a detailed listing is contained in the material submitted by the Office of Chief Operating Officer/Senior Vice President). Motion carried (Hill, Komando, Payne, Primrose, Sapp, Stewart, Zomorodian – Yes).

10. Ms. Thomas reviewed and requested approval of Change Order #003, Scherer Construction, Remodel and Additions to the FloArts Building, Palatka Campus.

Mr. Primrose moved, seconded by Ms. Hill, to approve Chief Operating Officer/Senior Vice President Item V.A.10 (a detailed listing is contained in the material submitted by the Office of Chief Operating Officer/Senior Vice President). Motion carried (Hill, Komando, Payne, Primrose, Sapp, Stewart, Zomorodian – Yes).

11. Ms. Thomas reviewed for Information only Change Order #001, Thomas May Construction, Gymnasium, Exterior Painting Project, Palatka Campus.

12. Dr. Brown reminded the Trustees to complete the President’s Evaluation that they received via email from Chuck Romer before the end of June.

13. Dr. Brown informed the Trustees that the Strategic Communications department gave everyone a t-shirt for “Viking Navigation Day” that is scheduled on July 15 for new student onboarding.

B. Vice President for Finance/CFO – VP Randy Peterson – Action Agenda Items

1. VP/CFO Peterson reviewed and requested approval of Disaster Recovery and Remediation Services Contract with Cotton Commercial USA, Inc.

Mr. Primrose moved, seconded by Ms. Stewart, to approve Vice President for Finance/CFO Item V.B.1 (a detailed listing is contained in the material submitted by the Office of VP/Chief Finance Officer). Motion carried (Hill, Komando, Payne, Primrose, Sapp, Stewart, Zomorodian – Yes).

2. VP/CFO Peterson reviewed and requested approval of Disaster Debris Removal and Management Services Contract with James W. Turner Construction, LTD.

Mr. Primrose moved, seconded by Ms. Hill, to approve Vice President for Finance/CFO Item V.B.2 (a detailed listing is contained in the material submitted by the Office of VP/Chief Finance Officer). Motion carried (Hill, Komando, Payne, Primrose, Sapp, Stewart, Zomorodian – Yes).

3. VP/CFO Peterson reviewed and requested approval of Accounts Receivable Write-Offs. Trustee Primrose inquired about a registry of some type for the Florida College System to use to keep track of students who have not paid their bill. President Pickens noted the practice used to be that the transcript would not be released until the student paid any outstanding bills, but now it can be. It was suggested to add the words “fee still owed” to the transcript.

Ms. Stewart moved, seconded by Mr. Primrose, to approve Vice President for Finance/CFO Item V.B.3 (a detailed listing is contained in the material submitted by the Office of VP/Chief Finance Officer). Motion carried (Hill, Komando, Payne, Primrose, Sapp, Stewart, Zomorodian – Yes).

4. VP/CFO Peterson reviewed and requested approval of 2026-2027 Student Tuition and Fees (no change in 15 years).

Mr. Primrose moved, seconded by Ms. Hill, to approve Vice President for Finance/CFO Item V.B.4 (a detailed listing is contained in the material submitted by the Office of VP/Chief Finance Officer). Motion carried (Hill, Komando, Payne, Primrose, Sapp, Stewart, Zomorodian – Yes).

5. VP/CFO Peterson reviewed and requested approval of 2026-2027 Operating Budget – Unrestricted Fund. Overlooked major bullets/assumptions

Ms. Hill moved, seconded by Mr. Zomorodian, to approve Vice President for Finance/CFO Item V.B.5 (a detailed listing is contained in the material submitted by the Office of VP/Chief Finance Officer). Motion carried (Hill, Komando, Payne, Primrose, Sapp, Stewart, Zomorodian – Yes).

6. VP/CFO Peterson reviewed and requested approval of 2026-2027 Plant Fund Capital Outlay Budget. He noted a revision – “2026-27 Carry Forward Budget Total” should be “2026-27 Capital Outlay Budget Total.”

Mr. Primrose moved, seconded by Mr. Sapp, to approve Vice President for Finance/CFO Item V.B.6 (a detailed listing is contained in the material submitted by the Office of VP/Chief Finance Officer). Motion carried (Hill, Komando, Payne, Primrose, Sapp, Stewart, Zomorodian – Yes).

C. Vice President for Academic & Student Affairs – Dr. Ed Jordan

1. Dr. Ed Jordan reviewed and requested approval of the 2026-2027 SJR State Catalog/Handbook.

Mr. Stewart moved, seconded by Mr. Payne, to approve Vice President for Academic & Student Affairs Item V.C.1 (a detailed listing is contained in the material submitted by the Office of Vice President for Academic & Student Affairs). Motion carried (Hill, Komando, Payne, Primrose, Sapp, Stewart, Zomorodian – Yes).

2. Dr. Ed Jordan reviewed for information only:
Adult Education General Education Diploma (GED) Graduation
Thursday, June 11, 2026, 6:00 pm
Mt. Tabor First Baptist Church, Palatka

Practical Nursing (PN) Pinning Ceremony
Thursday, June 18, 2026, 11:00 am
Thrasher-Horne Center, Orange Park Campus

Florida School of the Arts Graduation
Friday, June 19, 2026, 5:00 pm
Thrasher-Horne Center, Orange Park Campus

Basic Law Enforcement Graduation
Monday, June 22, 2026, 7:00 pm
Thrasher-Horne Center, Orange Park Campus

Associate of Science in Nursing (ASN) Pinning Ceremony
Thursday, August 8, 2026, 2:00 pm
Thrasher-Horne Center, Orange Park Campus

VI. Designation of Board's Designee on the Student Housing DSO Board

Chairman Komando called for the Designation of the Board's Designee on the Student Housing DSO Board. Trustee Alexandria Hill volunteered.

VII. Designation of Board Liaison to the St. Johns River State College Foundation

Chairman Komando called for the Designation of the Board Liaison to the Foundation. Trustee Kevin Payne volunteered.

VIII. President's Report:

President Pickens announced that Head Softball Coach Joe Pound has resigned. The College has hired Lee Kuyrkendall and the team should be strong next year.

IX. Trustees' Comments:

A. Board Endorsement of Association of Community College Trustees (ACCT) 2026 CEO Award Nomination

Dr. Melanie Brown informed the Board that Chair Komando drafted a letter on behalf of the Board to nominate President Pickens for the 2026 ACCT Chief Executive Officer Award.

Mr. Payne moved, seconded by Ms. Hill, to approve the Board Endorsement of the Association of Community College Trustees (ACCT) 2026 CEO Award Nomination. Motion carried (Hill, Komando, Payne, Primrose, Sapp, Stewart, Zomorodian – Yes).

Trustee comments were made. Trustee Komando remarked on the Florida School of the Arts' 50th anniversary.

X. Adjournment

Chairperson Komando adjourned the meeting at 3:10 p.m.



MEMORANDUM

TO: Joe Pickens, J.D.
College President

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

DATE: August 18, 2026

RE: Consent Agenda Items

August 26, 2026, District Board of Trustees Meeting

The following item is submitted for the Board of Trustees' consideration at the August 26, 2026, meeting:

1. Approval of Personnel Matters
2. Approval of the Updated 2026-2027 St. Johns River State College Salary Schedule

DISTRICT BOARD OF TRUSTEES

BOARD MEETING: August 26, 2026

PERSONNEL MATTERS

Name	Job Classification	Type of Pay or Action	Pay Scale or Rate	Dates
Bauer, Sarah	FT – Faculty	Hire	Doctorate - 9 mo	08/13/2026
Berg, Jacob	FT – Faculty	Hire	Masters- 9 mo	08/13/2026
Bowden, Alyxandra	FT – Paraprofessional	Hire	PP – Grade 114	08/03/2026
Boyd, Austin	FT – Faculty	Hire	Doctorate - 9 mo	08/13/2026
Carter, Andrew	FT – Paraprofessional	Terminated	N/A	06/30/2026
Ceglie, Robert	FT – Faculty	Hire	Doctorate - 9 mo	08/13/2026
Couch, Carla	FT – Faculty	Hire	Masters- 9 mo	08/13/2026
Crespo, Alicia	FT – Faculty	Hire	Bachelors – 12 mo	08/03/2026
Farmer, Amanda	FT – Career Service	Hire	CS – Grade 108	07/01/2026
Gibson, Randa	FT – Paraprofessional	Promotion	PP – Grade 114	08/01/2026
Gothrup, Cayden	PT – Paraprofessional	Hire	\$18.03/hr	07/01/2026
Hall, Jack	FT – Administration	Promotion	AD – Grade 129	07/01/2026
Hernandez, Junior	FT – Paraprofessional	Hire	PP – Grade 111	08/03/2026
Hohrath, Todd	FT – Faculty	Hire	Masters + 60 - 9 mo	08/13/2026
Humerick, Rosalind	AD – Grade 130	Retire	N/A	08/31/26
Keator, Ananda	FT – Faculty	Hire	Masters + 60 - 10 mo	08/13/2026
Kirk, Sylvia	FT – Paraprofessional	Hire	PP – Grade 112	07/08/2026
Kuyrkendall, Lee	FT – Professional	Hire	PS – Grade 120	07/01/2026
Long, Xavier	FT – Paraprofessional	Promotion	PP – Grade 114	08/01/2026
Malloy, Chase	FT – Paraprofessional	Resignation	N/A	08/14/2026
Morris, William	FT – Professional	Hire	PS – Grade 124	07/01/2026
Norris, Gage	FT – Paraprofessional	Resignation	N/A	08/28/2026
Otto, David	FT – Faculty	Hire	Doctorate - 9 mo	08/13/2026

Reinhold, Scott	FT – Career Service	Hire	PS – Grade 108	08/17/2026
Romer, Charles	FT – Administration	Promotion	AD – Grade 130	07/01/2026
Soto, Misel	FT – Paraprofessional	Resignation	N/A	08/31/26
Tadese, Hailemariam	FT – Paraprofessional	Hire	PP – Grade 114	08/10/2026
Weeks, Dalton	FT – Career Service	Hire	CS – Grade 108	07/01/2026
Weeks, William	FT – Faculty	Hire	Masters- 9 mo	08/13/2026

MISCELLANEOUS

Volunteers:

- Michael Furry – Athletics
- Karson Kennedy – Athletics
- Ryan Surrency – Athletics
- Rhonda O'Connor – Thrasher



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

2026-2027



Prepared by the
Office of Human Resources
5001 St. Johns Avenue
Palatka, FL 32177
Updated: 8/17/2026

2026-2027 Bargaining Unit Salary Schedule



Bargaining Unit Annual Contract

Contracts for twelve (12) month full-time, faculty employees start on July 1, unless otherwise stated. Contracts for nine (9) and ten (10) month full-time, faculty employees start on August 1, unless otherwise stated.

FULL-TIME, FACULTY SALARY SCHEDULE - 12 MONTH CONTRACT

Starting Salary – Twelve (12) Month

- Doctorate: \$64,899
- Masters +60: \$63,322
- Masters: \$61,746
- Bachelors, Associate Degree or Program Specific Credentials: \$58,811

FULL-TIME, FACULTY SALARY SCHEDULE - 10 MONTH CONTRACT

Starting Salary – Ten (10) Month

- Doctorate: \$54,028
- Masters +60: \$52,778
- Masters: \$51,527
- Bachelors, Associate Degree or Program Specific Credentials: \$49,027

FULL-TIME, FACULTY SALARY SCHEDULE - 9 MONTH CONTRACT

Starting Salary – Nine (9) Month

- Doctorate — \$48,614
- Masters +60 — \$47,483
- Masters — \$46,353
- Bachelors, Associate Degree or Program Specific Credentials: \$44,092

A Faculty member's starting salary shall be based upon academic and professional qualifications predicated upon earned Doctorate, Masters, or Bachelors Degrees from an accredited institution.

The rates in the Bargaining Unit Salary Schedule are subject to change based on ratification of the Collective Bargaining Agreement.

Curriculum Coordinators

Tier 1:

\$4,000 annual stipend + 3-hour reduction Fall/Spring/Summer

- Biological Science
- English
- Florida School of the Arts
- Mathematics
- Social Science

Tier 2:

\$4,500 annual stipend (No course load reduction)

- Foreign Language
- Humanities
- Physical Sciences
- Student Life Skills
- Teacher Education
- Business/Org Management
- Criminal Justice Credit Programs
- Engineering Technology
- Computer
- Biological Sciences – BS
- Social & Human Services

Tier 3:

\$3,000 annual stipend (No course load reduction)

- Criminal Justice Advanced & Specialized Training
- Criminal Justice Day Basic Law Enforcement
- Criminal Justice Evening Basic Law Enforcement
- Criminal Justice High Liability Training
- Nursing – PSAV
- Nursing – ASN
- Nursing - LPN

Faculty Program Directors

In addition to the work of Curriculum Coordinator described above, Faculty Program Directors are responsible for maintaining programmatic licensing and accreditation. Faculty serving as Program Directors are on 12-month contracts and receive an annual stipend of two thousand dollars (\$2,000) and take a three (3) hour load reduction (or receive three (3) additional hours of overload pay) fall, spring, and summer term for their administrative programmatic responsibilities.

The following bargaining unit members serve as Faculty Program Directors:

- EMS Director
- Health Information Technology Director
- Medical Assisting Director
- Radiologic Technology Director
- Respiratory Care Director

For additional compensation and stipend information, please refer to article 20 in the Collective Bargaining Agreement.

Overloads for Bargaining Unit

CREDIT COURSES

\$750 per contact hour

CTE, CLINICALS, CONTINUING EDUCATION and APPLIED VOICE INSTRUCTION

CTE, Clinicals, Continuing Education, Florida School of the Arts Applied Instruction, and Adult Education extra teaching assignments will be paid at the appropriate hourly rate up to \$175 per hour based on market conditions and tuition generated, as recommended by the appropriate Vice President.

OVERLOAD CONTRACT FOR LIBRARIANS

Full-time Librarians may request an overload in the capacity of an adjunct librarian. Overloads are not guaranteed and shall be granted based on need and at the discretion of the appropriate administrator. Librarians working overloads in an adjunct librarian capacity will be paid \$26.00 per hour.

St. Johns River State College does not discriminate against any person in its programs, activities, policies or procedures on the basis of race, ethnicity, color, national origin, marital status, religion, age, gender, sex, pregnancy, sexual orientation, gender identity, genetic information, disability, or veteran status. All questions or inquiries regarding compliance with laws relating to non-discrimination and all complaints regarding sexual misconduct or discrimination, may be directed to the Title IX Coordinator/Civil Rights Compliance Officer, St. Johns River State College, 5001 St. Johns Avenue, Palatka, Florida, 32177; 386-312-4070.

Non-Bargaining Unit Salary Schedule



Career Service Salary Schedule

The Salary Schedule serves as a guideline for the initial placement of new, full-time, career service employees. Starting salaries for career service positions are usually between the minimum and midpoint ranges. Certain employees may be above the range listed on this Salary Schedule based on years of service, education, experience, and/or other factors as approved by the President. Supervisory approval is required prior to Career Service employees working over 40 hours in any given week. For recommended hiring guidelines within each salary range, see page 17.

Grade 103

Min \$31,200 Mid \$41,340 Max \$51,480

- Custodian
- Day Porter

Grade 104

Min \$31,668 Mid \$41,960 Max \$52,252

- Custodian II
- Mail & Receiving Operations Asst.

Grade 105

Min \$32,143 Mid \$42,590 Max \$53,036

- Maintenance Apprentice

Grade 106

Min \$32,625 Mid \$43,228 Max \$53,832

- Library Assistant
- Maintenance II
- Student Services Receptionist

Grade 107

Min \$33,115 Mid \$43,877 Max \$54,639

- Administrative Assistant I
- Business Office Assistant
- Human Resources Assistant
- Workforce Assistant

Grade 108

Min \$33,611 Mid \$44,535 Max \$55,459

- Academic Advising Assistant
- Admissions Specialist
- Arts & Sciences Assistant
- Campus Safety Officer-Sergeant
- Library Technical Assistant/Circulation Manager
- Registration Specialist
- Student Support Representative

Grade 109**Min \$34,115 Mid \$45,203 Max \$56,290**

- HR Specialist
- Maintenance III

Grade 110**Min \$34,627 Mid \$45,881 Max \$57,135**

- Academic Advising Office Specialist
- Academic Affairs Office Specialist
- Administrative Assistant II
- Advancement Specialist
- Baccalaureate Admissions Specialist
- Learning Resources Office Specialist
- Sr. HR Specialist
- Testing Specialist
- Workforce Specialist

Paraprofessional Salary Schedule

The Salary Schedule serves as a guideline for the initial placement of new, full-time, para-professional employees. Starting salaries for para-professional positions are usually between the minimum and midpoint ranges. Certain employees may be above the range listed on this Salary Schedule based on years of service, education, experience, and/or other factors as approved by the President. Supervisory approval is required prior to para-professional employees working over 40 hours in any given week. For recommended hiring guidelines within each salary range, see page 17.

Grade 111

Min \$35,147 Mid \$46,569 Max \$57,992

- Bookstore Manager
- Engineering Services Apprentice

Grade 112

Min \$35,674 Mid \$47,268 Max \$58,862

- Accounting Specialist
- Administrative Assistant to VP
- Assistant Coach
- Creative Services Specialist
- Facilities Office Manager
- IT Office Manager
- Learning Culture Office Specialist
- One-Stop Center/Campus Specialist for the Orange Park Campus
- Purchasing & Aux Services Specialist
- Purchasing Specialist
- Senior Academic Affairs Specialist
- Senior Student Support Representative
- Senior Workforce Specialist

Grade 113

Min \$36,209 Mid \$47,977 Max \$59,745

- Campus Safety Command Officer

Grade 114

Min \$37,295 Mid \$49,416 Max \$61,537

- Academic Support Coordinator
- Admissions Coordinator
- Adult Education Coordinator
- Athletics Logistics Coordinator
- Campus Maintenance Coordinator
- Conference Center Events Coordinator
- Coordinator of Student Onboarding, Engagement & Success
- Creative Services Coordinator
- Digital Marketing Coordinator
- Engineering Tech Lab Coordinator
- Engineering Services – HVAC II
- Engineering Services – Electrician II
- HR Coordinator- Talent Acquisition & Engagement
- Institutional Effectiveness Coordinator
- IT Support Technician
- Records Coordinator
- Science Laboratory Coordinator
- Teacher Education Coordinator
- Testing Coordinator
- Web Coordinator

Grade 115

Min \$38,414 Mid \$50,899 Max \$63,383

- Accountant
- Financial Aid Coordinator
- Foundation Finance & Scholarship Coordinator
- Guest Services Coordinator
- HR Coordinator - Compensation
- HR Coordinator – Leave & Retirement
- Recruitment Coordinator
- Payroll Coordinator

Grade 116

Min \$39,566 Mid \$52,425 Max \$65,285

- Asst. Allied Health Clinical Coordinator
- Custodial Services Coordinator
- Engineering HVAC Specialist
- Enrollment and Instructional Records Coordinator

Grade 117

Min \$40,753 Mid \$53,998 Max \$67,243

- Institutional Research Coordinator
- IT Analyst

Grade 118**Min \$41,976 Mid \$55,618 Max \$69,260**

- Executive Assistant to Senior Management
- Executive Assistant to President
- Senior Accountant
- Head Beach Volleyball Coach
- Head Volleyball Coach

Grade 119**Min \$43,235 Mid \$57,287 Max \$71,338**

- Academic Advisor
- Career Services Coordinator
- Dual Enrollment Advisor
- Workforce Student Outreach & Success Coordinator

Professional Support Salary Schedule

The Professional Support Exempt Salary Schedule serves as a guideline for the initial placement of new, full-time, professional support exempt employees. Certain employees may be above the range listed on this Salary Schedule based on years of service, education, experience, and/or other factors as approved by the President. Salary figures are based on a 12-month appointment. For recommended guidelines within each salary range, see page 17.

Grade 120

Min \$53,235 Mid \$70,537 Max \$87,838

- Annual Giving, Donor & Engagement Coord.
- Assistant Director of Financial Aid
- Asst. Director of Campus Safety
- Athletic Trainer
- Conference Center Operations Manager
- CRM Operations Strategist/IT Business Analyst
- Facilities Project Manager
- FSA Admissions Coordinator
- Guest Services Manager
- Head Coach
- Instructional Design Technologist
- Instructional Project Manager
- IT Business Analyst
- IT Security Analyst
- IT Sr. Programmer
- Marketing Manager
- Nursing Clinical Coordinator
- Production & Events Manager
- Stage Operations Manager
- Student Support Ombuds
- System Administrator

Grade 121

Min \$56,235 Mid \$74,512 Max \$92,788

- Director of Bookstore and Mail Operations
- Director of Digital Marketing
- Director of Web and Creative Strategies
- Engineering Services Coordinator
- Facilities Planner
- Sr. Instructional Design Technologist
- Sr. Student Support Ombuds

Grade 122

Min \$59,235 Mid \$78,487 Max \$97,738

Grade 123

Min \$62,235 Mid \$82,462 Max \$102,688

- Assistant Controller
- Director of Community & Corporate Education
- Director of Programming, Marketing, and Guest Services
- Director of Testing

Grade 124

Min \$65,235 Mid \$86,437 Max \$107,638

- Athletics Director
- Director of Campus Safety
- Director of DevOps
- Director of Information Operations
- Director of IT Infrastructure
- Director of IT Security & Compliance
- Director of Facilities Business Operations
- Director of Facilities Operations
- Director of Online Learning
- Director of Operations & Production
- Director of Purchasing/Auxiliary Services

Administrative Salary Schedule

Twelve (12) month administrative salaries are determined by formal education, teaching or administrative experience, job responsibilities, and performance of administrative duties at St. Johns River State College. Salaries and salary increases are recommended by the President and approved by the Board of Trustees.

All administrative positions are for a one-year period starting on July 1, unless otherwise stated. Grade levels are assigned based on the duties and responsibilities of each administrative position. The titles listed below should be used as a guide in assigning grade level, but deviations may take place as approved by the President. Starting salaries for administrative positions are usually between the minimum and midpoint ranges.

Grade 131

Min \$116,235 Mid \$154,012 Max \$191,788

- Chief Operating Officer, Sr. VP

Grade 130

Min \$106,235 Mid \$140,762 Max \$175,288

- Chief Academic Officer, VP
- Chief Financial Officer, VP
- Chief Human Resources Officer, VP
- Vice Presidents

Grade 129

Min \$96,235 Mid \$127,512 Max \$158,788

- Associate Vice Presidents
- Chief Information Officer

Grade 128

Min \$86,235 Mid \$114,262 Max \$142,288

- Assistant Vice Presidents
- Controller

Grade 127

Min \$76,235 Mid \$101,012 Max \$125,788

- Deans
- Executive Directors
- Registrar

Grade 126

Min \$71,235 Mid \$94,387 Max \$117,538

- Associate Deans

Grade 125

Min \$68,235 Mid \$90,412 Max \$112,588

- Directors

COMPLIANCE: The College complies with Section 1012.885, Florida Statute, in compensation to designated individuals by funding remuneration proportionately from authorized College operating revenue sources.

Non-Bargaining Unit Contract

Contracts for twelve (12) month full-time, faculty employees start on July 1, unless otherwise stated. Contracts for nine (9) and ten (10) month full-time, faculty employees start on August 1, unless otherwise stated.

FULL-TIME, FACULTY SALARY SCHEDULE - 12 MONTH CONTRACT

Starting Salary – Twelve (12) Month

- Doctorate: \$63,939
- Masters +60: \$62,386
- Masters: \$60,833
- Bachelors, Associate Degree or Program Specific Credentials: \$57,941

FULL-TIME, FACULTY SALARY SCHEDULE - 10 MONTH CONTRACT

Starting Salary – Ten (10) Month

- Doctorate: \$53,229
- Masters +60: \$51,998
- Masters: \$50,765
- Bachelors, Associate Degree or Program Specific Credentials: \$48,302

FULL-TIME, FACULTY SALARY SCHEDULE - 9 MONTH CONTRACT

Starting Salary – Nine (9) Month

- Doctorate: \$47,895
- Masters +60: \$46,781
- Masters: \$45,667
- Bachelors, Associate Degree or Program Specific Credentials: \$43,440

A Faculty member's starting salary shall be based upon academic and professional qualifications predicated upon earned Doctorate, Masters, or Bachelors Degrees from an accredited institution.

Recommended Hiring Guidelines for Professional Support and Career Service Employees

1st quartile

The candidate meets minimum qualifications in experience (assumes at least 1 year necessary if nothing is listed) and education, or equivalent. May increase starting pay between minimum and mid-point of pay range for additional years of experience above minimum (up to 3 additional years)

2nd quartile

The candidate meets minimum qualifications in experience and education, or equivalent; and preferred if listed (or equivalent). Candidate exceeds minimum qualifications. May increase starting pay between minimum and mid-point of pay range for additional years of experience above minimum (between 4-6)

3rd quartile

The candidate meets preferred qualifications (or equivalent) in experience and education, and candidate exceeds minimum qualifications by at least 7 years. May increase starting pay between minimum and mid-point of pay range for additional years of experience above minimum (between 7-9).

4th quartile

The candidate meets preferred qualifications (or equivalent) in experience and education, including at least 10 additional years of experience. May increase starting pay between minimum and mid-point of pay range for more than 10 additional years of experience

Existing Employees

When an existing employee is promoted or reclassified to a position that is at least 1 pay grade higher than his/her pay grade, the employee may receive a salary increase to the greater of at least the minimum rate of the new pay range or up to 10% of their current salary as follows:

- 1 pay grade = 5%
- 2 pay grades = 7%
- 3 pay grades or more = 10%

*The quartile method may be used where it may be more equitable in cases when an internal candidate has additional experience, degrees, etc.

Increases of up to \$5,000 may be allowed for professional exempt employees that are given new responsibilities (such as additional supervisory/department responsibilities) that warrant a significantly revised job description.

Instructional Technology Certifications Supplements

A full-time Information Technology staff member holding the certifications below will be paid:

• Oracle Certified Associate	\$2,000 per year
• Oracle Certified Professional	\$3,000 per year
• Cisco Certified Network Associate	\$2,000 per year
• Cisco Certified Network Professional	\$3,000 per year
• Microsoft MCSE Certification	\$2,000 per year
• IBM Certified Administrator-Tivoli Storage Mgr.	\$3,000 per year
• VMWare Certified Professional	\$2,000 per year
• VMWare Certified Design Expert	\$3,000 per year
• CompTIA Security+	\$2,000 per year
• CASP/CISSP	\$3,000 per year

The College will determine the number of supplements available and which positions qualify for supplements. Persons seeking supplements should notify Human Resources to determine eligibility and availability of supplemental pay. Supplemental pay requires certifications be current and relevant to the needs of the College.

Approved staff members seeking a supplement should notify the Human Resources Office by April 1 of anticipated licensure/certification status, which would affect their salary. Once status has been attained, documentation should be submitted immediately to the Human Resources Office. Changes in salary will not take effect until new contracts are issued in July. Contracts will not be amended or reissued during the year to reflect changes in licensure/certification status.

NOTE: Only one supplement can be awarded at any given time for each of the following certification categories: Oracle Certified, Cisco Certified, VMWare Certified, and Security Credentials.

Longevity

Once a full-time non-bargaining employee reaches 10 years of service, they will receive a 1% plus \$1,000 increase to their annual salary on July 1st of the next fiscal year.

Club Sponsor Supplement

Employees selected to serve as a student club sponsor may be eligible to receive a stipend. Employees serving as club sponsors will be responsible for attending club meetings/events, submitting appropriate documentation and other paperwork, and completing other relevant tasks. The annual stipend for employee club sponsors will be determined by the Office of Student Affairs, and it will be based upon the number of students in the club, the number of events/activities each semester, travel requirements, and other variables. The annual stipend will be paid in two installments, at the end of the fall and spring semesters. Following is the compensation plan for Employee Club Sponsors:

- | | |
|---------------------------------|---------------|
| • Major Club Sponsor | \$800.00/year |
| • Academic/Service Club Sponsor | \$500/year |
| • Special Interest Club Advisor | \$250.00/year |

Athletic Supplement

A Professional Support or Career Service Athletic Coach or Assistant Coach may qualify for only one of the athletic supplements in the following schedule. The athletic supplement will be applied to each eligible athletic program and divided among the coaching staff according to a rate established by the President of the College; and paid no later than the month following the event.

Division II Programs:

- Win a regular season OR Conference Tournament/Championship title – up to \$5,000
- Win both a regular season AND Conference Tournament/Championship title– up to \$7,500
- Win a NJCAA Regional Tournament – up to \$12,000
- Win a NJCAA National Championship – up to \$20,000

Periodic Salary Supplement

The President may recommend to the District Board of Trustees (the Board) that all full-time non-bargaining unit employees and/or permanent part-time non-instructional employees be paid a one-time, non-recurring salary supplement that is not added to base salary during the fiscal year. This payment is not a performance bonus or pay for service already rendered. The criterion for the payment is solely based on being employed at SJR State. These payments are not subject to FRS deductions.

Board approval of the operating budget including the wage and salary schedules constitutes authority for the President of the College, or his designated representative, to execute all other contracts and appointments.

When approved by the Board, payments of the supplements will be as directed by the President. The President will establish the lump sum amount or percentage of employee base salary to be paid. In addition, the President may recommend to the Board other conditions for the payment of supplements including, but not limited to, College budgetary requirements or restrictions.

Special Services Supplements

- Administrative up to \$10,000 per year
- Military and Veteran's Support Liaison up to \$750 per Year

This Salary Schedule is subject to revision upon approval by the St. Johns River State College District Board of Trustees, and in accordance with the Fair Labor Standards Act, the Florida Statutes, and all other applicable laws and regulations.

St. Johns River State College does not discriminate against any person in its programs, activities, policies or procedures on the basis of race, ethnicity, color, national origin, marital status, religion, age, gender, sex, pregnancy, sexual orientation, gender identity, genetic information, disability, or veteran status. All questions or inquiries regarding compliance with laws relating to non-discrimination and all complaints regarding sexual misconduct or discrimination, may be directed to the Title IX Coordinator/Civil Rights Compliance Officer, St. Johns River State College, 5001 St. Johns Avenue, Palatka, Florida, 32177; 386-312-4070.

2026-2027 Information Technology Salary Schedule



Information Technology Salary Groups

Salary Group A: Entry Level Paraprofessional Non-Exempt

Salary Range: \$37,295 - \$49,416

- IT Support Technician

Salary Group B: Mid-Level Paraprofessional Non-Exempt

Salary Range: \$40,753 - \$53,998

- IT Analyst

Salary Group C: Advanced Professional Support Exempt

Salary Range: \$53,235 - \$70,537

- CRM Operations Strategist/IT Business Analyst
- IT Business Analyst
- IT Security Analyst
- IT Sr. Programmer
- System Administrator

Salary Group D: Expert Professional Support Exempt

Salary Range: \$65,235 - \$86,437

- Director of DevOps
- Director of Information Operations
- Director of IT Infrastructure
- Director of IT Security & Compliance

**** Placement within the applicable range will be based on an evaluation of experience, knowledge, and a comparative review of other employees with the same title by the Human Resources Department.**

2026-2027 Maintenance Salary Schedule



Maintenance & Facilities Salary Groups

Salary Group A: Custodial Non-exempt Career Service

Salary Range: \$31,200 - \$41,960

- Day Porter
- Custodian
- Custodian II

Salary Group B: Apprentice Career Service Non-exempt

Salary Range: \$32,143 - \$45,203

- Maintenance Apprentice
- Maintenance II
- Maintenance III
- Groundskeeper

Salary Group C: Journeyman Paraprofessional Non-Exempt

Salary Grade: \$35,147 - \$52,425

- Engineering Service Apprentice
- Engineering Services - Electrician II
- Engineering Services - HVAC II
- Campus Maintenance Coordinator
- Custodial Services Coordinator
- Engineering HVAC Specialist

Salary Group D: Master Professional Support Exempt

Salary Range: \$53,235 - \$86,437

- Director of Facilities Business Operations
- Director of Facilities Operations
- Engineering Services Coordinator
- Facilities Planner
- Facilities Project Manager

**** Placement within the applicable range will be based on an evaluation of experience, knowledge, and a comparative review of other employees with the same title by the Human Resources Department.**

2026-2027 Part-Time Salary Schedule



part-time
& temp/seasonal

Part-Time Hourly Schedule

Salary Group A: Bookstore

- Courier - \$16.45
- Bookstore Specialist - \$16.92

Salary Group B: Learning Resources

- Library Assistant - \$16.69
- Library Shift Lead - \$17.16
- Math/English Tutor - \$17.65

Salary Group C: FloArts and Thrasher Horne Center

- Box Office Agent - \$16.23
- Guest Services Representative I - \$16.92
- Guest Services Representative II – \$17.65
- Stagehand - \$17.40
- Conference Center Attendant - \$18.15
- Figure Model - \$25.00
- Outreach & Graphic Design Coordinator \$18.93

Salary Group D: Athletics and Safety & Security

- Announcer - \$15.00
- Assistant Baseball Coach - \$17.50
- Audio Visual Specialist - \$25.00
- Security Officer - \$17.92

This Salary Schedule is subject to revision upon approval by the St. Johns River State College District Board of Trustees, and in accordance with the Fair Labor Standards Act, the Florida Statutes, and all other applicable laws and regulations.

St. Johns River State College does not discriminate against any person in its programs, activities, policies or procedures on the basis of race, ethnicity, color, national origin, marital status, religion, age, gender, sex, pregnancy, sexual orientation, gender identity, genetic information, disability, or veteran status. All questions or inquiries regarding compliance with laws relating to non-discrimination and all complaints regarding sexual misconduct or discrimination, may be directed to the Title IX Coordinator/Civil Rights Compliance Officer, St. Johns River State College, 5001 St. Johns Avenue, Palatka, Florida, 32177; 386-312-4070.

Part-Time Instructional Salary Schedule

\$721 per credit hour (in some cases per contact hour with appropriate VP approval.)

CTE, CLINICALS, CONTINUING EDUCATION and APPLIED VOICE INSTRUCTION

Part-time or temporary instructors who teach Career and Technical Courses, College Credit Clinicals or non-credit Continuing Education (Continued Workforce Education, Corporate College, and Recreation and Leisure) courses, and Applied Voice Instruction will be paid from at least the prevailing Florida hourly minimum wage up to \$175 an hour.

Part-time Career and Technical course instructors or continued workforce faculty will be paid an hourly amount based on market conditions or tuition recommended by the appropriate Vice President from the range indicated. The range will be adjusted as the market condition or tuition changes and will be approved by the District Board of Trustees.

ADULT EDUCATION INSTRUCTION

Part-time or temporary instructors of Adult Education will be paid \$20.00 - \$30.00 per contact hour. This rate will be adjusted as the market requires and will be approved by the District Board of Trustees.



MEMORANDUM

TO: Joe Pickens, President

FROM: Randy Peterson, Vice President/CFO

DATE: August 10, 2026

RE: Consent Agenda Items: August 26, 2026, District Board of Trustees Meeting

The following Consent items are submitted for the Board of Trustees' consideration at the August 26, 2026, meeting:

CONSENT AGENDA ITEMS:

1. Approval of Monthly Financial Report – July 2026
2. Budget Amendments – Final FY 25-26
 - a. Operating Fund 1
 - b. Restricted Fund 2
 - c. Auxiliary Fund 3
 - d. Capital Outlay/Plant Fund 7
3. Facilities Usage Report – June and July 2026

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

	Total	General Current Fund	Restricted Current Fund	Auxiliary Fund	Scholarship Fund	Agency Fund	Unexpended Plant Fund
Assets:							
Cash	\$16,414,784	\$999,182	\$355,054	\$5,070,296	\$115,603	\$502,692	\$9,371,957
Cash Equivalents	574	574	0	0	0	0	0
Certificates of Deposit	20,000,000	20,000,000	0	0	0	0	0
Accounts Receivable	6,045,320	5,122,467	245,910	40,534	165,489	0	470,920
Inventories	305,491	0	0	305,491	0	0	0
Due From Component Unit	0	0	0	0	0	0	0
Prepaid Assets	0	0	0	0	0	0	0
Other Assets	2,600	2,600	0	0	0	0	0
Due from State	18,958,146	0	12,374	0	0	0	18,945,772
Total Assets	61,726,915	26,124,823	613,338	5,416,321	281,092	502,692	28,788,649
Deferred Outflow of Resources	9,528,578	9,528,578	0	0	0	0	0
Liabilities:							
Net Pension Liability	20,294,601	20,294,601	0	0	0	0	0
Compensated Absences Payable	4,263,531	4,263,531	0	0	0	0	0
Other Post Employment Benefit Payable	15,337,958	15,337,958	0	0	0	0	0
Deferred Revenue	4,984	0	0	4,984	0	0	0
Payables	783,625	17,179	11	36,072	474	502,692	227,197
Due to Other Funds	2,241	2,241	0	0	0	0	0
Total Liabilities	40,686,940	39,915,510	11	41,056	474	502,692	227,197
Deferred Inflow of Resources	8,480,208	8,480,208	0	0	0	0	0
Fund Balance	22,088,345	(12,742,317)	613,327	5,375,265	280,618	0	28,561,452
Amount Expected to be Financed in Future Years	38,847,720	38,847,720	0	0	0	0	0
Adjusted Fund Balance	60,936,065	26,105,403	613,327	5,375,265	280,618	0	28,561,452

ST JOHNS RIVER STATE COLLEGE
SUMMARY OF INCOME AND EXPENDITURES
UNRESTRICTED CURRENT FUND
For the Month End July 31, 2026

	Current Budget	Current Year to Date Activity	Current Unobligated Balance	Budget to Year to Date Activity (8.3% Complete)	Prior Year to Date Activity
Revenue:					
Tuition and Fees	\$12,056,845	\$5,192,415	\$6,864,430	43.1%	\$4,469,485
State Support	38,597,187	2,712,882	35,884,305	7.0%	2,705,578
Local Support	2,275,000	0	2,275,000	0.0%	0
Other Sources	1,449,800	122,268	1,327,532	8.4%	208,680
Total Revenue	54,378,832	8,027,565	46,351,267	14.8%	7,383,743
Expenditures:					
Salaries	28,428,929	1,746,297	26,682,632	6.1%	1,577,533
Benefits	13,319,681	1,040,629	12,279,052	7.8%	837,355
Total Salaries & Benefits	41,748,610	2,786,926	38,961,684	6.7%	2,414,888
Materials and Supplies	2,579,848	584,242	1,995,606	22.6%	529,073
Contracted Non Instructional	1,864,005	33,842	1,830,163	1.8%	84,300
Utilities	1,273,800	107,914	1,165,886	8.5%	102,838
Repairs and Maintenance	1,443,298	55,859	1,387,439	3.9%	43,953
Professional Fees	320,177	28,096	292,081	8.8%	26,340
Insurance	961,625	536,658	424,967	55.8%	573,003
Technology Services	114,000	62,021	51,979	54.4%	44,555
Travel	478,341	21,862	456,479	4.6%	23,898
Advertising	109,812	4,987	104,825	4.5%	24,365
Other Services	876,701	96,603	780,098	11.0%	165,797
Other Current Charges	1,146,450	153,222	993,228	13.4%	153,223
Total Current Expenses	11,168,057	1,685,306	9,482,751	15.1%	1,771,345
Capital Outlay	915,019	675	914,344	0.1%	88,354
Transfers	500,000	0	500,000	0.0%	0
Total Expenditures	54,331,686	4,472,907	49,858,779	8.2%	4,274,587
Net Revenues and Expenditures	\$47,146	\$3,554,658			\$3,109,156
Budgeted Ending Adjusted Fund Balance*	\$22,597,892				

*Excludes Amount to be Financed in Future Years of \$38,847,720

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

	Current Budget	Current Year to Date Activity	Current Unobligated Balance	Budget to Year to Date Activity (8.3% Complete)	Prior Year to Date Activity
Revenue:					
Federal Support	\$127,428	\$7,428	\$120,000	5.8%	\$70,034
Student Fees	832,400	292,229	540,171	35.1%	276,929
State Support	108,490	9,549	98,941	8.8%	27,044
Other Sources	0	0	0	0.0%	0
Total Revenue	<u>1,068,318</u>	<u>309,206</u>	<u>759,112</u>	<u>28.9%</u>	<u>374,007</u>
Expenditures:					
Salaries	365,194	33,540	331,654	9.2%	36,823
Benefits	<u>117,581</u>	<u>18,600</u>	<u>98,981</u>	<u>15.8%</u>	<u>21,577</u>
Total Salaries & Benefits	482,775	52,140	430,635	10.8%	58,400
Materials and Supplies	270,130	21,098	249,032	7.8%	11,348
Contracted Non Instructional	53,632	19,500	34,132	36.4%	19,500
Repairs and Maintenance	0	0	0	0.0%	293
Professional Fees	32,500	0	32,500	0.0%	5,185
Technology Services	0	0	0	0.0%	0
Travel	139,500	2,250	137,250	1.6%	4,015
Advertising	0	0	0	0.0%	0
Other Services	107,878	17,128	90,750	15.9%	17,379
Other Current Charges	<u>462</u>	<u>0</u>	<u>462</u>	<u>0.0%</u>	<u>0</u>
Total Current Expenses	604,102	59,976	544,126	9.9%	57,720
Capital Outlay	641	0	641	0.0%	61,501
Total Expenditures	<u>1,087,518</u>	<u>112,116</u>	<u>975,402</u>	<u>10.3%</u>	<u>177,621</u>
Net Revenues and Expenditures	<u>(\$19,200)</u>	<u>\$197,089</u>			<u>\$196,386</u>

**St. Johns River State College
Budget Amendment Request
Fund 1: Unrestricted Fund**

Fiscal Year: 2025-26

Month: June

Amendment Number: 4

Be it resolved that the District of Board of Trustees, St. Johns River State College, in meeting assembled pursuant to Section 1011.30, Florida Statutes and Rule 6A-14.0716(3), Florida Administrative Code, hereby approves this amendment to the college budget for the fiscal year as follows:

Category	Current Budget	Increase	Decrease	Amended Budget
Beginning Fund Balance	24,049,279	0.00	0.00	24,049,279
Revenues	53,507,689	0.00	0.00	53,507,689
Total Available	77,556,968	0.00	0.00	77,556,968
Salaries and Benefits	39,489,037	2,690	0.00	39,491,727
Current Expenses	15,631,897	2,825,698	0.00	18,457,595
Capital Outlay	3,022,732	22,841	0.00	3,045,573
Total Expenditures	58,143,666	2,851,229	0.00	60,994,895
Ending Fund Balance	19,413,302	0.00	0.00	16,562,073

Justification:

Use of board designated reserves for transfer to Capital Project/Plant Fund for renovation of the Florida School of the Arts building. Categorical reclassification for Pipeline fund, and category changes as requested by departments for general operations.

**St. Johns River State College
Budget Amendment Request
Fund 2: Restricted Fund**

Fiscal Year: 2025-26

Month: June

Amendment Number: 4

Be it resolved that the District of Board of Trustees, St. Johns River State College, in meeting assembled pursuant to Section 1011.30, Florida Statutes and Rule 6A-14.0716(3), Florida Administrative Code, hereby approves this amendment to the college budget for the fiscal year as follows:

Category	Current Budget	Increase	Decrease	Amended Budget
Beginning Fund Balance	408,053	0.00	0.00	408,053
Revenues	<u>1,852,488</u>	<u>80,379</u>	<u>0.00</u>	<u>1,932,867</u>
Total Available	2,260,541	0.00	0.00	2,260,541
Salaries and Benefits	956,377	15,478	0.00	971,855
Current Expenses	625,645	23,627	9,931	639,341
Capital Outlay	<u>344,544</u>	<u>2,120</u>	<u>0.00</u>	<u>346,664</u>
Total Expenditures	1,926,566	41,225	9,931	1,957,860
Ending Fund Balance	333,975	0.00	0.00	383,060

Justification:

Increase revenue budgets and related expenditures budget for year end entries.
Category changes allowed by grantor.

**St. Johns River State College
Budget Amendment Request
Fund 3: Auxiliary Fund**

Fiscal Year: 2025-26

Month: June

Amendment Number: 4

Be it resolved that the District of Board of Trustees, St. Johns River State College, in meeting assembled pursuant to Section 1011.30, Florida Statutes and Rule 6A-14.0716(3), Florida Administrative Code, hereby approves this amendment to the college budget for the fiscal year as follows:

Category	Current Budget	Increase	Decrease	Amended Budget
Beginning Fund Balance	6,943,633	0.00	0.00	6,943,633
Revenues	5,425,800	0.00	0.00	5,425,800
Total Available	12,369,433	0.00	0.00	12,369,433
Salaries and Benefits	1,146,087	0.00	0.00	1,146,087
Current Expenses	4,517,033	0.00	0.00	4,517,033
Capital Outlay	32,336	0.00	0.00	32,336
Total Expenditures	5,695,426	0.00	0.00	5,695,426
Ending Fund Balance	6,674,007	0.00	0.00	6,674,007

Justification:

St. Johns River State College
Budget Amendment Request
Fund 7: Capital Outlay/Plant Fund

Fiscal Year 2025-26
Month June

Amendment Number: 4

Be it resolved that the District Board of Trustees, St. Johns River State College, in meeting assembled pursuant to Section 1011.30, Florida Statutes and Rule 6A-14.0716(3), Florida Administrative Code, hereby approves this amendment to the college budget for the fiscal year as follows:

Fund Name: Plant Fund Number: 7

Category	Approved Budget	Increase	Decrease	Amended Budget
Beginning Fund Balance	\$ 22,515,443			\$ 22,515,443
Revenues	\$ 37,162,374		\$ 15,152,312	\$ 22,010,062
Expenditures:				
Capital Improvement Fee	\$ 3,781,885	\$ -	\$ 1,798,908	\$ 1,982,976
Sale of Assets	57,876			57,876
Local Transfers	12,317,462		10,579,870	1,737,592
Capital Outlay & Debt Service (CO&DS)	803,484		131,484	672,000
Renovation/Remodel (PECO)	120,693		120,693	-
24/25 Reno Clasrm Bldg Wkfrs Ctr Add	19,386,087		1,826,470	17,559,617
State Deferred Maintenance	<u>694,887</u>		<u>694,887</u>	<u>-</u>
Total Expenditure Budget	\$ 37,162,374	\$ -	\$ 15,152,312	<u>22,010,062</u>
Estimated Ending Fund Balance	<u>\$ 22,515,443</u>			<u>\$ 22,515,443</u>

Justification: Decrease in 24/25 Reno Classroom Bldg Workforce due to commitment/ payments to Harvard Jolly Architect. Decrease in Local Transfer for the FloArts Project for payments to the contractor, Scherer Construction. The majority of the decrease, approximately \$1 million, in Capital Improvement Fees was due to technology refresh and Cisco phone upgrades.

	2025-26 APPROVED BUDGET	BUDGET AMENDMENT FOUR	2025-26 AMENDED BUDGET
<u>REVENUE BUDGET</u>			
Capital Improvement Fee	\$ 3,781,885	\$ (1,798,908)	\$ 1,982,977
21/22 Rem/Ren/Add Instructional & Support-Orange Park Campus	120,693	(120,693)	-
Capital Outlay & Debt Service (CO&DS)	803,484	(131,484)	672,000
State Deferred Maintenance	694,887	(694,887)	-
24/25 Reno Classroom Building Workforce Center Addition	19,386,087	(1,826,470)	17,559,617
Other Income	57,876	-	57,876
College Funds	12,317,462	(10,579,870)	1,737,592
2025-26 Capital Outlay Revenue Budget	\$ 37,162,374	\$ (15,152,312)	\$ 22,010,062
<u>EXPENDITURE BUDGET</u>			
<u>Capital Improvement Fee</u>			
Student Safety Improvements	\$ 177,725	\$ (177,725)	\$ -
SAC Building V (Viking Center) Furnishings & Equipment	23,780	(23,780)	-
Classroom Eq-Learning Resources	20,097		20,097
Academic Departmental Capital Equipment Needs	17,355		17,355
Technology Refresh 2024-25	413,193	(413,193)	-
Technology Refresh 2025-26	600,000	(321,751)	278,249
C/W Carpet Replacement	15,192		15,192
PAC FloArts Black Box Renovation	8,474	(8,474)	-
Student Related Capital Purchases - Expenses	17,010	(17,010)	-
Cisco Phone Upgrade	12,134	(12,134)	-
Remodel/Addition to FloArts Building	275,000	(275,000)	-
SAC Building C auditorium/Classroom	-	86,033	86,033
Unallocated Funding	2,148,490	(635,874)	1,512,616
	\$ 3,728,450	\$ (1,798,908)	\$ 1,929,542
<u>Capital Improvement Fee - PSAV</u>			
Unallocated Funding	\$ 53,435	\$ -	\$ 53,435
	\$ 53,435	\$ -	\$ 53,435
<u>Sales of Assets - Unallocated</u>			
Miscellaneous Projects	\$ 11,497	\$ -	\$ 11,497
Sale of Assets Expenses	4,575		4,575
Unallocated Funding	41,804	-	41,804
	\$ 57,876	\$ -	\$ 57,876
<u>Local-Transfer</u>			
PAC Building A (Admin.) Renovation	\$ 2,250	\$ (2,250)	\$ -
Tree Campus	4,021		4,021
SAC Building V (Viking Center) Addition/Renovation	25,769	(25,769)	-
Facilities Planning	1,466	(1,081)	385
Remodel/Addition to FloArts Building	9,410,759	(9,397,843)	12,916
Unallocated Funding	28,019		28,019
	\$ 9,472,284	\$ (9,426,943)	\$ 45,341

Local-Deferred Maintenance

C/W Sidewalk Repairs	\$ 4,573	\$ -	\$ 4,573
C/W Miscellaneous Maintenance Projects	1,409,235	(243,122)	1,166,113
PAC Miscellaneous Deferred Maintenance (Beautification)	715,115	(289,860)	425,255
C/W Elevator Upgrades	64,376		64,376
PAC, Gymnasium Projects	650,000	(619,945)	30,055
Unallocated Funding	1,879	-	1,879
	<u>\$ 2,845,178</u>	<u>\$ (1,152,927)</u>	<u>\$ 1,692,251</u>

Local-Capital Projects

SAC Chiller/Cooling Tower Replacement	\$ -	\$ -	\$ -
PAC Sewer Lift Station Replacement	-		-
PAC Sewer Line & Manhole Replacement Phase 1	-		-
Unallocated Funding	-	-	-
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

Capital Outlay & Debt Service

Furniture Replacement	\$ 24,794	\$ (21,033)	\$ 3,761
Infrastructure & Site Improvements	234,958	(234,958)	-
PAC Storm Water Master Plan	50,000		50,000
Civil Rights Assessment - ADA Compliance	19,498	(19,498)	-
Unallocated Funding	474,234	144,005	618,239
	<u>\$ 803,484</u>	<u>\$ (131,484)</u>	<u>\$ 672,000</u>

21/22 OPC Ren/Rem (PECO)

OPC Chiller Project for Thrasher Horne Center (Special Needs Shelter)	<u>\$ 120,693</u>	<u>\$ (120,693)</u>	<u>\$ -</u>
	\$ 120,693	\$ (120,693)	\$ -

State Deferred Maintenance

PAC Library Restroom/Window Wall System, ADA/Life Safety	1,067	(1,067)	-
SAC Chiller Replacement	6,997	(6,997)	-
OPC Chiller and Cooling Tower Replacement	230,550	(230,550)	-
PAC Sewer Piping Repair/Replacement	456,273	(456,273)	-
	<u>\$ 694,887</u>	<u>\$ (694,887)</u>	<u>\$ -</u>

24/25 PAC Ren/Add (PECO)

PAC Ren/Add Classroom Building and Workforce Addition	<u>\$ 19,386,087</u>	<u>\$ (1,826,470)</u>	<u>17,559,617</u>
	\$ 19,386,087	\$ (1,826,470)	\$ 17,559,617

2025-26 Capital Outlay Expenditure Budget

\$ 37,162,374	\$ (15,152,312)	\$ 22,010,062
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MEMORANDUM

TO: Randy Peterson, VP for Finance

FROM: Amy Tincher, Senior Accountant

DATE: August 4, 2026

RE: Report on Facilities Use for June and July 2026

Facilities Use for the month of June 2026:

Organization	Campus
Daytona State College – DCF exams	Palatka
CC's Motorcycle Training	Palatka
Fellowship of Christian Athletes	Palatka
Putnam Republican Club	Palatka
Ross Jones Baseball Camps	Palatka
Financial Educators Network	St Augustine
Clay County Sheriff's Office	Orange Park
Kiwanis Club of Clay County	Orange Park
First Financial Education Centers	Orange Park

Facilities Use for the month of July 2026:

Organization	Campus
Daytona State College – DCF exams	Palatka
CC's Motorcycle Training	Palatka
Putnam Republican Club	Palatka
SJR State Volleyball Camp	Palatka
Putnam County Supervisor of Elections	Palatka
DCCM (Design, Consulting, Construction Management)	St. Augustine
Kiwanis Club of Clay County	Orange Park



MEMORANDUM

TO: Joe Pickens, J.D.
College President

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

DATE: August 14, 2026

RE: Consent Agenda Items – August 26, 2026, District Board of Trustees Meeting

The following items are submitted for the Board of Trustees' consideration at the August 26, 2026, meeting:

- Approval of General Education Courses for Academic Year 2027-2028
- Review and Certification of 2027-2028 Annual Institutional General Education Review
- Approval of the 2026-2027 Articulation Agreement Between the District Board of Trustees of St. Johns River State College and the following public school districts:
 - o The District School Board of Putnam County
 - o The District School Board of St. Johns County

**Please Note: As requested by the Board in previous years, the full agreement is included for The District School Board of Putnam County and the remaining public school districts' signature pages only are included in the Board Packet as all public school agreements are identical.*

- Approval of the 2026-2027 Articulation Agreement Between the District Board of Trustees of St. Johns River State College and the following private schools:
 - o St. Johns Academy
 - o St. Johns Christian School

**Please Note: As requested by the Board in previous years, the full agreement is included for St. Johns Academy and the remaining private schools' signature pages only are included in the Board Packet as all private school agreements are identical.*

- Approval of the following curriculum revisions effective Fall 2027 for the Allied Health Department:
 - o Revised Program(s)
 - Medical Assisting (C.C.)
 - o New Course(s)
 - MEA 0003 Introduction to Medical Assisting and Pharmacology (250 hours)
 - MEA 0502 Introduction to Medical Office Procedures (100 hours)
 - MEA 0574 Laboratory Procedures (80 hours)
 - MEA 0584 Clinical Assisting (130 hours)
 - MEA 0943 Practicum Experience (190 hours)
 - o Revised Course(s)
 - MEA 0543C Electrocardiograph Aide (75 hours)
 - o Deleted Course(s)
 - HSC 0003 Basic Healthcare (90 hours)
 - MEA 0002 Introduction to Medical Assisting (250 hours)
 - MEA 0501C Medical Office Procedures (75 hours)
 - MEA 0506C Administrative Office Procedures (90 hours)
 - MEA 0573C Laboratory Procedures (125 hours)
 - MEA 0530C Pharmacology for Medical Assisting (90 hours)
 - MEA 0581C Clinical Assisting (230 hours)
 - MEA 0942 Practicum Experience (200 hours)



MEMORANDUM

TO: Joe Pickens, J.D.
College President

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

DATE: August 14, 2026

RE: Board Certification of Annual Institutional General Education Review

In January of 2024, the State Board of Education approved revisions to Rule 6A-14.0303, Florida Administrative Code, and the Board of Governors, in concurrence, approved revisions to Regulation 8.005. The amended rule and regulation set forth the statutory requirements for all SUS and FCS institutions to identify the list of general education core courses the college offers beginning with the fall semester of 2024, and the establishment of institutional requirements for the annual approving and reporting of institutional general education course offerings.

Each institution's list must be approved by its Board of Trustees and submitted to the Articulation Coordinating Committee no later than September 1st of the current year, for implementation in fall of the following year. Included with this memo is a spreadsheet from the Office of K-20 Articulation identifying our respective 2027-2028 courses recognized in the Statewide Course Numbering System (SCNS), along with the certification form that each institution's president and Board of Trustees chair are required to sign certifying the review and approval of the courses on the list.

This month's Board request is for the review of our course spreadsheet submission and the certification of our compliance with sections 1007.24, 1007.25, and 1007.55, Florida Statutes.

Please advise if you have any questions or require any additional information regarding the proposed submission for the Board of Trustees' consideration.

Thank you.

**Statewide Course Numbering System
General Education Course Report**

Prefix	Level	Course Number	Lab	Course Title	Credit	General Ed Core Discipline Area	General Ed Discipline Area	Course Review Status	General Education Updates	Total # Institutions Offering Course	Included in 2026-27 Gen Ed List	Last Semester & Year Course Taught
AMH	2	010		UNITED STATES HISTORY TO 1877	3	Social Sciences	Social Sciences	No Updates		40	Yes	Fall 2026
AMH	2	010		HONORS U.S. HISTORY TO 1877	3	Social Sciences	Social Sciences	No Updates		11	Yes	Fall 2026
AMH	2	020		UNITED STATES HISTORY SINCE 1877	3	Social Sciences	Social Sciences	No Updates		40	Yes	Fall 2026
AMH	2	020		HONORS UNITED STATES HISTORY SINCE 1877	3	Social Sciences	Social Sciences	No Updates		11	Yes	Spring 2020
AML	2	010		AMERICAN LITERATURE I	3		Humanities	No Updates		22	Yes	Fall 2026
AML	2	010		HONORS AMERICAN LITERATURE I	3		Humanities	No Updates		3	Yes	Summer 2026
AML	2	020		AMERICAN LITERATURE II	3		Humanities	No Updates		21	Yes	Fall 2026
AML	2	020		HONORS AMERICAN LITERATURE II	3		Humanities	No Updates		3	Yes	Spring 2017
ANT	2	000		GENERAL ANTHROPOLOGY	3	Social Sciences	Social Sciences	No Updates		31	Yes	Fall 2026
ARH	1	000		ART APPRECIATION	3	Humanities	Humanities	No Updates		38	Yes	Fall 2026
ARH	2	050		ART HISTORY I	3		Humanities	No Updates		33	Yes	Fall 2026
ARH	2	050		HONORS ART HISTORY I	3		Humanities	No Updates		4	Yes	Fall 2026
ARH	2	051		ART HISTORY II	3		Humanities	No Updates		32	Yes	Summer 2026
ARH	2	051		HONORS ART HISTORY II	3		Humanities	No Updates		4	Yes	Not offered as of yet
AST	1	002		INTRODUCTION TO ASTRONOMY	3	Natural Science	Natural Science	No Updates		39	Yes	Fall 2026
BSC	1	003		MICROBES AND SOCIETY	3		Natural Science	No Updates		1	Yes	Fall 2026
BSC	1	005		INTRODUCTION TO BIOLOGY	3	Natural Science	Natural Science	No Updates		38	Yes	Fall 2026
BSC	2	010		GENERAL BIOLOGY I	3	Natural Science	Natural Science	No Updates		40	Yes	Fall 2026
BSC	2	010		HONORS GENERAL BIOLOGY I	3	Natural Science	Natural Science	No Updates		10	Yes	Spring 2023
BSC	2	011		GENERAL BIOLOGY II	3		Natural Science	No Updates		32	Yes	Summer 2026
BSC	2	011		HONORS GENERAL BIOLOGY II	3		Natural Science	No Updates		7	Yes	Spring 2020
BSC	1	020	C	HUMAN BIOLOGY AND LABORATORY	3		Natural Science	No Updates		15	Yes	Fall 2026
BSC	2	085		HUMAN ANATOMY AND PHYSIOLOGY I	3	Natural Science	Natural Science	No Updates		36	Yes	Fall 2026
BSC	2	085		HONORS HUMAN ANATOMY AND PHYSIOLOGY I	3	Natural Science	Natural Science	No Updates		4	Yes	Fall 2025
BSC	2	086		HUMAN ANATOMY AND PHYSIOLOGY II	3		Natural Science	No Updates		28	Yes	Fall 2026
BSC	2	086		HONORS HUMAN ANATOMY AND PHYSIOLOGY II	3		Natural Science	No Updates		2	Yes	Fall 2018
CHM	1	020		INTRODUCTION TO CHEMISTRY	3	Natural Science	Natural Science	No Updates		32	Yes	Fall 2026
CHM	1	032		PRINCIPLES OF CHEMISTRY	3		Natural Science	No Updates		17	Yes	Spring 2025
CHM	1	045		GENERAL CHEMISTRY I	3	Natural Science	Natural Science	No Updates		40	Yes	Fall 2026
CHM	1	045		HONORS GENERAL CHEMISTRY I	3	Natural Science	Natural Science	No Updates		11	Yes	Spring 2021
CHM	1	046		GENERAL CHEMISTRY II	3		Natural Science	No Updates		30	Yes	Fall 2026
CHM	1	046		HONORS GENERAL CHEMISTRY II	3		Natural Science	No Updates		5	Yes	Not offered as of yet
DAN	2	100		SURVEY OF DANCE	3		Humanities	No Updates		13	Yes	Fall 2026
DEP	2	004		HUMAN GROWTH & DEVELOPMENT	3		Social Sciences	No Updates		21	Yes	Fall 2026
DEP	2	004		HONORS HUMAN GROWTH AND DEVELOPMENT	3		Social Sciences	No Updates		3	Yes	Spring 2026
ECO	2	013		MACROECONOMICS	3	Social Sciences	Social Sciences	No Updates		39	Yes	Fall 2026
ECO	2	013		HONORS MACROECONOMICS	3	Social Sciences	Social Sciences	No Updates		11	Yes	Fall 2025
ECO	2	023		MICROECONOMICS	3.0		Social Sciences	No Updates		28	Yes	Fall 2026
ECO	2	023		HONORS MICROECONOMICS	3		Social Sciences	No Updates		6	Yes	Spring 2020
ENC	1	101		COMPOSITION I	3	Communications	Communications	No Updates		40	Yes	Fall 2026
ENC	1	101		HONORS COMPOSITION I	3	Communications	Communications	No Updates		16	Yes	Spring 2017
ENC	1	102		COMPOSITION II	3		Communications	No Updates		38	Yes	Fall 2026
ENC	1	102		HONORS COMPOSITION II	3		Communications	No Updates		15	Yes	Spring 2023
ENL	2	012		ENGLISH LITERATURE I	3		Humanities	No Updates		22	Yes	Fall 2026
ENL	2	012		HONORS ENGLISH LITERATURE I	3		Humanities	No Updates		7	Yes	Fall 2022
ENL	2	022		ENGLISH LITERATURE II	3		Humanities	No Updates		22	Yes	Fall 2026
ENL	2	022		HONORS ENGLISH LITERATURE II	3		Humanities	No Updates		5	Yes	Spring 2022
ENL	2	330		INTRODUCTION TO SHAKESPEARE	3		Humanities	No Updates		6	Yes	Fall 2026
ENL	2	330		HONORS INTRODUCTION TO SHAKESPEARE	3		Humanities	No Updates		2	Yes	Not offered as of yet
ESC	1	000		EARTH AND SPACE SCIENCE	3	Natural Science	Natural Science	No Updates		31	Yes	Fall 2026
EVR	1	001	C	INTRO TO ENVIRONMENTAL SCIENCE AND LABORATORY	3	Natural Science	Natural Science	No Updates		37	Yes	Fall 2026
HUM	2	020		INTRODUCTION TO HUMANITIES	3	Humanities	Humanities	No Updates		38	Yes	Fall 2026
HUM	2	020		HONORS INTRODUCTION TO HUMANITIES	3	Humanities	Humanities	No Updates		13	Yes	Spring 2026
HUM	2	220		GREEK AND ROMAN HUMANITIES	3		Humanities	No Updates		2	Yes	Fall 2026
HUM	2	220		HONORS GREEK AND ROMAN HUMANITIES	3		Humanities	No Updates		1	Yes	Summer 2026
HUM	2	223		LATE ROMAN AND MEDIEVAL HUMANITIES	3		Humanities	No Updates		1	Yes	Spring 2026
HUM	2	223		HONORS LATE ROMAN AND MEDIEVAL HUMANITIES	3		Humanities	No Updates		1	Yes	Spring 2025
HUM	2	232		RENAISSANCE AND BAROQUE HUMANITIES	3		Humanities	No Updates		1	Yes	Spring 2025
HUM	2	232		HONORS RENAISSANCE AND BAROQUE HUMANITIES	3		Humanities	No Updates		1	Yes	Not offered as of yet

**Statewide Course Numbering System
General Education Course Report**

HUM	2	234		ENLIGHTENMENT AND ROMANTICISM HUMANITIES	3		Humanities	No Updates		2	Yes	Spring 2022
HUM	2	234		HONORS ENLIGHTENMENT AND ROMANTICISM HUMANITIES	3		Humanities	No Updates		1	Yes	Not offered as of yet
HUM	2	250		20TH CENTURY HUMANITIES	3		Humanities	No Updates		12	Yes	Fall 2026
HUM	2	250		HONORS 20TH CENTURY HUMANITIES	3		Humanities	No Updates		3	Yes	Summer 2026
HUM	2	310		MYTHOLOGY IN ART, LITERATURE, & MUSIC	3		Humanities	No Updates		5	Yes	Fall 2025
HUM	2	310		HONORS MYTHOLOGY IN ART, LITERATURE, AND MUSIC	3		Humanities	No Updates		3	Yes	Not offered as of yet
MAC	1	105		COLLEGE ALGEBRA	3	Math	Math	No Updates		39	Yes	Fall 2026
MAC	1	147		PRECALCULUS: ALGEBRA AND TRIGONOMETRY	4		Math	No Updates				
MAC	1	147		HONORS PRECALCULUS: ALGEBRA AND TRIGONOMETRY	4		Math	Updated	Course Title	30	Yes	Fall 2026
MAC	2	233		SURVEY OF CALCULUS	3		Math	Updated	Course Title	3	Yes	Fall 2025
MAC	2	311		ANALYTIC GEOMETRY AND CALCULUS I	4	Math	Math	No Updates		37	Yes	Fall 2026
MAC	2	311		HONORS ANALYTIC GEOMETRY AND CALCULUS I	4	Math	Math	No Updates		40	Yes	Fall 2026
MAC	2	312		ANALYTIC GEOMETRY AND CALCULUS II	4		Math	No Updates		15	Yes	Spring 2025
MAC	2	312		HONORS ANALYTIC GEOMETRY AND CALCULUS II	4		Math	No Updates		36	Yes	Fall 2026
MAC	2	313		ANALYTIC GEOMETRY AND CALCULUS III	4		Math	No Updates		7	Yes	Summer 2025
MAC	2	313		HONORS ANALYTIC GEOMETRY AND CALCULUS III	4		Math	No Updates		29	Yes	Fall 2026
MAP	2	302		ELEMENTARY DIFFERENTIAL EQUATIONS	3		Math	No Updates		2	Yes	Spring 2025
MCB	2	010		MICROBIOLOGY	3		Natural Science	No Updates		23	Yes	Summer 2026
MCB	2	010		HONORS MICROBIOLOGY	3		Natural Science	No Updates		18	Yes	Fall 2026
MGF	1	130		MATHEMATICAL THINKING	3	Math	Math	No Updates		5	Yes	Not offered as of yet
MGF	1	131		MATHEMATICS IN CONTEXT	3		Math	No Updates		39	Yes	Fall 2026
MUH	2	110		SONGS FOR THE DEAD: AN INTRODUCTION TO MUSIC HISTORY AND LITERATURE	3		Humanities	No Updates		32	Yes	Fall 2026
MUH	2	112		MUSIC HISTORY	3		Humanities	No Updates		7	Yes	Spring 2026
MUH	2	112		HONORS MUSIC HISTORY	3		Humanities	No Updates		5	Yes	Fall 2026
MUL	1	010		MUSIC APPRECIATION	3	Humanities	Humanities	No Updates		1	Yes	Spring 2024
OCB	1	000		MARINE BIOLOGY	3		Natural Science	No Updates		39	Yes	Fall 2026
PHI	2	010		INTRODUCTION TO PHILOSOPHY	3	Humanities	Humanities	No Updates		13	Yes	Fall 2026
PHI	2	600		INTRODUCTION TO ETHICS	3		Humanities	No Updates		39	Yes	Fall 2026
PHY	1	020		INTRODUCTION TO PHYSICS	3	Natural Science	Natural Science	No Updates		24	Yes	Fall 2025
PHY	2	048		PHYSICS I WITH CALCULUS	3	Natural Science	Natural Science	No Updates		36	Yes	Fall 2026
PHY	2	048		HONORS PHYSICS I WITH CALCULUS	3	Natural Science	Natural Science	No Updates		40	Yes	Fall 2026
PHY	2	049		PHYSICS II WITH CALCULUS	3		Natural Science	No Updates		9	Yes	Fall 2018
PHY	2	049		HONORS PHYSICS II WITH CALCULUS	3		Natural Science	No Updates		34	Yes	Spring 2026
PHY	1	053		GENERAL PHYSICS I	3	Natural Science	Natural Science	No Updates		6	Yes	Not offered as of yet
PHY	1	053		HONORS GENERAL PHYSICS I	3	Natural Science	Natural Science	No Updates		40	Yes	Fall 2026
PHY	1	054		GENERAL PHYSICS II	3		Natural Science	No Updates		6	Yes	Not offered as of yet
PHY	1	054		HONORS GENERAL PHYSICS II	3		Natural Science	No Updates		31	Yes	Summer 2026
POS	1	041		UNITED STATES FEDERAL GOVERNMENT	3	Social Sciences	Social Sciences	No Updates		2	Yes	Not offered as of yet
POS	1	041		HONORS US FEDERAL GOVERNMENT	3	Social Sciences	Social Sciences	No Updates		40	Yes	Fall 2026
POS	1	112		STATE AND LOCAL GOVERNMENT	3		Social Sciences	No Updates		13	Yes	Summer 2021
PSY	2	012		GENERAL PSYCHOLOGY	3	Social Sciences	Social Sciences	No Updates		18	Yes	Spring 2026
PSY	2	012		HONORS GENERAL PSYCHOLOGY	3	Social Sciences	Social Sciences	No Updates		39	Yes	Fall 2026
STA	2	023		ELEMENTARY STATISTICS	3	Math	Math	No Updates		14	Yes	Spring 2024
STA	2	023		HONORS ELEMENTARY STATISTICS	3	Math	Math	No Updates		40	Yes	Fall 2026
THE	1	000		THEATER APPRECIATION	3	Humanities	Humanities	No Updates		17	Yes	Spring 2025
THE	1	020		INTRODUCTION TO THEATRE HISTORY	3		Humanities	No Updates		36	Yes	Fall 2026
WOH	1	012		WORLD CIVILIZATION TO 1600	3		Social Sciences	No Updates		5	Yes	Spring 2026
WOH	1	012		HONORS WORLD CIVILIZATION TO 1600	3		Social Sciences	No Updates		20	Yes	Spring 2026
WOH	1	022		WORLD CIVILIZATION SINCE 1600	3		Social Sciences	No Updates		6	Yes	Spring 2023
WOH	1	022		HONORS WORLD CIVILIZATION SINCE 1600	3		Social Sciences	No Updates		23	Yes	Fall 2026
LIT	2	000		INTRODUCTION TO LITERATURE	3	Humanities	Humanities	No Updates		6	Yes	Fall 2026
LIT	2	000		HONORS INTRODUCTION TO LITERATURE	3	Humanities	Humanities	No Updates		35	Yes	Fall 2026
										9	Yes	Fall 2012

Certification Form

Academic Year 2027-28 General Education Courses

Please email signed form to Articulation@fldoe.org no later than September 1, 2026.

Dear Commissioner Kamoutsas,

I certify that my institution has reviewed our general education course options for compliance with Sections 1007.24, 1007.25, and 1007.55, Florida Statutes.

- ☐ Reviewed Excel spreadsheet provided by the Office of K-20 Articulation.
- ☐ Submitted new courses or changes to the Statewide Course Numbering System (SCNS).

Institution

FCS/SUS President Signature

Board of Trustee Signature

Date

Date

Date Approved by the Board of Trustees

2026-2027 Dual Enrollment Articulation Agreement Between the Putnam County School District and the District Board of Trustees of St. Johns River State College

Section 1007.271 (21), Florida Statutes, specifies the development of the Dual Enrollment Articulation Agreements between the state college presidents and the superintendents of schools within their respective state college districts for the purpose of providing a primary framework within which all future Dual Enrollment objectives and activities shall be described. The Putnam County School District hereinafter referred to as PCSD, and the District Board of Trustees of St. Johns River State College, hereinafter called SJR State, desire to implement the above statute and have, therefore, established an articulation committee with representation from PCSD and SJR State. Each year, this articulation committee will review this agreement and the performance of parties hereunder in order to assure both parties that it continues to serve their mutual interest.

Committee members shall include:

- Appointed PCSD Representative, Putnam County School District (Co-Chair)
- Vice President for Academic and Student Affairs, SJR State (Co-Chair)
- Assistant Vice President for Workforce Education, SJR State
- Associate Vice President for Academic Affairs, SJR State
- Director of Dual Enrollment, SJR State
- Director of Career Education (if applicable), PCSD
- Appointed PCSD Representative

The term of this agreement shall commence August 1, 2026, and end July 31, 2027. Either party may cancel this agreement upon thirty (30) days written notice should the other party fail substantially to perform in accord with its terms through no fault of the party initiating the termination. This agreement may be amended only by written communication signed by the Superintendent of the Putnam County School District and the President of St. Johns River State College.

PCSD and SJR State agree as follows:

1. **Ratification of articulation agreements between the State college and school district:** This agreement replaces any existing agreement with PCSD and SJR State regarding the Dual Enrollment Articulation Agreement.
2. **Parent and student notification process about student participation in the Dual Enrollment program:** PCSD and SJR State will work collaboratively to notify eligible students and their parents of Dual Enrollment acceleration mechanisms. PCSD shall inform all eligible secondary students and their parents of Dual Enrollment as an educational option and mechanism for acceleration, including eligibility criteria, and the process by which students exercise their option to participate in Dual Enrollment. This information shall be included annually in each high school's curriculum guide, programs of study, student progression plan, and/or course catalog. SJR State will work with PCSD to provide information for their curriculum guides/progression plans/course catalogs, will coordinate inquiries to SJR State from parents and students with school counseling staff, and will communicate directly with parents and students about Dual Enrollment options as appropriate. Additionally, SJR State's Director of Dual Enrollment will host an annual webinar Information Sessions for potential Dual Enrollment students and parents.

3. Programs and courses available to students eligible for Dual Enrollment:

A. *Program Description:* Dual Enrollment, an articulated mechanism between PCSD and SJR State, shall serve to shorten the time necessary for students to complete the requirements associated with the conferral of a degree, broaden the scope of curricular options available to students, and/or obtain opportunities for completing career/technical programs. Section 1007.271, Florida Statutes, establishes that “the Dual Enrollment program is the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree” (Section 1007.271(1), F.S.). “Early admission shall be a form of Dual Enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree” (Section 1007.271(7), F.S.). “Career early admission is a form of career Dual Enrollment through which eligible secondary students enroll full time in a career center or a state college in courses that are creditable toward the high school diploma and the certificate or associate degree” (Section 1007.271(8), F.S.). Students enrolled as Dual Enrollment, early admission, or career early admission shall be exempt from the payment of registration, tuition, and laboratory fees. Students enrolled as Dual Enrollment, early admission, and career early admission will be eligible to participate in both high school and College activities as appropriate including graduation and other extracurricular activities.

B. *Course Offerings:* Dual Enrollment college credit courses are recommended to the State Board of Education by the State Articulation Coordinating Committee as meeting high school graduation requirements. The *Dual Enrollment Course -- High School Subject Area Equivalency List* states the relationship between high school and college course subject areas and dictates the awarding of credit for said classes (available online at <https://www.fldoe.org/policy/articulation/dual-enrollment-agreements.shtml>). All courses in the Statewide Course Numbering System, with the exception of remedial courses and physical education skills courses, can be used for Dual Enrollment credit and count toward high school graduation, including electives. These courses may include but are not limited to communications, humanities, mathematics, science, social sciences, foreign languages, and workforce education courses. Physical education, college preparatory, and non-credit courses in addition to courses within selected limited access programs are excluded from this agreement, as are courses with activities that presume an adult-level of maturity and personal responsibility such as study abroad. Neither traditional high school nor dual enrolled high school students may be permitted to pay to take any college courses, including physical education or college preparatory classes. In addition to the A.A. and A.S. degrees, career and technical certificate programs are available to students eligible for Dual Enrollment. Dual enrolled students must be A.A., A.S. Degree or CTC certificate seeking students.

C. *High School Site Dual Enrollment courses:* PCSD's Principals or PCSD's Dual Enrollment contact must contact the Dual Enrollment Office with any known extended, planned or unplanned medical or other leave of the Dual Enrollment teacher immediately upon knowing of the absence. High school site Dual Enrollment courses must meet the required contact hours of the specific course requirement in a consecutive manner. In addition, no course material is to be covered and grades are only to be assigned by the Dual Enrollment teacher or by an SJR State approved substitute who meets the appropriate credentials of an SJR State faculty member. (This only applies if PCSD offers Dual Enrollment high school site courses).

4. Process for students and their parents to elect to participate in the Dual Enrollment program:

A. *Application Procedure:* To participate in Dual Enrollment at SJR State, eligible high school students must first meet with their high school counselor to receive instructions for completing the online Dual Enrollment Admission Application. Both the student and parent must review and submit the required electronic Consent Page by the posted Dual Enrollment deadline. Prior to the high school's posted deadline, the student must email a Request for Consent to their high school counselor. The high school counselor will verify that the student meets the required unweighted high school GPA and will upload a complete set of placement test scores to finalize electronic approval

of the Dual Enrollment application. Students who do not have a Social Security number must provide their documented visa information in order to complete the application.

B. Career and Technical Certificate (CTC) Application Procedure: CTC programs are limited access with unique admission requirements. Students must meet specific criteria with the academic department before enrollment. The application and registration procedure are amended to ensure a review of the student's qualifications as they pertain to meeting these criteria. Admission criteria for each CTC program may be found in the College catalog. CTC programs require a mandatory orientation facilitated by the academic department so that students may be provided with the additional admission requirements and due dates associated with on the job training components of CTC programs (i.e. physical exam). It is within the discretion of PCSD to assign Career and Technical Education program staff to assist with the responsibilities of disseminating and collecting Dual Enrollment applications and supporting documentation needed to fulfill the CTC admission requirements addressed during this orientation. The maximum course load for a CTC student is the required sequence of courses in the CTC program.

C. Acknowledgement of Principles of Participation: By signing and submitting the electronically signed online consent form, students selected for participation in Dual Enrollment and their parents both agree to the *Principles of Participation for Dual Enrollment /Early Admission/Early College Program* (also available online on the SJR State's Dual Enrollment webpage at <https://sjrstate.edu/dual-participation>).

D. Registration Process: The Dual Enrollment student meets with their high school's Dual Enrollment contact to initiate the registration process as well as receive approval to any changes in their Dual Enrollment schedule, in order to safeguard the meeting of high school graduation requirements. The student must submit the paper Dual Enrollment registration form (Appendix 4) so the high school's Dual Enrollment contact can approve it.

E. Disabilities Accommodation: Students will need to contact SJR State's Advising Center to register for accommodations. The student has the responsibility to self-identify to the appropriate College personnel. **Student disability status DOES NOT transfer from high school to college.**

F. Schedule Changes: In order to ensure high school graduation is not compromised, Dual Enrollment students must coordinate all schedule change requests with their school counselor. The school counselor will then submit the necessary paperwork on the student's behalf to the Office of Dual Enrollment for processing (Appendix 3). All schedule changes must be completed by the dual enrollment published add or drop deadline.

G. Withdrawing from a Course: In order to ensure high school graduation is not compromised, Dual Enrollment students must coordinate all course withdrawal requests with their high school counselor. The school counselor will then submit the necessary paperwork on the student's behalf to the Dual Enrollment Office for processing (Appendix 4). All withdrawals must be completed by the College's withdrawal deadline. Dual Enrollment students who earn a "W" by withdrawing from a course will be subject to dismissal from the Dual Enrollment program. If a student withdraws from either a lecture or lab taken as co-requisites, the student will be withdrawn from both the lecture and the lab. CTC withdrawal deadlines are different from those posted in the academic calendar. Students are informed of these dates during required program orientations or on the first day of class. Students who withdraw or receive a D or F in a course must first complete the petition process with the Dual Enrollment Office before they are permitted to register for additional courses.

H. Maximum Course Load: The student should work closely with a SJR State College academic advisor and their high school counselor to work out a course load that can be successfully completed each Fall and Spring term. It is recommended that Dual Enrollment students take no more than 10 credit hours of accelerated courses during the summer term. Early admission Dual Enrollment students must take a minimum of twelve (12) and a maximum of sixteen (16) Dual Enrollment credit hours each fall and spring term; additional hours would require approval of a written request.

I. Weighting of Dual Enrollment: PCSD will “weigh Dual Enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated” (Section 1007.271, F.S.).

J. Final Course Grades: At the end of the semester after grades are posted, the Dual Enrollment Office will transmit students’ final course grades to the school counselors. Students may view their final course grades through SJR State’s online portal by logging into their account and selecting “View Grades”.

K. High School Site Dual Enrollment Grades: For both fall and spring semesters, high school site Dual Enrollment teachers will submit their grades via MySJRstate portal. Fall semester grades must be submitted into the MySJRstate portal by 2:00 pm on December 14, 2026, and Spring semester grades must be submitted into MySJRstate portal by 2:00 pm on April 26, 2027.

L. Student Learning Outcomes: Student learning outcomes (SLOs) for select courses are formally assessed and results are submitted via the MySJRstate portal. SJR State determines which courses will be assessed as well as the assessment methods and criteria. Dual Enrollment teachers will be notified no later than September 1, 2026, and February 1, 2027. For both fall and spring semesters, high school site Dual Enrollment teachers of select courses will submit their student learning outcomes data and narratives via the MySJRstate portal. Fall semester SLOs must be submitted into the MySJRstate portal by 10:00 pm on December 15, 2026, and Spring semester SLOs must be submitted into the MySJRstate portal by 10:00 pm on April 27, 2027.

M. College Academic Calendar: Dual Enrollment students are required to adhere to SJR State’s Academic Calendar and attend all regularly scheduled classes, regardless of any conflicts with high school holidays, extracurricular activities, and sports. SJR State’s Academic Calendar is available in the College Catalog and also posted online at <https://www.sjrstate.edu/academcal>. Students are responsible for being aware of and adhering to additional dates and deadlines that apply specifically to Dual Enrollment students. Refer to **Dual Enrollment – Important Dates** at <https://sjrstate.edu/dual-calendar>.

N. Grade Forgiveness: Students may not repeat Dual Enrollment courses that they earned a “W”, “D”, or “F” (unless granted permission through the Dual Enrollment petition process). All grades including “W” for withdrawal will become part of the student’s permanent record. SJR State’s grade forgiveness policy is that the last grade recorded for a course will be used to calculate the student’s SJR State cumulative GPA. Students will only be granted one Dual Enrollment petition while enrolled in SJR State’s Dual Enrollment program.

5. **Student eligibility requirements for participation in the Dual Enrollment program:**

A. Eligibility Criteria for Student Participation in Dual Enrollment: Students eligible for Dual Enrollment must be an eligible secondary student with an unweighted high school GPA of 3.0 and demonstrate readiness for college coursework through scores on college placement tests. Early admissions students’ eligibility would be the same requirements for a Dual Enrollment student. Participation in career/vocational Dual Enrollment requires a 2.0 unweighted GPA. Students who are enrolled at their high school as 11th grade juniors or 12th grade seniors may enroll in SLS 1122 Academic Pathways for College Success and/or SLS 1301 Life and Career Development with a 2.5 unweighted high school GPA. Dual Enrollment students will be required to complete the P.E.R.T., react, ACT, PSAT and/or SAT (or any other form of alternative placement, Appendix 9). No student shall be enrolled in a college credit mathematics or English Dual Enrollment course unless the student has demonstrated adequate precollegiate preparation on the appropriate sections of the P.E.R.T., precast, ACT, PSAT or SAT (or any other form of alternative placement, Appendix 9). High school students who do not meet the minimum class standing but who are enrolled in a career academy or are otherwise selected by their high school administration for participation in Dual Enrollment and meet the other minimum requirements may do so upon petition to SJR State’s Dual Enrollment Office by their school district. High school students not enrolled through the Dual Enrollment program shall not be permitted to

take college level credit or vocational credit classes at SJR State under any circumstances or proviso.

B. Continued Eligibility of Student Participation in Dual Enrollment: Dual Enrollment students who earn below a “C” (including a “W” grade) in any Dual Enrollment course will be subject to dismissal from the Dual Enrollment program. Dual Enrollment students must maintain an unweighted cumulative high school GPA of 3.0 or higher and a college GPA of 2.0 or higher to continue in the Dual Enrollment program. CTC Dual Enrollment students must maintain an unweighted cumulative high school GPA of 2.0 or higher to continue in the Dual Enrollment program and a college GPA of 2.0 or higher in order to continue in the Dual Enrollment program. Students who do not meet these minimum standards to continue in Dual Enrollment may contact the Dual Enrollment Office to learn about the petition process. Students not maintaining this standard are subject to dismissal from the Dual Enrollment program and will not be eligible for admission if this standard was not met at a previous college or university. Students who do not maintain satisfactory progress at the college will be placed on academic probation through the College’s Records Department.

Dual Enrollment students may repeat a course one time if requested by the high school counselor and approved by SJR State.

Third and subsequent attempts must be paid for by the student after completion of high school graduation and will be charged the full cost of instruction, which is roughly equivalent to out of state tuition. Although all course attempts are listed on the student’s transcript, only the grade earned in the most recent attempt is calculated in the overall GPA at SJR State. If a student stops attending class, the grade earned, usually an F, is assigned and posted. Other institutions may not necessarily have the same grade forgiveness policy as SJR State, and other institutions may recalculate student GPA’s or reassess eligibility for financial aid.

Pursuant to State Board of Education Rule 6A-14.064, students who have been identified as deficient in basic competencies in one of the areas of reading, writing, or mathematics as determined by one of the methods established by the Florida Department of Education (i.e. scores on the P.E.R.T, PreACT, A.C.T, PSAT or S.A.T.), shall not be permitted to enroll in college credit courses in curriculum areas precluded by the deficiency. Students may enroll in college credit courses that are not precluded by the deficiency; however, students may not earn more than twelve (12) college credit hours prior to the correction of all deficiencies. A student who has accumulated twelve (12) college credit hours and has not yet demonstrated proficiency in one of the basic competency areas of reading, writing, or mathematics will be dismissed from the Dual Enrollment program until correction of all deficiencies. At the time of program dismissal, the student will be advised of the requirements for the associate in arts degree completion and state university admission requirements.

C. Loss of Eligibility in Dual Enrollment: Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a Dual Enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.

D. Graduating Seniors: Students who graduate prior to completion of the postsecondary course may not register for the course through Dual Enrollment. Graduating seniors who successfully participated in Dual Enrollment while in high school may be approved to register as traditional, fee-paying students in summer courses that begin prior to the award of their high school diploma after completion of a waiver process that originates in the Office of Student Affairs; however, financial aid will not be available to students until after their high school diploma has been conferred.

6. Delineation of the high school credit earned for the passage of each Dual Enrollment

course:

Course Credit: Students enrolled in Dual Enrollment courses shall earn both high school credit from PCSD and college credit from SJR State if they meet the minimum requirements for satisfactory completion of such courses. Students who complete a three (3) or four (4) credit hour Dual Enrollment course at SJR State with a passing grade will earn at least one-half (1/2) elective credit towards the high school diploma and/or designated subject credit assigned by the *Dual Enrollment Course -- High School Subject Area Equivalency List as listed on the FLDOE webpage.*

7. **Process for informing students and their parents of college-level course expectations:**

During the application process, students selected for participation in Dual Enrollment and their parents agree to the *Principles of Participation for Dual Enrollment /Early Admission/Early College Program* by signing the Online Consent Form. The *Principles of Participation for Dual Enrollment /Early Admission/Early College Program* addresses the college-level course expectations as well as the fact that Dual Enrollment courses become part of a student's permanent college transcript and are calculated into the student's permanent postsecondary GPA. Dual Enrollment Orientation is provided in Canvas, SJR State College's learning management system, for all new Dual Enrollment students. The orientation offers guidance on how to be successful in college coursework and explains key differences between high school and college expectations. Upon request from the high school, Dual Enrollment staff are available to provide additional informational sessions throughout the academic year.

8. **Policies and procedures for determining exceptions to the required grade point averages on an individual student basis:** Section 1007.271(3), Florida Statutes, permits exceptions to the required GPA on an individual student basis when approved by both the high school and the College. Students seeking an exception must submit a petition for review and approval by appropriate high school and College personnel. The review will consider the student's coursework, college readiness, and other relevant factors to determine the likelihood of success in the Dual Enrollment program. Students approved for a GPA exception will be placed on probationary status and may be restricted in course selection and the number of credit hours attempted.

9. **Registration policies for Dual Enrollment courses:**

A. *Course Scheduling:* Section 1007.271(5), Florida Statutes, establishes that "District school boards shall annually assess the demand for Dual Enrollment and other advanced courses, and the district school board shall consider strategies and programs to meet that demand and include access to Dual Enrollment on the high school campus whenever possible. Alternative grade calculation, weighting systems, or information regarding student education options which discriminates against Dual Enrollment courses is prohibited." So as to implement the above statute, PCSD and SJR State will work collaboratively to ensure students eligible for Dual Enrollment shall be permitted to enroll in Dual Enrollment courses offered on the high school site, on SJR State's campuses, and/or offered through distance learning as appropriate. Students eligible for Dual Enrollment shall be permitted to enroll in Dual Enrollment courses conducted during school hours, after school hours, and during the summer terms.

B. *Registration Procedure:* After acceptance into the Dual Enrollment program, the student and high school Dual Enrollment contact will meet to fill out the course registration form (Appendix 4). The high school's Dual Enrollment contact will submit the Dual Enrollment registration form (Appendix 4) to the SJR State's Dual Enrollment Office. The Dual Enrollment Course Registration Form should be submitted as soon as possible, but no later than the posted Dual Enrollment deadline (<https://www.sjrstate.edu/dual.html> under Important Dates). During Dual Enrollment Registration, Dual Enrollment students taking courses on the College site will be required to log into MySJRstate, SJR State's online portal, to confirm their **schedule**. Students registering for Dual Enrollment courses taught on the high school site will be registered at the beginning of the fall and spring semesters at the high school.

C. *Registration Policies for CTC Dual Enrollment courses:* The scheduling of CTC courses does not align with the traditional semesters and registration periods for college credit courses. CTC courses have start and end dates at various times throughout the academic year. If necessary, registration for CTC courses may occur during the first

day of class rather than during the college credit Dual Enrollment registration periods in the high school. However, for course approval purposes, the course name, number, and section number can be provided to the district guidance staff and high school Dual Enrollment contact for use during these registration periods.

D. SLS 1122 – Academic Pathways for College Success: Dual Enrollment students who have earned twelve (12) or more college credit hours may not be required to enroll in SLS 1122, Academic Pathways for College Success. SLS 1122 is designed to assist students in developing academic planning skills, understanding college expectations, and identifying strategies for academic success and persistence. While enrollment in SLS 1122 is strongly recommended for first-time college students, the course may be required for students enrolled in certain academic pathways as determined by the College. SLS 1122 is applied as an elective toward the Associate in Arts degree.

10. Program Management and Quality Assurance:

A. Program Management: Dual Enrollment courses are college courses with the identical content and learning outcomes expected of all other college courses identified with the same statewide course prefixes and numbers. To ensure that the Dual Enrollment program demonstrates the level of academic rigor expected of all college courses and programs, PCSD and SJR State's Dual Enrollment Program will adhere to the rules dictated in the *Statement of Standards of Dual Enrollment /Early College Programs in the Florida State College System* (available online at <https://www.fldoe.org/core/fileparse.php/7534/urlt/0107224-dualenrollmentstatementstandards.pdf>) that was codified in State Board of Education Rule 6A-14.064, FAC. CTC programs are limited access and the capacity is determined by the program requirements. Although Dual Enrollment faculty teaching college credit courses are required to hold at least a master's degree and a minimum of 18 graduate semester hours in the teaching discipline, instructors teaching Career and Technical Certificate (CTC) Dual Enrollment courses must meet the credentialing requirements established by the College's institutional accreditor for each applicable CTC program area.

B. Enrollment capacity: Composition courses are limited to 25 students in each section. Science lectures and labs have a maximum of 24 students. All other Dual Enrollment courses are limited to 30 students per course section. High school site dual enrollment classes must have the same seat limits of those classes taught at SJR State, typically 20-35 depending on the discipline. Any exceptions must have prior approval from SJR State.

C. Dual Enrollment Instructors: Dual Enrollment faculty must meet the credentialing requirements established by the College's institutional accreditor for each applicable program area. Appropriate PCSD and SJR State staff shall meet and confer to recommend qualified faculty for Dual Enrollment classes taught on the high school site. Preference will be given to qualified high school teachers in the selection process. All instructors will meet or exceed the academic and professional preparation requirements for teaching at SJR State. All Dual Enrollment faculty will have completed at least eighteen (18) graduate semester hours in the teaching discipline and hold at least a master's degree. SJR State will determine whether a high school instructor meets the minimum requirements to teach dual enrollment courses.

D. Faculty Evaluation: SJR State will evaluate instruction and monitor student performance and student satisfaction in all Dual Enrollment classes using the same criteria for judging instructional quality as in effect in all classes offered at the College. To ensure course content, requirements, and evaluation components for Dual Enrollment courses taught on the high school site must be identical to those taught on SJR State's campuses, all SJR State's Dual Enrollment instructors will be assigned a curriculum coordinator and/or mentor from SJR State's full-time faculty. The assigned SJR State personnel will evaluate the Dual Enrollment teacher annually based on the College's faculty evaluation criteria.

E. Dual Enrollment Advisory Committee: PCSD and SJR State shall appoint an advisory committee to make recommendations regarding the Dual Enrollment classes and other aspects of this agreement.

F. Administration: SJR State shall appoint an administrator, the Director of Dual Enrollment, who shall represent SJR State in all matters pertaining to the operation of Dual Enrollment classes and shall serve as liaison between PCSD and SJR State. PCSD shall appoint an administrator who shall represent PCSD in all matters pertaining to the operation of the Dual Enrollment classes and shall serve as liaison between PCSD and SJR State

11. Determination of Student Eligibility and Monitoring of Student Performance:

A. High School Counseling Services: PCSD's counseling staff will maintain oversight and monitoring responsibility to ensure the meeting of high school graduation requirements remains the priority. In addition, each high school's Dual Enrollment contact will check the unweighted GPA of Dual Enrollment students to confirm GPA qualifications are met. To ensure effective articulation and coordination, school counselors must meet with SJR State college advisors at least once per year – for review and training of college best practices.

B. College Guidance Services: The Dual Enrollment Orientation introduces students to the College campus; highlights available guidance, career, library, and college planning services; and explains applicable College policies and procedures. A key advising point communicated to both students and parents is that Dual Enrollment grades are calculated into the student's college GPA, are the beginning of the official college transcript, and are a permanent academic record that may impact future university admission decisions. All Dual Enrollment students will be assigned a MySJRState account, which serves as the College's primary communication portal for educational and career development information. In addition, Dual Enrollment students will work regularly with staff from SJR State's Dual Enrollment Office throughout the course planning and registration process. Dual Enrollment and Early Admission students are encouraged to meet regularly with College advisors and to develop a postsecondary academic plan and intended major during advising sessions. Students in these programs are required to meet with a College advisor upon completion of 20 college credit hours. Students are responsible for reviewing this material prior to beginning participation in the Dual Enrollment program. Program eligibility is located on our website at <https://sjrstate.edu/dual-eligibility>.

C. Responsibility for Student Screening: The P.E.R.T. placement test can be administered by PCSD to high school students eligible for Dual Enrollment. Students who have a qualifying PreACT, A.C.T., PSAT or S.A.T. scores are not required to take the P.E.R.T. PCSD will be solely responsible for providing test security at all P.E.R.T. testing sites. PCSD will administer and provide the P.E.R.T. test materials at no charge for high school students eligible for Dual Enrollment. SJR State will assist high school personnel in interpreting individual students' test results for course placement and assistance in the development of academic interventions by high schools to improve student's skills. The Dual Enrollment contact for PCSD will be responsible for providing individual student's test scores to SJR State's Dual Enrollment Office as part of the Dual Enrollment online application approval process.

D. Testing at the High School Site: Testing at PCSD for Dual Enrollment will be the responsibility of PCSD. Reasonable accommodations will be provided at the test site at the expense of PCSD for the administration of the P.E.R.T. to students with disabilities. Testing accommodations must be arranged in advance.

E. Testing at the College Campus: With prior approval and in very limited numbers, the P.E.R.T. may be administered at a testing center at SJR State at the request of the high school. All P.E.R.T. testing at the College campus must be approved by SJR State's Director of Dual Enrollment. Students approved to test at SJR State's Campus will be responsible for providing their own transportation to the College and for paying the College's \$20 testing fee. Reasonable accommodations will be provided at the test site at the expense of the College for the administration of the P.E.R.T. to students with disabilities. Testing accommodations must be arranged in advance.

F. Retaking the P.E.R.T.: Dual Enrollment students may retake the P.E.R.T. during their high school tenure in accordance with SJR State's P.E.R.T. Policies and Procedures.

G. Alternative Placement Methods: Placement into college-level English and mathematics for Dual Enrollment students is determined by institutional placement standards consistent with Florida law (Florida Statute 1007.271). High school coursework does not serve as automatic placement into college-level courses. Students must meet approved readiness criteria prior to enrollment.

H. Student Policies, Procedures, and Behavioral Expectations: Students enrolled in Dual Enrollment classes will be subject to the student policies and procedures of both PCSD and SJR State. Should a conflict be identified as a result of either institution's policies or procedures, PCSD and SJR State will notify each other of behavioral infractions and will jointly resolve the conflict while providing due process for students. College policies and procedures are published in the College Catalog/Handbook and are also available online on the Student Services website at <https://www.sjstate.edu/cataloghandbook2026.pdf>.

I. High School Site's Attendance Policy: The attendance policy is dictated by the teacher's syllabus. At the high school site, the teacher may elect to excuse up to six absences due to the number of the course's contact hours. This is ultimately up to the discretion of the instructor.

J. High School's/School District's Disciplinary Action: A student suspended from their high school may not attend their high school site's Dual Enrollment courses. Yet, they can attend their college site Dual Enrollment courses. If a student is sent to the district's alternative school, then the Dual Enrollment student loses their Dual Enrollment eligibility and will receive a "W" for all of their registered Dual Enrollment courses. When a child of any age is taken into custody by a law enforcement officer for an offense that would have been a felony if committed by an adult, or a crime of violence, the law enforcement agency must notify the superintendent of schools that the child is alleged to have committed the delinquent act. If the child is a dual enrolled student at a postsecondary institution, the superintendent of schools, or his or her designee, must notify the chief of police or the public safety director of the postsecondary institution at which the student is dual enrolled within 1 business day after receiving the initial notification, Florida Statute 985.04(4)(a).

12. Student Grades and Records:

A. Student Grades, Transmission of student grades in Dual Enrollment: Grades assigned by the post-secondary institution for Dual Enrollment courses, including the "W," are to be accepted at face value by PCSD and are not to be changed on the student's high school academic record (SBE Rule 6A-1.09941, F.A.C.).

B. Student Records: PCSD and SJR State may provide personally identifiable student records to each other in the performance of this agreement. Such records are provided pursuant to Section 1002.22(3)(d), Florida Statutes, and 20 U.S.C.A. 1232g. Each party further agrees to comply with Section 1002.22, Florida Statutes, and 20 U.S.C.A. 1232g, including but not limited to provisions related to confidentiality, access, consent, length of retention and security of student records.

13. Responsibility for Costs:

A. Full-Time Equivalency Funding: PCSD shall be eligible for Full-Time Equivalency (FTE) funding in accordance with Florida law and rules. For Dual Enrollment courses offered on the College campus and online, PCSD shall pay the standard tuition rate per credit hour from the Florida Education Finance Program (FEFP). For Dual Enrollment courses offered on the high school campus by a qualified high school teacher, by an SJR State adjunct, or by an SJR State full-time instructor, PCSD shall be responsible for the College's actual costs associated with Dual Enrollment. For 2026-2027, the following per credit hour rates will apply:

- Course taught on SJR State Campus: \$71.98/credit hour
- Course taught online: \$71.98/credit hour
- Course taught on the high school campus by a qualified high school instructor: No fee

- Course taught on the high school campus by an SJR State adjunct or full-time instructor teaching as an overload: \$700.00 per credit hour

B. CTC Responsibility for Costs: The current credit hour rate for CTC courses taught on the SJR State Campus is \$60.93 per credit hour which converts to \$2.33 per vocational clock hour which will be the responsibility of PCSD along with other required course fees as outlined in the specific program cost summary sheet. PCSD will also be responsible for books and if providing background checks, PCSD will submit this information to SJR State. Students will be responsible for required physicals and shots for participation in clinicals and will release this information to the college as well as clinical sites. Students may add or drop a course during the add/drop window for the part of term associated with the CTC course. These dates are provided to PCSD and students during the CTC program orientation.

C. Add/Drop and Withdrawal Policy: Students may drop a course during the Add/Drop window denoted on the College's Academic Calendar. PCSD will not be assessed tuition for students who drop a course during Add/Drop. After the conclusion of Add/Drop, students may withdraw from a course without academic penalty (a grade of "W") at any time prior to the point in the semester as published in the academic calendar. PCSD will be responsible for tuition for students who withdraw from a course after the conclusion of Add/Drop.

D. Student Fees: Any student enrolled in the Dual Enrollment program shall be exempt from the payment of textbook, online instructional material access code, registration, tuition, and laboratory fees. Students enrolled in Dual Enrollment courses will be responsible for the cost of any personal or consumable items associated with a specific course or program such as school supplies, Adobe Suite, calculators, background checks, blood tests, etc.

E. Instructional Materials: SJR State shall select textbooks used in Dual Enrollment courses. Payment for required textbooks for classes conducted on the high school campuses or on SJR State's campuses will be through the PCSD. The textbooks shall be the property of PCSD. Inventories of Dual Enrollment textbooks will be maintained by individual high schools and/or school district. PCSD will inform students of any fines relating to instructional materials (e.g., late return or lost book fees) prior to issuing them back to the students. PCSD must provide each student with a textbook for each Dual Enrollment course, including courses taught at the high school site. A class set of textbooks does not suffice. Textbooks used by Dual Enrollment students at high school sites will follow the Department of Education's cycle for textbook replacement, with the following provisions: 1) the College has not changed the textbook, or 2) the new textbook edition has not so substantively changed in content that it has rendered the previous edition unusable. SJR State will provide the textbook list for the following semester as soon as the information from the faculty and publishers becomes available. The Dual Enrollment Scholarship program shall reimburse St Johns River State College for tuition and related instructional materials costs for dual enrollment courses taken by public school, private school, or home education program secondary students during the summer term.

F. Instructor Fees: SJR State is responsible for the full cost of the instructor for courses taught on SJR State's campuses and online. PCSD is responsible for the full cost of the instructor for courses taught at the high school sites.

G. Facility and Laboratory Fees: SJR State is responsible for the full cost of any facility and laboratory fees for courses taught on SJR State's campuses. PCSD is responsible for the full cost of any facility and laboratory fees for courses taught on the high school site.

H. Disability Services: As required by law, students with disabilities must receive appropriate accommodations. Students with disabilities must self identify. Students with disabilities will be responsible for providing appropriate documentation so that accommodations can be provided. SJR State will be responsible for the cost of providing the necessary accommodations for courses taken on SJR State's campuses. PCSD will be responsible for the cost of

providing the necessary accommodations for courses taken at the high school sites and for the cost of adaptive textbooks and other materials. Contact information will be found on our website at <https://sjrstate.edu/disabledstudents> .

I. Dual Enrollment Scholarship Reimbursement: Pursuant to Fla. Stat. 1009.30, SJR State will seek reimbursement through the Dual Enrollment Scholarship Program for summer term tuition and textbooks/materials.

14. **Responsibility for Student Transportation:**

Students will be responsible for providing their own transportation to and from Dual Enrollment classes on SJR State's campuses.

15. **Submission of Updated Dual Enrollment to the Florida DOE:**

The College shall be responsible for submitting annually an updated copy of the Dual Enrollment Articulation Agreement electronically to the Florida Department of Education, Office of Articulation, by August 1st.

Appendices

Dual Enrollment/Early Admissions/Early College Program (Collegiate High School) Forms

- 1 Principles of Participation/Student Responsibilities
- 2 Registration/Approval Form
- 3 Registration Adjustment/Drop Add Form
- 4 Student Initiated Course Withdrawal Form
- 5 Instructor Initiated Absence Warning/Withdrawal Form
- 6 State College Waiver Request

Appendices

Dual Enrollment/Early Admissions/Early College Program (Collegiate High School) Forms

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- State College Waiver Request

Dual enrollment students will be enrolled in courses that count toward high school graduation and college credit, so understanding the expectations of being a college student is important. To ensure that students understand the policies and procedures regarding conduct, communication, curriculum, and college policies, all students are asked to read and abide by the following: Principles of Participation and Student Responsibilities. This document applies to any student who is registered in any dual enrollment courses, including public school students, private school students, charter school students, and homeschool students. This document applies to any Traditional Dual Enrollment or Early College Program student.

Principles of Participation for Dual Enrollment, Early Admission, and Early College Program students

- Students are required to communicate any issues to the appropriate people (high school contact, dual enrollment office, faculty, parents, etc. If you are not sure who you need to communicate with, ask your high school contact or call the Dual Enrollment office at 386-312-4136
 - Students are expected to address any course issues with their instructor, it is the student's responsibility to notify the instructor of absences caused by illness, emergencies, etc.
 - Postsecondary institutions must abide by the Federal Family Educational Rights and Privacy Act (FERPA). SJR State's faculty and staff are not permitted to discuss student performance with anyone other than the student or designated educational staff unless the student signs a release. For a copy of this act, please call our office at 386-312-4136 to be provided with the information.
- Dual enrollment students are held to the same standards as regular/traditional college students, unless otherwise restricted by federal, state, or local requirements.
- Students must abide by all SJR State policies and procedures, including but not limited to, the SJR State Student Catalog/Handbook, attendance policies, academic integrity, and discipline policies as published.
 - The only excused (approved) absences are those sanctioned by SJR State. High school holidays, activities, and sports are not excused absences for students enrolled in classes at SJR State or dual enrollment courses held at the high school site. Students need to check the academic calendar before registering for courses to be sure there are no conflicts (spring break, winter break, summer vacation, etc.).
 - Academic work submitted by a student to the instructor is assumed to be the result of his or her own thought, research, or self-expression. When a student borrows ideas, workings, or organizations from another source, he or she is expected to acknowledge that fact in an appropriate manner (citation).
 - Dual enrollment students are entitled to the same appeal processes (grade appeal or Academic Misconduct) as regular college students. The appeals process can last until the following semester. This process is conducted by the SJR State Office of Student Affairs.

- Students are required to know the policies and outcomes, related to grades, academic history, and graduation.
 - o Students are not permitted to re-take courses in which they have earned a grade of “C” or higher.
 - o Any letter grade below a “C” will not count as credit toward the Gordon Rule requirement (English, Math, and Humanities). However, all grades will be calculated into the student’s GPA and will appear on their college transcript.
 - o All dual enrollment (college) grades will become part of the student’s permanent college transcript and may affect college admissions to other colleges and universities, financial aid, and Bright Futures eligibility. These grades are permanent.
 - o Withdrawal (“W”) from a course will be listed on the student’s permanent college transcript.
 - o College credits earned through the dual enrollment program will be recorded on both the student’s high school transcript and SJR State transcript.
 - o Students who receive a D, F, or W in a course may not register for another course within that same term until they have completed the petition process through the SJR State Dual Enrollment office. For example, if a student receives a W in a Fall A course, they may not register for a Fall B course until they have completed the petition process.
 - o Students are only permitted to take 2 courses during the Summer sessions (a maximum of 8 credit hours). Courses requiring a co-requisite will only count as 1 course.
 - o A student receiving an “I” grade must complete the course within a 30-day calendar period which begins on the first day of classes of the next term. Students are not eligible for graduation until all “I” grades have been removed from their academic record. Incomplete work will convert to an “IF” if the course work remains incomplete.
 - o Dual Enrollment students who have graduated high school, may participate in Summer A courses the year of graduation. Students must petition the Office of Student Affairs to attend these courses and are responsible for all fees. You can contact the Dual Enrollment Office for this petition process.
- Dual enrollment students must understand the differences between high school and the college’s curriculum, course structure, and student body.
 - o College courses, including those taught at the high school site, will maintain a consistent level of academic rigor without compromising standards. The course material in these classes are not developed to accommodate variations in student age and maturity and may reflect topics not typically included in secondary courses, which some parents may object to for “minors.”
 - o The curriculum, content, evaluation (grading practices), and selection of appropriate instructional materials are the right of the college instructor and will not differ for dual enrollment students. The same material will be presented to regular college students and dual enrollment students. College grading policy will be used for all dual enrollment courses. Instructors will not adapt their course for dual enrollment students.
 - o Dual enrollment at the high school site will follow the same standards as courses offered on SJR State’s college campuses.
 - o SJR State is an open campus, and classes (face to face and online) will have students of various ages and

backgrounds enrolled in these courses.

- o Dual enrollment students are required to attend/read New student orientation materials. The orientation presentation is available online, on campus, on the high school site, or can be sent to you via email. It is the student's responsibility for viewing and ensuring they understand the materials presented in the dual enrollment new student orientation.
- Dual enrollment students are held responsible for the following coordination and paperwork requirements:
 - o Students are required to ensure the accuracy of their information (full legal name as presented on the birth certificate, birthdate, and social security number). Students will be responsible to notify the Dual Enrollment Office of any changes to their address, phone number, high school, test scores, etc. It is the student's responsibility to provide updated test scores for placement to the high school and dual enrollment office.
 - o Students need to have the ability to log in to MySJRState, in order to view or access their schedules, Canvas (online course management system), grades, order transcripts, etc. Providing the correct social security number, date of birth, and zip code allows the student to be registered for this access and will alleviate login issues.
 - o Students who do not log in to their online course within the first week, may be dropped from the course for non-attendance.
 - o Students with disabilities need to provide documentation to SJR State's Advising Office, in order to receive accommodations. The student must self-identify to receive these accommodations. Accommodations at the high school are not automatically sent over to SJR State, it is the responsibility of the student to provide these to the Advising Office/Disabilities Coordinator.
 - o Students are accountable for completing the appropriate college forms and meeting college-established deadlines for add/drop and/or withdrawal. Students must have prior approval from their designated high school contact to add/drop or withdrawal from college courses. Please note that dual enrollment deadlines are often different than the traditional College deadlines. All dates and deadlines are notated on the SJR State Dual Enrollment homepage (www.sjrstate.edu/dual). High school site deadlines are often also different, please be sure you are aware of dual enrollment deadlines at the high school site.
 - o Students are responsible for ordering/paying for their college transcript once they have graduated from high school.
 - o It is the responsibility of the dual enrollment student to ensure they have their textbooks and necessary materials for their courses. For public school students, textbooks are handled through the school district; for private and charter school students, textbooks are the responsibility of the student; and for homeschool students, textbooks are handled through the SJR State bookstore. All textbooks for high school site classes are provided by the individual high school.
 - o All correspondence regarding dual enrollment classes, petitions, dates and deadlines, and any other messages will be sent to the student's SJR State email address (name@vikings.sjrstate.edu), students will be responsible for knowing how to access this email address.
 - o Students enrolled as Dual Enrollment, Early Admission, Early College Program, or Career Early Admission shall be

**2026-2027 Dual Enrollment Articulation Agreement Execution Between
Putnam County School District and
St. Johns River State College**

The Articulation Committee shall annually analyze and assess the effectiveness of mechanisms and strategies set forth in this agreement and report the results of such analyses to the Putnam County School District and the District Board of Trustees of St. Johns River State College. Analyses shall include identified problems, corrective actions, strategies, and associated costs.

This Agreement is subject to all pertinent state and federal laws and regulations of the Department of Education, State of Florida, Title VI and VII of the Civil Rights Act of 1964, and all regulations, rules, and guidelines promulgated thereunder. The parties expressly agree to maintain records in compliance with the Florida Public Records Act subject only to the privacy rights guaranteed by applicable state and federal laws and regulations. The violation of any federal or state law or regulation in the conduct of this Agreement may constitute a breach of this Agreement. Under determination of such violation, this Agreement may be terminated. It is expressly understood by both parties that neither party has authority or control over the other party's employees, officers, or agents.

This agreement is made between the District Board of Trustees of St. Johns River State College and the Putnam County School District.

Signed on this _____ day of _____ 2026

for the District Board of Trustees of St. Johns River State College:

Chairman, St. Johns River State College

President, St. Johns River State College

Signed on this 9th day of June 2026.

for Putnam County School District of Putnam County,

Florida:

Phil Long
Chairman, School Board of Putnam County

Rick Sanchez
Superintendent, Putnam County School District

**2026-2027 Dual Enrollment Articulation Agreement Execution Between
St. Johns County School District and
St. Johns River State College**

The Articulation Committee shall annually analyze and assess the effectiveness of mechanisms and strategies set forth in this agreement and report the results of such analyses to the St. Johns County School District and the District Board of Trustees of St. Johns River State College. Analyses shall include identified problems, corrective actions, strategies, and associated costs.

This Agreement is subject to all pertinent state and federal laws and regulations of the Department of Education, State of Florida, Title VI and VII of the Civil Rights Act of 1964, and all regulations, rules, and guidelines promulgated thereunder. The parties expressly agree to maintain records in compliance with the Florida Public Records Act subject only to the privacy rights guaranteed by applicable state and federal laws and regulations. The violation of any federal or state law or regulation in the conduct of this Agreement may constitute a breach of this Agreement. Under determination of such violation, this Agreement may be terminated. It is expressly understood by both parties that neither party has authority or control over the other party's employees, officers, or agents.

This agreement is made between the District Board of Trustees of St. Johns River State College and the St. Johns County School District.

Signed on this _____ day of _____ 2026

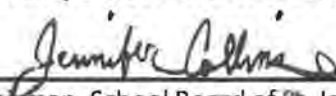
for the District Board of Trustees of St. Johns River State College:

Chairman, St. Johns River State College

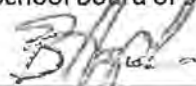
President, St. Johns River State College

Signed on this 12th day of May 2026.

for St. Johns County School District of St. Johns County, Florida:



Chairman, School Board of St. Johns County



Superintendent, St. Johns County School District

**Dual Enrollment Articulation Agreement Between
St. Johns Academy School and
District Board of Trustees of St. Johns River State College**

Section 1007.271 (21), Florida Statutes, specifies the development of the Dual Enrollment Articulation Agreements between the state college presidents and the superintendents of schools within their respective state college districts for the purpose of providing a primary framework within which all future Dual Enrollment objectives and activities shall be described. St. Johns Academy School, hereinafter referred to as St. Johns Academy School, and the District Board of Trustees of St. Johns River State College, hereinafter called SJR State, desire to implement the above statute and have, therefore, established an articulation committee with representation from St. Johns Academy School and SJR State. Each year, this articulation committee will review this agreement and the performance of parties hereunder to assure both parties that it continues to serve their mutual interest.

Committee members shall include:

- Appointed St. Johns Academy School Representative, St. Johns Academy School (Co-Chair)
- Vice President for Academic and Student Affairs, SJR State (Co-Chair)
- Vice President for Workforce Development and Career & Technical Education, SJR State
- Associate Vice President for Academic Affairs, SJR State
- Director of Dual Enrollment and College Access, SJR State
- Director of Career Education (if applicable), St. Johns Academy School

The term of this agreement shall commence August 1, 2026, and end July 31, 2027. Either party may cancel this agreement upon thirty (30) days written notice should the other party fail to perform in accord with its terms through no fault of the party initiating the termination. This agreement may be amended only by written communication signed by the President of St. Johns Academy School and the President of St. Johns River State College.

St. Johns Academy School and SJR State agree as follows:

1. **Ratification of articulation agreements between the State college and St. Johns Academy School :**
This agreement replaces any existing agreement with St. Johns Academy School and SJR State regarding the Dual Enrollment Articulation Agreement.
2. **Parent and student notification process about student participation in the Dual Enrollment program:** St. Johns Academy School and SJR State will work collaboratively to notify eligible students and their parents of Dual Enrollment acceleration mechanisms. St. Johns Academy School shall inform all eligible secondary students and their parents of Dual Enrollment as an educational option and mechanism for acceleration, including eligibility criteria, and the process by which students exercise their option to participate in Dual Enrollment. This information shall be included annually in the curriculum guide, programs of study, student progression plan, and/or course catalog. SJR State will work with St. Johns Academy School to provide information for their curriculum guides/progression plans/course catalogs, will coordinate inquiries to SJR State from parents and students with school counseling staff, and will communicate directly with parents and students about Dual Enrollment options as appropriate. Additionally, SJR State's Director of Dual Enrollment will host annual webinar Information Sessions for potential Dual Enrollment students and parents.

3. **Programs and courses available to students eligible for Dual Enrollment:**

A. Program Description: Dual Enrollment, an articulated mechanism between St. Johns Academy School and SJR State, shall serve to shorten the time necessary for students to complete the requirements associated with the conferral of a degree, broaden the scope of curricular options available to students, and/or obtain opportunities for completing career/technical programs. Section 1007.271, Florida Statutes, establishes that “the Dual Enrollment program is the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree” (Section 1007.271(1), F.S.). “Early admission shall be a form of Dual Enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree” (Section 1007.271(7), F.S.). “Career early admission is a form of career Dual Enrollment through which eligible secondary students enroll full time in a career center or a state college in courses that are creditable toward the high school diploma and the certificate or associate degree” (Section 1007.271(8), F.S.). Students enrolled as Dual Enrollment, early admission, or career early admission shall be exempt from the payment of registration, tuition, and laboratory fees. Students enrolled as Dual Enrollment, early admission, and career early admission will be eligible to participate in both high school and College activities as appropriate including graduation and other extracurricular activities.

B. Course Offerings: Dual Enrollment college credit courses are recommended to the State Board of Education by the State Articulation Coordinating Committee as meeting high school graduation requirements. The *Dual Enrollment Course -- High School Subject Area Equivalency List* states the relationship between high school and college course subject areas and dictates the awarding of credit for said classes (available online at <https://www.fldoe.org/policy/articulation/dual-enrollment-agreements.shtml>). All courses in the Statewide Course Numbering System, except for remedial courses and physical education skills courses, can be used for Dual Enrollment credit and count toward high school graduation, including electives. These courses may include but are not limited to communications, humanities, mathematics, science, social sciences, foreign languages, and workforce education courses. Physical education, college preparatory, and non-credit courses in addition to courses within selected limited access programs are excluded from this agreement, as are courses with activities that presume an adult-level of maturity and personal responsibility such as study abroad. Neither traditional high school nor dual enrolled high school students may be permitted to pay to take any college courses, including physical education or college preparatory classes. In addition to the A.A. and A.S. degrees, career and technical certificate programs are available to students eligible for Dual Enrollment. Dual enrolled students must be A.A., A.S. Degree or CTC certificate seeking students.

C. High School Site Dual Enrollment courses: St. Johns Academy School’s Principal or Dual Enrollment contact must contact the Dual Enrollment Office with any known extended, planned, or unplanned medical or other leave of the Dual Enrollment teacher immediately upon knowing of the absence. High school site Dual Enrollment courses must meet the required contact hours of the specific course requirement in a consecutive manner. In addition, no course material is to be covered and grades are only to be assigned by the Dual Enrollment teacher or by an SJR State approved substitute who meets the appropriate credentials of an SJR State faculty member. (This only applies if St. Johns Academy School offers Dual Enrollment high school site courses).

4. **Process for students and their parents to elect to participate in the Dual Enrollment program:**

A. Application Procedure: To participate in Dual Enrollment at SJR State, eligible high school students must first meet with their high school counselor to receive instructions for completing the online Dual Enrollment Admission Application. Both the student and parent must review and submit the required electronic Consent Page by the posted Dual Enrollment deadline. Prior to the high school’s posted deadline, the student must email a Request for Consent to their high school counselor. The high school counselor will verify that the student meets the required unweighted high school GPA and will upload a complete set of placement test scores to finalize electronic approval of the Dual Enrollment application. Students who do not have a Social Security number must provide their documented visa information in order to complete the application.

B. Career and Technical Certificate (CTC) Application Procedure: CTC programs are limited access with unique admission requirements. Students must meet specific criteria with the academic department before enrollment. The application and registration procedure are amended to ensure a review of the student's qualifications as they pertain to meeting these criteria. Admission criteria for each CTC program may be found in the College catalog. CTC programs require a mandatory orientation facilitated by the academic department so that students may be provided with the additional admission requirements and due dates associated with on-the-job training components of CTC programs (i.e., physical exam). It is within the discretion of St. Johns Academy School to assign Career and Technical Education program staff to assist with the responsibilities of disseminating and collecting Dual Enrollment applications and supporting documentation needed to fulfill the CTC admission requirements addressed during this orientation. The maximum course load for a CTC student is the required sequence of courses in the CTC program.

C. Acknowledgement of Principles of Participation: By signing and submitting the electronically signed online consent form, students selected for participation in Dual Enrollment and their parents both agree to the *Principles of Participation for Dual Enrollment /Early Admission/Early College Program* (also available online on the SJR State's Dual Enrollment webpage at <https://sjrstate.edu/dual-participation>).

D. Registration Process: The Dual Enrollment student meets with their high school's Dual Enrollment contact to initiate the registration process as well as receive approval to any changes in their Dual Enrollment schedule, to safeguard the meeting of high school graduation requirements. The student must submit the paper Dual Enrollment registration form (Appendix 4) so that the high school's Dual Enrollment contact can approve it.

E. Disabilities Accommodation: Students will need to contact SJR State's Advising Center to register for accommodations. The student has the responsibility to self-identify to the appropriate College personnel. **Student disability status DOES NOT transfer from high school to college.**

F. Schedule Changes: In order to ensure high school graduation is not compromised, Dual Enrollment students must coordinate all schedule change requests with their school counselor. The school counselor will then submit the necessary paperwork on the student's behalf to the Office of Dual Enrollment for processing (Appendix 3). All schedule changes must be completed by the dual enrollment published add or drop deadline.

G. Withdrawing from a Course: In order to ensure high school graduation is not compromised, Dual Enrollment students must coordinate all course withdrawal requests with their school counselor. The school counselor will then submit the necessary paperwork on the student's behalf to the Dual Enrollment Office for processing (Appendix 4). All withdrawals must be completed by the College's withdrawal deadline. Dual Enrollment students who earn a "W" by withdrawing from a course will be subject to dismissal from the Dual Enrollment program. If a student withdraws from either a lecture or lab taken as co-requisites, the student will be withdrawn from both the lecture and the lab. CTC withdrawal deadlines are different from those posted in the academic calendar. Students are informed of these dates during required program orientations or on the first day of class. Students who withdraw or receive a D or F in a course must first complete the petition process with the Dual Enrollment Office before they are permitted to register for additional courses.

H. Maximum Course Load: The student should work closely with a SJR State College academic advisor and their high school counselor to work out a course load that can be successfully completed each Fall and Spring term. It is recommended that Dual Enrollment students take no more than 10 credit hours of accelerated courses during the summer term. Early admission Dual Enrollment students must take a minimum of twelve (12) and a maximum of sixteen (16) Dual Enrollment credit hours each fall and spring term; additional hours would require approval of a written request. The maximum course load for a CTC student is the required sequence of courses in the CTC program.

I. Weighting of Dual Enrollment: St. Johns Academy School will “weigh Dual Enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated” (Section 1007.271, F.S.).

J. Final Course Grades: At the end of the semester after grades are posted, the Dual Enrollment Office will transmit students’ final course grades to the school counselors. Students may view their final course grades through SJR State’s online portal, MySJRstate, on the Dual Enrollment tab at <http://www.sjrstate.edu/mysjrstate.html>

K. High School Site Dual Enrollment Grades: For both fall and spring semesters, high school site Dual Enrollment teachers will submit their grades via MySJRstate portal. Fall semester grades must be submitted into the MySJRstate portal **by 2:00 pm on December 14, 2026**, and Spring semester grades must be submitted into MySJRstate portal **by 2:00 pm on April 26, 2027**. (This only applies if St. Johns Academy School offers Dual Enrollment high school site courses).

L. College Academic Calendar: Dual Enrollment students are required to adhere to SJR State’s Academic Calendar and attend all regularly scheduled classes, regardless of any conflicts with high school holidays, extracurricular activities, and sports. SJR State’s Academic Calendar is available in the College Catalog and also posted online at <https://www.sjrstate.edu/academcal>. Students are responsible for being aware of and adhering to additional dates and deadlines that apply specifically to Dual Enrollment students. Refer to Dual Enrollment – Important Dates at <https://sjrstate.edu/dual-calendar>.

M. Grade Forgiveness: Students may not repeat Dual Enrollment courses that they earned a “W,” “D,” or “F” (unless granted permission through the Dual Enrollment petition process). All grades including “W” for withdrawal will become part of the student’s permanent record. SJR State’s grade forgiveness policy is that the last grade recorded for a course will be used to calculate the student’s SJR State cumulative GPA. Students will only be granted one Dual Enrollment petition while enrolled in SJR State’s Dual Enrollment program.

5. Student eligibility requirements for participation in the Dual Enrollment program:

A. Eligibility Criteria for Student Participation in Dual Enrollment: Students eligible for Dual Enrollment must be an eligible secondary student with an unweighted high school GPA of 3.0 and demonstrate readiness for college coursework through scores on college placement tests. Early admissions students’ eligibility would be the same requirements for a Dual Enrollment student. Participation in career/vocational Dual Enrollment requires a 2.0 unweighted GPA. Students who are enrolled at their high school as 12th grade seniors may enroll in SLS 1122 Academic Pathways for College Success **and/or SLS 1301 Life and Career Development** with a 2.5 unweighted high school GPA. Dual Enrollment students will be required to complete the P.E.R.T., PreACT, ACT, PSAT and/or SAT (full list of placement methods listed online). No student shall be enrolled in a college credit mathematics or English Dual Enrollment course unless the student has demonstrated adequate precollegiate preparation on the appropriate sections of the P.E.R.T., PreACT, ACT, PSAT or SAT (full list of placement methods listed online). High school students who do not meet the minimum class standing but who are enrolled in a career academy or are otherwise selected by their high school administration for participation in Dual Enrollment and meet the other minimum requirements may do so upon petition to SJR State’s Dual Enrollment Office by their private school. High school students not enrolled through the Dual Enrollment program shall not be permitted to take college level credit or vocational credit classes at SJR State under any circumstances or proviso. St. Johns Academy School and SJR State agree that eligible secondary students are entitled to participate in Dual Enrollment for a maximum of three years in college credit coursework at the 1000 and 2000 level.

B. Continued Eligibility of Student Participation in Dual Enrollment: Dual Enrollment students who earn below a “C” (including a “W” grade) in any Dual Enrollment course will be subject to dismissal from the Dual Enrollment program. Dual Enrollment students must maintain an unweighted cumulative high school GPA of 3.0 or higher and a

college GPA of 2.0 or higher to continue in the Dual Enrollment program. CTC Dual Enrollment students must maintain an unweighted cumulative high school GPA of 2.0 or higher to continue in the Dual Enrollment program and a college GPA of 2.0 or higher to continue in the Dual Enrollment program. Students who do not meet these minimum standards to continue in Dual Enrollment may contact the Dual Enrollment Office to learn about the petition process. Students not maintaining this standard are subject to dismissal from the Dual Enrollment program and will not be eligible for admission if this standard was not met at a previous college or university. Students who do not maintain satisfactory progress at the college will be placed on academic probation through the College's Records Department.

Dual Enrollment students may repeat a course one time if requested by the high school counselor and approved by SJR State.

Third and subsequent attempts must be paid for by the student after completion of high school graduation and will be charged the full cost of instruction, which is roughly equivalent to out of state tuition. Although all course attempts are listed on the student's transcript, only the grade earned in the most recent attempt is calculated in the overall GPA at SJR State. If a student stops attending class, the grade earned, usually an F, is assigned and posted. Other institutions may not necessarily have the same grade forgiveness policy as SJR State, and other institutions may recalculate student GPA's or reassess eligibility for financial aid.

Pursuant to State Board of Education Rule 6A-14.064, students who have been identified as deficient in basic competencies in one of the areas of reading, writing, or mathematics as determined by one of the methods established by the Florida Department of Education (i.e. scores on the P.E.R.T, A.C.T, or S.A.T.), shall not be permitted to enroll in college credit courses in curriculum areas precluded by the deficiency. Students may enroll in college credit courses that are not precluded by the deficiency; however, students may not earn more than twelve (12) college credit hours prior to the correction of all deficiencies. A student that has accumulated twelve (12) college credit hours and has not yet demonstrated proficiency in one of the basic competency areas of reading, writing, or mathematics will be dismissed from the Dual Enrollment program until correction of all deficiencies. At the time of program dismissal, the student will be advised of the requirements for the associate in arts degree completion and state university admission requirements.

C. Loss of Eligibility in Dual Enrollment: Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a Dual Enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.

D. Graduating Seniors: Students who graduate prior to completion of the postsecondary course may not register for the course through Dual Enrollment. Graduating seniors who successfully participated in Dual Enrollment while in high school may be approved to register as traditional, fee-paying students in summer courses that begin prior to the award of their high school diploma after completion of a waiver process that originates in the Office of Student Affairs; however, financial aid will not be available to students until after their high school diploma has been conferred.

6. **Delineation of the high school credit earned for the passage of each Dual Enrollment course:**

Course Credit: Students enrolled in Dual Enrollment courses shall earn both high school credit from St. Johns Academy School and college credit from SJR State if they meet the minimum requirements for satisfactory completion of such courses. Students who complete a three (3) or four (4) credit hour Dual Enrollment course at SJR State with a passing grade will earn at least one-half (1/2) elective credit towards the high school diploma and/or designated subject credit assigned by the *Dual Enrollment Course -- High School Subject Area Equivalency List*.

7. **Process for informing students and their parents of college-level course expectations:**

During the application process, students selected for participation in Dual Enrollment and their parents agree to the *Principles of Participation for Dual Enrollment /Early Admission/Early College Program* by signing the Online Consent Form. The *Principles of Participation for Dual Enrollment /Early Admission/Early College Program* addresses the college-level course expectations as well as the fact that Dual Enrollment courses become part of a student's permanent college transcript and are calculated into the student's permanent postsecondary GPA. Dual Enrollment Orientation is provided in Canvas, SJR State College's learning management system, for all new Dual Enrollment students. The orientation offers guidance on how to be successful in college coursework and explains key differences between high school and college expectations. Upon request from the high school, Dual Enrollment staff are available to provide additional informational sessions throughout the academic year.

1. **8. Policies and procedures for determining exceptions to the required grade point averages on an individual student basis:** **Section 1007.271(3), Florida Statutes**, permits exceptions to the required GPA on an individual student basis when approved by both the high school and the College. Students seeking an exception must submit a petition for review and approval by appropriate high school and College personnel. The review will consider the student's coursework, college readiness, and other relevant factors to determine the likelihood of success in the Dual Enrollment program. Students approved for a GPA exception will be placed on probationary status and may be restricted in course selection and the number of credit hours attempted.

9. **Registration policies for Dual Enrollment courses:**

A. Course Scheduling: Section 1007.271(5), Florida Statutes, establishes that "District school boards shall annually assess the demand for Dual Enrollment and other advanced courses, and the district school board shall consider strategies and programs to meet that demand and include access to Dual Enrollment on the high school campus whenever possible. Alternative grade calculation, weighting systems, or information regarding student education options which discriminates against Dual Enrollment courses is prohibited." To implement the above statute, the private school and SJR State will work collaboratively to ensure students eligible for Dual Enrollment shall be permitted to enroll in Dual Enrollment courses offered on the high school site, on SJR State's campuses, and/or offered through distance learning as appropriate. Students eligible for Dual Enrollment shall be permitted to enroll in Dual Enrollment courses conducted during school hours, after school hours, and during the summer terms.

B. Registration Procedure: After acceptance into the Dual Enrollment program, the student and high school Dual Enrollment contact will meet to fill out the course registration form (Appendix 4). The high school's Dual Enrollment contact will submit the Dual Enrollment registration form (Appendix 4) to the SJR State's Dual Enrollment Office. The Dual Enrollment Course Registration Form should be submitted as soon as possible, but no later than the posted Dual Enrollment deadline (<https://www.sjrstate.edu/dual.html> under Important Dates). During Dual Enrollment Registration, Dual Enrollment students taking courses on the College site will be required to log into MySJRstate, SJR State's online portal, to confirm their *schedule*. Students registering for Dual Enrollment courses taught on the high school site will be registered after the beginning of the fall and spring semesters.

C. Registration Policies for CTC Dual Enrollment courses: The scheduling of CTC courses does not align with the traditional semesters and registration periods for college credit courses. CTC courses have start and end dates at various times throughout the academic year. If necessary, registration for CTC courses may occur during the first day of class rather than during the college credit Dual Enrollment registration periods in the high school. However, for course approval purposes, the course name, number, and section number can be provided to the district guidance staff and high school Dual Enrollment contact for use during these registration periods.

D. SLS 1122 – Academic Pathways for College Success: Dual Enrollment students who have earned twelve (12) or more college credit hours may not be required to enroll in SLS 1122, Academic Pathways for College Success. SLS 1122 is designed to assist students in developing academic planning skills, understanding college expectations, and identifying strategies for academic success and persistence. While enrollment in SLS 1122 is strongly recommended

for first-time college students, the course may be required for students enrolled in certain academic pathways as determined by the College. SLS 1122 is applied as an elective toward the Associate in Arts degree.

10. Program Management and Quality Assurance:

A. Program Management: Dual Enrollment courses are college courses with the identical content and learning outcomes expected of all other college courses identified with the same statewide course prefixes and numbers. To ensure that the Dual Enrollment program demonstrates the level of academic rigor expected of all college courses and programs, St. Johns Academy School and SJR State's Dual Enrollment Program will adhere to the rules dictated in the *Statement of Standards of Dual Enrollment /Early College Programs in the Florida State College System* (available online at <https://www.fldoe.org/core/fileparse.php/7534/urlt/0107224-dualenrollmentstatementstandards.pdf>) that was codified in State Board of Education Rule 6A-14.064, FAC. *CTC programs are limited access and the capacity is determined by the program requirements. Although Dual Enrollment faculty teaching college credit courses are required to hold at least a master's degree and a minimum of 18 graduate semester hours in the teaching discipline, instructors teaching Career and Technical Certificate (CTC) Dual Enrollment courses must meet the credentialing requirements established by the College's institutional accreditor for each applicable CTC program area.*

B. Enrollment Capacity: Composition courses are limited to 25 students in each section. Science lectures and labs have a maximum of 24 students. All other Dual Enrollment courses are limited to 30 students per course section. High school site Dual Enrollment courses must reflect the seating capacity limits of the college courses taught at SJR State campuses. (This only applies if St. Johns Academy School offers Dual Enrollment high school site courses).

C. Dual Enrollment Instructors: *Dual Enrollment faculty must meet the credentialing requirements established by the College's institutional accreditor for each applicable program area.* Appropriate St. Johns Academy School and SJR State staff shall meet and confer to recommend qualified faculty for Dual Enrollment classes taught on the high school site. Preference will be given to qualified high school teachers in the selection process. All instructors will meet or exceed the academic and professional preparation requirements for teaching at SJR State. All Dual Enrollment faculty will have completed at least eighteen (18) graduate semester hours in the teaching discipline and hold at least a master's degree. SJR State shall appoint all instructors. (This only applies if St. Johns Academy School offers Dual Enrollment high school site courses).

D. Faculty Evaluation: SJR State will evaluate instruction and monitor student performance and student satisfaction in all Dual Enrollment classes using the same criteria for judging instructional quality as in effect in all classes offered at the College. To ensure course content, requirements, and evaluation components for Dual Enrollment courses taught on the high school site **must** be identical to those taught on SJR State's campuses, all SJR State's Dual Enrollment instructors will be assigned a curriculum coordinator and/or mentor from SJR State's full-time faculty. The assigned SJR State personnel will evaluate the Dual Enrollment teacher annually based on the College's **faculty** evaluation criteria. (This only applies if St. Johns Academy School offers Dual Enrollment high school site courses).

E. Dual Enrollment Advisory Committee: St. Johns Academy School and SJR State shall appoint an advisory committee to make recommendations regarding the Dual Enrollment classes and other aspects of this agreement.

F. Administration: SJR State shall appoint an administrator, the Director of Dual Enrollment, who shall represent SJR State in all matters pertaining to the operation of Dual Enrollment classes and shall serve as liaison between St. Johns Academy School and SJR State. St. Johns Academy School shall appoint an administrator who shall represent St. Johns Academy School in all matters pertaining to the operation of the Dual Enrollment classes and shall serve as liaison between St. Johns Academy School and SJR State.

11. Determination of Student Eligibility and Monitoring of Student Performance:

A. High School Counseling Services: St. Johns Academy School's counseling staff will maintain oversight and

monitoring responsibility to ensure the meeting of high school graduation requirements remains the priority. In addition, each high school's Dual Enrollment contact will check the unweighted GPA of Dual Enrollment students to confirm GPA qualifications are met. To ensure effective articulation and coordination, school counselors must meet with SJR State college advisors at least once per year – for review and training of college best practices.

B. College Guidance Services: The Dual Enrollment Orientation introduces students to the College campus; highlights available guidance, career, library, and college planning services; and explains applicable College policies and procedures. A key advising point communicated to both students and parents is that Dual Enrollment grades are calculated into the student's college GPA, are the beginning of the official college transcript, and area a permanent academic record that may impact future university admission decisions. All Dual Enrollment students will be assigned a MySJRstate account, which serves as the College's primary communication portal for educational and career development information. In addition, Dual Enrollment students will work regularly with staff from SJR State's Dual Enrollment Office throughout the course planning and registration process. Dual Enrollment and Early Admission students are encouraged to meet regularly with College advisors and to develop a postsecondary academic plan and intended major during advising sessions. Students in these programs are required to meet with a College advisor upon completion of 20 college credit hours. Students are responsible for reviewing this material prior to beginning participation in the Dual Enrollment program. Program eligibility is located on our website at <https://sjrstate.edu/dual-eligibility>.

C. Responsibility for Student Screening: The P.E.R.T. placement test can be administered by St. Johns Academy School to high school students eligible for Dual Enrollment. Students who have a qualifying Pre-ACT., ACT., PSAT, or SAT (full list of college placement methods listed online) are not required to take the P.E.R.T. St. Johns Academy School will be solely responsible for providing test security while testing students at their high school site. St. Johns Academy School will administer and provide the P.E.R.T. test materials at no charge for high school students eligible for Dual Enrollment. SJR State will assist high school personnel in interpreting individual students' test results for course placement and assistance in the development of academic interventions by high schools to improve student's skills. The Dual Enrollment contact for St. Johns Academy School will be responsible for providing individual student's test scores to SJR State's Dual Enrollment Office as part of the Dual Enrollment online application approval process.

D. Testing at the High School Site: Testing at St. Johns Academy School for Dual Enrollment will be the responsibility of St. Johns Academy School. Reasonable accommodations will be provided at the test site at the expense of St. Johns Academy School for the administration of the P.E.R.T. to students with disabilities. Testing accommodations must be arranged in advance.

E. Testing at the College Campus: With prior approval and in limited numbers, the P.E.R.T. may be administered at a testing center at SJR State at the request of the high school. All P.E.R.T. testing at the College campus must be approved by SJR State's Director of Dual Enrollment. Students approved to test at SJR State's Campus will be responsible for providing their own transportation to the College and for paying the College's \$20 testing fee. Reasonable accommodations will be provided at the test site at the expense of the College for the administration of the P.E.R.T. to students with disabilities. Testing accommodations must be arranged in advance.

F. Retaking the P.E.R.T.: Dual Enrollment students may retake the P.E.R.T. once during their high school tenure in accordance with SJR State's P.E.R.T. Policies and Procedures.

G. Alternative Placement Methods: Placement into college-level English and mathematics for Dual Enrollment students is determined by institutional placement standards consistent with Florida law (Florida Statute 1007.271). High school coursework does not serve as automatic placement into college-level courses. Students must meet approved readiness

criteria prior to enrollment.

H. Student Policies, Procedures, and Behavioral Expectations: Students enrolled in Dual Enrollment classes will be subject to the student policies and procedures of both St. Johns Academy School and SJR State. **Should a conflict be identified as a result of either institution's policies or procedures, St. Johns Academy School and SJR State will notify each other of behavioral infractions and will jointly resolve the conflict while providing due process for students.** College policies and procedures are published in the College Catalog/Handbook and are also available online on the Student Services website at https://www.sjstate.edu/catalog_handbook.

I. High School Site's Attendance Policy: The attendance policy is dictated by the teacher's syllabus. At the high school site, the teacher may elect to excuse up to six absences due to the number of the course's contact hours. This is up to the discretion of the instructor. (This only applies if St. Johns Academy School offers Dual Enrollment high school site courses).

J. High School's/School District's Disciplinary Action: A student suspended from their high school may not attend their high school site's Dual Enrollment courses. Yet, they can attend their college site Dual Enrollment courses. If a student is sent to the district's alternative school, then the Dual Enrollment student loses their Dual Enrollment eligibility and will receive a "W" for all their registered Dual Enrollment courses.

12. Student Grades and Records:

A. Student Grades: Transmission of student grades in Dual Enrollment: Grades assigned by the post-secondary institution for Dual Enrollment courses, including the "W," are to be accepted at face value by St. Johns Academy School and are not to be changed on the student's high school academic record (SBE Rule 6A-1.09941, F.A.C.).

B. Student Records: St. Johns Academy School and SJR State may provide personally identifiable student records to each other in the performance of this agreement. Such records are provided pursuant to Section 1002.22(3)(d), Florida Statutes, and 20 U.S.C.A. 1232g. Each party further agrees to comply with Section 1002.22, Florida Statutes, and 20 U.S.C.A. 1232g, including but not limited to provisions related to confidentiality, access, consent, length of retention and security of student records.

13. Responsibility for Costs:

A. Student Fees: Pursuant to Section 1007.271(16), F.S., Dual Enrollment students are exempt from the payment of tuition and fees. This includes not only tuition and registration and laboratory fees, but all other postsecondary institution fees. St. Johns Academy School will not pass costs associated with tuition and fees, including registration and laboratory fees, along to students. Students enrolled in Dual Enrollment courses will be responsible for the cost of any personal or consumable items associated with a specific course or program such as school supplies, Adobe Suite, calculators, background checks, blood tests, one-time-use online licensing fees, etc.

B. Instructional Materials: Instructional materials are defined in Section 1006.29(2), F.S., and shall include but not be limited to, textbooks, consumables, and online course codes. SJR State will loan instructional materials to St. Johns Academy School Dual Enrollment students. Each student is responsible for timely returning of all instructional materials assigned for use within courses except for single use materials like consumables or online course codes. Any unreturned loaned instructional materials will be deemed to be a financial obligation owed to SJR State by the student and may result in cancellation or prevention of registration for a student as well as any other penalties set forth.

C. Instructor Fees: SJR State is responsible for the full cost of the instructor for courses taught on SJR State's campuses and online. St. Johns Academy School is responsible for the full cost of the instructor for courses taught at

the high school sites (this statement only applies if St. Johns Academy School offers Dual Enrollment high school site courses).

D. Facility and Laboratory Fees: SJR State is responsible for the full cost of any facility and laboratory fees for courses taught on SJR State's campuses. St. Johns Academy School is responsible for the full cost of any facility and laboratory fees for courses taught on the private school campus (this statement only applies if St. Johns Academy School offers Dual Enrollment high school site courses).

E. Disability Services: As required by law, students with disabilities must receive appropriate accommodations. Students with disabilities must self identify. Students with disabilities will be responsible for providing appropriate documentation so that accommodations can be provided. SJR State will be responsible for the cost of providing the necessary accommodations for courses taken on SJR State's campuses. St. Johns Academy School will be responsible for the cost of providing the necessary accommodations for courses taken at the high school sites and for the cost of adaptive textbooks and other materials. Contact information will be found on our website at <https://sjrstate.edu/disabledstudents>.

F. Dual Enrollment Scholarship Reimbursement: Pursuant to Fla. Stat. 1009.30, SJR State will seek reimbursement through the Dual Enrollment Scholarship Program for tuition and instructional materials for each fall, spring, and summer term.

14. Responsibility for Student Transportation:

St. Johns Academy School students will be responsible for providing their own transportation to and from Dual Enrollment classes on SJR State's campuses.

15. Submission of Updated Dual Enrollment to the Florida DOE:

The College shall be responsible for submitting annually an updated copy of the Dual Enrollment Articulation Agreement electronically to the Florida Department of Education, Office of Articulation, by August 1st.

ST. JOHNS RIVER
STATE COLLEGE
DUAL ENROLLMENT & EARLY COLLEGE PROGRAM

**2026-2027 Dual Enrollment Articulation Agreement Execution Between
St. Johns Academy School and St. Johns River State College**

The Articulation Committee shall annually analyze and assess the effectiveness of mechanisms and strategies set forth in this agreement and report the results of such analyses to St. Johns Academy School and the District Board of Trustees of St. Johns River State College. Analyses shall include identified problems, corrective actions, strategies, and associated costs.

This Agreement is subject to all pertinent state and federal laws and regulations of the Department of Education, State of Florida, Title VI and VII of the Civil Rights Act of 1964, and all regulations, rules, and guidelines promulgated thereunder. The parties expressly agree to maintain records in compliance with the Florida Public Records Act subject only to the privacy rights guaranteed by applicable state and federal laws and regulations. The violation of any federal or state law or regulation in the conduct of this Agreement may constitute a breach of this Agreement. Under determination of such violation, this Agreement may be terminated. It is expressly understood by both parties that neither party has authority or control over the other party's employees, officers, or agents.

This agreement is made between the District Board of Trustees of St. Johns River State College and St. Johns Academy School .

Signed on this _____ day of _____ 2026

for the District Board of Trustees of St. Johns River State College:

Chairman, St. Johns River State College

President, St. Johns River State College

Signed on this 14 day of July 2026

for St. Johns Academy School :

Candace H. Coak

Representative, St. Johns Academy School

Jh. Peltz

Principal, St. Johns Academy School

**2026-2027 Dual Enrollment Articulation Agreement Execution Between
St. Johns Christian School and St. Johns River State College**

The Articulation Committee shall annually analyze and assess the effectiveness of mechanisms and strategies set forth in this agreement and report the results of such analyses to St. Johns Christian School and the District Board of Trustees of St. Johns River State College. Analyses shall include identified problems, corrective actions, strategies, and associated costs.

This Agreement is subject to all pertinent state and federal laws and regulations of the Department of Education, State of Florida, Title VI and VII of the Civil Rights Act of 1964, and all regulations, rules, and guidelines promulgated thereunder. The parties expressly agree to maintain records in compliance with the Florida Public Records Act subject only to the privacy rights guaranteed by applicable state and federal laws and regulations. The violation of any federal or state law or regulation in the conduct of this Agreement may constitute a breach of this Agreement. Under determination of such violation, this Agreement may be terminated. It is expressly understood by both parties that neither party has authority or control over the other party's employees, officers, or agents.

This agreement is made between the District Board of Trustees of St. Johns River State College and St. Johns Christian School .

Signed on this _____ day of _____ 2026

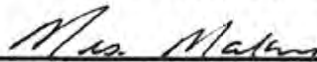
for the District Board of Trustees of St. Johns River State College:

Chairman, St. Johns River State College

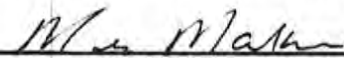
President, St. Johns River State College

Signed on this 12th day of June 2026

for St. Johns Christian School :



Representative, St. Johns Christian School



Principal, St. Johns Christian School

MEMORANDUM

TO: Dr. Edward Jordan

FROM: Dr. John Paterson

DATE: July 28, 2026

RE: Medical Assisting Program Change

At the recommendation of Dr. Holly Coulliette (Dean of Allied Health) and Stephanie Bernard (Medical Assisting Program Director) the following changes are proposed to the curriculum at St. Johns River State College to ensure the Medical Assisting program is aligned with new curriculum framework standards mandated by the Florida Department of Education, and remains in alignment with the requirements of our current programmatic accreditor, the Commission on Accreditation of Allied Health Education Programs and Medical Assisting Education Review Board (MAERB).

Students admitted this fall will be going through the current curriculum, but in 2026–2027 the framework will change from the current 1,300 clock hours to 900 clock hours. As a result, current courses need to be terminated, and a number of new courses added. Subsequent students will be going through the new 900-hour format.

Current Course	Current Clock Hours	New Course / Revised Course	Revised Clock Hours
HSC 0003- Basic Healthcare Worker (Delete)	90		
MEA 0002- Introduction to Medical Assisting (Delete)	250	MEA 0003- Introduction to Medical Assisting and Pharmacology (New)	250
MEA 0501C- Medical Office Procedures (Delete)	75	MEA 0502- Introduction to Medical Office Procedures (New)	100
MEA 0506C- Administrative Office Procedures (Delete)	90		
MEA 0521C- Phlebotomist, Medical Assisting	75	MEA 0521C- Phlebotomist, Medical Assisting	75

MEA 0530C- Pharmacology for Medical Assisting (Delete)	90		
MEA 0543C- Electrocardiograph Aide	75	MEA 0543C- Electrocardiograph Aide (Revised)	75
MEA 0573C- Laboratory Procedures (Delete)	125	MEA 0574- Laboratory Procedures (New)	80
MEA 0581C- Clinical Assisting (Delete)	230	MEA 0584- Clinical Assisting (New)	130
MEA 0942- Practicum Experience (Delete)	200	MEA 0943- Practicum Experience (New)	190
Total Hrs.	1300		900

Medical Assisting, C.C.

DRAFT

Program Code: XXXX

The Medical Assisting program is designed to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Students gain the knowledge and skills to qualify for entry-level positions in a variety of health care settings.

Program Learning Outcomes:

- Be a competent entry-level medical assistant in the cognitive (knowledge), psychomotor (skills), and effective (behavior) learning domains.
- Perform within the legal and ethical boundaries of the medical assistant’s Scope of Practice.
- Integrate and value the needs of the individual patient, within his/her family, culture, society and health circumstances.
- Display professionalism and cultural sensitivity while interacting and communicating with providers, staff and patients.
- Participate as team players within the various settings of health care delivery.

For additional information, visit our website at SJRstate.edu/alliedhealth or call (904) 808-7465.

Program Mission Statement

The mission of the Medical Assisting program at St. Johns River State College is to provide an educational experience which will allow individuals the opportunity to obtain the knowledge, skills and attitudes necessary to function as a Medical Assistant.

End of Program Student Learning Outcomes

1. Graduates will be competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
2. Graduates will perform within the legal and ethical boundaries of the Medical Assistant’s scope of practice.
3. Graduates will integrate and value the needs of the individual patient, within his/her family, culture, society and health circumstances.
4. Graduates will display professionalism and cultural sensitivity while interacting and communicating with providers, staff and patients.
5. Graduates will participate as team players within the various settings of health care delivery.

The program consists of 900 hours of medical assisting courses. Medical Assisting students are required to fulfill all the hours of the program.

Applicants may apply: April 1-June 15 for fall enrollment.

The Medical Assisting core courses will be offered on the Palatka (offsite) and Orange Park campuses on a rotating basis. Practicum experiences will be selected within and around the tri-county service areas of SJR State. Students may not receive any remuneration for practicum hours. A student must earn a grade of “C” or better in all medical assisting courses.

Admission Requirements

The Medical Assisting program is a limited access program.

To apply to the Medical Assisting program, a student must have completed all of the following prior to the program application deadline:

1. Application process to SJR State;
2. Submit official high school transcripts or equivalent (GED);
3. Application to the Medical Assisting program;
4. Applicants must have an overall high school or college grade point average of 2.0 or better.

Student Selection

To be considered for admission, the student should be cleared by Admissions/Records indicating that all external college transcripts and high school diplomas have been received and the student has a complete admission file.

Post-Admission Requirements

1. Applicants must meet the placement test score for language, reading, and arithmetic ability at the 11th grade level or better prior to program completions. Applicants who do not meet the placement test score for language reading, arithmetic ability at the 11th grade level are required to participate in mandatory remediation.
2. All students are asked to sign a consent and waiver to perform a criminal background check and drug screen. Failure to provide a consent will render the applicant ineligible for admission to the program. Admission to the program is conditional upon the results of the criminal and professional background check and drug screen. Additional random and scheduled drug screening may be required at any time during the program.
3. Attend medical assisting student orientation on the specified day.
4. Have an annual physical examination verifying acceptable health status and completing all requirements for the medical assisting program. Requirements for the physical are included on the form provided to each student after admission to the medical assisting program.
5. Have liability/malpractice insurance of \$1,000,000 per incident and \$3,000,000 per aggregate. (Payment included with lab fees during the registration).

Medical Assisting Courses

Course Name	Credits:	Term Taken	Grade	Gen Ed
MEA 0003 - Introduction to Medical Assisting & Pharmacology	Credits: N/A, Clock Hours: 250			
MEA 0502 - Introduction to Medical Office Procedures	Credits: N/A, Clock Hours: 100			

MEA 0521C - Phlebotomist, Medical Assisting	Credits: N/A, Clock Hours: 75			
MEA 0543C - Electrocardiograph Aide	Credits: N/A, Clock Hours: 75			
MEA 0574 - Laboratory Procedures	Credits: N/A, Clock Hours: 80			
MEA 0584 - Clinical Assisting	Credits: N/A, Clock Hours: 130			
MEA 0943 - Practicum Experience	Credits: N/A, Clock Hours: 190			

Total Program Contact Hours: 900

Accreditation: The Medical Assisting Program of St. Johns River State College is accredited by the Commission on Accreditation of Allied Health Education Programs (caahep.org) upon the recommendation of Medical Assisting Education Review Board.

To contact CAAHEP:
 Commission on Accreditation of Allied Health Education Programs
 9355 113th St. N, #7709
 Seminole, FL 33775
 (727) 210-2350
 Fax: (727) 210-2354
 Email: mail@caahep.org
 caahep.org

To contact MAERB:
 Medical Assisting Education Review Board
 2020 N. California Ave., #213 Suite 7
 Chicago, IL 60647
 (312) 392-0155
 Email: maerb@maerb.org
 maerb.org

Notes:

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

MEA0003 Introduction to Medical Assisting and Pharmacology

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

250 Clock Hours

III. Course Description

This course introduces the role of the Medical Assistant and the legal and ethical responsibilities associated with being a member of the healthcare team. Students gain foundational knowledge of anatomy and physiology, common disease processes, diagnostic procedures, treatment options, and nutritional guidelines used in patient care. Emphasis is placed on developing effective communication skills for healthcare settings, including the use of medical terminology, abbreviations, symbols, and labels.

The course also introduces basic pharmacology concepts and prepares students to perform medication-related duties within the Medical Assistant scope of practice. Topics include drug classifications, therapeutic uses and effects, pharmaceutical terminology, dosage calculations, methods and routes of medication administration, and the preparation and administration of non-parenteral, parenteral, and powdered medications. Students will also examine the legal and ethical considerations of medication administration, with a focus on patient safety and adherence to the Seven Rights of Medication Administration.

This course is non-transferable.

IV. Prerequisites and/or Co-requisites

None

V. General Education Course

No

VI. Program Mission Statement

The mission of the medical assisting program at St. Johns River State college is to provide an educational experience which will allow individuals the opportunity to obtain the knowledge, skills, and attitudes necessary to function as a Medical Assistant.

VII. Program Outcomes

To prepare medical assistants who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

1. Graduates will be competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
2. Graduates will perform within the legal and ethical boundaries of the Medical Assistant's scope of practice.
3. Graduates will integrate and value the needs of the individual patient, within his/her family, culture, society and health circumstances.
4. Graduates will display professionalism and cultural sensitivity while interacting and communicating with providers, staff and patients.
5. Graduates will participate as team players within the various settings of health care delivery.

VIII. Course/Student Learning Outcomes

At the conclusion of this course, the student will be able to:

1. Recognize the role of the medical assistant.
2. Demonstrate communication skills used by medical assistants.
3. Demonstrate knowledge of legal and ethical responsibilities for medical assistants.
4. Demonstrate an understanding of anatomy and physiology concepts in both illness and wellness states.
5. Demonstrate an understanding of medical terminology including terms and abbreviations.
6. Demonstrate knowledge of pharmaceutical principles and administer medications.
7. Demonstrate knowledge of pharmaceutical abbreviations and terminology.
8. Identify commonly administered drugs, their uses and effects.
9. Calculate dosages.
10. Administer medications according to the Seven Rights of Drug Administration.
11. Document medication errors.

IX. Course Content

- Identify structural organization of the human body

- Identify body systems
- Identify major organs of each of the body systems
- Identify normal function of each body system
- Identify common pathology related to each body system
- Correctly use and pronounce medical terminology in health care interactions
- Demonstrate professional responses to ethical issues
- Locate a state's legal scope of practice for medical assistants
- Identify classifications of medications
- Identify appropriate vaccinations based on immunization schedule
- Define basic units of measurement
- Identify methods of controlling microorganisms
- Identify personal protective equipment
- Verify the rules of medication administration
- Administer oral medication
- Select proper site for parenteral medication
- Administer parenteral medication (excluding IV)
- Calculate proper dosages of medication to solve equations
- Convert among measurement systems
- Demonstrate proper disposal of biohazardous materials
- Identify safety techniques that can be used in responding to accidental exposure

X. Special Course Requirements

This course uses Canvas and Internet Access. By accessing Canvas on the college's website, learners can have immediate access to the course materials from anywhere with an Internet connection and a computer that meets the specified technical requirements. Basic computer skills and proficiency in use of Canvas are necessary. Students will need reliable and dependable access to the internet and a computer. This course includes canvas course requirements such as assignments for submission, required course reading or viewing assignments.

XI. Course Support Materials

Pharmacology Principles and Applications 3rd ed
 ISBN-13: 9781437722673
 Publisher: Elsevier
 Author: Fulcher, Fulcher, Soto

Medical Terminology, A Short Course 9th ed
 ISBN-13: 9780323479912
 Publisher: Elsevier
 Author: Chabner

The Human Body in Health and Illness 8th ed
 ISBN-13: 9780443124440
 Publisher: Elsevier

Author: Herlihy

XII. Criteria for Student Evaluation

Student learning will be assessed with multiple quizzes, examinations, and a cumulative final exam.

XIII. Course Assessment Methods

Students must earn a grade of 70% or above in all courses required in the program.
Student learning will be assessed with multiple quizzes, examinations, and a cumulative final exam.

XIV. Faculty Review/Revision

Stephanie Bernard 06/02/26

XV. Administrator Review/Revision

Holly Coulliette

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

MEA0502 Introduction to Medical Office Procedures

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

100 Clock Hours

III. Course Description

This course equips students with the knowledge and practical skills necessary for administrative and financial operations within a medical office. Instruction includes health insurance processes, procedural and diagnostic coding, patient account management, insurance claim preparation and submission, payment posting, patient billing, fee collection, banking procedures, accounts payable, basic accounting practices, facilities management, emergency preparedness, and overall office administration.

Students are also introduced to essential administrative duties commonly performed in healthcare settings. Topics include professional communication, records management and filing systems, operation of office equipment and computer applications, creation and maintenance of patient medical records using electronic medical records (EMR) systems, telephone etiquette, appointment scheduling, medical assistant scope of practice, inventory control for supplies and equipment, reception procedures, and implementation of office policies and procedures. Upon completion, students will have a foundational understanding of the administrative functions required to support efficient medical office operations.

This course is non-transferable.

IV. Prerequisites and/or Co-requisites

None

V. General Education Course

No

VI. Program Mission Statement

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VII. Program Outcomes

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3. Graduates will integrate and value the needs of the individual patient, within his/her family, culture, society and health circumstances.
4. Graduates will display professionalism and cultural sensitivity while interacting and communicating with providers, staff and patients.
5. Graduates will participate as team players within the various settings of health care delivery.

VIII. Course/Student Learning Outcomes

At the conclusion of this course, the student will be able to:

1. Perform administrative office duties
2. Execute data management using electronic medical records
3. Explain meaningful use and how it applies to the medical assistant related to documentation of physician orders
4. Perform financial procedures
5. Maintain personnel records
6. Demonstrate basic clerical/medical office duties
7. Discuss principles of using electronic medical records
8. Adhere to HIPAA regulations related to patient information
9. Function within the scope of practice for a Medical Assistant
10. Prepare and maintain medical records

IX. Course Content

- Identify the role of the medical assistant as a patient navigator

- Define a patient-centered medical home (PCMH)
- Differentiation between scope of practice and standards of care for medical assistants
- Compare and contrast provider and medical assistant roles in terms of standard of care
- Identify the principles of self-boundaries.
- Identify the types of verbal and nonverbal communication
- Identify communication barriers
- Identify techniques for overcoming communication barriers
- Identify the basic concepts of the following theories of: a. Maslow, b. Erikson, c. Kubler-Ross
- Identify: types of third-party plans
- Identify managed care requirements for patient referral
- Identify processes for: a. verification of eligibility for services, b. precertification/preauthorization, c. tracking unpaid claims, d. claim denials and appeals
- Identify the current procedural and diagnostic coding systems, including HCPCS
- Identify the effects of a. upcoding, b. downcoding
- Define medical necessity
- Define the following bookkeeping terms: a. charges, b. payments, c. accounts receivable, d. accounts payable, e. adjustments, f. end of day reconciliation
- Identify precautions for accepting the following types of payments: a. cash, b. check, c. credit card, d. debit card
- Identify types of adjustments made to patient accounts including a. non-sufficient funds check, b. collection agency transaction, c. credit balance, d. third party
- Identify patient financial obligations for services rendered
- Identify components of the Health Information Portability & Accountability Act (HIPAA)
- Identify licensure and certification as they apply to healthcare providers
- Define: risk management
- Identify: Health Information Technology for Economic and Clinical Health (HITECH) Act
- Identify the process in compliance reporting: a. unsafe activities, b. errors in patient reports, c. conflicts of interest, d. incident reports
- Complete an insurance claim form
- Perform accounts receivable procedures to patient accounts including posting: a. charges, b. payments, c. adjustments
- Input accurate billing information in an electronic system
- Inform a patient of financial obligations for services rendered
- Perform procedural coding
- Perform diagnostic coding
- Utilize medical necessity guidelines
- Identify different types of appointment scheduling methods.
- Identify critical information required for scheduling patient procedures.

- Recognize the purpose for routine maintenance of equipment.
- Identify steps involved in completing an inventory.
- Identify the importance of data back-up.
- Identify the components of an Electronic Medical Record, Electronic Health Record, and Practice Management Systems
- Identify principles of ergonomics.
- Identify critical elements of an emergency plan for response to a natural disaster or other emergency.

X. Special Course Requirements

This course uses Canvas and Internet Access. By accessing Canvas on the college's website, learners can have immediate access to the course materials from anywhere with an Internet connection and a computer that meets the specified technical requirements. Basic computer skills and proficiency in use of Canvas are necessary. Students will need reliable and dependable access to the internet and a computer. This course includes canvas course requirements such as assignments for submission, required course reading or viewing assignments.

XI. Course Support Materials

Kinn's The Medical Assistant 15th ed
 ISBN-13: 9780323871167
 Publisher: Elsevier
 Author: Proctor, Niedzwiecki, Pepper, & Madero

XII. Criteria for Student Evaluation

Student learning will be assessed with multiple quizzes, examinations, and a cumulative final exam.

XIII. Course Assessment Methods

Students must earn a grade of 70% or above in all courses required in the program. Student learning will be assessed with multiple quizzes, examinations, and a cumulative final exam.

XIV. Faculty Review/Revision

Stephanie Bernard 06/02/26

XV. Administrator Review/Revision

Holly Coulliette

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

MEA0543C Electrocardiograph Aide

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

75 Clock Hours

III. Course Description

This course introduces students to the anatomy and physiology of the cardiovascular system, with an emphasis on its structure, function, and role in maintaining overall health. Students will develop the foundational knowledge necessary to understand cardiac function and the principles of electrocardiography (EKG).

The course provides instruction in patient preparation, EKG equipment operation, and proper electrocardiogram recording techniques. Students will learn to perform EKG procedures while adhering to standard precautions, infection control practices, quality assurance measures, and safety protocols. Additionally, students will be introduced to the identification and interpretation of basic cardiac rhythms and common EKG findings.

Upon completion of the course, students will be able to competently prepare patients for EKG testing, obtain accurate EKG tracings, and recognize fundamental cardiac rhythm patterns in accordance with established healthcare standards.

This course is non-transferable.

IV. Prerequisites and/or Co-requisites

None

V. General Education Course

No

VI. Program Mission Statement

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VII. Program Outcomes

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4. Graduates will display professionalism and cultural sensitivity while interacting and communicating with providers, staff and patients.
5. Graduates will participate as team players within the various settings of health care delivery.

VIII. Course/Student Learning Outcomes

At the conclusion of this course, the student will be able to:

- Describe the cardiovascular system.
- Identify legal and ethical responsibilities of an EKG Aid.
- Perform patient care techniques in the health care facility.
- Demonstrate knowledge of, apply and use medical instrumentation modalities.

IX. Course Content

- Identify body systems.
- Identify: a. Body Planes. b. Directional Terms. c. Quadrants. d. Body Cavities.
- Identify major organs in each body system.
- Identify the anatomical location of major organs in each body system
- Identify the structure and function of the human body across the life span.
- Identify the normal function of each body system.

- Identify common pathology related to each body system including a. Signs. b. symptoms. c. etiology. d. Diagnostic Measures. e. Treatment Modalities.
- Identify CLIA-waived tests associated with common diseases.
- Identify the following related to body systems: a. Medical Terms. b. Abbreviations.
- Identify scope of practice and standards of care for medical assistants.
- Accurate measure and record: a. Blood Pressure. b. Temperature. c. Pulse. d. Respirations. e. height. f. Weight (adult and infant). g. Length (infant). h. Head Circumference (infant). i. Saturation
- Perform the following procedures: a. Electrocardiography.
- Perform patient screening following established protocols.
- Instruct and prepare a patient for a procedure or treatment.
- Perform an inventory of supplies.
- Document patient care accurately in the medical record

X. Special Course Requirements

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XI. Course Support Materials

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 Author: Proctor, Niedzwiecki, Pepper, & Madero

XII. Criteria for Student Evaluation

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XIII. Course Assessment Methods

Students must earn a grade of 70% or above in all courses required in the program. Student learning will be assessed with multiple quizzes, examinations, and a cumulative final exam.

XIV. Faculty Review/Revision

Stephanie Bernard 06/02/26

XV. Administrator Review/Revision

Holly Coulliette

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

MEA0574 Laboratory Procedures

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

80 Clock Hours

III. Course Description

This course introduces students to clinical laboratory procedures, equipment, specimen collection, and specimen processing techniques commonly used in healthcare settings. Students will develop an understanding of laboratory operations, diagnostic testing methods, safety standards, and applicable regulatory requirements governing clinical laboratory practices.

Course content includes the use and maintenance of clinical equipment, collection and handling of laboratory specimens, performance of basic diagnostic tests, and microscopic examination procedures. Emphasis is placed on maintaining accuracy, quality control, and compliance with safety regulations. Students will also learn emergency preparedness procedures, infection prevention measures, and protective practices designed to ensure the safety of patients and healthcare personnel.

Upon completion of the course, students will be able to perform basic laboratory procedures safely and effectively while adhering to established quality, safety, and regulatory standards.

This course is non-transferable.

IV. Prerequisites and/or Co-requisites

None

V. General Education Course

No

VI. Program Mission Statement

The mission of the medical assisting program at St. Johns River State college is to provide an educational experience which will allow individuals the opportunity to obtain the knowledge, skills, and attitudes necessary to function as a Medical Assistant.

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4. Graduates will display professionalism and cultural sensitivity while interacting and communicating with providers, staff and patients.
5. Graduates will participate as team players within the various settings of health care delivery.

VIII. Course/Student Learning Outcomes

At the conclusion of this course, the student will be able to:

- Perform CLIA-waived diagnostic clinical laboratory procedures.
- Describe the FDA, CLIA-waived, regulatory constraints on test performance.
- Demonstrate awareness of clinical microscopy techniques and procedures that may be performed in CLIA-exempt laboratories under physician supervision.
- Demonstrate knowledge of emergency preparedness and protective practices.

IX. Course Content

- Identify major organs in each body system.
- Identify the anatomical locations of major organs in each body system.
- Identify Clinical Laboratory Improvement Amendments (CLIA) waived tests associated with common disease.
- Identify quality assurance practices in healthcare.

- Identify normal and abnormal results as reported in a. graphs b. tables.
- Identify the following as practiced within an ambulatory care setting: a. medical asepsis b. surgical asepsis.
- Identify the principles of standard precautions.
- Identify personal protection equipment.
- Identify the implications for failure to comply with Centers for Disease Control (CDC) regulations in healthcare settings.
- Identify workplace safeguards.
- Identify safety techniques that can be used in responding to accidental exposure to a. blood b. other body fluids c. needle sticks d. chemicals.
- Identify the purpose of Safety Data Sheets (SDS) in a healthcare setting.
- Identify processes for disposal of biohazardous waste and b. chemicals.
- Perform patient screening following established protocols.
- Instruct and prepare a patient for a procedure or treatment.
- Perform a quality control measure.
- Collect specimens and perform a. CLIA waived hematology test b. CLIA waived chemistry test c. CLIA waived urinalysis d. CLIA waived immunology test e. CLIA waived microbiology test
- Record laboratory test results into the patient's results.
- Participate in bloodborne pathogen training.
- Select appropriate barrier/personal protective equipment.
- Perform handwashing.
- Perform autoclaving.
- Perform sterilization procedures.
- Demonstrate proper disposal of biohazardous material a. sharps b. regulated waste.
- Comply with safety practices.
- Demonstrate proper use of a. eyewash equipment b. fire extinguishers
- Evaluate environment to identify unsafe conditions.

X. Special Course Requirements

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XI. Course Support Materials

Kinn's The Medical Assistant 15th ed

ISBN-13: 9780323871167

Publisher: Elsevier

Author: Proctor, Niedzwiecki, Pepper, & Madero

XII. Criteria for Student Evaluation

Student learning will be assessed with multiple quizzes, examinations, and a cumulative final exam.

XIII. Course Assessment Methods

Students must earn a grade of 70% or above in all courses required in the program.

Student learning will be assessed with multiple quizzes, examinations, and a cumulative final exam.

XIV. Faculty Review/Revision

Stephanie Bernard 06/02/26

XV. Administrator Review/Revision

Holly Coulliette

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

MEA0584 Clinical Assisting

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

130 Clock Hours

III. Course Description

This course provides students with the knowledge and practical skills necessary to support healthcare practitioners in a clinical setting. Emphasis is placed on the application of aseptic techniques, infection prevention, and infection control practices to ensure a safe and effective healthcare environment.

Students will develop competency in obtaining and recording vital signs, assisting with patient care, preparing patients for examinations and procedures, and supporting a variety of treatment interventions. Additional topics include surgical instrument sterilization, operation and maintenance of clinical equipment, and routine equipment care. Students will learn to perform these duties in accordance with established safety, quality assurance, and professional standards.

Upon completion of the course, students will be prepared to assist healthcare providers with a range of clinical procedures while promoting patient safety, comfort, and quality care.

This course is non-transferable.

IV. Prerequisites and/or Co-requisites

None

V. General Education Course

No

VI. Program Mission Statement

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4. Graduates will display professionalism and cultural sensitivity while interacting and communicating with providers, staff and patients.
5. Graduates will participate as team players within the various settings of health care delivery.

VIII. Course/Student Learning Outcomes

At the conclusion of this course, the student will be able to:

- Demonstrate the basic office examination procedures.
- Demonstrate knowledge of the fundamentals of microbial control and use aseptic techniques.
- Demonstrate minor treatments.
- Demonstrate knowledge of basic diagnostic medical assisting procedures.

IX. Course Content

- Identify major types of infectious agents.
- Identify the infection cycle including a. the infectious agent b. reservoir c. susceptible host d. means of transmission e. portals of entry f. portals of exit.
- Identify the following as practiced within an ambulatory care setting: a. medical asepsis b. surgical asepsis.

- Identify methods of controlling the growth of microorganisms.
- Identify the principles of standard precautions.
- Identify personal protective equipment (PPE)
- Identify implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings.
- Identify challenges in communication with different age groups.
- Identify coping mechanisms.
- Identify subjective and objective information.
- Identify the basic concepts of the following theories of a. Maslow b. Erikson c. Kubler-Ross
- Recognize the purpose for routine maintenance of equipment.
- Identify steps in completing an inventory.
- Identify workplace safeguards.
- Identify principles of a. body mechanics b. ergonomics.
- Accurately measure and record: a. blood pressure; b. temperature; c. pulse; d. respirations; e. height; f. weight; g. length (infant); h. head circumference (infant); i. oxygen saturation.
- Assist provider with a patient exam.
- Document on a growth chart.
- Prepare items for autoclaving.
- Perform sterilization procedures.
- Prepare a sterile field.
- Perform within a sterile field.
- Perform wound care.
- Perform Dressing Change.
- Demonstrate proper disposal of biohazardous material a. sharps b. regulated waste.

X. Special Course Requirements

This course uses Canvas and Internet Access. By accessing Canvas on the college's website, learners can have immediate access to the course materials from anywhere with an Internet connection and a computer that meets the specified technical requirements. Basic computer skills and proficiency in use of Canvas are necessary. Students will need reliable and dependable access to the internet and a computer. This course includes canvas course requirements such as assignments for submission, required course reading or viewing assignments.

XI. Course Support Materials

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Publisher: Elsevier

Author: Proctor, Niedzwiecki, Pepper, & Madero

XII. Criteria for Student Evaluation

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XIII. Course Assessment Methods

Students must earn a grade of 70% or above in all courses required in the program.

Student learning will be assessed with multiple quizzes, examinations, and a cumulative final exam.

XIV. Faculty Review/Revision

Stephanie Bernard 06/02/26

XV. Administrator Review/Revision

Holly Coulliette

St. Johns River State College

Course Outline

I. Course Prefix, Number, and Title

MEA0943 Practicum Experience

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

190 Clock Hours

III. Course Description

This course provides Medical Assisting students with supervised clinical experience in an ambulatory healthcare setting, allowing them to apply the knowledge, skills, and competencies acquired through classroom and laboratory instruction. The practicum serves as a bridge between academic learning and professional practice, enabling students to gain hands-on experience in a real-world healthcare environment.

Under the supervision of licensed healthcare providers and qualified medical assisting professionals, students will perform a variety of administrative and clinical duties while adhering to established policies, procedures, and professional standards. The practicum experience is designed to strengthen critical thinking, clinical judgment, communication skills, and technical proficiency, preparing students for entry-level employment as competent and confident medical assistants.

This course is non-transferable.

IV. Prerequisites and/or Co-requisites

None

V. General Education Course

No

VI. Program Mission Statement

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4. Graduates will display professionalism and cultural sensitivity while interacting and communicating with providers, staff and patients.
5. Graduates will participate as team players within the various settings of health care delivery.

VIII. Course/Student Learning Outcomes

At the conclusion of this course, the student will be able to:

- Perform Administrative and General Skills in a medical office.
- Perform Clinical Skills in a medical Office.
- Display Professional work habits integral to medical assisting.
- Navigate and function professionally in a medical atmosphere.
- Practice to be competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
- Perform within the legal and ethical boundaries of the Medical Assistant's scope of practice.
- Students will integrate and value the needs of the individual patient, within his/her family, culture, society and health circumstances.
- Learn to display professionalism and cultural sensitivity while interacting and communicating with providers, staff and patients.

IX. Course Content

- Application of knowledge and skills in the ambulatory setting

X. Special Course Requirements

This course uses Canvas and Internet Access. By accessing Canvas on the college's website, learners can have immediate access to the course materials from anywhere with an Internet connection and a computer that meets the specified technical requirements. Basic computer skills and proficiency in use of Canvas are necessary. Students will need reliable and dependable access to the internet and a computer. This course includes canvas course requirements such as assignments for submission, required course reading or viewing assignments.

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XIV. Faculty Review/Revision

Stephanie Bernard 06/02/26

XV. Administrator Review/Revision

Holly Coulliette



MEMORANDUM

TO: Joe Pickens, J.D.
College President

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

DATE: August 18, 2026

RE: **CONSENT** Agenda Items
August 26, 2026, District Board of Trustees Meeting

The following **Consent** item is submitted for the District Board of Trustees' consideration at the August 26, 2026, meeting:

1. Approval of Perkins Postsecondary Rural Innovation Grant – Florida Department of Education



MEMORANDUM

TO: Joe H. Pickens, President

FROM: Rosalind Humerick, Vice President, Chief Institutional Research Officer

DATE: August 18, 2026

RE: Perkins Postsecondary Rural Innovation Grant

It is recommended that the District Board of Trustees approve the following grant application and authorize the President to execute documents upon award.

Details of the project are as follows.

Project: Perkins Postsecondary Rural Innovation Grant

Funding Agency: Florida Department of Education (Federal passthrough)

Funds Requested: \$47,150

Match/Institutional Commitment: none

Project Period: July 1, 2026-June 30, 2027

Purpose: Support hands-on laboratory and simulation training in the A.S. in Nursing in Putnam County

Project Director: Dr. Paterson

Vice President: Dr. Jordan

MEMORANDUM

TO: Joe Pickens, J.D.
College President

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

DATE: August 18, 2026

RE: Action Agenda Items

August 26, 2026, District Board of Trustees Meeting

The following items are submitted for the Board of Trustees' consideration at the August 26, 2026, meeting:

1. Action to Approve and Ratify the 2026-2030 Collective Bargaining Agreement (CBA) between the District Board of Trustees of St. Johns River State College and the St. Johns River State College Chapter of United Faculty of Florida
2. Information Only: Annual Review of SJR State DBOT Rules and Policies
3. Information Only: Change Order #004, Scherer Construction, Remodel & Additions to the FloArts Building Project, Palatka Campus
4. Information Only: Change Order #001, Scherer Construction, Renovation to the Gymnasium, Palatka Campus
5. Action to Approve the revised start time of the September 16, 2026, District Board of Trustees Meeting

Collective Bargaining Agreement between
St. Johns River State College District Board of Trustees
and the United Faculty of Florida



EFFECTIVE JULY 1, 2026

Ratified by UFF-SJR on XXXX and by the District Board of Trustees on XXXX

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ARTICLE 1: RECOGNITION

The St. Johns River State College Board of Trustees ("Board" or "Employer") recognizes the United Faculty of Florida ("UFF" or "Union") as the sole and exclusive collective bargaining agent for those Faculty members certified by the Florida Public Employees Relations Commission Certification Number 1955, issued March 14, 2019, who are employed by the College as follows:

INCLUDED: Full-Time Faculty (including curriculum coordinators, program directors, instructors, and professors), librarians (including campus library managers), and senior academic advisors (including the assistant directors of advising).

EXCLUDED: All managerial, administrative, supervisory, and confidential employees including, but not limited to, director of organizational management baccalaureate program, director of bachelor of science in nursing, and all job titles categorized as follows: administrative (including, but not limited to, president, vice president, associate/assistant vice president, dean, associate dean, and director), professional support (including, but not limited to, professional support advisors), career service, other professional services, part-time employees, adjunct Faculty, and acting or interim Faculty.

ARTICLE 2: NON-DISCRIMINATION

1. The College and the Union agree not to discriminate against any employee covered by this Agreement because of race, ethnicity, color, national origin, marital status, religion, age, gender, sex, pregnancy, sexual orientation, gender identity, genetic information, disability, or veteran status.
2. The parties agree not to interfere with the rights of employees to become members of the Union, to refrain from becoming members of the Union, or to terminate their membership in the Union and that there shall be no discrimination, interference, restraint, or coercion by the parties against any employee because of membership or non-membership in the Union.

ARTICLE 3: CIVILITY AND PROFESSIONAL BEHAVIOR

All members of the College community should be able to work and learn in a safe and mutually respectful workplace and learning environment. As colleagues, all College employees have obligations that derive from a common goal to serve students. Colleagues will treat each other with respect and expect the same in return. Therefore, behavior that contributes to a hostile or humiliating environment, including but not limited to, abusive language, intimidation or retaliation will not be tolerated. Colleagues shall respect and defend the free inquiry of associates.

ARTICLE 4: MANAGEMENT RIGHTS

1. Except as limited by the specific and express terms of this Agreement, the College hereby retains and reserves unto itself all unilateral rights, powers, authority, duties, and responsibilities conferred upon or vested in it by Section 447.209, Florida Statutes, other applicable Florida and federal statutes, and the Florida Board of Education Rules. These unilateral rights include, but are not limited to, the right to:
 - a. determine the purpose, mission, objectives, and policies of the College;
 - b. determine the facilities, methods, means, equipment, procedures, and personnel required to conduct the College's programs;
 - c. administer the personnel system of the College;
 - d. direct, supervise, schedule, and assign the workforce;
 - e. transfer an operation or any part thereof from one area of the campus to another or from one campus or site to another;
 - f. maintain the discipline and efficiency of the Faculty and operation of the College;
 - g. determine the programs and courses of instruction;
 - h. determine the College's grading system;
 - i. select employees for hire;
 - j. determine staffing requirements;
 - k. determine the duties required of employees;
 - l. transfer, lay off, and recall employees;
 - m. determine the nature and extent of services that are to be performed;
 - n. regulate the use of College equipment and facilities;
 - o. make and enforce work rules;
 - p. create or discontinue programs;
 - q. establish and modify or eliminate employees' duties;
 - r. determine staffing levels and patterns, including the size and composition of the work force;
 - s. determine whether and to what extent work shall be performed by employees in the bargaining unit and to change such determinations;
 - t. determine the nature and scope of College operations and services and how the same will be conducted;
 - u. budget and determine allocation of funds and resources;

- v. schedule classes and establish class size;
 - w. in an emergency, take any and all actions the College, in its sole discretion, deems necessary or advisable under the circumstances; and,
 - x. take such measures as management may consider to be necessary to the orderly, efficient and economical operation of the College; to take whatever actions may be necessary or appropriate to carry out the mission of the College; and to have complete authority to exercise those rights and powers incidental to each of the rights reserved to management, including the right to alter or vary past practices as the College may determine to be necessary.
2. The parties agree that all customary and usual rights, powers, functions, and authority possessed by the College, whether exercised or not, are vested and the College shall continue exclusively to exercise such powers, duties and responsibilities.
3. The College's failure to exercise any right hereby reserved to it or its exercising any right in a particular way shall not be deemed a waiver of its right to exercise such right nor preclude the College from exercising the same right in some other way not in conflict with the express provisions of this Agreement.

Nothing in this Article is intended as a waiver of the Union's rights under Chapter 447 to bargain over mandatory subjects of bargaining or the impact of changes brought about by the exercise of management rights.

ARTICLE 5: UNION RIGHTS

Use of Facilities

St. Johns River State College (SJR) Chapter of the United Faculty of Florida (UFF) (UFF-SJR) may use College facilities during normal business hours of the College without charge when such use does not incur additional costs to the College (i.e. utilities, custodial, security, etc.) and is properly scheduled through normal College processes, including submission of Facilities Use Application. Requests for use of SJR State College facilities outside of normal business hours or use by non-College personnel may result in the requirement to provide a blanket indemnification, hold harmless agreement, and insurance naming the College as additional insured.

Access to Information

The College agrees to make available to the Union records of the College if requested and permitted pursuant to the provisions of Chapter 119, Florida Statutes. All requests for information shall be responded to in accordance with the College's procedure for public records requests.

The Administration agrees to electronically furnish UFF the following items without cost:

1. The College Operating Budget and any amendments thereto concurrent with their submission to the Board.
2. The complete agenda for each regular and special Board meeting, excluding executive sessions, along with supporting documents and routine Faculty personnel recommendations, concurrent with their submission to the Board.
3. The minutes of each regular and special Board meeting, excluding executive sessions, concurrent with their submission to the Board.
4. The Annual Financial Report, concurrent with its submission to the Auditor General.
5. One week before the first day of classes in each Fall and Spring semester, an updated list of members of UFF's bargaining unit including the following information for each person, unless exempt under Chapter 119 F.S.
 - a. Name
 - b. Home address
 - c. Work email address
 - d. Department
 - e. Title
 - f. Annual salary
 - g. Telephone number

- h. Contract length (9, 10, or 12 months)
 - i. Date of initial hire
- 6. All policies, procedures, employee handbooks relevant to members of UFF's bargaining unit, student handbooks, and any amendments or changes thereto, concurrent with their publication to administrators or on the College's website.

Access to College Mail Services

The Union shall have the right to use the College mail and email service, including Faculty mail boxes, for UFF-SJR communications to employees, provided that the documents to be transmitted are not prohibited by the Private Express Statutes, and with the further understanding that the College's normal mail and email services operation will first be performed in cases where an overload occurs as a result of UFF-SJR mail use requests. The Union agrees to comply with all established rules and procedures for the use of these systems.

ARTICLE 6: DUES CHECKOFF

UFF is solely responsible for the collection of UFF membership dues.

ARTICLE 7: NO STRIKE

The union, its officers, agents, members and the Faculty members covered by this agreement all agree that they will not commit, condone, aid, finance, participate in or encourage any act that interferes with the College's operations or the performance of the College's official business, including but not limited to strike, sit-down, slow down, sympathy strike, picketing, or a concerted failure or refusal to perform assigned work.

Picketing, as referred to in this Article, shall mean any action by way of demonstrating which has the effect of preventing or restraining any other employee from coming to work or from continuing to work, or has the effect of preventing or restraining any students, visitors, or others from ingress and egress to College facilities or sites or otherwise impede the mobility of students, visitors, or others to or any College facility or site. This definition shall not apply to lawful informational picketing. The parties recognize the right of Faculty to engage in informational picketing and other concerted activity that does not impede the rights of others or unlawfully interfere with the College's operations.

The parties hereto are cognizant of the definition of, prohibitions of and sanctions against strikes/work stoppages, lockouts, and related activities set forth in Florida Statutes, Chapter 447.

The College's and Union's officers, agents, stewards, and other representatives agree they have a continuing obligation and responsibility to promote compliance with this Article and the law.

ARTICLE 8: GRIEVANCE AND ARBITRATION PROCEDURE

Purpose

In a mutual effort to provide a harmonious working relationship between the parties to this Agreement, it is agreed and understood that there shall be a procedure for the resolution of grievances. Grievances are defined as differences involving the application or interpretation of this Agreement. The grievance procedure is not available for settlement of complaints where the grievant does not assert a violation of some specific provision or provisions of this Agreement (Appendix A).

Timeline

Time is considered to be of the essence for purposes of this Article. Accordingly, any grievance not submitted or processed by the grieving party in accordance with the time limits provided below shall be considered conclusively abandoned. Any grievance not answered by the College within the time limits provided below will automatically advance to the next higher step of the grievance procedure. Time limits may be extended only by written mutual consent of the parties.

Steps in Grievance Process

Grievances shall be presented in the following manner:

Step 1: In the event an employee covered by this Agreement believes that there is a basis for a grievance, as that term is defined above, he/she may, within twenty (20) working days of the events which gave rise to the alleged grievance, reduce the grievance to writing and submit it to the employee's supervisory Dean or Associate Dean, with a copy provided to Human Resources. The grievance shall be signed by the employee and shall state: (a) the date of the alleged events which gave rise to the grievance; (b) the specific Article or Articles and paragraphs of this Agreement allegedly violated; (c) the facts pertaining to or giving rise to the alleged grievance; and (d) the specific relief requested. The Dean or Associate Dean shall, within fourteen (14) working days after presentation of the grievance, render his/her decision on the grievance in writing to the grievant and the Union.

Step 2: If the grievance is not resolved at Step 1, or if no written disposition is made within the Step 1 time limits, the grievant shall have the right to appeal the Step 1 decision to the appropriate Vice President/Associate or Assistant Vice President or designee within ten (10) working days of the due date of the Step 1 response, with a copy provided to Human Resources. Such appeal must be accompanied by a copy of the original written grievance, and the written decision of the Dean or Associate Dean, if provided, together with a signed request from the grievant requesting that the Step 1 decision be reversed or modified. The Vice President/Associate or Assistant Vice President, or designee may conduct a meeting with the grievant and the grievant's Union representative, if agreed upon by the parties. The Vice President/Associate or Assistant Vice President or designee shall, within fourteen (14)

working days after the presentation of the grievance (or meeting, if conducted), render his/her decision on the grievance in writing to the grievant and the Union, with a copy provided to Human Resources.

Step 3: If the grievance is not resolved at Step 2, or if no written disposition is made within the Step 2 time limits, the grievant shall have the right to appeal the Step 2 decision to the President or his/her designee within ten (10) working days of the date of the issuance of the Step 2 decision. Such appeal must be accompanied by the filing of a copy of the original written grievance, and the written decision of the Vice President/Associate or Assistant Vice President, together with a request signed by the grievant or their representative requesting that the Step 2 decision be reversed or modified. The President or his/her designee may conduct a meeting with the grievant and the grievant's Union representative, if agreed upon by the parties. The President or his/her designee shall, within twenty-one (21) working days after the presentation of the grievance (or meeting, if conducted), render his/her decision in writing to the grievant and the Union, with a copy provided to Human Resources.

Other Provisions

1. Where a grievance is general in nature in that it applies to a number of employees rather than a single employee, or if the grievance is directly between the Union and the College, such grievance shall be presented in writing directly to the Vice Presidents within twenty (20) working days of the occurrence of the event(s) which gave rise to the grievance, with a copy provided to Human Resources. The grievance shall be in writing and shall be signed by the grievant or by the Union representative. The written grievance shall contain the detailed information set forth in Step 1 above. Any further processing of such grievances shall adhere to Step 3 of this Agreement.
2. In the event a grievance processed through the grievance procedure has not been resolved at Step 3 above, the grievant may request that the grievance be submitted to arbitration within fourteen (14) working days after the President renders a written decision on the grievance. The arbitrator may be any impartial person mutually agreed upon by and between the parties. Otherwise, the moving party shall file a request with either the American Arbitration Association (AAA) or the Federal Mediation and Conciliation Services (FMCS) for a panel of arbitrators. The arbitration shall proceed according to the rules of the agency supplying the panel in all respects not inconsistent with this Agreement. In the event the parties select an arbitrator through striking of names, the moving party shall strike first unless the parties mutually agree otherwise.
3. Any grievance filed without the assistance of the Union may proceed to Step 3, however, only the Union shall have the authority to authorize that a grievance proceeds to arbitration. Such authorization must be in writing to the College. Nothing in this Article shall require the Union to process grievances for bargaining unit members who are not members of the Union.

4. Bargaining unit members, including Union representatives and officers, shall not permit the investigation or processing of grievances to interfere with their normal work responsibilities. Time spent in such activities shall be outside instructional, office, and College service hours and shall not be counted as time worked.
5. The College and the Union (or a grievant who is not a member of the Union but who is allowed by the Union to proceed to arbitration) shall mutually agree in writing as to the statement of the grievance to be arbitrated prior to the arbitration hearing and the arbitrator, thereafter, shall confine his/her decision to the particular grievance thus specified. In the event the parties fail to agree on the statement of the grievance to be submitted to the arbitrator, the arbitrator will confine his/her consideration and determination to the written statement of the grievance presented in Step 1 of the grievance procedure. The arbitrator shall have no authority to change, amend, add to, subtract from, or otherwise alter or supplement this Agreement or any part thereof or amendment thereto. The arbitrator shall have no authority to consider or rule upon any matter which is stated in this Agreement not to be subject to arbitration or which is not a grievance as defined in this Agreement; nor shall this Agreement be construed by the arbitrator to supersede applicable state and federal laws. The arbitrator shall have no power to change any policy or rule of the College.
6. The arbitrator may not issue declaratory opinions and shall confine himself/herself exclusively to the question that is presented to him/her, which question must be actual and existing. The arbitrator's decision shall be confined solely to the application and/or interpretation of this Agreement and its referenced documents and the precise issue(s) submitted for arbitration. The arbitrator shall refrain from issuing any statements of opinion or conclusions not essential to the determination of the issues submitted. The standard of proof in all cases will be by a preponderance of the evidence.
7. An arbitrator's award may or may not be retroactive as the equities of each case may demand.
8. Issues of arbitrability shall be bifurcated from the substantive issue(s) and, whenever possible, determined by means of a hearing conducted by conference or virtual call. The arbitrator shall have ten (10) working days from the hearing to render a decision on arbitrability. If the issue is judged to be arbitrable, an arbitrator shall then be selected to hear the substantive issue(s). By mutual consent of the College and the Union, the same arbitrator may preside over both the issue of arbitrability and the substantive issue(s).
9. Each party shall bear the expense of its own witnesses and of its own representatives for purposes of the arbitration hearing. The impartial arbitrator's fee and related expense and expenses of obtaining a hearing room, if any, shall be equally divided between the parties. Any party desiring a transcript of the hearing shall bear the cost of such transcript unless both parties mutually agree to share the cost.

10. Except to the extent that such award is contrary to law or the provisions of this Agreement, the arbitrator's award shall be final and binding on the parties. Either party may, however, seek review of the arbitrator's award in the Circuit Court, in accordance with Chapter 682, Florida Statutes.
11. Unless otherwise agreed to by both parties, grievances under this Agreement shall be processed separately and individually. Accordingly, only one (1) grievance shall be submitted to an arbitrator for decision in any given case. Settlement of grievances before the issuance of an arbitration award shall not constitute a precedent or an admission that this Agreement has been violated.
12. If an annual contract Faculty member is terminated or suspended without pay during the term of an annual contract, the Faculty member may grieve pursuant to this Article.
13. If a continuing contract Faculty member is terminated, suspended without pay or returned to annual contract, the Faculty member may choose to proceed to arbitration pursuant to this Article or to appeal the decision under Chapter 120, Florida Statutes. The election of the Chapter 120 procedure will be deemed an election of remedies and a permanent waiver of the right to appeal the suspension or termination under this Article. If the Faculty member chooses to process the actions identified in this paragraph under this Article, the Faculty member's choice will be considered an election of remedies and an appeal cannot be processed under Chapter 120, Florida Statutes. No Faculty member may use this grievance procedure or procedure under Chapter 120, Florida Statutes, to dispute a decision by the College not to renew an annual contract, or to dispute a decision by the College not to award a continuing contract. Only grievances alleging a violation of the process related to the decision not to award a continuing contract are permissible.

ARTICLE 9: BOARD POLICIES AND RULES

If a conflict exists between this agreement and a Board rule or policy, this agreement shall prevail. If the agreement is silent, Board rule or policy shall prevail.

The College's policies and procedures that are cited in this agreement are incorporated by reference. Any proposed modification to the College's policies and procedures outside of collective bargaining would not be applicable to faculty except as required by Florida Statute. The College will provide UFF-SJR with a copy of the Board Rules Manual and the Operating and Procedures Manual in place at the time of ratification of this agreement.

ARTICLE 10: ACADEMIC FREEDOM

In recognition that bargaining unit members and students must be able to examine ideas in an atmosphere of freedom and confidence, the parties affirm: bargaining unit members are entitled to freedom in the instructional setting when discussing their subjects and pursuing the truth in accord with appropriate standards of scholarly inquiry, even those elements that may be deemed controversial, unconventional, or unacceptable by society, to the extent that they do not violate state or federal laws.

The College recognizes the value of interdisciplinary learning and real-world discussion so as to lend context to the course learning outcomes. Nevertheless, bargaining unit members will not depart significantly from their respective areas of competence or divert substantial time to material and/or discussion extraneous to the course.

Bargaining unit members have the sole right and obligation to assess and evaluate student performance in a fair and reasonable manner within the confines of the criteria established on the course outline.

Bargaining unit members are citizens, members of an educational institution, and members of an honorable and learned profession. As members of a college community, they must be free to evaluate, criticize, and advocate their personal views concerning the policies and programs of the college; however, such advocacy should be exercised responsibly and in a spirit of collegiality. Faculty's academic freedom includes the right to constructively comment on College decisions and actions of the Administration and District Board of Trustees. When a bargaining unit member communicates, he/she must recognize the special position in the community he/she holds as an employee of St. Johns River State College in that the public may judge both the bargaining unit member's institution and profession by his/her statements.

The parties, therefore, recognize and affirm the Board's authority and prerogative to regulate the instructional setting and professional conduct of bargaining unit members and to take steps appropriate to implement its responsibilities as prescribed in this Section.

ARTICLE 11: APPOINTMENT, CONTRACTS, AND TERMINATION

Selection of New Faculty

All bargaining unit member vacancies shall be filled through a competitive process. The senior leadership of the departments of Academic Affairs, Workforce Development, and Student Affairs, in consultation with Human Resources, are the appropriate administrative authority in compliance with the criteria of the College's accrediting agency and College policy, and shall establish minimum criteria for Faculty positions.

The Administration recognizes the importance of conferring with Faculty in the hiring of new part-time and full-time Faculty, Librarians, and Senior Academic Advisors, while the Faculty also recognize their responsibility to participate in this process. Therefore, the appropriate Vice President/Associate or Assistant Vice President will establish Faculty Hiring Committees consisting of the Dean/Associate Dean, full-time Faculty, Librarians, or Senior Academic Advisors as appropriate who will participate in the screening and interviewing of all candidates.

The committee shall be formed and will function as follows:

1. The appropriate Vice President/Associate or Assistant Vice President or Dean/Associate Dean will invite all Faculty, Librarians, or Senior Academic Advisors with Continuing Contract from the appropriate department to serve on the full- or part-time Faculty Hiring Committee. If an insufficient number of Faculty with Continuing Contract are available and/or interested in serving on the committee, Faculty without Continuing Contract will be invited to serve on the committee.
2. The committee members shall review all applications for a Faculty vacancy and make recommendations as to which candidates to interview.
3. The committee will interview and recommend finalists according to approved, objective criteria.
4. The committee will file a written recommendation, listing finalists alphabetically and/or by ranked preference as directed by the Committee Chair, with the appropriate administrator concerning the employment of candidates.
5. Input from Faculty Hiring Committees will be utilized in the final selection. In the event that the hiring decision deviates from the Committee's recommendation, the President shall provide feedback to the Committee. The final decision for the selection of new Faculty shall rest with the President.

Appointment and Orientation

New instructional Faculty shall be required to attend an orientation prior to the beginning of their first Fall contract. Annual contract Faculty shall participate in pedagogical and

discipline-specific training for up to thirty (30) hours per semester for each year they are on annual contract. Included within these hours are department meetings; meetings with mentors; and participation in Orientation, Convocation, the Professional Development Institute, and other organized professional development. The topics of the seminar series are at the discretion of the College. New instructional Faculty shall complete SJR State's Online Teaching & Learning Academy and Active Learning Workshop, AppQMR (Applying Quality Matters Rubric) as part of this seminar series as directed by their Dean/Associate Dean, regardless of previous teaching experience at other institutions.

The College reserves the right to assign bargaining unit members to teach other courses within the same discipline or in other disciplines for which they are qualified to teach. The College also reserves the right to require bargaining unit members to work at any campus/site or in any modality based on institutional need.

Faculty will not be assigned to more than one campus on the same workday as part of their base teaching load; exceptions may be necessary according to program needs. Full-time Faculty will not, as a general scheduling principle, have more than half of their base load scheduled online. This provision does not guarantee that any portion of a Faculty member's base load will be assigned online and should not be interpreted as superseding normal scheduling expectations. Exceptions may occur when programs/courses are marked as online/hybrid programs or enrollment trends or safety concerns dictate the need for additional or fewer online course sections.

Bargaining unit members may be required to teach in or move between both credit and clock hour programs.

Non-Continuing Contract Faculty Appointments

The President may recommend to the Board of Trustees a Faculty, Librarian, or Senior Academic Advisor position not eligible for Continuing Contract. These positions, although full-time, are not permanent and therefore are not eligible for continuing contract. Faculty awarded these positions may be awarded annual contracts or contracts for less than one (1) year. These Faculty appointments may be rescinded at any time. Faculty on non-continuing contract faculty appointments will be evaluated annually. Non-continuing contract Faculty appointments will be so indicated in job postings, offer letters, and contracts.

Examples of circumstances that would necessitate non-continuing contract Faculty appointments include, but are not limited to grant-funded positions; short-term full-time positions while a continuing contract Faculty member is temporarily on long-term leave; and other circumstances as approved by the appropriate Vice President/Associate or Assistant Vice President.

Annual and Continuing Contracts

Established permanent Faculty, Librarian, and Senior Academic Advisor positions filled as a result of a competitive hiring process shall be eligible for Continuing Contract. All initial full-time appointments shall be in a form approved by the State Commissioner of Education, and shall specify in writing the appointment date, expiration date, and salary and whether the appointment is or is not eligible for Continuing Contract.

All initial full-time appointments shall be annual contracts, unless it is a non-continuing contract appointment. Upon hire, the Faculty member shall be on annual contract, on a year-to-year basis. Such annual contract shall not create the expectancy of employment beyond the term of the contract since the College owes no further contractual obligation to the Faculty member at the expiration of an annual contract and the Board has no legal obligation to renew the contract of a Faculty member on annual contract.

Non-renewal of the annual contract shall not entitle the Faculty member to a hearing or the reasons for non-renewal. Decisions by the College not to renew an annual contract cannot be challenged through the grievance or termination procedures provided by this Agreement or in any other forum.

Individuals on an “annual contract” may have their contract renewed by the Board of Trustees as part of the annual budget approval process upon recommendation by the President. There is no expectation of employment upon the expiration of an annual contract. The President may determine not to renew an annual contract for any reason. An individual whose 9-month or 10-month annual contract is not being recommended for renewal shall receive notice of non-renewal by April 1st. An individual whose 12-month annual contract is not being recommended for renewal shall receive notice of non-renewal by June 1st. Decisions by the College related to non-renewal of an annual contract cannot be challenged through the grievance or termination procedures provided by this Agreement. Faculty, Librarians, or Senior Academic Advisors on annual contract will be evaluated annually.

A “Continuing Contract” is a contract between the College and a Faculty member, Librarian, or Senior Academic Advisor that entitles the individual to continue in his or her respective full-time position at the College without the necessity for annual nomination. To be eligible to apply for a Continuing Contract, the individual must serve a probationary period of five (5) full years at the College and have received five (5) overall satisfactory sequential annual evaluations. The minimum of five (5) full years of service shall be continuous except for leave duly authorized and granted.

Continuing Contract may be recommended to the Board of Trustees by the President for individuals who have received satisfactory ratings on their performance evaluations during the probationary period and successfully completed the Continuing Contract application process. Continuing Contracts are effective at the beginning of an academic year only.

The following criteria are integral in considering an individual for Continuing Contract and in the review of their post-award performance. While the following criteria must be satisfied to be considered for the initial award of a Continuing Contract, the same criteria shall also be used to consider the return of an individual with Continuing Contract to annual contract.

1. Continuing professional development.
2. Currency in and scope of discipline-area knowledge.
3. Completing all obligations within established timelines.
4. Fulfilling work responsibilities and other responsibilities as stated in this Agreement.
5. Service to the College community.
6. Adherence to professional standards of conduct as outlined in Article 24: Discipline.
7. Successful completion of the SJR State Continuing Contract Process.

The Continuing Contract Portfolio will be assessed using the appropriate rubric from the list below:

- Instructional Faculty Continuing Contract Performance and Portfolio Screening Rubric (Appendix B)
- Librarian Continuing Contract Performance and Portfolio Screening Rubric (Appendix C)
- Senior Academic Advisors Continuing Contract Performance and Portfolio Screening Rubric (Appendix D)

Faculty shall be provided the rubric upon hire, at the beginning of their Continuing Contract application process, and upon request.

The Continuing Contract Screening Committee will include:

1. The appropriate divisional Vice President/Associate or Assistant Vice President who will serve as Chair of the Committee.
2. The Associate/Assistant Vice President, Dean, and/or Associate Dean.
3. A Faculty member on Continuing Contract from the applicant's department or a related field with curriculum and/or program oversight.
4. The Vice President/ Chief Institutional Research Officer or his/her designee.
5. Up to three additional Faculty members on Continuing Contract from the applicant's department or a related field may be invited to serve on the Committee upon the request of the applicant.

To apply for Continuing Contract status, an applicant must first submit a letter to the appropriate Vice President/Associate or Assistant Vice President requesting consideration for Continuing Contract status. The Vice President/Associate or Assistant Vice President will verify with the College's Human Resources Department that the applicant meets the minimum qualifications for consideration for Continuing Contract status. If the minimum qualifications have been met, the appropriate Vice President/Associate or Assistant Vice President will then appoint the Continuing Contract Screening Committee and notify the Faculty member of their eligibility and Continuing Contract Screening Committee membership. If the minimum qualifications have not been met, the Vice

President/Associate or Assistant Vice President will inform the applicant of the qualifications that are lacking. Once the Continuing Contract Screening Committee has been appointed, the Chair of the Committee will meet with the applicant for Continuing Contract status and explain the process that the Committee will use in making a recommendation to the College President.

The Continuing Contract Application and Screening Process will occur once per calendar year in accordance with the following timeline:

1. Deadline for Faculty to submit a letter of intent to pursue Continuing Contract: first Monday in October after the Faculty member has completed a minimum of five (5) full years of service to the College as a Faculty member (a full year of service is a full academic year, August-May).
2. October-November: After initial eligibility is determined, the applicant will meet with the appropriate Vice President/Associate or Assistant Vice President to discuss specific timelines and details of the portfolio submission process and the Continuing Contract Screening Rubric that will be used by the Committee in the evaluation process.
3. Second Monday in February: Continuing Contract Portfolio Due as directed by the appropriate Vice President/Associate or Assistant Vice President.
4. By March 31: Continuing Contract Screening Committee Interview with applicant and, at the discretion of the screening committee and/or the applicant, interviews with colleagues of the applicant employed by St. Johns River State College and/or students taught by the applicant as scheduled by the appropriate Vice President/Associate or Assistant Vice President.
5. First week of April: Continuing Contract Screening Committee and appropriate Vice President/Associate or Assistant Vice President recommendation to include justifications for the recommendation and/or recommendations for areas of improvement sent to College President.
6. April-June: College President makes recommendation to the Board of Trustees regarding Faculty member's Continuing Contract Status

If the President concurs with the Committee's recommendation that the individual be awarded a Continuing Contract, the President shall recommend this action to the Board of Trustees. If the Continuing Contract Committee fails to recommend the individual for Continuing Contract, the individual may appeal to the President whose decision shall be final. Decisions by the College not to award a continuing contract cannot be challenged through the grievance or termination procedures provided by this Agreement or in any other forum. Only grievances alleging a violation of the process related to the decision not to award a continuing contract are permissible.

Individuals on Continuing Contract shall have a tri-annual performance evaluation. Every three (3) years as part of the performance evaluation process, they shall submit a post-award self-assessment that shall be reviewed by the supervising Dean/Associate Dean and

be discussed with the individual as part of the classroom observation process. The purpose of the post- award self-assessment is to demonstrate continued achievement of the standards set for the initial award of Continuing Contract and to demonstrate continual growth and development in the Faculty member's discipline area. These periodic reviews of Continuing Contract Faculty shall use the same criteria established for the initial award of Continuing Contract as explained in this Agreement.

Additional Requirements to Remain Eligible to Teach

To meet the needs of the College, both annual and continuing contract Faculty may be required to successfully complete additional coursework, industry certifications, or other credentialing licensure requirements, in order to remain eligible to teach.

Termination

Upon recommendation by the President, the Board of Trustees may dismiss or return to annual contract an individual on Continuing Contract for failure to meet post-award performance criteria or for cause. Prior to dismissal or returning a faculty member to an annual contract as the result of a disciplinary action, the procedure outlined in Article 24 will be followed. The President shall notify the individual in writing of the recommendation for dismissal or return to annual contract and the reasons for the recommendation. Upon approval of the recommendation by the Board of Trustees, the employee shall have the right to appeal the decision pursuant to the provisions of paragraphs 14 or 15 of Article 8 Grievance and Arbitration Procedure, as appropriate.

Upon recommendation by the President, the Board of Trustees may dismiss an annual contract individual during the term of the contract for cause. The President shall notify the individual in writing of the recommendation for dismissal or return to annual contract and the reasons for the recommendation. Upon approval of the recommendation by the Board of Trustees, the employee shall have the right to appeal the decision pursuant to the provisions of paragraphs 14 or 15 of Article 8 Grievance and Arbitration Procedure, as appropriate.

Upon recommendation by the President, the Board of Trustees may terminate a full-time faculty member on Continuing Contract should there be a consolidation, reduction, or elimination of the College's programs. The decision of the Board of Trustees as to a consolidation, reduction, or elimination of a program shall be final and cannot be challenged through the grievance and arbitration procedure. Article 25 regarding Reduction in Force will apply and any alleged violations of Article 25 can be challenged through the grievance and arbitration procedure.

ARTICLE 12: WORK RESPONSIBILITIES

Instructional Faculty

Contract Length

SJR State full-time annual and Continuing Contract Instructional Faculty contract length shall be for a term of nine (9) months, ten (10) months, or twelve (12) months. Contract length is determined based on the needs of the College and department and is stated in the job posting, offer letter, and Faculty contract. The standard contract length for the majority of SJR State credit Faculty is nine (9) months.

- A. Nine (9) Month Contract: To fulfill their contract, nine (9) month contracted instructional Faculty shall be assigned a workload during the Fall and Spring terms. No Summer workload is required of or guaranteed to Faculty on nine-month contracts.
- B. Ten (10) Month Contract: To fulfill their contract, ten (10) month contracted instructional Faculty shall be assigned a workload during the Fall, Spring, and one of the Summer terms. The specific Summer term (term A or term B) will be assigned to the Faculty member based on the needs of the College. No extra Summer workload is required or guaranteed during the non-contracted Summer term to Faculty on ten-month contracts. No later than January of the previous contract year, Faculty on ten-month contracts may make a one-time request to temporarily change to a nine-month contract for one year without forfeiting the right to return to a ten-month contract the following academic year or make a request to permanently change to a nine-month contract. However, Faculty should be aware that not all requests to move from ten-month to nine-month contracts will be approved due to programmatic requirements.
- C. Twelve (12) Month Contract: To fulfill their contract, twelve month contracted instructional Faculty shall be assigned a workload during the Fall, Spring, and Summer cross-term or Summer terms A and B. Faculty on twelve (12) month contracts shall report to work as scheduled all days the College is open or request leave time.

Standard Teaching Load

A standard teaching load is an assignment for an instructional Faculty member to be in an assigned space, for an assigned cumulative amount of time, which will satisfy the Faculty member's contractual obligations. A standard teaching load includes evening assignments, online/hybrid course(s), and/or an independent study course(s), and may include weekend assignments, scheduled dependent upon the needs of the program and College.

- A. Credit Faculty: In Fall and Spring semesters, Faculty assigned to teach full-time credit courses shall teach a minimum of fifteen (15) to eighteen (18) contact hours

per week per semester, dependent on subject/discipline. All full-time college credit Faculty members shall be paid an instructional overload equal to that of the overload rate for any instructional contact hours over fifteen (15). In addition to Fall and Spring semesters, Faculty on ten-month contracts assigned to teach credit courses shall in Summer term A or B also teach a minimum of (6) to eight (8) contact hours, dependent on subject/discipline, and shall be paid an instructional overload for any instructional contact hours over six (6). Instructional credit Faculty on 12-month contracts will be assigned to teach a minimum of twelve (12) to fifteen (15) contact hours through a combination of Summer A and Summer B or summer cross-term courses and shall be paid an instructional overload for any instructional contact hours over twelve (12).

- B. **Clock-Hour Faculty:** Clock-hour Faculty members shall be scheduled to be on duty forty (40) hours per week (summer hours may vary depending on program need and approval by the appropriate VP/Associate or Assistant Vice President, which includes, but is not limited to, preparation for classes, meeting attendance, grading assignments, office hours, and other duties. The administration recognizes that it is the proper function of the clock-hour Faculty member to schedule office hours and also a minimum one-half hour lunch period during each duty day, having due regard for the principle that service to the student is of first importance. This recognition does not deny the administrator's right to require modification of this schedule for good reason stated to the clock-hour Faculty member.
- C. **Adult Education Faculty:** In Fall and Spring semesters, each full-time Adult Education Faculty member shall teach a minimum of twenty-four (24) contact hours per week per semester and complete four hours of student engagement. In addition to Fall and Spring semesters, Adult Education Faculty on twelve-month contracts shall also work as scheduled all days the College is open or request leave time, teaching a minimum of twenty-four (24) contact hours in both Summer terms.

Work Reassignments

Reassignment is the temporary freeing of a Faculty member from teaching workload responsibilities to accomplish specific duties as required by the College. Reassignments are created and granted at the discretion of the College.

The College may initiate reassignment for a specified beginning and end time, for a clearly defined purpose, and to accomplish measurable outcomes. The purposes for reassignment include:

1. Undertaking duties that are beyond the scope of Faculty's regular work responsibilities; and,
2. Doing work that is necessary to advance the larger goals and mission of the College that will not otherwise be accomplished through existing personnel working under current job descriptions.

Faculty are under no obligation to accept these assignments.

The maximum reassignments per semester shall not exceed forty percent (40%) of the standard teaching load. Reassignments and any exceptions to the maximum reassignments requires the approval of the appropriate Vice President/Associate or Assistant Vice President and appropriate Dean/Associate Dean at least sixty (60) days prior to the beginning date of such reassignment.

Non-Teaching Duty Days

Instructional Faculty have non-teaching duty days that are included in their contract and are identified on the Academic Calendar. Faculty will hold office hours and must be present to perform other non-teaching, instructional duties including, but not limited to, attending to professional development activities, or participating in other departmental or College activities, even if classes are not held.

Faculty who do not report to work for these non-teaching duty days (e.g., miss a department meeting or graduation) must submit a leave request form for eight (8) hours for each workday missed in the fall and spring terms to the appropriate Dean/Associate Dean. Ten- and twelve-month Faculty must submit a leave request form for nine (9) hours for each workday missed in the summer term.

Faculty Work Hours and Responsibilities

Faculty members may have teaching assignments both on and off campus, day and evening, online, and at times, on the weekends. Under normal scheduling expectations, Faculty should expect to be assigned at least twelve (12) contact hours on campus Monday through Friday and at most one (1) online class as their base load during the fall and spring semesters. In addition, Faculty should expect to be assigned a minimum of two evening classes per academic year. Ten-month Faculty should expect to be assigned at least three (3) contact hours on campus and at most one (1) online class as their base load during Summer term A or B.

Faculty members who are assigned to teach an online course that they have not previously taught shall be given as much time as possible to prepare. As a general scheduling principle, faculty will be given notice one or more semesters in advance of the semester they will be scheduled to teach the course; however, there may be circumstances that require a tighter timeline.

Faculty members are professionals whose jobs require forty (40) or more hours of instructional and office hours, professional development, and College service each week over five (5) consecutive calendar days during the fall and spring terms. Ten-month and twelve-month Faculty positions require thirty-six (36) or more hours of professional services to the College each week over four (4) consecutive calendar days during the summer terms. Twenty-five (25) to twenty-eight (28) hours shall be scheduled and the remaining twelve (12) to fifteen (15) hours shall be used for College service and related professional activities.

Prior to each semester, full-time Faculty shall develop a Faculty Load Sheet detailing all components of the Faculty member's workload responsibilities totaling forty (40) hours per

week. Limited exceptions to these Faculty Work Hours may be granted by the appropriate Vice President/Associate or Assistant Vice President if alternative scheduling is advantageous to the program and students.

The components of instructional Faculty workload responsibilities vary by Division:

- A. Credit Faculty: Credit Faculty shall be scheduled to work forty (40) hours per week including: (a) instructional hours – fifteen (15) to eighteen (18) hours per week; (b) office hours – ten (10) hours per week; and (c) College service and professional development – twelve (12) to fifteen (15) hours per week (on average).
- B. Clock-Hour Faculty: Clock-hour Faculty shall be scheduled to work forty (40) hours per week, which includes, but is not limited to, preparation for classes, meeting attendance, grading assignments, office hours, and other duties. This recognition does not deny the administrator's right to require modification of this schedule for good reason stated to the clock-hour Faculty member.
- C. Adult Education Faculty: Adult Education Faculty shall be scheduled to work forty (40) hours per week including: (a) instructional hours – twenty-four (24) hours per week; (b) office hours – six (6) hours per week; (c) monitoring student progress through attendance and instructional planning – four (4) hours per week; and (d) College service and professional development - six (6) hours per week (on average).

As professionals, Faculty are not required to “clock-in” daily for these duties, and it is recognized that these are minimums and that many Faculty devote more time to College activities and responsibilities. However, using the tool provided by the Faculty's department, a Faculty schedule detailing all instructional and office hours that will be maintained will be submitted the first week of each semester to the appropriate Dean/Associate Dean. A log/narrative summarizing the Faculty's professional development and College service will also be submitted to the appropriate Dean/Associate Dean as part of the Faculty's regular evaluation process.

Instructional and Office Hours

The College shall establish a course schedule that meets the needs of students. Deans/Associate Deans will work with Faculty members to fill scheduling requirements and establish individual schedules that meet the needs of the students. It is the responsibility of the College to assign Faculty members to teach courses in their respective academic disciplines at times and locations and/or in instructional formats that meet the needs of students.

Faculty must provide for a total time of at least twenty-five (25) hours in an instructional capacity, being available to and working with students in the classroom, directing lab activities, and through office hours. These hours must be scheduled at times reasonably convenient for students and clearly designated as hours during which Faculty members shall be available for student appointments. Faculty members are to be available to students during classroom contact and on-campus office hours.

Adult Education Faculty may be required to proctor Adult Education assessments (e.g., CASAS, GED) during instructional and office hours. Faculty must have a current proctor training certificate on file and must follow all proctoring guidelines.

Office Hours

Office hours denote regularly scheduled time periods during which Faculty shall be available for one-on-one consultations with students outside of a classroom setting, to provide instructional program related or similar academic assistance to students as needed.

Office hours shall be scheduled on campus in the Faculty member's office, a classroom, the academic support center, the library, or other appropriate campus locations and assigned sites. The availability and location of office hours must be mutually agreed upon, approved by the Dean/Associate Dean, provided in writing to the Faculty member's students and Dean/Associate Dean, and posted in the College's Learning Management System by the first day of the semester.

Each Faculty member shall publish and maintain a total of ten (10) office hours per week during each semester of the academic year.

1. All ten (10) of these office hours shall be scheduled in minimum increments of thirty (30) consecutive minutes over a period of not less than five (5) days during Fall and Spring terms, four (4) days during Summer term. Due to varying instructional times, office hours for clock-hour Faculty members may vary from this requirement and must be approved by the Dean/Associate Dean.
2. Office hours should begin no earlier than 7:00 a.m. and end no later than 10:00 p.m. Faculty shall have some regularly scheduled office hour availability during normal College business hours and be available by appointment.

Faculty teaching all or portions of their base load online are to make efforts to meet students outside of the Monday-Friday 8am-5pm timeframe, virtually or otherwise, for office hours. Faculty are to meet with students virtually, by phone, or on campus, dependent upon individual student needs and preference. To facilitate this, two (2) of the ten (10) office hours may be scheduled off campus virtually, if outside of the Monday-Friday 8am-5pm timeframe.

Faculty whose instructional assignment is to monitor student teacher interns in their baccalaureate teaching field experiences shall, with their Dean's permission, be permitted to schedule a percentage of their required office hours at the field site(s) during the period of the students' fieldwork.

Faculty whose instructional assignments include Health Sciences for which clinical or field experiences are required of participating students may count clinical or field experiences toward their instructional teaching load.

For Adult Education Faculty, all six (6) office hours and all four (4) student engagement hours must be held on campus. Activities during these hours include but are not limited to:

- recording student attendance
- student/instructor/supervisor outcomes meetings
- CASAS and GED test preparation and proctoring
- post-test outreach
- student progress monitoring
- scheduled student conferences

If Faculty members cannot meet their established office hours, they must post notice to students within the College's Learning Management System and at their office location. In addition, a copy is to be sent to the Dean/Associate Dean and his/her staff confirming office hours have been cancelled during the week. Any cancellations of office hours require the Faculty member either to (a) request to take an equivalent amount of leave; or (b) with approval from the Dean/Associate Dean, within the next five (5) working days, to reschedule the office hours outside of the work hours documented on the Faculty load sheet.

In emergencies or other unusual circumstances, the appropriate Vice President/Associate or Assistant Vice President may approve exceptions to the published schedules for individual Faculty members.

During Instructional and Office Hours, Faculty Shall

1. Employ diverse teaching methods to accommodate various student learning styles, various levels of academic preparation, and nontraditional students.
2. Commit to continuous improvement of teaching and student learning based upon components of academic mindset.
3. Use student engagement strategies in instruction.
4. Provide accommodations to students with disabilities in a fair and timely manner. Faculty may not refuse to provide required accommodations, may not question whether the disability exists when accommodations have been authorized, and may not ask to examine the student's documentation but they may engage in conversation with the disability coordinator to better provide appropriate accommodations to the student. Accommodations will be reasonable and appropriate and may include but are not limited to extended testing time, alternative test setting, and notetaking or transcription services using software, hardware, or other interpretative services.
5. Be prompt and regular in attendance at classes and office hours.
6. Meet his/her standard teaching load or equivalent.
7. Demonstrate a working knowledge of the College's emergency protocols and procedures by participating in and supervising students as appropriate during a lock-down or evacuation in the event of an emergency or drill.

College Service

It is anticipated that Faculty will dedicate an average of twelve (12) of the forty (40) hours (thirty-six [36] hours in summer) of their workweek to a variety of Instructional and Non-Instructional College Service activities. The following instructional and non-instructional College service responsibilities are mandatory for all Faculty.

Instructional College Service

1. Fulfill instructional obligations such as preparing for classes and grading papers, tests, and other required student assignments.
2. Evaluate textbooks and Open Educational Resources, as necessary.
3. Use the course outline and syllabus template established by the Dean/Associate Dean as a minimum standard, providing clear course expectations, explanations of consequences for not completing work, expectations of student participation and success, and clear policy as to when to expect feedback on assessments.
4. Utilize the course shell in the Learning Management System to facilitate timely feedback and communication with students in online, hybrid, and on-campus classes.
5. Provide prompt feedback to students that includes but is not limited to return of most graded assessments such as quizzes, assignments, examinations and papers within one to two weeks; return of graded major assessments / assignments / papers within timeframe specified on syllabus; and, in the Learning Management System (LMS), post grades for assignments frequently to assist students in monitoring progress; and provide concrete and constructive feedback and class discussion of results of assignments and examinations.
6. Refer students to academic and student support services when appropriate including, but not limited to, Learning Resources, Academic Advising, and/or the Care Team.
7. Record and report student attendance and grades promptly.
8. Participate in the development, measurement, and analysis of student learning outcomes (SLOs) and/or program learning outcomes (PLOs) for the purpose of overall program/course improvement.

Non-Instructional College Service

1. Provide service to the department/division and College as an active participant in the academic planning process, which includes but is not limited to, curriculum development and revision; program review and assessment; establishment of program accreditation; and other activities that support student success and academic progression.
2. Engage in the assessment of student learning in order to guide course, programmatic, and instructional Faculty effectiveness.

3. Be prompt and regular in attendance at department meetings, Convocation, College-wide meetings, and committee work (e.g., standing committees, councils, ad hoc committees, community groups, statewide curriculum committees, and professional organizations). The President has sole discretion to create and abolish committees whenever he/she deems it advisable. The composition of any such committee shall be at the sole discretion of the President.
4. Attend the College's Fall and Spring commencement ceremonies; attend departmental/programmatic graduation and/or pinning ceremonies, as appropriate. Faculty are required to provide their own graduation regalia (e.g., cap, gown, and stole).
5. Serve as a mentor for adjunct and/or dual enrollment instructors and new full-time Faculty; evaluate no more than two adjunct and/or dual enrollment instructors per academic year; and serve on hiring committees for both full-time and adjunct Faculty. Full-time Faculty shall not be required to cancel class in order to evaluate adjunct or dual enrollment instructors; however, they may be required to evaluate part-time instructors in the evening, on Fridays, or other times that they are typically not scheduled to work.
6. Participate as appropriate and possible in student-focused activities and initiatives including, but not limited to, student activities, serving as a club sponsor, and other College initiatives.
7. Participate in College-wide programs or initiatives designed collaboratively by the Faculty, administration, and staff of the College for the purposes of identifying, assisting, and encouraging at-risk students to attain their educational goals, including, but not limited to, early alerts, progress report campaigns, and early assessments.
8. Participate in planning and other activities designed to fulfill institutional grant requirements and obligations.
9. Be prepared to shift all communication with students and instruction online in the case of a disaster or other emergency.
10. Perform any other duties required to fulfill their instructional, contractual and/or programmatic obligations as delineated elsewhere in this Agreement and assist the College with programmatic, local, state and federal compliance.

Professional Development

Faculty members are expected to remain current in their respective fields to include teaching and learning, and they are also expected to participate in ongoing professional development on campus and in other venues. College funding for professional development may be available but is not guaranteed. The general guidelines for Faculty professional development are as follows:

1. Faculty are encouraged to identify professional development/training needs at the start of each academic year. Since it may not always be possible to identify needs at one particular time of the year, Faculty members are encouraged to notify their Dean/Associate Dean as soon as they become aware of professional development/training opportunities to consider.
2. The common deadline for submitting professional development requests during the budget planning process shall be established by the Vice President/Associate or Assistant Vice President each academic year.
3. All travel requests must be submitted for approval at least eight (8) weeks prior to the event when possible. Completed travel paperwork with appropriate documentation shall be submitted immediately after travel.
4. Funds may be used to promote focused initiatives and help meet the strategic goals and objectives of the Department and the College. These funds cannot be used for purposes other than expenses associated with professional development activities.
5. Full-time Faculty may apply for funds for professional development through their Dean/Associate Dean. Pre-approval for any professional development activity is required by the Faculty member's Dean/Associate Dean and Vice President/Associate or Assistant Vice President if appropriate. All travel plans associated with professional development and training opportunities are to be discussed with the Faculty member's Dean/Associate Dean prior to submission of any paperwork.
6. The Vice President/Associate or Assistant Vice President must approve all professional development involving out-of-state travel prior to registration for the activity or incurring any travel-related expenses. The College is not responsible for reimbursing prepaid airline tickets, hotel costs, or registration costs if the out-of-state travel or international travel was not properly approved in advance. Out-of-country travel requires prior approval from the President.
7. The availability and quantity of funds used for professional development may vary due to limitations in the College budget. Consequently, Faculty members are advised that requests for activities may be partially funded, limited to one (1) activity per year, or possibly denied. Professional development opportunities at the Division level will be funded for events that have direct and measurable impact on campus goals/initiatives, strategic objectives, accreditation, and/or student success and completion. Additional cost beyond that which is approved is the responsibility of the requester.
8. Faculty are encouraged to take advantage of professional development opportunities provided by the College, professional associations, and relevant product developers. High quality webinars and other presentations are often available at no cost to Faculty or the College. Faculty are regularly notified of such opportunities and are provided access to repositories of professional development material.

9. Faculty are required to complete training related to College systems and procedures that is required of all full or part-time employees and may be required to complete other systems training in order to fulfil the responsibilities outline in this Article.

Faculty and Scheduling

The master course schedule is developed through a cooperative effort of the senior leadership of Academic Affairs and Workforce Development. The final adoption and revision of the schedule rests with the President.

The College retains the right to determine the courses offered and days and times that the courses will be offered so as to ensure the needs of students are met. The College shall also determine the delivery methods that will be utilized to deliver each course, the campus/sites/and other locations where each course will be offered, and course rotations.

The College recognizes the importance of conferring with Faculty in the scheduling process. Therefore, each Faculty member shall submit to the appropriate supervisor as directed a proposed teaching schedule consisting of a list of the proposed courses to be taught and for each course the proposed time of day and day(s) of the week. Effort will be made to assign each Faculty member to as many courses, days, and class times in accordance to their preferences. However, Faculty teaching assignment shall be limited to and based on institutional need as determined by the College's administration.

Faculty work days shall not exceed five (5) consecutive calendar days per week. At least twelve (12) hours shall elapse between the end of a Faculty member's last class on a given workday and the beginning of his/her first class of the following day. Faculty will not be assigned to more than one campus on the same workday as part of their base teaching load; exceptions may be necessary according to program needs. Full-time Faculty will not, as a general scheduling principle, have more than half of their base load scheduled online.

This provision does not guarantee that any portion of a Faculty member's base load will be assigned online and should not be interpreted as superseding normal scheduling expectations. Exceptions may occur when program/courses are marketed as online/hybrid programs or enrollment trends or safety concerns dictate the need for additional or fewer online course sections.

Class size shall be determined by the appropriate Dean, Associate Dean, or Vice President/Associate or Assistant Vice President. Minimum and maximum class sizes may vary by discipline, campus/site, and modality.

Extra Teaching Assignments

Extra teaching assignments during the Fall, Spring, and Summer terms are not guaranteed and shall be granted at the discretion of the College. Extra teaching assignments are based upon need.

An additional teaching assignment is beyond the Faculty member's base contractual teaching load and is not granted until the teaching workload and workweek obligations, as defined in sections 2 and 5 of this Article, are met. All instructional contact hours taken on

as an extra teaching assignment (overload hours) shall be in addition to and scheduled outside of the Faculty's base contractual 40-hour work week during the Fall and Spring terms, or 36-hour work week during the Summer terms. Faculty will be compensated for extra teaching assignments according to Article 20 Wages of this Agreement.

Faculty contracted for any extra teaching assignments during the Fall or Spring terms are required to complete a total of one (1) additional scheduled, advertised office hour per week for a total of eleven (11) office hours per week. Unlike the additional instructional hours that must be scheduled in addition to the base 40-hour work week, the one additional office hour can be scheduled as part of the Faculty member's 40-hour work week. The Faculty member may choose to complete this additional office hour either on campus or remotely via a virtual meeting platform. Extra teaching assignments in the Summer terms do not require completion of an additional office hour.

Nine (9) month contracted Faculty are not obligated to teach or hold office hours in the Summer term, nor are they guaranteed an extra teaching assignment in the Summer term.

Ten (10) month contracted Faculty are under contract to teach Summer term A or Summer term B, as assigned by the institution; however, they are not guaranteed an extra teaching assignment in the Summer term. The requirements of section 5 of this Article, Faculty Work Hours and Responsibilities, apply to office hours during the Summer term for ten (10) month Faculty.

The maximum extra teaching assignment during a Fall, Spring, or Summer term will be six hours more than the Faculty member's normal load. Exceptions to this rule require advance approval by the appropriate Vice President/Associate or Assistant Vice President and documented special extenuating circumstances.

Extra teaching assignments within the Faculty member's discipline shall be assigned by the Dean/Associate Dean. In making assignments, the Dean/Associate Dean shall consider the best qualified candidate based upon several factors including credentials, academic experience, work experience, student success, and retention and completion rates in determining whether to approve assignments.

Faculty may also request an extra teaching assignment in another discipline for which they are academically qualified and officially credentialed or at another campus/site for which there is need. Any such request must be made to the Deans/Associate Deans of both the home department and the secondary department during the schedule drafting process. Faculty must have satisfactory performance in their current teaching assignment, as well as acceptable student success, retention, and completion rates. The Dean/Associate Dean will make the decision and placement of the Faculty member based on student and division needs. All assignments are subject to approval of the appropriate Vice President/Associate or Assistant Vice President(s).

When possible and appropriate, College Administration shall give bargaining unit members preference over adjunct instructors when extra teaching assignments are scheduled.

Meeting Course Load Requirements

At times, Faculty members may not be able to meet their course load requirements. Each Faculty member's fifteen (15) to eighteen (18) contact hour teaching load shall be met prior to the assignment of any overloads or assignments in that department outside the bargaining unit.

When Faculty do not meet course load obligations, the Dean/Associate Dean may:

- A. create a course load plan comprised of approved work equivalent to the course(s)/contact hours needed for the Faculty member to make his/her load;
- B. assign Faculty to teach course(s) in another discipline or area of need, if qualified; or,
- C. recommend elimination of the position pursuant to a reduction in force.

The Dean/Associate Dean will document course load amendments that shall be provided to the appropriate Vice President/Associate or Assistant Vice President for approval.

Faculty and Student Attendance

The College recognizes the correlation between attendance and both student retention and achievement. A successful college experience requires a student's regular class attendance and active engagement. Any class session or activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student's achievement in the course.

The instructor shall accommodate a student upon notification from the student of any absence, in advance when possible, because of jury duty, military leave, official representation of the College, court-mandated appearances, observance of religious holidays or medical conditions. Some medical conditions require additional, mandatory accommodations as outlined below. In addition, College Administration may approve an accommodation for a documented emergency outside the control of the student.

1. The instructor may request appropriate documentation regarding these absences. The instructor shall provide the student with a written plan with due dates and assignments for work that will be missed during the absence(s).
2. If the absence is due to enlisting in or being called to active military service, the student shall be permitted the option of either completing the course or courses in which he or she is enrolled at a later date without penalty or the student will be voided from the course or courses.

The instructor shall accommodate a student for an absence based on medical conditions related to pregnancy. For any other medical condition except pregnancy, if the student asks the instructor to make up work missed, when reasonable, the instructor will provide the student with a written plan with due dates and assignments consistent with the activities. In accordance with College Procedure 1.1.1: Procedure on Pregnancy Accommodations, the College will treat pregnancy as a justification for a leave of absence for so long a period

of time as deemed medically necessary by the student's physician in writing. At the conclusion of such period of time, the student shall be reinstated to the status she held prior to the leave. The instructor shall give the student the opportunity to make up all missed work.

The syllabus (see Article 13: Course Outline and Syllabi Templates) shall include the instructor's attendance requirement. For distance learning courses, on the syllabus:

1. Instructors should define specific expectations regarding students' interactions within distance learning courses (online, hybrid, synchronous, etc.) and attendance at orientation when required, as well as students' use of the class website and/or other media.
2. For distance learning classes, the following U.S. Department of Education Guidelines for academic attendance shall be used:
 - a. An academic assignment submission may be counted as attending.
 - b. Taking an examination, interactive tutorial, or a computer-based instruction may be counted as attending.
 - c. Participating in an online discussion that is academically related may be counted as attending.
 - d. Interacting online with Faculty about subject matter or to ask course-related questions may be counted as attending.
 - e. Instructors may require a more rigorous attendance requirement in distance learning courses due to such factors as program requirements, state mandates of 100% attendance, etc.

To comply with Federal Financial Aid requirements, as a minimum standard, attendance will be taken during each class meeting the first three (3) weeks of class, after the sixty percent (60%) point in the term for a duration of one (1) week, and during the final week of class.

The specific date ranges that correspond with these times will be provided by the Director of Financial Aid for each term and session and communicated to Faculty.

Daily attendance may be maintained at the discretion of the Faculty member or at the direction of the Faculty member's Dean/Associate Dean.

1. Attendance Census Point One: No Shows.
 - a. At the beginning of each term, Faculty members will be asked to confirm the attendance of the students on their rosters.
 - b. Faculty shall report "no shows" on each grade roster in MySJRState by the date provided by the Director of Financial Aid.
 - c. Students whose names do not appear in the class roster must be referred to the appropriate office within Student Affairs and should not be permitted to attend class.

2. Attendance Census Point Two: First Three (3) Weeks of the Term.
 - a. After the first attendance census point of the completion of the first three (3) weeks of class, Faculty shall submit attendance warnings in MySJRState to students who were not No Shows but have unexcused absences for the equivalent of three fifty (50) minute class sessions or one week's worth of work online.
 - b. Faculty may continue to submit attendance warnings after this first census point as students have additional unexcused absences.
 - c. Faculty may submit attendance withdrawals in MySJRState to students who were previously warned and then miss additional class sessions or work online (unexcused absences) and have not yet been withdrawn.
3. Attendance Census Point Three: Sixty Percent (60%) of the Term.
 - a. After the second attendance census point of the sixty percent (60%) point of the term, Faculty may submit attendance withdrawals in MySJRState to students who were previously warned and missed additional unexcused class sessions or work online and have not yet been withdrawn.
 - b. At this time, Faculty shall also submit attendance warnings in MySJRState to students who were not No Shows but have missed the equivalent of three fifty (50) minute class sessions or one week's worth of work online (unexcused) and were not previously warned.
 - c. Instructor initiated attendance warnings and attendance withdrawals may be submitted up until the last day to withdraw in the semester as published in the Academic Calendar. Prior to this deadline, all Faculty are responsible for submitting an attendance warning and withdrawal for all students whose last date of attendance was prior to the 60% point of the term.
4. Attendance Census Point Four: Final Week of the Term. While submitting final grades, Faculty shall report the last date of attendance for students whose final course grade is D, F, or Incomplete.

Student Grades and Academic Progress

College Grading System

Letters are used to indicate the quality of work achieved by the student at St. Johns River State College. The following system of grading and assignment of quality points is used:

LETTER	MEANING
A	Excellent work; four quality points per semester hour are assigned.

LETTER	MEANING
B	Good work; three quality points per semester hour are assigned.
C	Average work; two quality points per semester hour are assigned.
D	Below average work; one quality point per semester hour is assigned.
F	Failure; no quality points are assigned and no credit is granted. The credit hours attempted are included in computation of cumulative grade point average.
I	Incomplete work; not computed on grade point average. A student receiving an "I" grade must complete the course within a 30 calendar day period which begins on the first day of classes of the next term. Students are not eligible for graduation or honors lists until all "I" grades have been removed from their academic records. "I" grades may also affect eligibility for financial aid.
IF	Incomplete work will convert to an "IF" if the course work remains incomplete. Zero quality points are assigned.
W	Withdrawal
N	No Credit
NR	Grade not reported
X	Audited course; no credit hours, quality points, or hours attempted.
S	Satisfactory performance ranging from average to superior; no hours attempted or quality points assigned. Hours may or may not have been earned.
U	Unsatisfactory performance ranging from below average to no performance. No hours attempted or quality points assigned; no hours earned.

Faculty Grading Expectations

Faculty shall keep students informed of their academic progress on a regular basis throughout the term or academic session. Grades must be posted in the Learning Management System within one (1) week of each assessment being completed throughout

the term. At a minimum, Faculty shall post within the Learning Management System all student grades at four (4) critical points during Fall and Spring semesters:

1. By the fourth (4th) week of the term;
2. At mid-term. For students making below a “C” at this time, Faculty shall advise the student and/or refer the student to appropriate College resources;
3. Prior to the official withdrawal date for the course; and,
4. Two weeks prior to the end of the semester for major terms and one week prior to the end of the semester for Summer A and B terms.

Faculty teaching during reduced-length terms (summer, minimesters, etc.) will post mid-term grades for each student per the timelines of that session.

Faculty are prohibited from publicly posting student names, student identification numbers, and grades with respect to performance or conduct in a course.

Grades from all third-party or publisher course material sites must be transferred and recorded in the Learning Management System in accordance with the deadlines listed above.

Faculty shall submit final course grades according to the direction of the College Registrar and timeline established on the Academic Calendar for the appropriate part of term.

Faculty must retain records of final grades and last date of attendance for withdrawn students for a minimum of two (2) years. Faculty are required to keep the final examination papers or any other assessments that were not returned to students on file for two (2) years. Specific programmatic requirements may dictate some Faculty retaining student grades and other records for longer, specified, periods of time.

Students may appeal their grade through the appeal process, which shall involve bargaining unit members.

Final Exam Week

Faculty are required to offer final examinations and/or final projects to all credit students during the scheduled final examination period. All final examinations and/or final projects must be graded by the Faculty, regardless of students’ grades going into the final. The final exam requirement and schedule does not apply to science laboratory courses, Limited Access programs, or reduced length terms.

Faculty members are to be accessible and responsive to students to support their academic success and progression. As such, Faculty are expected to be available to students during final exam week. Faculty shall adjust their office hours during this week to ensure availability to students and support end of semester grading requirements as follows:

1. Faculty are to post office hours for final exam week at their office location and in the College’s Learning Management System.

2. Faculty are to post a minimum of ten (10) office hours during final exam week for the Fall and Spring semesters.
3. Out-of-office email and phone responses are not to be posted until the contractual period is complete.

Duties Related to Supplemental Assignments

Curriculum Coordinators

In addition to the general duties of instructional Faculty, Curriculum Coordinators are to:

1. Coordinate the discussion of academic issues and program coordination in the department. This includes overseeing changes to the curriculum in the department, as well as to the Catalog, and recommending those changes to the appropriate Dean/Associate Dean.
2. Coordinate the assessment and discussion of student learning outcomes in the department. This includes assisting instructors with writing student learning outcomes and assessment questions, submitting assessment questions to the Dean/Associate Dean, distributing assessment data at department meetings, facilitating the discussion of assessment data at department meetings, collecting completed planning forms, entering course data and summary narratives in the online planning system, identifying instructors who miss submission deadlines, and following up with those instructors to ensure all items have been submitted.
3. Assist the Dean/Associate Dean with the development of Faculty class schedules.
4. Review all Faculty syllabi to ensure items entered by Faculty from Article 13 Course Outlines and Syllabi Templates (e.g., meeting times, contact information, goals and expectations, assessments, grading criteria and grading scale, course policies, and schedule) are complete, appropriate, and accurate. Provide Faculty feedback on needed changes and follow up with Faculty to ensure changes have been made.
5. Coordinate the adjunct and dual enrollment evaluation process in the department.
6. Coordinate the textbook selection process. This culminates with providing the Dean/Associate Dean with the title, edition, author, ISBN, and publisher for any textbook changes.
7. Perform other duties relevant to the specific Academic department and as assigned by the Dean/Associate Dean.

Following an application process, Curriculum Coordinators are selected to serve a three-year term, with no term limits, by the Chief Academic Officer and other academic leadership. If a Curriculum Coordinator position becomes vacant before the end of a three-year term, then the person selected will serve out the remaining time in the three-year term. Evaluation of Curriculum Coordinator duties is conducted annually outside of the faculty evaluation cycle. Curriculum Coordinator duties may extend beyond a Faculty member's contractual days.

Workforce Faculty Leadership

In addition to the general duties of instructional Faculty, Workforce Faculty Leaders are to:

1. Coordinate the discussion of academic issues and program coordination in the department.
2. Coordinate the assessment and discussion of student learning outcomes in the department.
3. Assist the Dean/Associate Dean with the development of Faculty class schedules.
4. Coordinate the adjunct evaluation process in the department.
5. Coordinate the textbook selection process.
6. Other duties relevant to the specific Workforce department and as assigned by the Dean/Associate Dean.

Following an application process, Workforce Faculty Leaders are selected to serve a three-year term, with no term limits, by the Chief Academic Officer and other academic leadership. If a Workforce Faculty Leadership position becomes vacant before the end of a three-year term, then the person selected will serve out the remaining time in the three-year term. Evaluation of Workforce Faculty Leadership duties is conducted annually outside of the faculty evaluation cycle. Workforce Faculty Leadership duties may extend beyond a Faculty member's contractual days.

Florida School of the Arts Performance Faculty

In addition to the general duties of instructional Faculty, Florida School of the Arts Acting, Dance, Musical Theater, and Technical Theater Faculty are to:

1. Attend and contribute to design and production meetings.
2. Collaborate with the director, designers, and other faculty to develop the production concept.
3. Ensure the design and production align with the educational goals of the program.
4. Ensure the design and production plans are within budgetary limits.
5. Prepare material, equipment, and supplies needed for the completion of the design.
6. Establish timelines for completion of design and construction milestones in alignment with rehearsal and performance schedule.
7. Meet all planning, implementation, and rehearsal deadlines prior to a production's first public performance.
8. Be present with students at all production rehearsals or work calls as appropriate to role (for example, the choreographer is present at dance rehearsals but not music rehearsals).

9. Make and communicate adjustments as needed to improve production quality and support the production calendar while addressing artistic, technical, and logistical challenges.
10. Perform other duties relevant to the specific production and event season as listed in the FloArts Production Handbook or as assigned by the Dean.

In addition to the general duties listed above, additional role-specific duties are as follows:

Scenic Designer

1. Interpret the production and design the physical visual elements of stage, settings, and props
2. Oversee the construction, buying, and borrowing of all hand props, set props, and set dressing
3. Develop completed design and construction plans to include but not limited to research, renderings, construction material samples, construction drawings, and workflow planning
4. Meet all deadlines for pre-production and production as outlined in the production calendar
5. Ensure technical elements are performance-ready on schedule
6. Implement approved design and construction plans within budgetary limits
7. Execute the approved design and aesthetics as rendered in the physical execution of stage elements
8. Maintain all safety and best practice standards
9. Anticipate technical challenges and offer solutions that support artistic goals and expectations
10. Train, supervise, and provide clear instruction to students through established technical workflows during work calls and production activities
11. Respond to and communicate notes and changes in a clear and timely manner

Lighting Designer

1. Interpret the production, design the lighting, and execute the light plot.
2. Oversee hang and focus for production, board operation, and system checks.
3. Develop completed design and construction plans to include but not limited to research, renderings, construction material samples, construction drawings, and workflow planning.
4. Meet all deadlines for pre-production and production as outlined in the production calendar.
5. Ensure technical elements are performance-ready on schedule.

6. Implement approved design and construction plans within budgetary limits.
7. Execute the approved design and aesthetics as rendered in the physical execution of stage elements.
8. Maintain all safety and best practice standards.
9. Anticipate technical challenges and offer solutions that support artistic goals and expectations.
10. Train, supervise, and provide clear instruction to students through established technical workflows during work calls and production activities.
11. Respond to and communicate notes and changes in a clear and timely manner.

Sound Designer

1. Interpret the production and design all sound including live and taped effects and recorded music.
2. Oversee the set-up and operation of all audio and sound effects equipment including communication and amplification, board operation, system checks, the recording of all sound media, and the operation of the above during the run of the show.
3. Develop completed design and construction plans to include but not limited to research, renderings, construction material samples, construction drawings, and workflow planning.
4. Meet all deadlines for pre-production and production as outlined in the production calendar.
5. Ensure technical elements are performance-ready on schedule.
6. Implement approved design and construction plans within budgetary limits.
7. Execute the approved design and aesthetics as rendered in the physical execution of stage elements.
8. Maintain all safety and best practice standards.
9. Anticipate technical challenges and offer solutions that support artistic goals and expectations.
10. Train, supervise, and provide clear instruction to students through established technical workflows during work calls and production activities.
11. Respond to and communicate notes and changes in a clear and timely manner.

Costume Designer

1. Interpret the production and design the clothing and accessories for the production, including supervision of the costume shop and construction process.
2. Manage the budget, building, and/or acquisition of all costumes; oversee costume maintenance throughout the production period; develop make-up and hair designs

when a separate designer is not assigned; pattern and cut costumes or costume pieces when a cutter is not assigned.

3. Develop completed design and construction plans to include but not limited to research, renderings, construction material samples, construction drawings, and workflow planning.
4. Meet all deadlines for pre-production and production as outlined in the production calendar.
5. Ensure technical elements are performance-ready on schedule.
6. Implement approved design and construction plans within budgetary limits.
7. Execute the approved design and aesthetics as rendered in the physical execution of stage elements.
8. Maintain all safety and best practice standards.
9. Anticipate technical challenges and offer solutions that support artistic goals and expectations.
10. Train, supervise, and provide clear instruction to students through established technical workflows during work calls and production activities.
11. Respond to and communicate notes and changes in a clear and timely manner.

Director

1. Establish a clear and cohesive directorial concept in collaboration with the artistic team that aligns the script, movement, music, and design with the goals of the production.
2. Interpret the script and stage the play.
3. Determine the style of production and plan the rehearsal process.
4. Manage audition and casting process in accordance with best practices outlined in the Florida School of the Arts Production Handbook.
5. Manage organized rehearsals with efficient use of time and prioritized goals
6. Provide clear instruction to student performers.
7. Maintain accurate rehearsal documentation and production notes as required.
8. Ensure all elements of the production integrate cohesively in performances.
9. Communicate changes in a clear and timely manner.

Music Director

1. Coordinate all musical elements of the production in collaboration with the director and design team.
2. Participate in the development and rehearsal of the orchestra.

3. Prepare all audition cuts, scores, and arrangements as needed by the production.
4. Manage organized rehearsals with efficient use of time and prioritized goals.
5. Coordinate music and vocal needs of production with director and/or choreographer.
6. Support appropriate musical performance and style as needed by the production.
7. Communicate changes in a clear and timely manner.

Vocal Director

1. Prepare all audition cuts, scores, and arrangements as needed by the production.
2. Manage organized rehearsals with efficient use of time and prioritized goals.
3. Teach and rehearse all sung music.
4. Coordinate music and vocal needs of production with director, choreographer, and/or accompanist.
5. Ensure continuity of vocal instruction and preparation once the music director assumes responsibility.
6. Provide vocal coaching and musical instruction as needed by the production.
7. Model healthy vocal techniques and best practices for student performers.
8. Collaborate with director and other designers.
9. Support appropriate musical performance and style as needed by the production.
10. Communicate changes in a clear and timely manner.

Choreographer

1. Stage and create choreography for actors and dancers that supports storytelling, character development, and the artistic goals of the production.
2. Organize and manage rehearsals; teach choreography with efficient use of time and prioritized goals.
3. Provide clear instruction and feedback that supports student learning and physical development.
4. Make adjustments for space, safety, and dancer ability when needed.
5. Coordinate choreography needs of production with director and/or music director.
6. Collaborate with director and other designers.
7. Communicate changes in a clear and timely manner.
8. Faculty Supervisor of Student Production Assignment.

9. Provide ongoing supervision of the student production assistant through weekly meetings, required production meetings, and guidance throughout the full production process.
10. Be present with the student during technical rehearsals and dress rehearsals to support role responsibilities and learning outcomes.
11. Oversee operations, procedures, and assignments for their area.
12. Participate in discussions when there is a variation of scheduling or operations for a production that will impact their area.
13. Provide role-appropriate guidance that maintains program learning outcomes and academic rigor.
14. Ensure the student understands role responsibilities, deadlines, and institutional expectations.
15. Model clear communication and collaboration in faculty role (i.e., Director, Choreographer, Music Director, Technical Theater) for the student.
16. Ensure the student meets all core job responsibilities listed in Section II of the Florida School of the Arts Production Handbook.
17. Provide timely feedback and intervention when student performance falls below expectations.
18. Participate in assessment or reflection processes related to student learning and production outcomes within the department.

Evaluation of supplemental assignments of Florida School of the Arts Performance Faculty duties is conducted annually outside of the faculty evaluation cycle. Florida School of the Arts Performance Faculty supplemental duties may extend beyond a Faculty member's contractual days.

Librarians and Senior Academic Advisors

Contract Length

SJR State Librarians and Senior Academic Advisors are on twelve (12) month contracts and shall report to work all days that the College is open or request to take leave.

Work Reassignments

Reassignment is the temporary freeing of a Librarian or Senior Academic Advisor from regular workload responsibilities to accomplish specific duties as required by the College.

Reassignments are created and granted at the discretion of the College.

The College may initiate reassignment for a specified beginning and end time, for a clearly defined purpose and to accomplish measurable outcomes. The purposes for reassignment include:

1. Undertaking duties that are beyond the scope of a Librarian's or Senior Academic Advisor's regular work responsibilities; and,
2. Doing work that is necessary to advance the larger goals and mission of the College that will not otherwise be accomplished through existing personnel working under current job descriptions.

Librarians and Senior Academic Advisors are under no obligation to accept these assignments.

The maximum reassignments per semester shall not exceed forty percent (40%) of the time the Librarian or Senior Academic Advisor spends on their normal workload. Reassignments and any exceptions to the maximum reassignments requires the approval of the appropriate Vice President/Associate or Assistant Vice President and appropriate Dean at least sixty (60) days prior to the beginning date of such reassignment.

Duty During Intersession

Librarians and Senior Academic Advisors are twelve (12) month Faculty and report to the College on all days the College is open, including intersessions between Spring and Summer terms and between Summer and Fall terms. Librarians and Senior Academic Advisors will work regular hours during intersession and must be present to perform duties including, but not limited to, attending to professional development activities, participating in other departmental or College activities, advising students, or preparing for the upcoming semester, even if classes are not held. Librarians and Senior Academic Advisors who do not report to work these intersession days must submit a leave request form to the appropriate Dean as they would any other day.

Librarians' and Senior Academic Advisors' Work Hours and Responsibilities

Librarians and Senior Academic Advisors shall adhere to a minimum of a forty (40) hour work week Fall and Spring terms, thirty-six (36) hour work week Summer terms, scheduled as appropriate with the approval of their Dean.

Librarians

Fall and Spring terms, Librarians shall work forty (40) on-campus hours per week on College activities. Summer terms, Librarians shall work thirty-six (36) on campus hours per week on College activities. An average of up to five (5) hours per week may be used for College service/professional development, as approved by the appropriate Administrator.

Professional activities in which Librarians participate during the remaining hours will be determined during conferences with the appropriate Administrator and evaluated annually. Work schedules, goals, special projects, and events shall be developed by the Librarian in collaboration with and approved by the supervising Administrator to ensure that adequate coverage is provided to meet student needs.

Librarians are responsible for the following:

1. Providing research, academic support, and referral services as outlined in the St. Johns River State Learning Resources Access Policy at designated service points in all modalities. Maintaining awareness of department, College State Library, and consortia resources, systems, and services.
2. Providing instructional services on campus, online, and at off-site locations as outlined in the St. Johns River State Learning Resources Access Policy; developing information literacy curriculum; creating instructional materials and programming for delivery in all modalities. Cultivating personal knowledge and understanding of information literacy standards, pedagogical approaches, and assessment methods and applies that knowledge to one's teaching in all formats.
3. Engaging in Faculty outreach; consulting with Faculty to create subject or discipline-based instructional content for delivery in-person and/or online.
4. Serving as a liaison to College departments as assigned; serving as department coordinator for services or initiatives as assigned.
5. Participating in the library's collection development program in keeping with the department's Collection Development Policy; demonstrating efficient use of funds for campus collection development.
6. In conjunction with library staff, cultivating a welcoming, scholarly atmosphere in the library for all students, Faculty, staff, and visitors; explaining and enforcing department and College policies, rules, and regulations; resolving patron issues regarding library services while ensuring compliance with the terms established in department and College policy, referring issues outside of one's scope of control to the Dean of Learning Resources and/or the campus administrator as appropriate.
7. Performing circulation and/or technical services duties as needed.
8. Maintaining the confidentiality of all library transactions, library records, and student records in keeping with College policy, the State of Florida, and federal legislation.
9. Keeping the Dean of Learning Resources informed of all issues concerning the library's facility, resources, and services.
10. Serving on hiring committees for department positions as needed as well as Faculty Hiring Committees as outlined in Article 11 of this document; and participating in training of new Faculty and staff as assigned. In the absence of the Campus Library Manager, serving as the proxy for campus time-sheet approval.
11. Demonstrating a working knowledge of the College's emergency protocols and procedures; coordinating the lock-down or evacuation of library building patrons in the event of an emergency or drill.
12. Remaining current in Department practices and procedures through notifications sent to employees' College email address and resources provided on the Learning

Resources Employee Guide website; remains aware of College business and policies from all departments as notified through the College's email system.

Senior Academic Advisors

The primary responsibility of Senior Academic Advisors is to engage in activities directly related to enhancing student success through academic advising.

Senior Academic Advisors provide professional academic advising for all students, which consists of the education and communication of college policies and procedures, program requirements, and program planning as the Senior Academic Advisor assists students in:

1. Understanding the unique demands of the college learning environment and the associated changes in daily living that may need to occur.
2. Setting short- and long-term academic and career goals.
3. Assuming responsibility for meeting academic course and program of study requirements.
4. Determining their initial placement, alternative criteria for college readiness, and exempt status.
5. Identifying where to locate program of study requirements.
6. Articulating the purpose of the AA transfer degree and the AS/certificate programs.
7. Articulating the difference between limited access and open access programs at SJR State and elsewhere.
8. Articulating the difference between course prerequisites and transfer specific courses.
9. Researching Baccalaureate degree requirements
10. Program planning for limited access programs including making alternate plans.
11. Creating program completion plans utilizing Degree Works, Florida Shines and college and university websites.
12. Navigating the course registration process each semester.
13. Identifying where to find admissions and registration policies and procedures.
14. Utilizing academic support services including: Tutoring Centers, Academic Success Workshops, and online tutoring resources.
15. Accessing financial aid resources and scholarship assistance.
16. Accessing disabled student services and self-identifying if applicable.
17. Accessing career assessments and career exploration resources.
18. Recognizing common academic terms.
19. Navigating the student portal on the SJR State website.

20. Applying for graduation.

Additional Senior Academic Advisor responsibilities include:

1. Keeping appropriate records of individual and group student meetings, emails, and conversations.
2. Providing 12+ and 20+ credit hour academic planning and capturing student transfer intent.
3. Facilitating changes of program of study.
4. Adding and/or removing of advisor holds.
5. Providing liaison services with academic or college departments.
6. Verifying and certifying programs of study for Financial Aid and Veterans Affairs.
7. Facilitating the student appeals process when appropriate.
8. Leading individual or group Initial Advising sessions for incoming students.
9. Proactive outreach and follow up with identified student populations.
10. Reviewing and taking action on transient forms.
11. Identifying and providing appropriate accommodations for students with disabilities.
12. Coordinating referrals to appropriate on campus or social service agencies based on students' educational, vocational and personal needs.
13. Proactive outreach, intervention, and monitoring of student cohorts.
14. Coordinating student success resources for students referred by Faculty and following up with students and Faculty.
15. Participating in Fall/Spring graduation ceremonies as Marshalls.
16. Attending professional development workshops and presentations, staff meetings and other college functions as appropriate.
17. Closely coordinating advising goals and outcomes with Academic Affairs, Florida School of the Arts and Workforce Development.
18. Traveling between campuses, as necessary.
19. Representing the College and the advising office at appropriate community or high school events.
20. Assisting in the administration of disability testing.
21. Demonstrating a working knowledge of the College's emergency protocols and procedures; coordinating the lock-down or evacuation of the Advising Center in the event of an emergency or drill.

22. Performing other duties as may be assigned by the Vice President/Associate or Assistant Vice President or the Dean of Academic Advising.
23. Handling prospective student inquiries and responding to in-depth inquiries about the College's programs of study and promptly communicating responses that are understandable by students, parents, and tri-county school districts' personnel.

College Service: Librarians and Senior Academic Advisors

It is the expectation of the College that Librarians and Senior Academic Advisors shall:

1. Collaborate with College departments as an active participant in their respective planning process, which includes but is not limited to, services development and revision; program review and assessment; establishment of program accreditation; and other activities that support student success and academic progression.
2. Partner with other Faculty colleagues in their respective academic support areas in order to develop, revise and implement programs or services as needed.
3. Be prompt and regular in attendance at department meetings, Convocation, College-wide meetings, and committee work (e.g., standing committees, councils, ad hoc committees, community groups, statewide curriculum committees, and/or professional organizations). The President, in his sole discretion, may create and abolish committees whenever he deems it advisable. The composition of any such committee shall be at the sole discretion of the President.
4. Attend the College's Fall and Spring commencement ceremonies and departmental/programmatic graduation and/or pinning ceremonies, as appropriate and provide their own graduation regalia (e.g., cap, gown, and stole).
5. Participate as appropriate and possible in student-focused activities and initiatives including, but not limited to, student activities, serving as a club sponsor, and other College initiatives.
6. Participate in College-wide programs or initiatives designed collaboratively by the Faculty, administration, and staff of the College for the purposes of identifying, assisting, and encouraging at-risk students to attain their educational goals, including, but not limited to, early alerts, progress report campaigns, and early assessments.
7. Be prepared to shift all communication with students, advising, and library instruction online in case of a disaster or other emergency.
8. Perform any other duties required to fulfill their instructional, contractual and/or programmatic obligations as delineated elsewhere in this Agreement and assist the College with programmatic, local, state, and federal compliance.
9. Participate in the establishment, measurement and analysis of outcomes that support student success for the purpose of improving the delivery of academic and/or student support services.

10. Serve as a mentor for new adjunct and/or full-time Faculty.

Professional Development: Librarians and Senior Academic Advisors

Librarians and Senior Academic Advisors are expected to remain current in their respective fields to include teaching and learning, and they are expected to participate in ongoing professional development on campus and in other venues. College funding for professional development may be available but is not guaranteed. The general guidelines for professional development for Librarians and Senior Academic Advisors are as follows:

1. Librarians and Senior Academic Advisors are encouraged to identify professional development/training needs at the start of each academic year. Since it may not always be possible to identify needs at one particular time of the year, Librarians and Senior Academic Advisors are encouraged to notify their Dean as soon as they become aware of professional development/training opportunities to consider.
2. The common deadline for submitting professional development requests during the budget planning process shall be established by the appropriate Vice President/Associate or Assistant Vice Presidents each academic year.
3. All travel requests must be submitted for approval at least eight (8) weeks prior to the event when possible. Completed travel paperwork with appropriate documentation shall be submitted immediately after travel. The College is not responsible for reimbursing prepaid airline tickets, hotel costs, or registration costs if the out-of-state travel or international travel was not properly approved in advance. Out-of-country travel requires prior approval from the President.
4. Funds for professional development may be used to promote focused initiatives and help meet the strategic goals and objectives of the Department and the College. These funds cannot be used for purposes other than expenses associated with professional development activities.
5. Librarians and Senior Academic Advisors may apply for funds for professional development through their Dean/Associate Dean. Pre-approval for any professional development activity is required by the Librarian's or Senior Academic Advisor's Dean and Vice President/Associate or Assistant Vice President if appropriate. All travel plans associated with professional development and training opportunities are to be discussed with the Librarian's or Senior Academic Advisor's Dean prior to submission of any paperwork.
6. The Vice President for Academic and Student Affairs must approve all professional development involving out-of-state travel prior to registration for the activity or incurring any travel-related expenses.
7. The availability and quantity of funds for professional development may vary due to limitations in the College budget. Consequently, Librarians and Senior Academic Advisors are advised that requests for activities may be partially funded, limited to one (1) activity per year, or possibly denied. Professional development opportunities at the Division level will be funded for events that have direct and measurable

impact on campus goals/initiatives, strategic objectives, and/or student success and completion. Additional cost beyond that which is approved is the responsibility of the requester.

8. Librarians and Senior Academic Advisors are encouraged to take advantage of professional development opportunities provided by the College through The Center for Learning Culture, the Department of Human Resources, and their own academic department. High quality webinars and other presentations are often available at no cost to Faculty or the College.

Extra Teaching Assignments

1. Librarians and Senior Academic Advisors are eligible to teach outside of their contractual work hours if they are qualified for the teaching assignment, selected for employment by the appropriate department, and provided that the teaching assignment does not interfere with the Librarian's or Senior Academic Advisor's regular duties. Librarians and Senior Academic Advisors selected for extra teaching assignments will be compensated according to Article 20 Wages of this Agreement.
2. Extra teaching assignments during the Fall, Spring, and Summer terms are not guaranteed to Librarians and Senior Academic Advisors and shall be granted at the discretion of the College. Extra teaching assignments are based upon need. There is no guarantee of extra teaching assignments during any term, including the Summer term.

Duties Related to Supplemental Assignments

Campus Library Managers

In addition to the general duties of Librarians, the Campus Library Managers are responsible for:

1. Managing the daily operation of the campus library facility; as approved by the Dean of Learning Resources, coordinating the use of the library's spaces with the campus Director or other College departments or district consortia training sessions and meetings if approved by the Dean of Learning Resources; submitting facility and/or IT work orders for location as needed.
2. Supervising the career service personnel and part-time personnel at the campus library facility; performing annual evaluations of those career service staff; devising work schedules for all library Faculty and personnel at that location ensuring a minimum of two library employees are on duty in the library at all times; ensuring all library personnel report to work as scheduled and recording schedule changes; ensuring sufficient coverage before approving leave requests for all library personnel at that location before forwarding to the Dean of Learning Resources; approving part-time personnel timesheets monthly.
3. Hiring part-time personnel as needed following College protocol; coordinating training new employees with assistance from library Faculty and personnel;

submitting rehire requests to Dean of Learning Resources as directed; notifying the Dean of Learning Resources of staff's final work date immediately upon notification of resignation or non-renewal.

4. Cultivating and maintaining esprit de corps and good communication among campus library employees in keeping with the department's principles of service, cooperation, and support.
5. Perform other duties as assigned by the Dean of Learning Resources.
6. Following an application process, Campus Library Managers are selected to serve a three-year term, with no term limits, by the Chief Academic Officer and other academic leadership. If a Campus Library Manager position becomes vacant before the end of a three-year term and Administration decides to fill the position before the end of the three-year term, then the person selected will serve out the remaining time in the three-year term.

Advising Office Managers

In addition to the general duties of Senior Academic Advisors, the Advising Office Managers are responsible for:

1. Providing leadership in the advising office and serving as a resource for complicated or unusual student situations.
2. Coordinating in conjunction with the Dean of Advising the advising staff schedules to ensure appropriate advisor coverage, advisor walk-in and appointment availability, which is reflective of student's needs.
3. Leading a small team of staff members in the review and enhancement of advising services such as enhancing services for students with disabilities, integrating career advising and exploration into the advising curriculum, and working with our special student populations.
4. Forecasting and providing proactive solutions to potential issues or concerns.
5. Cultivating and maintaining esprit de corps and good communication among campus advising team members and with other campus department staff.
6. Maintaining operational readiness by providing recommendations regarding time off and personnel usage to Dean.
7. Monitoring Advising office processes and adjust or make recommendations to Dean.
8. Overseeing the process for hiring and supervising student workers.
9. Ensuring protocols for providing students with testing accommodations are in place.
10. Hosting regular meetings with campus advising team to manage projects (e.g., Early College advising), communications plan activities (e.g., Early Alert faculty

campaign), peak registration, scheduling and assisting students, and graduation responsibilities.

11. Following through with assignments / projects as delegated by the Dean of Advising; participating in weekly Advising Manager meetings hosted by the Dean.
12. Scheduling University tabling events on campus, virtual recruiting dates, career fairs, etc.
13. Gauging the need for equipment/furniture/supplies for the campus advising office and submitting requests and/or work orders to the Dean of Advising.
14. Other duties as assigned.

Following an application process, Advising Office Managers are selected to serve a three-year term, with no term limits, by the leadership of the Department of Student Affairs. If an Advising Office Manager position becomes vacant before the end of a three-year term and Administration decides to fill the position before the end of the three-year term, then the person selected will serve out the remaining time in the three-year term.

ARTICLE 13: COURSE OUTLINES AND SYLLABI TEMPLATES

Course Outlines

The Course Outline serves as an official record for a course and facilitates transfer to other institutions. It establishes the course content and learning outcomes, it provides curriculum consistency across all sections of a course, and a current course outline is maintained for each course offered by the College. Copies of this course outline are maintained electronically in each respective academic division office and reviewed by the Office of Academic Affairs or Workforce Development.

The course outline provides the requirements that must be followed by all Faculty who teach the course. As a permanent record, the course outline serves as the official document for what was covered in the course, at what level, scope and depth, and credit. The course outline for all College courses shall be reviewed and updated as needed by each division/department. Deans/Associate Deans will ensure the course outlines are reviewed and current.

All full-time department Faculty members are responsible to meet with the Dean/Associate Dean to provide the needed input to develop and/or update the course outline. In cases where there is a single department member, that Faculty member shall be the responsible party. Divisions shall maintain electronic copies.

The course outline must contain the following information:

1. The course prefix, number, and course title
2. The number of credit hours, contact hours, and/or clock hours
3. The course description
4. Pre-requisites or co-requisites
5. Whether the course satisfies general education; if so, state the area.
6. The program mission statement
7. The program learning outcomes which align with the course
8. The course/student learning outcomes
9. The course content
10. Special course requirements
11. Any departmental policies (e.g., minimum number of assessments)
12. Any information required by the Florida Department of Education or the College (e.g., background check)
13. Course support materials

14. Criteria for student evaluation
15. Any departmental policies or guidelines (e.g., weight of exams, quizzes)
16. Assessment methods for the College's Institutional Effectiveness System (methods to assess program learning outcomes or student learning outcomes, if applicable)
17. Name of Faculty member(s) who last reviewed the course outline and the revision date
18. Name of administrator(s) who last reviewed the course outline and the revision date

Syllabi Templates

Each SJR State department/division has a Syllabus Template that is distributed to Faculty by the Dean/Associate Dean of that area. The following items are common to all SJR State departments/divisions and shall be included on all course syllabi:

1. Meeting Times: class meeting day(s), time(s), and location(s)
2. Contact information: instructor's name, phone number, email address, office location, and office hours
3. Course Description: SJR State Catalog Description of course, number of credit/contact hours, and any prerequisites or co-requisites
4. Course Curriculum
5. Goals and Student Expectations
6. Objectives/Student Learning Outcomes
7. Textbook(s): title, author, publisher, edition, and ISBN
8. Assessments
9. List and describe all types of assessments (e.g., homework, quizzes, tests, papers, oral presentation, group project, final exam) that contribute to the final course grade. Assignments must include, at a minimum, the assignment title, a brief narrative description of the assignment, and if applicable, any required readings.
10. Provide a timeline for grading assessments
11. Feedback delivery method – Explain how students will receive feedback for each type of assessment
12. Make-Up Policy
13. Late Work/Submission Policy
14. Plagiarism Detection Policy (if applicable)
15. Proctoring of Online Exams Policy (if applicable)
16. Grading Criteria and Grading Scale

17. Grading criteria: all components of the final grade and how much each component is worth so the student can determine how the final course grade will be calculated
18. Grading scale: the point or percent range for each letter grade
19. Course policies
20. Textbook format preference
21. Additional required items (e.g., access code, calculator, webcam, microphone, mirror, etc.)
22. Late submissions
23. Make-ups
24. Anything else specific to the course
25. Department Policies (if any)
26. College Policies
27. Attendance
28. Academic Integrity
29. Learning Resources
30. Canvas
31. Bookstore
32. Disability Services
33. Student Support Ombuds
34. Consent to be Recorded
35. Safety and Security
36. College Closure
37. Non-Discrimination Statement
38. Add/Drop and Withdrawals
39. College Holidays
40. Schedule
41. First day of class
42. Class meeting dates
43. Last day of class
44. College holidays
45. Topics/reading to be covered each class meeting/week

- 46. Assessment (tests, major assignments, etc.) dates and topics. Assignments and exams should not be due on holidays, days the College observes as a holiday, or during breaks (e.g., Thanksgiving Break or Spring Break)
- 47. Last day to officially withdraw
- 48. Final Exam date and time

Note: The College reserves the right to add, delete, or update syllabus items as appropriate.

Additional items specific to the department/division may be included on the Syllabus Template for that area. Faculty shall utilize the Syllabus Template format distributed by their Dean/Associate Dean and include all information from their template on their course syllabi.

With the exception of Adult Education, and certain clock hour programs, the Faculty shall publish a course syllabus for each section, regardless of the method of delivery or class meeting day/time, in the College's Learning Management System no later than 11:59 pm forty-five (45) days prior to the date identified as "Classes Begin" on that semester's Academic Calendar. This includes honors and independent study sections.

ARTICLE 14: DISTANCE LEARNING

Purpose

Distance learning facilitates access to education and provides a path to completion of academic and career objectives for college students and community members. Recognizing this, Faculty shall be expected to participate in teaching in related modalities and master the skill of successfully teaching online. The College seeks to provide: (a) the community with programs which increase access to educational services; (b) students with intellectually stimulating courses which have a standard commensurate with those taught via successfully established delivery modalities; and (c) Faculty with opportunities to develop programs/courses and delivery systems. Last, the College and Faculty agree to work jointly to protect the integrity of the College's programs and course offerings.

LMS Course Shells

Distance learning and on-campus course sections have an accompanying course shell in the College's Learning Management System (LMS). All Faculty, regardless of teaching modality, are required to publish and maintain the associated course shell in the LMS.

Distance learning is a teaching modality whereby all or the majority of instruction and student interaction occurs via electronic media or equivalent mechanisms with the Faculty and students physically separated from each other. This includes courses that are fully online as well as live online, hybrid, flipped, and other alternate delivery methods.

Distance Learning Course Offerings

The College shall determine which courses will be developed and offered via distance learning and reserves the right to schedule online and/or any alternate delivery courses to best serve student needs. The College may enter any course housed on the Learning Management System at any time to assess instructional quality.

Course Development

Course development is recognized as:

1. creating a new online course;
2. updating an existing online course to meet the appropriate SJR State online course design and accessibility requirements; or
3. significant redesign of an existing online course.

The Dean/Associate Dean will initiate the process for online course development. Online offerings are based on student need and are offered at the sole discretion of the College.

Unless prohibited by Article 22, the College has the right to use and/or modify the online learning materials developed by a Faculty member for instructional, educational, or administrative purposes. Prior to the development of an online course, the College and the participating Faculty member(s) shall agree on the extent and type of technical support needed and all required professional development that must be successfully completed.

Textbooks should be the same for online courses as face-to-face. Textbook decisions for online courses follow the same procedures outlined in Article 15 of this Agreement.

The College reserves the right to enter or monitor course shells and/or third party or publisher sites used for instructional purposes.

Distance Learning Class Size

Determination of class size for distance learning classes is at the discretion of the College.

Distance Learning Teaching Assignments

Assignments to teach a distance-learning course shall be based on need. Assignments will be initiated by the Dean/Associate Dean. Success and course retention rates in current online courses shall be reviewed prior to assigning Faculty members future online courses.

1. The Faculty member who developed the original course shall be given primary consideration to develop and teach the online course contingent upon satisfactory evaluation by the Dean/Associate Dean. However, the College has the right to seek other qualified Faculty members to develop and teach the course(s).
2. All courses must meet minimum quality standards as determined by the College. St. Johns River State College Online Course Foundations Checklist (Appendix E) establishes the minimum expectations required of all online courses. This document will be updated as needed to reflect changes in technology, updated standards established by Quality Matters, accreditors, or other pertinent agencies, and accessibility laws. The College reserves the right to enter or monitor course shells and/or third party or publisher sites used for instructional purposes.
3. Continued online teaching assignments are contingent upon but not limited to student completion rates, success rates, and student course evaluation information.

Online Teaching and Learning Training for Faculty

Due to the speed of technological change in our society, the College and the Faculty should expect to engage in ongoing discussions and training regarding online learning issues. Faculty agree to maintain currency in teaching and learning pedagogy and technologies that facilitate student engagement and success in an online environment.

The College has established the following online teaching and learning training for Faculty:

Initial SJR State LMS Training

1. During new Faculty orientation, all new Faculty will attend an LMS overview session. Faculty members will be introduced to SJR State's instance of Canvas, be provided an overview of the College's process for creating and populating online courses, be provided basic best practices and requirements for course design and accessibility, and be introduced to the instructional design support services and resources available to them.
2. Regardless of previous online teaching experience, all new Faculty shall complete the College's Online Teaching & Learning Academy (OTLA) within their first year of full-time employment.

Ongoing SJR State Online Teaching and Learning Training

1. Faculty are provided opportunities to take online and in-person training offered by the College and product developers throughout the year. Faculty are notified of such opportunities weekly.
2. Faculty who completed the Distance Learning Academy (which was sunset in December 2025) may complete components of the Online Teaching & Learning Academy at any time as deemed necessary by the faculty member or as assigned as part of an Employee Improvement Plan.

Faculty shall complete additional training as deemed necessary by their Dean/Associate Dean/other administration to maintain both the technological competence and knowledge of instructional strategies required to teach online.

Distance Learning Faculty Responsibilities

Each section of every credit course at the College, regardless of course delivery method, will have an online course shell created in the Learning Management System (LMS).

1. All Faculty are expected to utilize the course shell to facilitate timely feedback and communication with students in online, live online, hybrid, and on-campus classes.
2. All course shells must have a published course home page and accurate gradebook.
3. All course shells, regardless of teaching modality are expected to be published in the LMS by the Faculty by no later than 8:00 a.m. on the date identified as "Classes Begin" on that semester's Academic Calendar.
4. Faculty are required to check and respond to Learning Management System course messages daily Monday through Friday and at least once over the weekend if major assignments are due that weekend. If no major tests or assignments are due over the weekend, the Faculty member is not required to check online course(s) over the weekend.
5. Publisher and/or third-party content should not constitute the entire content of the course and should be integrated into the course or used as supplemental material.

6. Grades from all third-party or publisher course material sites must be transferred and recorded in the Learning Management System.
7. Faculty are required to give access to publisher content to instructional design staff for troubleshooting purposes.
8. Faculty teaching all or portions of their base load online are to make efforts to meet students when the students are available, virtually or otherwise, for office hours. Faculty are to meet with students virtually, by phone, or on campus, dependent upon individual student needs and preferences. To facilitate this, two (2) office hours of the ten (10) may be scheduled off campus virtually. The time and location of all on-campus and virtual office hours are to be published on the course syllabus and faculty member's load sheet.
9. Online office hours must be held using the College's licensed video conferencing tool and must be posted and accessible by students using methods in accordance with Article 12: Work Responsibilities of this Agreement.
10. Within the confines of the course scheduling and advertising process and timeline, Faculty retain the right to determine how their own online students are assessed, to include the use of one or more proctored exams. Additional requirements for proctored exams may occur within various disciplines due to programmatic accreditation standards.

Regardless of course delivery method, Faculty are responsible for fulfilling the expectations for Instructional Faculty as described in Article 12: Work Responsibilities.

ARTICLE 15: TEXTBOOK SELECTION

Full-time Faculty members are responsible for selecting the textbooks and instructional materials for their respective departments per College guidelines. The parties agree that student access to affordable high-quality textbooks and course materials is critical to the academic success of students and consistent with applicable law. The Faculty and the College are committed to the on-going development of appropriate policies, procedures, and standards for the selection of textbooks and course materials to maximize student success, access, and affordability.

The Faculty and College recognize the financial impact that the cost of textbooks has upon students. Faculty shall make every effort to help control student costs by selecting high-quality instructional material at the lowest available price and utilizing all required texts. Faculty shall use considerations when selecting texts as prescribed in Florida Statute and SBE Rule related to textbook affordability such as:

- Digital textbooks or open access textbooks
- Rental options (the College reserves the right to determine if a textbook is feasible to place in the rental program)
- Length of time textbooks/instructional materials remain in use
- Textbook/instructional material bundling options

All sections of the same course shall use the same textbook. An exception may be made for an alternate textbook if the purpose is to pilot the textbook for possible future department-wide adoption. At the end of the pilot, if the alternate textbook is not adopted by the department, then the alternate textbook will no longer be used. A Faculty member shall not require a student to purchase any course materials that are not College approved per the process stated herein.

A Faculty member may recommend an additional book or other resource. However, students cannot be required and must not feel pressured to purchase optional materials. Optional materials will not be available in the bookstore. Assignments or extra credit cannot be based solely on optional materials with a student cost. Hybrid science laboratory classes can use lab kits, provided there is no cost to the student. In addition, students must pick up the kits in class, not from the bookstore.

Textbook Selection Process

The textbook selection process shall include:

1. Full-time Faculty within each department shall select primary textbook(s) and/or instructional materials to be used in each course (including those taught by part-time Faculty). Faculty who have published textbooks may not use their own text unless it is approved by the majority of Faculty within the department as the main text and the text has followed the same vetting process as other textbook selections.

2. Faculty within each department shall meet and discuss textbook selections and provide written documentation addressing all the considerations listed above and on the designated form as determined by the College. This is required for any initial adoption of a text or new edition of a text that is currently in use as well as for any textbook review. The forms must be completed and submitted to the Dean/Associate Dean for signature by the dates identified in paragraph 4 below.
3. The final decision to adopt a textbook shall be made by majority vote of eligible department Faculty participating in the textbook selection process. All full-time Faculty qualified to teach the course and scheduled to teach the course during the following academic year shall be included in the voting in each department. The Dean/Associate Dean will be provided the opportunity to have input regarding the textbooks being considered.

Textbooks must be selected and approved utilizing the required forms by April 1 for the following academic year. Under special circumstances approved by the appropriate Dean/Associate Dean and Vice President/Associate or Assistant Vice President, a textbook may be selected and approved by October 1 for Spring and by February 1 for Summer, following the procedure stated above.

When textbook/instructional materials are bundled, Faculty are expected to use all components of such bundle.

All textbook adoptions must be reviewed at least every three (3) full academic years by using the designated form as determined by the College.

Approved textbook adoptions shall remain in effect for three (3) full academic years, if supported by the textbook publisher. Only in exceptional cases will permission to discontinue a text be granted at an earlier date. Such permission must be granted by the appropriate Vice President/Associate or Assistant Vice President upon recommendation of the Dean/Associate Dean.

Due to statutory requirements related to the web posting of required textbooks and instructional materials for courses. Faculty may not add required textbooks after the Web posting, except as provided by statute.

All textbook selections and posting timelines shall comply with applicable state statutes and are subject to administrative review by the appropriate Vice President/Associate or Assistant Vice President at any point during the selection process.

Faculty must use all adopted textbooks and instructional materials required for students to purchase. Usage of required text shall be monitored each semester by the appropriate Dean/Associate Dean. Confirmation by the faculty member's intent to use all required textbooks and instructional materials may be required.

Prohibited and Allowed Conduct (F.S. 1004.085)

Faculty may not demand or receive any payment, loan, subscription, advance, deposit of money, service, or anything of value, present or promised, in exchange for requiring students to purchase a specific textbook or instructional material for coursework or instruction.

Faculty may receive:

- Sample copies, instructor copies, or instructional materials. These materials may not be sold for any type of compensation if they are specifically marked as free samples not for resale.
- Royalties or other compensation from sales of textbooks or instructional materials that include the instructor's own writing or work.
- Honoraria for academic peer review of course materials.
- Fees associated with activities such as reviewing, critiquing, or preparing support materials for textbooks or instructional materials pursuant to guidelines adopted by the Florida State Board of Education.
- Training in the use of course materials and learning technologies.

ARTICLE 16: FACULTY VACANCIES AND TRANSFERS

The College reserves the right to assign bargaining unit members to teach other courses within the same discipline or in other disciplines for which they are qualified to teach. The College also reserves the right to require bargaining unit members to work at any campus/site or in any modality based on institutional need.

The College reserves the right to transfer Faculty at any time to other teaching positions (between disciplines if credentialed, credit/clock hour, campuses/sites, etc.) based on institutional need. The College will notify impacted Faculty and respective Dean(s)/Associate Dean(s) a minimum of thirty (30) days prior to transfer.

Faculty may only make a request for transfer to available positions. Once position openings are finalized, the appropriate Vice President/Associate or Assistant Vice President will post full-time Faculty openings for review. Faculty desiring to transfer to another division must notify their current Dean/Associate Dean and Vice President/Associate or Assistant Vice President and apply for the position online in the College's online application system within three (3) work days from the posting in order to request preference for transfer. Thereafter, the Faculty member must apply using the normal application process for any available positions for which they are qualified.

Faculty may request a transfer to another academic division if they are qualified and meet the following criteria:

1. Have been employed at the College for five (5) years and have achieved continuing contract status.
2. Have satisfactory performance including student success, retention, and completion rates.
3. Have satisfactory performance teaching in the discipline they are requesting to transfer.
4. Have received approval from the current Dean/Associate Dean.

The Faculty member will be vetted by the Faculty Hiring Committee (which includes review of past evaluations by the Dean/Associate Dean, and other relevant information) and may include an interview and teaching demonstration by the incoming department. A final recommendation will be made by the Faculty Hiring Committee to the appropriate Vice President/Associate or Assistant Vice President who will consider all information prior to making a final decision.

Faculty may also request an extra teaching assignment in another discipline for which they are academically qualified and officially credentialed or at another campus/site for which there is need. Any such request must be made to the Deans/Associate Deans of both the home department and the secondary department during the schedule drafting process. Faculty must have satisfactory performance in their current teaching assignment, as well as acceptable student success, retention, and completion rates. The Dean/Associate Dean will make the decision and placement of the Faculty member based on student and

division needs. All assignments are subject to approval of the appropriate Vice President/Associate or Assistant Vice President(s).

ARTICLE 17: THE TEACHING AND SERVICE ENVIRONMENT

Office Assignments

The College shall provide one lockable office space to every full-time Faculty member, subject to facilities management needs and appropriate funding. Each Faculty office shall have a computer with Internet access, a desk, a file cabinet/file drawer, a bookcase, a desk chair, and a student chair. Offices shall be located near the Faculty member's classes whenever possible. Faculty members will have access to their offices and bathroom facilities during normal operating hours on days of normal campus operations, subject to planned and responsive facility projects. If office or bathroom facility access is needed after normal operating hours, the Faculty member will be granted access within a reasonable time by contacting the appropriate campus security office and upon verification of Faculty identification.

1. The Administration shall provide at least one phone for each full-time Faculty member's office. Should the College adopt a Voice over Internet phone system (VoIP), in lieu of a traditional telephone, the Administration will provide the appropriate digital hardware or program for each full-time Faculty member. The use of phones by the Faculty member shall be in accordance with administrative rules and procedures.
2. Each Faculty member will be provided a mailbox at his/her assigned campus and will have access to his/her mail through mail service personnel and/or a keyed box during reasonable operating hours of the College.
3. The College will provide a College email account and access to each Faculty member. At a minimum, email access shall be provided in the Faculty member's office and via the Internet and Canvas (or appropriate learning management system) from off campus.

Campus Assignment

The location of the Faculty member's assigned office will be designated as the Faculty member's home campus. Faculty who teach on more than one campus may work from the adjunct offices, library, academic support centers, or available classrooms when teaching on campuses other than their home campus. Faculty will not be assigned to more than one campus on the same workday as part of the base teaching load. Exceptions may be necessary according to program needs. Faculty will not be paid mileage for travel to other campuses when the teaching is not part of the base teaching load.

Assault, Battery, Threats, and Safety

The College and the Union join in deploring any form of conduct within the College environment that involves a danger or threat of bodily harm to any person, and express their willingness and mutual desire during the term of this Agreement to seek and implement ways and means of preventing or addressing such conduct. Any work-connected instance of assault (physical or verbal), battery, or threat of bodily harm upon a Faculty member shall be reported to the College Safety and Security Department immediately. Student violations of the Student Code of Conduct, including classroom disruptions, will be investigated and acted upon in accordance with Student Code of Conduct.

Class Disruption

A Faculty member may dismiss a student from a particular meeting of a particular class if the student is so disrupting the class as to make it impossible for the Faculty member to serve the remaining members of the class effectively. The Faculty member shall, as soon as practicable following the end of the class meeting in which the action was taken, report the matter to their immediate supervisor and Security if appropriate. The Faculty member shall also report the matter to the Office of Student Affairs, who shall act upon the complaint and report the result of the investigation to the Faculty member as soon as possible. Student violations of the Student Code of Conduct, including classroom disruptions, will be investigated, and acted upon in accordance with Student Code of Conduct.

Service Area Disruption

A Librarian or a Senior Academic Advisor may remove a student from a service area if the student is so disrupting as to make it impossible for the Librarian or Senior Academic Advisor to provide services to others effectively. The Librarian or Senior Academic Advisor shall, as soon as practicable following the moment in which the action was taken, report the matter to their immediate supervisor and Security if appropriate. The Librarian or Senior Academic Advisor shall also report the matter to the Office of Student Affairs, who shall act upon the complaint and report the result of the investigation to the Librarian or Senior Academic Advisor member as soon as possible. Student violations of the Student Code of Conduct or The Department of Learning Resources Code of Patron Behavior will be investigated and acted upon in accordance with the Student Code of Conduct.

Title IX Violations

Disruptions or student behaviors that fall under Title IX violations (discriminatory acts based on sex, sexual orientation, or gender identity) must be reported immediately to the College's Title IX Coordinator/Civil Rights Compliance Officer.

ARTICLE 18: CONFLICT OF INTEREST AND OUTSIDE EMPLOYMENT

Faculty shall not engage in any activity, business or otherwise, that conflicts with the proper discharge of his or her duties on behalf of the College.

Family Members as Students

In order to protect both Faculty members and students from real or apparent conflicts of interest, students will avoid enrolling in classes taught by their spouse, domestic partner, parent, or immediate family member. However, in small departments or specialized programs or courses, this avoidance may not always be possible. In any case, in which a Faculty member plans to teach a class in which a family member is enrolled, the Faculty member shall disclose and seek approval from the appropriate Vice President/Associate or Assistant Vice President prior to the class start date.

Nepotism

Relatives, partners, those in a dating relationship, or members of the same household are not permitted to work in the same department or be in positions that have a reporting responsibility to each other. Adjunct instructors and other part-time employees who are not evaluated or directly supervised by a relative or household member are exempt from this procedure.

Employees of the College may not supervise, nor recommend the appointment, employment, promotion, or advancement of any relatives, partners, those in a dating relationship or members of the same household in or to a position at the College over which the employee exercises control.

A relative is defined as a spouse, parent, child, brother, sister, aunt, uncle, first cousin, nephew, niece, or grandparent; and including any step, half, or in-law relative.

An employment circumstance that is already in existence as of the first revision date of this procedure may continue as an exception to this procedure.

Individuals are expected to disclose relationships that fall within this policy to Human Resources. Disclosure should be made by persons involved in such relationships but may be made by others who are aware of such a relationship. Any doubt or question as to whether an individual who will be the subject of an employment decision could be considered a relative or closely related person within the meaning of this Policy should be resolved by disclosing the relationship to Human Resources prior to making the employment decision.

If employees begin a dating relation or become relatives, partners, or members of the same household, those employees are required to inform Human Resources of the relationship. The employees will have thirty (30) days to resolve the situation on their own. After thirty

(30) days, if the employees have not yet resolved the situation on their own, the employees' supervisors will work with Human Resources (HR) to determine the most appropriate action for the specific situation. This may include transfer, establishing an alternative reporting responsibility or, if necessary, termination of one of the employees.

The President, in writing, must approve any exceptions to this procedure. Such approval will be recorded and retained in the Human Resources Department.

Outside Employment

The Supplemental Employment Outside the College form (Appendix F) must be submitted to the appropriate Vice President/Associate or Assistant Vice President for approval/disapproval prior to the beginning of every fall, spring, and summer term that the faculty is under contract.

A faculty's request to engage in outside employment or self-employment will be approved as long as it does not:

1. Result in any conflict of interest between the outside employment activity and the College;
2. Inhibit the Faculty member's performance of duties and responsibilities at the College;
3. Interfere with announced departmental and College meetings. Faculty are expected to attend all announced departmental and College meetings. Outside employment conflicts are not a reason to be excused; and,
4. Interfere with scheduled courses, instructional and office hours, or College service responsibilities.

The decision of the appropriate Vice President/Associate or Assistant Vice President shall be final.

ARTICLE 19: EVALUATION OF BARGAINING UNIT MEMBERS

Purpose of Evaluation

The assessment and evaluation of bargaining unit employees will be conducted utilizing a variety of criteria relating to professional competence and commitment of the Faculty member to the College. The purposes of evaluation are to:

- Promote the highest quality instruction (teaching and learning);
- Encourage the highest quality performance by Faculty;
- Encourage professional growth and development of Faculty;
- Review the effectiveness of instruction and service to students and use the results to continuously improve instruction and service to students;
- Evaluate Faculty job performance;
- Promote communication and provide feedback about job performance; and,
- Establish performance goals and expectations.

Evaluation of Faculty, Librarians, and Senior Academic Advisors on Annual Contract

Faculty on annual contract will be formally evaluated by the immediate Dean/Associate Dean or other administrator each year prior to recommendation for annual contract renewal. Annual contract Faculty shall be made aware of the time and day during which such evaluations will occur.

Evaluation of Faculty, Librarians, and Senior Academic Advisors on Continuing Contract

Individuals on Continuing Contract shall have a tri-annual performance evaluation. Every three (3) years as part of the performance evaluation process, they shall submit a post-award self assessment that shall be reviewed by the supervising Dean/Associate Dean and be discussed with the individual as part of the classroom observation process.

The purpose of the post-award self assessment is to demonstrate continued achievement of the standards set for the initial award of Continuing Contract and to demonstrate continual growth and development in the Faculty member's discipline area.

These periodic reviews of Continuing Contract Faculty shall use the same criteria established for the initial award of Continuing Contract as explained in Article 11.

Faculty, Librarians, and Senior Academic Advisors Evaluation Processes

Instructional Faculty Evaluation Process

The instructional Faculty Evaluation shall include the Faculty member's: self-evaluation, classroom observation(s); and, Dean/Associate Dean's evaluation/narrative which will include, at a minimum, grade distributions, student course success rates, and student evaluations of instruction.

Self-evaluations will be a substantive element of the review process. Instructional Faculty are asked to evaluate their professional performance using the criteria set forth in Article 11 (Instructional Faculty Self-Evaluation Form – Appendix G).

A formal evaluation is required each year for annual contract instructional Faculty, while tri-annual evaluation is required for instructional Faculty on Continuing Contract. Classroom, laboratory, clinical and/or online observations by the Dean/Associate Dean and/or other administration shall be part of the evaluation process. These observations shall occur when the Faculty member is performing regular duties and shall be a minimum of thirty (30) minutes. The Dean/Associate Dean shall work with the Faculty member to set the time and date of the observation associated with the evaluation process and will provide the Faculty member with at least one week's notice. Observations may also be made at other times of the academic year and outside of the evaluation process when determined necessary by the Dean/Associate Dean and/or other administrator (Instructional Faculty Evaluation Form – Appendix H).

Results of the observation shall be written in the evaluation and provided to the Faculty member.

Each instructional Faculty member shall be evaluated each primary semester by his/her students, and the results will be discussed with the Faculty member by the Faculty member's Dean/Associate Dean. The summary of these results will be made available to the Faculty member in a timely manner in the Learning Management System.

The Dean/Associate Dean /other administrator shall evaluate each Faculty member per the guidelines, quantitative measures, and factors stated in Article 11. The Dean/Associate Dean shall provide a summative for each Faculty member evaluated based on these criteria. The Dean/Associate Dean /other administrator shall also provide an evaluation of "meets expectations" or "needs improvement."

Librarian Evaluation Process

The Librarian Evaluation shall include: (a) self-evaluation; (b) observation of classroom instruction(s); (c) student feedback; and, (d) Dean/Associate Dean's evaluation and narrative.

Self-evaluations will be a substantive element of the review process. Faculty are asked to evaluate their professional performance using the criteria set forth in Article 11 (Librarian Self-Evaluation Form – Appendix I).

A formal evaluation is required each year for annual contract Librarians, while tri-annual evaluation is required for Librarians on Continuing Contract. Observation of classroom

instruction by the Dean/Associate Dean and/or other administration shall be part of the evaluation process. These observations shall occur when the Faculty member is performing regular duties and shall be a minimum of thirty (30) minutes. The Dean/Associate Dean shall work with the Faculty member to set the time and date of the classroom observation associated with the evaluation process and will provide the Faculty member with at least one week's notice. Observation of instruction may also be made at other times of the academic year and outside of the evaluation process when determined necessary by the Dean/Associate Dean and/or other administrator (Librarian Evaluation Form – Appendix J).

Results of the observation shall be written in the evaluation and provided to the Faculty member.

The Dean/Associate Dean /other administrator shall evaluate each Faculty member per the guidelines, quantitative measures, and factors stated in Article 11. The Dean/Associate Dean shall provide a summative for each Faculty member evaluated based on these criteria. The Dean/Associate Dean/other administrator shall also provide an evaluation of “meets expectations” or “needs improvement.”

Senior Academic Advisor Evaluation Process

The Senior Academic Advisor Evaluation shall include: (a) self-evaluation; (b) student feedback; (c) Dean/Associate Dean's evaluation and narrative.

Self-evaluations will be a substantive element of the review process. Senior Academic Advisors are asked to evaluate his/her professional performance related to the Senior Academic Advisor competencies.

Student feedback will be collected throughout the year and each Senior Academic Advisor will receive the individual student responses.

A formal evaluation is required each year for annual contract Senior Academic Advisors, while tri-annual evaluation is required for Senior Academic Advisor on Continuing Contract (Senior Academic Advisor Self-Evaluation Form – Appendix K; Senior Academic Advisor Evaluation Form – Appendix L).

The Dean/Associate Dean /other administrator shall evaluate each Senior Academic Advisor per the guidelines in the Senior Academic Advisor Performance Review Form. The Dean/Associate Dean shall provide a summative for each Senior Academic Advisor evaluated based on these criteria. The Dean/Associate Dean /other administrator shall also provide an evaluation of performance level “meets expectations or “Needs Improvement.”

Final Performance Evaluation Process

The process shall be as follows:

1. The Dean/Associate Dean /other administrator will hold an evaluation conference with the Faculty member to discuss the completed evaluation including identification of deficiencies and suggestions for improvement.

2. The Faculty member shall sign his/her evaluation acknowledging that he/she has had the opportunity to discuss the evaluation with the evaluator and to respond to the materials presented and any appended comments. The Faculty member's signature does not indicate agreement with the content in the evaluation or acceptance of its conclusions.
3. The evaluation will then be submitted to the supervisor(s) for review and signature.
4. The evaluation will be forwarded to Human Resources who will provide the Faculty member a copy upon request.

Performance Improvement Plans

The Dean/Associate Dean/other administrator shall assist the Faculty member in correcting any performance deficiencies reflected in the Faculty member's evaluation, and/or by prescribing a Performance Improvement Plan (PIP) if deficiencies are noted for overall performance. A Faculty member on Continuing Contract whose annual review indicates any area of concern related to Faculty responsibilities or evaluation criteria shall work with the Dean/Associate Dean/Administrator to develop a PIP to address that concern in the following year.

The PIP shall be developed and written by the Dean/Associate Dean /other administrator and approved by the appropriate Vice President/Associate or Assistant Vice President. It shall include specific performance objectives and timelines designed to assist the Faculty in meeting the stated expectations. If the next annual review indicates the objectives have not been addressed, a post-award evaluation will be required. This evaluation will be in addition to the regularly scheduled three (3) year post-award evaluation. Additionally, the supervisor may require a post-award evaluation if intermittent concerns occur between three (3) year post award evaluations.

Inaccurate Information in the Evaluation

Any inaccurate information in the evaluation will be reviewed by the Vice President/Associate or Assistant Vice President upon written request of the Faculty member. Such information will be removed if it is determined to be inaccurate by the Vice President/Associate or Assistant Vice President.

Faculty Qualified to Teach in More than One Department

Faculty may be qualified to teach in more than one (1) department in the College. When more than one (1) department is involved, the Faculty member will be assigned to one (1) department as the "home" department and that Dean/Associate Dean will assume responsibility for the evaluation/ assessment of the Faculty member. The secondary supervisor will provide input to the "home" department Dean/Associate Dean. Faculty who teach in any secondary departments as "overload" may be evaluated independently by both Departments.

Evaluation of Supplemental Assignments

Evaluation of duties for supplemental assignments is conducted annually outside of the faculty evaluation cycle. Evaluation tools are provided in the Appendices (Curriculum Coordinator Evaluation Form – Appendix M, Workforce Faculty Leadership Evaluation Form – Appendix N, Florida School of the Arts Performance Faculty Supplemental Assignments Evaluation Form – Appendix O, Campus Library Manager Evaluation Form – Appendix P, Advising Office Manager Evaluation – Appendix Q).

Grievance of Evaluations

The Faculty member may file a grievance alleging contract violations over the evaluation process, but may not file a grievance about the rating or content of the evaluation, with the exception of an inaccurate statement which may be grieved if not removed by the appropriate Vice President/Associate or Assistant Vice President. Any such grievance shall be filed at Step 1 of the grievance procedure within twenty (20) calendar days of receipt of the evaluation from the Dean/Associate Dean/other Administrator.

ARTICLE 20: WAGES

Contract Period

Faculty may be granted a nine-, ten-, or twelve-month contract in accordance with Article 12: Work Responsibilities.

Starting Salary

A Faculty member's starting salary shall be based upon academic and professional qualifications predicated upon earned Doctorate, Masters, or Bachelors Degrees from an accredited institution.

The starting salaries for Faculty on a nine (9) month contract are as follows:

Academic Credentials	Starting Salary
Doctorate	\$48,614
Masters with a total of 60 or more graduate hours	\$47,483
Masters	\$46,353
Bachelors or Associate Degree and Program Specific Credentials	\$44,092

The starting salaries for Faculty on a ten (10)-month contract are as follows:

Academic Credentials	Starting Salary
Doctorate	\$54,028
Masters with a total of 60 or more graduate hours	\$52,778
Masters	\$51,527
Bachelors or Associate Degree and Program Specific Credentials	\$49,027

The starting salaries for Faculty on a twelve (12)-month contract are as follows:

Academic Credentials	Starting Salary
Doctorate	\$64,899
Masters with a total of 60 or more graduate hours	\$63,322
Masters	\$61,746
Bachelors or Associate Degree and Program Specific Credentials	\$58,811

Additional consideration may be necessary for positions that are determined "hard-to-fill" due to market conditions, in cases where specialized credentials or experience are required, or other reasons.

Salary Adjustments

1. Effective the first day of their 2026-2027 annual contract, each bargaining unit member who was employed in a bargaining unit position on or before June 30, 2026, shall receive an increase to base pay equal to the greater of three percent (3%) or one thousand five hundred dollars (\$1,500). Bargaining unit members hired on or after July 1, 2026, shall be paid in accordance with the new starting salaries set forth in this article.
2. Regardless of continuing contract status, once a full-time bargaining unit member reaches fifteen (15) years of service at SJR State, he/she will receive a one-time one thousand five hundred dollars (\$1,500) increase to their base salary effective with the next contract year.

Salary Adjustments for Supplemental Assignments

College needs may necessitate that supplemental assignments be created. Supplemental assignments are beyond the Faculty member's regular position. When deemed necessary by the College and approved by the Chief Academic Officer or designee and in accordance with Article 12, Work Responsibilities, Faculty may receive supplemental assignments.

A salary supplement is a payment that temporarily augments the Faculty member's base salary in exchange for undertaking the work of a supplemental assignment. When the special assignment ends, the salary supplement ends.

Payroll periods for supplemental pay shall correspond to regular pay dates during the period the supplemental work is performed.

Supplemental pay assignments may be continued, revised, added, or deleted as work duties specified by these assignments are relevant to institutional needs.

Supplemental Assignments contracted at St. Johns River State College include but are not limited to:

A. Extra Teaching Assignments

If eligible for an additional credit course teaching assignment pursuant to Article 12: Work Responsibilities, effective Fall 2026, bargaining unit employees shall be compensated at the rate of seven hundred fifty dollars (\$750) per contact hour as defined in the College Catalog regardless of academic credential level.

CTE, Clinicals, Continuing Education, Florida School of the Arts Applied Instruction, and Adult Education extra teaching assignments will be paid at the appropriate hourly rate up to one hundred seventy-five dollars (\$175) per hour based on market conditions and tuition generated, as recommended by the appropriate Vice President/Associate or Assistant Vice President.

B. Overload Contract for Librarians

Full-time Librarians may request an overload in the capacity of an adjunct librarian. Overloads are not guaranteed and shall be granted based on need and at the discretion of the Dean of Learning Resources and Chief Academic Officer.

Librarians working overloads in an adjunct librarian capacity will be paid twenty-six dollars (\$26.00) per hour.

C. Curriculum Coordinator

Curriculum Coordinators receive tiered compensation based on the size and scope of their curricular area. Curriculum Coordinators in Tier I receive an annual stipend of four thousand dollars (\$4,000) and take a three (3) hour load reduction fall, spring, and summer terms. Curriculum Coordinators in Tier 2 receive an annual stipend of \$4,500 and no course load reduction. Those in Tier 3 receive an annual stipend of three thousand dollars (\$3,000) and no course load reduction.

Following is the compensation plan for Curriculum Coordinators:

Tier 1: \$4,000 annual stipend + 3 hour reduction Fall/Spring/Summer	Tier 2: \$4,500 annual stipend (No course load reduction)	Tier 3: \$3,000 annual stipend (No course load reduction)
Biological Sciences	Foreign Language	Criminal Justice Advanced & Specialized Training
Communication	Humanities	Criminal Justice Day Basic Law Enforcement
Florida School of the Arts	Physical Sciences	Criminal Justice Evening Basic Law Enforcement
Mathematics	Business/Organizational Management	Criminal Justice High Liability Training
Social Science	Criminal Justice Credit Programs	Nursing PSAV / Accreditation
	Engineering Technology	Nursing - ASN
	Computer	Nursing - LPN
	Biological Sciences - BS	Paralegal
	Social and Human Services	

The College retains the right to add or remove additional curricular areas to the Curriculum Coordinator structure as needed.

D. Faculty Program Directors

In addition to the work of Curriculum Coordinator described above, Faculty Program Directors are responsible for maintaining programmatic licensing and accreditation. Faculty serving as Program Directors are on 12-month contracts and receive an annual stipend of two thousand dollars (\$2,000) and take a three (3) hour load reduction (or receive three (3) additional hours of overload pay) fall, spring, and summer terms for their administrative programmatic responsibilities.

The following bargaining unit members serve as Faculty Program Directors:

- Diagnostic Medical Sonography Director
- EMS Director
- Health Information Technology Director
- Medical Assisting Director
- Radiologic Technology Director
- Respiratory Care Director

The College retains the right to add additional or remove existing curricular areas to the Faculty Program Director structure as needed in response to program expansion and/or contraction.

E. Florida School of the Arts Performance Faculty Stipend

Florida School of the Arts Acting, Dance, Musical Theatre, and Technical Theatre Faculty will each receive an annual stipend of three thousand dollars (\$3,000) for their additional duties related to the directing and management of student theatrical productions. The stipend will be paid evenly over the Faculty member's contract year.

F. Campus Library Manager

Campus Library Managers shall receive a two thousand dollar (\$2,000) stipend annually. The stipend will be paid evenly over the Faculty member's contract year.

G. Assistant Director Advising Manager

Advisors serving as the Office Manager may receive an annual stipend up to three thousand dollar (\$3,000) for additional administrative duties at their respective campus. The stipend as approved by the Vice President for Academic and Student Affairs is limited to one Advisor at each campus and will be paid evenly over the Faculty member's contract year.

H. Faculty Fellows Program

The Faculty Fellows program will recognize and compensate full-time faculty members who undertake additional responsibilities in support of special projects and initiatives identified by the College.

Fellowship responsibilities, eligibility criteria, and application requirements will vary based on the identified institutional priority and corresponding project. The stipend amount will vary based on the scope of work and anticipated amount of time to be dedicated to the project. The scope of work, eligibility criteria, and supplemental compensation will be advertised and made available to all eligible faculty.

Faculty Fellows will be selected through a competitive application process administered by the College. Applying for a Fellowship shall be voluntary, and selection as a Faculty Fellow shall not alter a faculty member's existing contractual rights, teaching load obligations, or terms and conditions of employment. The

College retains the authority to establish, modify, suspend, or discontinue Fellowships based on institutional need.

I. Independent Study Assignments

Independent Study course sections may be offered to facilitate a student's academic progress in unique circumstances, and the College may request a Faculty member to direct an Independent Study. Faculty who agree to this assignment will be compensated at the overload rate equivalent to one credit hour as listed in Section 4A of this Article. An Independent Study section may contain more than one student. Faculty are not required to accept Independent Study assignments and these assignments do not count towards load.

J. Honors Cross-Listed Course Assignments

SJR State's Honors Program consists of both course sections reserved solely for honors students and cross-listed course sections that include a combination of honors and non-honors students. Honors course sections are offered based upon student demand. If sufficient enrollment does not exist for a dedicated honors section, the College may request a Faculty member to teach a cross-listed section of both honors and non-honors students.

Faculty who agree to this assignment of cross-listed sections will be compensated one hundred fifty dollars (\$150) for each honors student. Faculty are not required to accept cross-listed honors course assignments and these assignments count only once towards load. Faculty do not receive additional compensation for course sections reserved solely for honors students.

K. Tutoring Stipends

During the fall and spring terms, the College will offer a stipend to full-time Faculty who are pre-approved to provide up to two hours per week of in-person tutoring in the on-campus tutoring centers to SJR State students in need of assistance in their area of expertise. Full-time Faculty from all disciplines are eligible to participate in this initiative.

Faculty who wish to be considered to participate in the initiative must submit a proposed schedule for approval to their Dean/Associate Dean and the Dean of Learning Resources no later than August 1 for fall and December 1 for spring. The two hours maximum per week of in-person tutoring in the assigned on-campus tutoring location must be scheduled at the same day/time each week and scheduled outside of the Faculty's contractual hours as reported on the Faculty Load Sheet.

Faculty whose proposed schedule is approved by their Dean/Associate Dean and whose hours align with the needs and budget of Learning Resources will be approved for participation in the initiative and compensated at a rate of twenty-five dollars (\$25) per hour, up to two hours/week, up to a total of seven hundred fifty (\$750) for a 15-week fall or spring semester.

While tutoring, Faculty will work under the supervision of the Learning Resources department and document their hours worked utilizing the process as approved by the College's Human Resources Department. Once the appropriate paperwork and approvals are completed, the stipend will be paid in one lump sum after the conclusion of the term.

L. Faculty Club Sponsor Stipends

Faculty selected to serve as a student club sponsor may be eligible to receive a stipend. Faculty serving as club sponsors will be responsible for attending club meetings/events, submitting appropriate documentation and other paperwork, and completing other relevant tasks.

The annual stipend for faculty club sponsors will vary between two hundred fifty dollars (\$250) and eight hundred dollars (\$800), and it will be based upon the number of students in the club, the number of events/activities each semester, travel requirements, and other variables. The annual stipend will be paid in two installments, at the end of the fall and spring semesters.

The selection of faculty to serve as club sponsors will be a collaboration between the faculty member's Dean/Associate Dean and the Office of Student Affairs.

Following is the compensation plan for Faculty Club Sponsors:

- a. Major Club Sponsor: A major club sponsor is working with students outside of class several days a week, sometimes in the evening and sometimes on weekends. The established club is a pivotal part of the College's activity program. Examples: SGA, PTK, Rotaract, Delta Psi Omega, Student Nurses Association. \$800/year, stipend to be split between fall and spring terms.
- b. Academic/Service Club Sponsor: An academic/service club sponsor is working with students outside of class more than one day a week, sometimes in the evening and sometimes on weekends. An academic club is an outgrowth of the academic program. These clubs stem from a desire of both faculty member and students to explore issues and concepts in greater depth or in a different framework than the classroom. Service clubs are designed to provide opportunities for students to be of service to their college or to their community. Examples: Club Espanol De San Agustin, Health Information Technology Club, Psychology Club, Radiology Club. Respiratory Club, La Vida De Arte, Business Club. \$500/year, stipend to be split between fall and spring terms.
- c. Special Interest Club Advisor: A special interest club sponsor is working with students outside of class typically one day a week, rarely in the evening, and almost never on weekends. A special interest club is one that is usually generated by student interest. Students identify a need for an organization and approach the college and a prospective sponsor to ask for permission to start a new club. Examples: Gaming Club, International Club, Ping Pong

Club, Bass Fishing Club, Fellowship of Christian Athletes, Film Club, Gamers' Guild, Nature Club, Students Focused on Christ, Table Tennis Club.
\$250/year, stipend to be split between fall and spring terms.

The College retains the right to add additional or remove existing student clubs to the Faculty Club Sponsor Stipend structure as needed in response to student club membership, activities, and other variables. The Club Sponsor Stipend Form is included as Appendix R.

Additional Educational Degree Attainment

Faculty who complete an additional educational degree will be eligible for an increase in base salary at the beginning of the Faculty member's next contract in the next fiscal year after the degree is earned and appropriate documentation is submitted by the Faculty member. The increase will be consistent with the difference in educational levels as shown in the Salary Schedule.

To be eligible, Faculty must receive a "satisfactory" or "meets expectations" rating on their most recent evaluation, and the additional educational attainment must be from a United States Department of Education recognized college or university in the assigned teaching field or a closely related field, subject to prior approval at department level and by the Chief Academic Officer.

Official transcripts must be furnished to the Human Resources Office by April 1. An increase commensurate to the difference between the academic credential levels will be added to the base salary upon verification and at the beginning of the fiscal year after earning the degree. It is the employee's responsibility to obtain and submit the official transcript to Human Resources. Such pay increases will not be retroactive.

Certifications and Graduate Course Attainment

The College may pay for certain professional licenses, certifications, or additional graduate course(s) beyond a Faculty member's existing professional degrees when earning a professional license or certification is directly related to, required for, or specifically recognized in a Faculty member's teaching area or field of expertise, subject to prior approval at the department level and by the Chief Academic Officer.

To be eligible for this benefit, the Faculty member must agree in writing to remain employed by the College for one (1) academic year following completion of the professional license, certification, or additional graduate course(s). The Faculty member must also agree in writing that if he or she does not remain employed by the College for one (1) academic year following completion of the professional license, certification, or additional graduate course(s), that the Faculty member will repay the College for the incurred cost or allow the College to deduct the incurred cost from the Faculty member's final paycheck. This agreement between the Faculty member and the College must be finalized in advance of the Faculty's enrollment.

No pay raise is associated with the attainment of professional licenses or certifications or additional graduate hours above the Faculty member's existing graduate degree, except for additional educational degree attainment pursuant to section 4A of this Agreement.

Supplemental Pay for Continuing Contract

After successfully meeting all requirements for continuing contract, Faculty will receive an additional one thousand five hundred dollars (\$1,500) annually over twelve (12) months.

Pay Dates

All bargaining unit employees shall be paid on a monthly basis on the last College business day (Monday - Friday) of each month, unless otherwise established by the Chief Financial Officer. All bargaining unit employees will be paid 1/12 of their total academic year contract each month regardless of contract length (9-, 10-, or 12-month).

Retirement Incentive Program

In the event the College develops a retirement incentive program for non-bargaining unit employees, members of the bargaining unit who meet the established eligibility criteria shall be eligible to participate under the same terms and conditions as non-bargaining unit employees.

ARTICLE 21: BENEFITS AND LEAVE

State Group Insurance Benefits

The College is a participating member of the State Group Insurance Program (SGIP) through the Florida Department of Management Services (DMS). As such, College offerings for bargaining unit members are subject to continued offerings and availability of such insurance programs through DMS. The College offers a comprehensive insurance benefits package through the State Group Insurance Program as part of your benefit package.

Bargaining unit members will have access to health, dental, vision, life, and other supplemental insurance plans through the SGIP.

Additional Life Insurance

During the term of this Article, the College shall provide life insurance in the amount equal to one time the base salary, rounded up to the nearest thousand, for the annual contract salary amount or the annual salary for the continuing contract of the bargaining unit member up to a maximum coverage amount of \$300,000.

Educational Opportunities

Employee and Dependent Scholarship Program

Bargaining unit members and their dependents may be granted scholarships to enroll in courses at SJR State. The Scholarship Program will cover registration fees for a maximum of six (6) credit hours for Fall Term, six (6) credit hours for Spring Term, and six (6) credit hours for Summer Term. A total award of eighteen (18) credit hours per year may be shared between the employee and dependent(s). For qualifying students enrolling in “clock hour” programs, the scholarship program will cover registration fees for up to 180 hours for Fall and/or Spring Terms and up to 90 clock hours for Summer (equivalent to the credit hours covered, but NOT in addition to the credit hours).

Dependent eligibility is defined in College Procedure 3.5.

Only in-state tuition and registration fees will be covered. Laboratory and special course fees are not covered.

Community and Continuing Workforce Education courses and Corporate Training classes are NOT eligible for this program. Only Bachelors programs specified on the scholarship application are eligible for consideration. Applicants who are on disciplinary or academic probation are not eligible for this scholarship program. Unused scholarship hours cannot be accumulated from term to term. Registration processes will be handled in the same manner as all other students based on earned hours.

Bargaining unit members must have been employed in a full-time status for at least six (6) months before being eligible for these scholarships. A bargaining unit member or

dependent who demonstrates unsuccessful course attempts may be ineligible to continue receiving this scholarship. Third attempts at any one course are NOT covered. Tuition Assistance Program

Tuition Assistance Program

Undergraduate and graduate coursework taken by a full-time bargaining unit member at other accredited institutions of higher learning may be considered for reimbursement each fiscal year subject to budget availability. In order to be eligible, the SJR State Tuition Reimbursement Educational Plan form must be submitted to the applicable Vice President/Associate or Assistant Vice President by March 1 of each year.

Bargaining unit members must have been employed for at least six (6) months before being eligible for tuition assistance and must be employed by the college in a full-time capacity at the time of reimbursement. Coursework must be in a discipline and from an institution as approved by the bargaining unit member's Vice President/Associate or Assistant Vice President.

Once the bargaining unit member provides documentation of payment and successful completion of the course (grade C or better if a grade is assigned for the course) to the Business Office, reimbursement shall be made to the bargaining unit member. Coursework beyond the minimum required for the degree, textbooks, or laboratory fees cannot be reimbursed under this program.

Employee Assistance Program

The College shall provide an Employee Assistance Program (EAP). Notice of availability of the program, including an explanation of services offered, is provided by the Human Resources Department to all bargaining unit members upon hire. Additional information and EAP resources may be communicated from time to time through email delivery, face-to-face seminars, or campus mail.

Retirement Plans and Tax-Sheltered Annuities

Retirement plans include the Florida Retirement System ("FRS") Pension Plan and the FRS Investment Plan. Bargaining unit members also have the option to contribute on a voluntary basis to tax-sheltered annuity plans that are approved by the College.

Use of College Equipment and Facilities

Bargaining unit members are authorized to use college equipment and facilities as specified under SJR College Procedures 3.24 and 4.12. The use of College vehicles is available for College-related business only. Only bargaining unit members on the designated bargaining team may use a College vehicle or request mileage reimbursement when attending official bargaining meetings. Such use of college vehicles or mileage reimbursements must be requested in advance and is subject to budgetary availability. Use

of tobacco products or electronic cigarettes is prohibited in College vehicles, in College facilities and on College property.

Parking

Parking shall be provided free of charge to bargaining unit members on each campus and will be maintained in accordance with State Requirements for Educational Facilities (SREF). The College reserves the right to determine whether parking spaces on each campus are designated or not.

Annual Leave

Pursuant to Board Policy 5.09, bargaining unit members on less than twelve-month contracts do not receive annual leave. For bargaining unit members who earn annual leave, payment for unused annual leave upon separation from employment is set forth in Board Policy 5.09.

Sick Leave

Bargaining unit members are provided with sick leave, as set forth in Board Policy 5.12. Upon termination of employment, the bargaining unit member's final compensation will be adjusted in an amount necessary to ensure that sick leave taken with compensation shall not exceed the days of earned sick leave. Payment for unused sick leave upon retirement from employment is set forth in Board Policy 5.11. A sick leave pool is also available, as set forth in Board Policy 5.12 (A).

Bargaining unit members who are sick and/or are unable to fulfill their duties as listed on their Faculty Load Sheet (e.g., teach class, hold office hours, complete professional development/college service activities) must notify their supervisor and department office as soon as possible by phone and email. In addition, bargaining unit members should email their students and post an announcement in the College's Learning Management System. Upon return to work, bargaining unit members must submit a leave request to their supervisor or department office.

Leave Payouts upon Termination

For leave payouts upon termination, the official last date of employment may not be on a College-paid holiday unless the employee is retiring from the College and gives at least a 30-day notice.

Personal Leave

Four (4) days (thirty-two (32) hours) deducted from sick leave may be allowed for personal reasons each fiscal year (July 1 – June 30). Such leave shall be charged only to accrued sick

leave and must be approved by the appropriate supervisor. Restrictions regarding converting sick leave to personal leave are set forth in SJR College Procedure 3.1.5.8.3. Personal leave without pay in excess of five (5) days (forty (40) hours) requires Board approval.

For instructional personnel, such leave for personal reasons not covered by Family Medical Leave Act shall have the following conditions (except when approved by the appropriate Vice President/Associate or Assistant Vice President):

1. No more than two (2) days (sixteen (16) hours) of leave may be taken in Fall or Spring Term.
2. No more than one (1) day (nine (9) hours) may be taken in any Summer Term.
3. Evening classes that are part of the base contractual load and are within the requirements outlined in 1. and 2. are permitted.

Deductions from Accrued Leave

For each full day of absence, the number of hours deducted from a bargaining unit member's accrued leave shall equal the entire eight-hour day (nine during the summer four-day work week). If the bargaining unit member worked part of a day, the leave deducted will be the difference between eight (or nine) hours and the hours actually worked that day.

Overloads and Leave

Since overloads are not included in the bargaining unit member's employment contract, and leave accruals are based upon a standard eight (8) hour day, leave is only applicable for his/her base contractual load. Any instructional course hours for which an instructor receives an overload are not covered by sick leave, personal leave, or annual leave. Bargaining unit members who miss one of his/her overload courses while on leave will be docked pay for the overload course.

Professional Leave

Professional leave for bargaining unit members is set forth in Board Policy 5.42.

Unauthorized Leave of Absence

Bargaining unit members willfully absent from duty without leave, at the discretion of Administration, may forfeit compensation for the time of such absence and may be subject to discipline up to and including termination of employment. If a bargaining unit member granted leave fails to return to duty at the termination of the leave, his/her employment shall be subject to cancellation by the Board.

Administrative Leave

Administrative leave for bargaining unit members is set forth in Board Policy 5.43.

Military Leave

Military leave for bargaining unit members is set forth in Board Policy 5.34. The College will comply with all state and federal laws regarding military leave.

Family Medical Leave

Family Medical Leave for bargaining unit members is set forth in College Procedure 3.1.5.7.

ARTICLE 22: INTELLECTUAL PROPERTY

Purpose

The College creates and supports an intellectual environment in which College employees are free to create and collaborate in the development of scholarly and creative works, educational materials, and other intellectual property. Such development activities increase professional knowledge, provide creative models for students, and bring recognition to the individuals and the College.

Materials Subject to Copyright and Patent

In general, the materials subject to copyright and patent shall be divided for discussion purposes into the following major categories:

- Books, study guides, television scripts, articles, lectures, artistic works, logos, graphic designs, musical arrangements and compositions, dramatic compositions, tests, and other relevant materials which are normally covered by copyright laws.
- Technological materials such as computer programs, multimedia, television related materials, digitally formatted materials, films released by major or independent studios, and other similar content, all of which are normally covered by copyright laws.
- Scientific products and discoveries, which are usually subject to patent as opposed to copyright laws.

All materials covered by this Article shall be interpreted under one of the above categories.

Determination of Rights

To determine the disposition of rights to copyrightable materials and patents developed by Faculty, such rights shall be interpreted within the framework of the categories listed below:

Individual Effort: Right to copyrightable materials or patents that are generated as a result of individual initiative and not as a specific College assignment shall reside solely with the author or inventor.

College Assisted Individual Effort: When the College provides support of an individual effort resulting in copyrightable materials or patents by contributing Faculty time, facilities and/or other College resources, the College is entitled to certain rights and privileges as listed below.

- The College shall be granted a royalty-free license to make full use of all products and processes so developed pursuant to this section.

- The College shall recover all costs, supported by detailed records on time and materials.
- Generally, copyrights and patents shall be held in the name of the College Faculty member concerned, but agreements between the Faculty member and the College may create other rights and responsibilities, including joint ownership.

College Initiated and Supported Efforts: Ownership of copyrightable material or a patent relating to materials or processes identified above, developed as a result of specific assignment by the College or arising out of the duties for which the individual was specifically employed by the College, shall reside with the College.

Sponsor Supported Efforts: Faculty who produce copyrightable material or a patent under sponsor-supported projects shall be governed by the specific terms and conditions of the applicable sponsorship contract.

Royalty Income

Royalty income from copyrighted materials and patents shall be distributed as listed below:

Individual Effort: Income derived from materials and patents produced from the individual initiative of College Faculty, as defined above, shall accrue solely to the author or inventor.

College Assisted Individual Effort: Income derived from individual efforts that are complemented by College time, facilities and/or resources, as defined above, shall accrue solely to the author or inventor. However, repayment to the College must be made by the individual(s) concerned, as outlined above, which also outlines the other rights of the College in these cases. The above holds in all cases except those in which the individual(s) request, and the College agrees to permit the College's name to be used in connection with the product or process. In these cases, royalties shall be shared with the College receiving twenty-five (25%) percent and the individual(s) receiving seventy-five (75%) percent, unless a written agreement is executed and approved by all parties prior to the granting of the copyright or patent that specifies an alternative sharing of royalties.

College Initiated and Supported Efforts: When copyrighted material or a patent is generated by a specific College assignment or as a result of labors for which the individual was employed, for any matters covered under the above information, the College shall be the sole recipient of all income derived therefrom.

Sponsor Supported Efforts: Income derived from sponsor-supported efforts shall be disbursed in accordance with the specific terms of governing contractual or grant documents. Income derived from copyrighted materials or patents shall be disbursed in accordance with stated College policies when the contract or grant document is silent as to disbursement of royalties or times of value.

Dispute Resolution

Disputes between the author(s) of a work and the College are grievable in accordance with Article 8: Grievance Procedure; however, the parties encourage informal resolution and/or mediation when possible.

ARTICLE 23: STUDY ABROAD OR DOMESTIC TRAVEL COURSES AND FIELD TRIPS

All study abroad and domestic travel courses must be approved by the appropriate Dean/Associate Dean, Vice President/Associate or Assistant Vice President, and the College's District Board of Trustees. Faculty leaders and co-leaders must follow all policies and timelines in the St. Johns River State College Study Abroad Handbook (Appendix S).

Study abroad and domestic travel courses shall, as a rule, be held to the same enrollment requirements as other courses offered by the College. However, the College recognizes the multiple benefits that these courses offer students and therefore seeks to facilitate such opportunities. The appropriate Vice President/Associate or Assistant Vice President shall determine on a case-by-case basis when and if a course shall be offered and/or cancelled.

Study abroad and domestic travel courses may be taught as part of the Faculty member's regular teaching load or as an extra teaching assignment at the compensation rates established in the Article on Wages. Faculty expenses should be included in the student cost and shall be reimbursed only in accordance with College policy and if approved in advance by the appropriate Vice President/Associate or Assistant Vice President. No additional compensation or load reduction for leadership of study abroad and domestic travel courses will be granted to the Faculty member.

Field trips, in which students are not actively participating in a contest or formal event, are limited to one hundred (100) miles. No overnight trips of this type will be authorized. Exceptions must be approved by the President/President's designee.

Class field trips must be planned so that absences from other classes will be minimized. Field trips must be approved by the appropriate Dean/Associate Dean and Vice President/Associate or Assistant Vice President. Faculty should submit a completed Instructional Field Trip form at least one week prior to the field trip (Appendix T). All students must complete the Student Activity Release Form prior to the field trip (Appendix U).

The instructor will be responsible for submitting a list of all students involved, dates, hours, and a description of the trip to the appropriate Dean/Associate Dean/Vice President. Following his/her approval, this information will be forwarded to the Registrar's Office and the students' other instructors so that the other instructors will be aware of anticipated absences of their students.

The instructor will be notified when the field trip has received final approval. Instructors will not penalize students for participating in officially approved school functions by marking such students absent; however, students must make up work missed.

ARTICLE 24: DISCIPLINE

Purpose

Discipline shall be for just cause and is intended, when appropriate, to be corrective and progressive in nature.

Discipline for Just Cause

Faculty shall be subject to discipline for just cause according to the nature and severity of the offense, for conduct that violates reasonable standards of conduct which include, but are not limited to, the following:

1. Incompetence, negligence, inefficiency, or neglect in the performance of duty;
2. Conviction of a criminal offense or misdemeanor involving moral turpitude;
3. Violation of lawful rule, policy, directive, or instruction;
4. Abusive or inappropriate conduct toward students, employees, or the public;
5. Insubordination or disrespect toward supervisors;
6. Violation of College policies or procedures, including civility and professional conduct standards;
7. Discrimination, harassment, or retaliation;
8. Inducing another employee to violate College policy or procedure;
9. Unauthorized absenteeism, tardiness, or abuse of leave privileges;
10. Reporting to work under the influence of/impaired by alcohol or drugs;
11. Possession, use, or sale of alcohol or unlawful or unauthorized controlled substances during working hours or on College property;
12. Careless, negligent, or unauthorized use of College property;
13. Theft, misuse, or misappropriation of property, funds, or equipment;
14. Falsification of records or official documents;
15. Failure to report after expiration of approved leave;
16. Unauthorized disclosure of confidential information;
17. Violation of safety rules or accepted safety practices;
18. Unauthorized possession of weapons or firearms on College property, except as otherwise permitted by law or authorized policy; and
19. Other conduct constituting cause for discipline.

Preliminary Review and Investigation

Upon receipt of information alleging conduct that may warrant disciplinary action, the College may review the matter and gather preliminary facts to determine whether further action, including a formal investigation, is warranted. Such preliminary review may include interviews, review of records, and other reasonable fact-gathering measures.

If the College determines that a formal investigation is appropriate, the faculty member shall be notified in writing of the investigation and the general nature of the allegations, unless a temporary delay in notice is reasonably necessary to protect the integrity of the investigation, preserve evidence, comply with legal obligations, or protect the safety of persons or property.

The written notice of a formal investigation shall be sent to the faculty member's SJR State email account and will advise the faculty member of any temporary change in work status, including administrative leave or investigatory suspension with pay, as permitted by law, Board policy, or this Agreement. Administrative leave or investigatory suspension with pay pending review shall be non-disciplinary in nature and shall not constitute a finding of misconduct.

A bargaining unit member may be represented by a representative of the employee's choice, including Union representation or legal counsel, at any meeting the employee reasonably believes may result in discipline or be used to establish grounds for discipline. If requested representation is unavailable, the meeting may be rescheduled within a reasonable time. The bargaining unit member shall have the opportunity to respond to and address information or evidence that may be relied upon in determining whether discipline is warranted. Anonymous allegations, standing alone and without corroborating evidence, shall not serve as the sole basis for disciplinary action.

The College shall make reasonable efforts to complete investigations promptly. Notice of investigation does not constitute discipline or a determination that misconduct occurred.

Following completion of the investigation, the College may:

1. take no further action;
2. provide supervisory counseling or recommend corrective direction;
3. issue discipline consistent with this Article; or
4. recommend disciplinary action to the District Board of Trustees where Board action is required.

Progressive Discipline

When appropriate, discipline for successive or related misconduct shall be progressive. Progressive discipline may include the following steps; however, the College may impose discipline at any level depending upon the seriousness of the conduct or prior disciplinary history.

Verbal and/or Written Warning

A verbal or written warning is notice to a bargaining unit member regarding conduct or performance that is inappropriate, deficient, or contrary to established rule, policy, procedure, or professional expectation, and may include expectations for improvement.

Suspension for Discipline

A bargaining unit member may be suspended without pay by action of the District Board of Trustees upon written recommendation of the President following notice of the proposed disciplinary action¹ and an opportunity to respond as provided by applicable law and this Agreement. Suspension without pay is disciplinary in nature and is distinct from administrative leave or investigatory suspension with pay.

Return to Annual Contract / Termination

A bargaining unit member on continuing contract may be returned to annual contract status or terminated by action of the District Board of Trustees upon written recommendation of the President following notice of the proposed disciplinary action¹ and an opportunity to respond as provided by applicable law and this Agreement.

Other Provisions

A bargaining unit member may submit a written response to disciplinary action, and such response shall be maintained with the disciplinary record. If any material is found through mutual agreement, grievance process, or court proceeding to be inaccurate, that finding shall be documented in the official personnel file of the bargaining unit member.

Unless exigent circumstances exist, reprimand or disciplinary discussions shall not occur in the presence of students or individuals not involved in the matter.

A verbal or written warning may be appealed in writing to the appropriate Vice President, Associate Vice President, or Assistant Vice President, whose decision shall be final unless otherwise provided in this Agreement.

Appeals or grievances concerning suspension, return to annual contract, termination, or other grievable discipline shall be governed by Article 8.

¹ The notice of the proposed disciplinary action shall be sent to the employee's address on file with the College via certified mail with return receipt requested or delivered in person with written documentation of receipt obtained. To ensure rapid communication of information, a copy of the disciplinary communication will also be sent to the employee's email address on file with the College. It is the employee's responsibility to ensure the College is updated on all mailing and email address changes.

The notice shall advise the faculty member of the date, time, and location of the meeting in which the Board will act upon the President's recommendation and of the faculty member's right to an informal hearing before the Board. The notice shall advise the bargaining unit member of their right to challenge the action through Article 8 Grievance and Arbitration Procedure.

ARTICLE 25: REDUCTION IN FORCE

A reduction in force may require the separation, involuntary demotion not as a result of discipline, or reassignment of employees covered by this bargaining unit. The decision to reduce the work force of employees covered by this bargaining unit cannot be grieved under Article 8, Grievance and Arbitration Procedure, but a Faculty member may file a grievance alleging a violation of the process provided below. The parties recognize both the Administration's right under F.S. 447.209 to initiate layoffs and UFF's right to negotiate the impact of such decisions.

Personnel who are to be laid off will be identified and notified as soon as possible. A minimum of thirty (30) days' notice shall be required.

Reduction in Force Criteria

The following criteria will be utilized in the event that it becomes necessary to reduce personnel:

1. The needs of the College community;
2. Employee performance as determined by existing evaluations*;
3. Educational qualifications and/or expertise in assigned position(s);
4. Relevant work experience;
5. Accreditation standards of appropriate agencies; and,
6. Employee's years at the College as a full-time Faculty member.

*Incorporated with the above criteria for reduction are the working definitions of the evaluative criteria as stated in the Florida Board of Education Rules.

The College will establish the layoff unit, including but not limited to department, program, campuses, disciplines, and sub-disciplines.

An individual whose position has been eliminated may be offered immediate placement into a vacancy for which the individual is qualified in another department or program, should such position vacancy exist. In the event such an offer of reemployment is not accepted, the employee shall receive no further consideration for reemployment pursuant to this Policy.

Employment Recall

A recall list shall be valid for one (1) year.

All persons on the recall list should regularly review the posted College position vacancy announcements. Should a vacancy occur at the College, the employee must apply to receive consideration.

Any offer of reemployment pursuant to a reduction in force must be accepted within fifteen (15) days of the date of the offer. In the event such offer of reemployment is not accepted, the employee shall receive no further consideration for reemployment pursuant to the recall provisions set forth in this Policy.

An employee who held a continuing/permanent status appointment on the date of termination by reason of layoff shall resume the continuing/permanent status appointment upon recall.

The employee shall receive the same credit for years of service for purposes of layoff as held on the date of layoff.

ARTICLE 26: SEVERABILITY AND PROHIBITION AGAINST RE-OPENING OF NEGOTIATIONS

Should any provision of this Agreement, or any part thereof, be rendered or declared invalid by any decree of a court of competent jurisdiction to include changes to Florida Statute, Florida Administrative Code, and Florida Department of Education Rule, all other articles and sections of this Agreement shall remain in full force and effect for the duration of this Agreement. The parties agree to immediately meet and confer concerning any invalidated provision(s) and attempt to negotiate replacement provisions if appropriate.

This Agreement contains the entire agreement of the parties on all matters relative to wages, hours, terms, and conditions of employment as well as all other matters, which were or could have been negotiated prior to the execution of this Agreement. This Section does not prohibit the parties from entering into negotiations concerning the terms of a successor agreement, reopeners as agreed to or bargaining over the impact of management decisions that affect terms and conditions of employment.

ARTICLE 27: CONTRACT AVAILABILITY

The College shall make an electronic version of the Agreement available on the College website.

ARTICLE 28: DURATION

This Agreement shall become effective upon ratification by the Union and the College and shall remain in effect until June 30, 2030.

The College and UFF agree that Article 20 Wages and Article 21 Benefits and Leave will be reopened in spring 2027, spring 2028, and spring 2029.

If a successor agreement is not ratified prior to the date upon which this agreement expires, the current Collective Bargaining Agreement (CBA) remains in effect until a new agreement is ratified or imposed.

UNITED FACULTY OF FLORIDA

ST. JOHNS RIVER STATE COLLEGE

Dawn Bergeron
President

Joe H. Pickens, J.D.
President

Clay Moore
Chief Negotiator

Rich Komando, J.D.
Chairman, District Board of Trustees

Dated:_____

Dated:_____

APPENDICES TO THE COLLECTIVE BARGAINING AGREEMENT

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Appendix A: Grievance and Arbitration Procedure

GRIEVANCE AND ARBITRATION PROCEDURE
St. Johns River State College Board of Trustees / United Faculty of Florida

Section I.

Date Received by College: Click or tap to enter a date.

Process (circle one): STEP ONE STEP TWO STEP THREE ARBITRATION

Name of Grievant: Click or tap here to enter text.

Department: Click or tap here to enter text.

Campus: Click or tap here to enter text.

Office Phone: Click or tap here to enter text.

Email: Click or tap here to enter text.

If grievant is represented by the UFF or legal counsel, all communications should go to the grievant's representative.

Name of Grievance Representative: Click or tap here to enter text.

Mailing Address: Click or tap here to enter text.

Office Phone: Click or tap here to enter text.

Email: Click or tap here to enter text.

Section II. Grievance

Article(s) and Sections(s) of Agreement allegedly violated: Click or tap here to enter text.

Statement of grievance - Must include date of acts or omissions complained of: Click or tap here to enter text.

Remedy Sought: Click or tap here to enter text.

Section III. Authorization

Select representation and provide associated signature.

I will be represented in this grievance by:

☐ UFF _____

☐ Legal Counsel _____

☐ Myself _____

I do ☐ do not ☐ want a postponement for up to 30 days to seek informal resolution of this grievance.

I UNDERSTAND AND AGREE THAT BY FILING THIS GRIEVANCE, I WAIVE WHATEVER RIGHTS I MAY HAVE UNDER CHAPTER 120 OF THE FLORIDA STATUTES WITH REGARD TO THE MATTERS I HAVE RAISED HEREIN AND UNDER ALL OTHER COLLEGE PROCEDURES WHICH MAY BE AVAILABLE TO ADDRESS THESE MATTERS.

This grievance was filed with the Click or tap here to enter text. as defined in Article 8 on Click or tap to enter a date. by:

- ☐ Email
- ☐ Mail (certified or registered, restricted delivery, return receipt requested)
- ☐ Personal delivery
- ☐ Other (specify):

Signature of Grievant:

Appendix B: Instructional Faculty Continuing Contract Performance & Portfolio Screening Rubric



Instructional Faculty Continuing Contract Performance & Portfolio Screening Rubric

FACULTY MEMBER: ____

DEPARTMENT: ____

COMMITTEE MEMBER NAME: ____

DATE: ____

To be eligible for Continuing Contract, all required portfolio components must be addressed with no score below 2 (Proficient).

Scores Defined

3 - Exemplary: Documents submitted by the faculty member are of excellent quality and evaluations of performance demonstrate excellence and ability for the faculty member to excel without regular, close classroom supervision and other evaluation.

2 - Proficient: Documents submitted by the faculty member are quality work and evaluations of performance demonstrate proficiency and ability for the faculty member to operate successfully without regular, close classroom and other evaluation.

1 - Basic: Documents submitted by the faculty member are limited and evaluations of performance demonstrate basic service and ability to meet minimum expectation with regular supervision.

0 - Unsatisfactory: Documents submitted by the faculty member reveal little or no quality information and evaluations of performance demonstrate additional regular, close supervision and evaluation of performance necessary.

Section 1.

REQUIRED COMPONENTS OF PORTFOLIO	SCORE	EVALUATOR COMMENTS
Vision Statement of the unique role of a full-time faculty member at SJR State. Length to be equivalent to two double-spaced pages. - Is the faculty member's vision congruent with the College's mission & goals? - Does the faculty member's vision statement clearly articulate and reflect the roles and responsibilities of their position and, where applicable, program-specific goals and outcomes? - Does the faculty member's vision include strategies for improving student success, progression, or completion, as appropriate to the discipline?		
Evidence of continued professional development. - Does professional development activity reflect the needs of the department? - Do the professional development activities reflect areas addressed in evaluations? - Do the professional development activities reflect new contributions to the department/discipline? - Do the professional development activities demonstrate direct application to instructional improvement, student learning outcomes, or program performance measures, as appropriate?		
Evidence of institutional involvement in terms of service on departmental/institutional committees. - What departmental/institutional committees did the faculty member participate in? - Did the faculty member demonstrate meaningful contributions when serving on the committees? - Has the faculty member contributed to data review, analysis, or initiatives designed to improve departmental or institutional performance outcomes, as appropriate?		

REQUIRED COMPONENTS OF PORTFOLIO	SCORE	EVALUATOR COMMENTS
Evidence of institutional involvement in terms of service on curriculum review/development committees. • What curriculum, instructional framework, or program alignment activities did the faculty member participate in? • Did the faculty member make meaningful contribution to curriculum review/revisions? • Did the faculty member demonstrate leadership or collaboration in maintaining instructional relevance, alignment, and currency, as appropriate to the discipline or program?		
Evidence of institutional involvement in terms of service with accreditation and institutional effectiveness. • What accreditation activities has the faculty member been involved in? • How has the faculty member contributed to the design and measurement of student learning outcomes? • How has the faculty member contributed to program-level planning, outcome tracking, or continuous improvement efforts aligned with institutional or program strategic plans?		
Evidence of institutional involvement in terms of service through participation and/or attendance at College sponsored events and activities, student activities, student clubs, etc.		
Changes that the faculty member has made in the classroom or other areas in response to student evaluations. • How has the faculty member utilized student evaluations? • If an online instructor, what do student evaluations indicate? • How has instruction been changed to reflect feedback?		
Changes that the faculty member has made in the classroom or other areas in response to peer feedback. • How has the faculty member responded to peer input?		

REQUIRED COMPONENTS OF PORTFOLIO	SCORE	EVALUATOR COMMENTS
How has the faculty member demonstrated collaboration with peers when evaluating student learning outcomes and closing the assessment loop?		
Changes that the faculty member has made in the classroom or other areas in response to administrative evaluations. - How has the faculty member utilized administrative evaluations? - How has the faculty member implemented changes in response to programmatic goals, performance data, or strategic planning priorities, in addition to evaluation feedback, where applicable?		

Section 2. For this section, the Faculty member may include information they feel would help committee members score the component.

REQUIRED EVALUATION OF PERFORMANCE	SCORE	EVALUATOR COMMENTS
Evaluations by directors, deans, and administrators.		
Syllabus or equivalent instructional documentation contains all required items. Instructor specific items are clear, accurate, and reasonable.		
Instructional and assessment methods demonstrate appropriate rigor and variety, including contextualized learning, employability skills, higher-order thinking, collaboration, and real-world application, as appropriate. Instructional materials are aligned to course objectives and assessments.		
Interacts with students and provides opportunities for questions and discussions. Provides timely feedback to students regarding scores on assessments, progress, and grades.		
Student success and achievement: - Assessment of Student Learning Outcomes - Grade Distributions, when applicable - Course Success Rates, when applicable - Student Progression and Completion, when applicable		

REQUIRED EVALUATION OF PERFORMANCE	SCORE	EVALUATOR COMMENTS
- Program Retention, Post-Testing, Credential or Exam Completion Rates, when applicable - Employer surveys/job placement data, when applicable		
Demonstrated professionalism and effective working relationships with students, faculty, and staff at the College.		
Demonstrated commitment to the mission of the Florida College System and the mission of SJR State.		
Communicated ideas, theories, and processes, in a clear and understandable manner.		
Demonstrated awareness of the needs of the student populations served by the College and a willingness to work with each student to maximize academic and educational success.		
Demonstrated technological competence to carry out the duties required of instructional positions at SJR State.		

Section 3.

OPTIONAL PORTFOLIO ITEMS	EVALUATOR COMMENTS
Membership in professional associations or societies that support the faculty member's success, with a description of how this involvement enhances instructional effectiveness and professional growth.	
Honors, awards, recognitions, letters of recommendation, etc., that the faculty member has received.	
Additional documentation, evidence of success, etc., that the faculty member believes will assist the Continuing Contract Screening Committee in making a recommendation.	

OPTIONAL PORTFOLIO ITEMS	EVALUATOR COMMENTS
Evidence of the faculty member's service as an ambassador for SJR State within the three-county district served by the College and state-wide. • Has the faculty member worked with business and industry? • Has the faculty member been involved with Advisory Boards? • Has the faculty member otherwise been involved with community outreach efforts on behalf of the College?	

ADDITIONAL COMMENTS

Appendix C: Librarians Continuing Contract Performance & Portfolio Screening Rubric



Librarians Continuing Contract Performance & Portfolio Screening Rubric

FACULTY MEMBER: [Click or tap here to enter text.](#)

DEPARTMENT: [Click or tap here to enter text.](#)

COMMITTEE MEMBER NAME: [Click or tap here to enter text.](#)

DATE: [Click or tap here to enter text.](#)

To be eligible for Continuing Contract, all required portfolio components must be addressed with no score below 2 (Proficient).

Scores Defined

3 - Exemplary: Documents submitted by the faculty member are of excellent quality and evaluations of performance demonstrate excellence and ability for the faculty member to excel without regular, close classroom supervision and other evaluation.

2 - Proficient: Documents submitted by the faculty member are quality work and evaluations of performance demonstrate proficiency and ability for the faculty member to operate successfully without regular, close classroom and other evaluation.

1 - Basic: Documents submitted by the faculty member are limited and evaluations of performance demonstrate basic service and ability to meet minimum expectation with regular supervision.

0 - Unsatisfactory: Documents submitted by the faculty member reveal little or no quality information and evaluations of performance demonstrate additional regular, close supervision and evaluation of performance necessary.

Section 1.

REQUIRED COMPONENTS OF PORTFOLIO	SCORE	EVALUATOR COMMENTS
Vision Statement of the unique role of a full-time faculty member at SJR State. Length to be equivalent to two double-spaced pages. - Is the faculty member's vision congruent with the College's mission & goals? - Does the faculty member's vision statement clearly articulate and reflect the roles and responsibilities of their position?		
Evidence of continued professional development. - Does professional development activity reflect the needs of the department? - Do the professional development activities reflect areas addressed in evaluations? - Do the professional development activities reflect new contributions to the department/discipline?		
Evidence of institutional involvement in terms of service on departmental/institutional committees. - What departmental/institutional committees did the faculty member participate in? - Did the faculty member demonstrate meaningful contributions when serving on the committees?		
Evidence of involvement in information fluency curriculum development and/or collection development. - What information fluency development activities did the faculty member participate in? - Did the faculty member demonstrate leadership or collaboration in these activities? - Did the faculty member demonstrate meaningful contributions to creating and/or revising curriculum and/or collection development?		

REQUIRED COMPONENTS OF PORTFOLIO	SCORE	EVALUATOR COMMENTS
Evidence of institutional involvement in terms of service with accreditation and institutional effectiveness. - What accreditation activities has the faculty member been involved in? - How has the faculty member contributed to in the design and measurement of student learning outcomes?		
Evidence of institutional involvement in terms of service through participation and/or attendance at College sponsored events and activities, student activities, student clubs, etc.		
Changes that the faculty member has made in instruction or other areas in response to student evaluations and personal observations. - How has the faculty member used Information Literacy Surveys, Employee Surveys, Graduate Surveys, New Student Surveys, and Spring Surveys? - How has instruction or other areas of responsibility been changed in response to personal observations?		
How has the faculty member contributed to student success in teaching students to learn to retrieve, organize, and effectively use information?		
Changes that the faculty member has made in instruction or other areas in response to administrative evaluations. How has the faculty member utilized administrative evaluations?		

Section 2. For this section, the Faculty member may include information they feel would help committee members score the component.

REQUIRED EVALUATION OF PERFORMANCE	SCORE	EVALUATOR COMMENTS
Demonstrated efficiency and effectiveness in the library and the College environment.		
Demonstrated professionalism and effective working relationships with students, faculty, and staff employed by at the College.		

REQUIRED EVALUATION OF PERFORMANCE	SCORE	EVALUATOR COMMENTS
Demonstrated commitment to the mission of the Florida College System and the mission of SJR State.		
Communicated ideas, theories, thoughts, and processes in a clear and understandable manner.		
Demonstrated awareness of the needs of the student populations served by the College and a willingness to work with each student to maximize academic and educational success.		
Demonstrated technological competence to carry out the duties required of librarians at SJR State.		

Section 3.

OPTIONAL PORTFOLIO ITEMS	EVALUATOR COMMENTS
Membership in professional associations or societies that support the faculty member's success, with a description of how this involvement enhances instructional effectiveness and professional growth.	
Honors, awards, recognitions, letters of recommendation, etc., that the faculty member has received.	
Additional documentation, evidence of success, etc., that the faculty member believes will assist the Continuing Contract Screening Committee in making a recommendation.	
Evidence of the faculty member's service as an ambassador for SJR State within the three-county district served by the College and state-wide. - Has the faculty member worked with business and industry? - Has the faculty member been involved with Advisory Boards? - Has the faculty member otherwise been involved with community outreach efforts on behalf of the College?	



ADDITIONAL COMMENTS

Appendix D: Senior Academic Advisors Continuing Contract Performance & Portfolio Screening Rubric



Senior Academic Advisors Continuing Contract Performance & Portfolio Screening Rubric

FACULTY MEMBER: [Click or tap here to enter text.](#)

DEPARTMENT: [Click or tap here to enter text.](#)

COMMITTEE MEMBER NAME: [Click or tap here to enter text.](#)

DATE: [Click or tap here to enter text.](#)

To be eligible for Continuing Contract, all required portfolio components must be addressed with no score below 2 (Proficient).

Scores Defined

3 - Exemplary: Documents submitted by the faculty member are of excellent quality and evaluations of performance demonstrate excellence and ability for the faculty member to excel without regular, close classroom supervision and other evaluation.

2 - Proficient: Documents submitted by the faculty member are quality work and evaluations of performance demonstrate proficiency and ability for the faculty member to operate successfully without regular, close classroom and other evaluation.

1 - Basic: Documents submitted by the faculty member are limited and evaluations of performance demonstrate basic service and ability to meet minimum expectation with regular supervision.

0 - Unsatisfactory: Documents submitted by the faculty member reveal little or no quality information and evaluations of performance demonstrate additional regular, close supervision and evaluation of performance necessary.

REQUIRED COMPONENTS OF PORTFOLIO	SCORE	EVALUATOR COMMENTS
Vision Statement of the unique role of a full-time faculty member at SJR State. Length to be equivalent to two double-spaced pages. - Is the faculty member's vision congruent with the College's mission & goals? - Does the faculty member's vision statement clearly articulate and reflect the roles and responsibilities of their position?		
Evidence of continued professional development. - Does professional development activity reflect the needs of the department? - Do the professional development activities reflect areas addressed in evaluations? - Do the professional development activities reflect new contributions to the department/discipline?		
Evidence of institutional involvement in terms of service on departmental/institutional committees. - What departmental/institutional committees did the faculty member participate in? - Did the faculty member demonstrate meaningful contributions when serving on the committees?		
Evidence of involvement in student success initiatives, retention, and graduation programs. Did the faculty member make meaningful contributions?		
Evidence of institutional involvement in terms of service with accreditation and institutional effectiveness. - What accreditation activities has the faculty member been involved in? - What institutional effectiveness activities has the faculty member been involved in?		

REQUIRED COMPONENTS OF PORTFOLIO	SCORE	EVALUATOR COMMENTS
Evidence of institutional involvement in terms of service through participation and/or attendance at College sponsored events and activities, student activities, student clubs, etc.		
Changes that the faculty member has made in instruction or other areas in response to student evaluations and personal observations. • How has the faculty member used feedback from student surveys? • How has instruction or other areas of responsibility been changed in response to personal observations?		
Changes that the faculty member has made in instruction or other areas in response to administrative evaluations. • How has the faculty member utilized administrative evaluations?		

Appendix E: Online Course Foundations Checklist

This appendix is included for informational purposes only and is not subject to collective bargaining.

Online Course Foundations Checklist

The foundational components and criteria comprising SJR State's Online Course Foundations Checklist are derived from Quality Matters and the National Standards for Quality Online Learning. These components foster student success and engagement through intentional course design and are the minimum required elements for delivering course content effectively online; standards for effective online teaching are not addressed in this Checklist.

All online courses offered by SJR State must include these foundational components.

Faculty who complete SJR State's Online Teaching & Learning Academy (OTLA) are instructed how to incorporate foundational components into their course design.

Foundational Components

Course Home Page

- ☐ A course home page is used as the course landing page.

NOTE: The Modules page is not sufficient for use as a course home page.

- ☐ Includes a visual representation of the course.
- ☐ Provides a brief course description or introduction to the course.
- ☐ Provides clear instructions about 1). how to navigate the course/how the course is organized, 2). where to begin, and 3). where to find Canvas help.
- ☐ Provides instructor's contact information and/or instructs students to use the Canvas Inbox.

Course Navigation

- ☐ The course is designed so navigation is clear, consistent, and facilitates ease of use.
- ☐ Unused Canvas tools are hidden from students' view on the course navigation menu.
- ☐ The Concourse Syllabus link is visible and easy to find on the course navigation menu.

Student Support

- ☐ Students have regular opportunities to ask questions about course content and meet with the instructor.
- ☐ Students are provided opportunities to engage with classmates.
- ☐ A Course Orientation module is provided.
 - ☐ If the [Course Orientation Module Template](#) was used, the Important Course Tools & Functions page has been customized by the instructor.

Online Course Foundations Checklist

- ☐ Instructor provides 1). minimum technology requirements, 2). technological skill requirements, and 3). information on how to obtain or access any technology that is unique to the course.

NOTE: Minimum technology requirements and skills needed for Canvas use are included in the [Course Orientation Module Template](#).

- ☐ Information and links to College resources including academic support services are provided.

NOTE: Some information about College resources is pre-loaded in Concourse Syllabus; depending on the course, the information provided on the syllabus may meet this requirement.

Course Policies and Expectations

- ☐ Instructor provides information about 1). their plan for regular interaction with students and 2). response time for communications and grading.
- ☐ Instructor provides 1). students' interaction requirements and guidelines, 2.) Grading Criteria and Scale, and 3). policies for late work and make-up work.

Course Content

Legal Requirements

- ☐ All course content, regardless of the creator, is accessible for all learners by default as required by law.
 - ☐ Images on course pages, within documents, and within presentation decks have meaningful alt-text or are appropriately marked as decorative.
 - ☐ Videos are closed captioned at a 90% accuracy level or higher.
 - ☐ Transcripts are provided for audio-only content at a 90% accuracy level or higher.
 - ☐ Third-party platforms and content are accessible.

NOTE: If third-party platforms or linked content is not accessible, they cannot be included in the course. If embedded third-party content is not accessible, the instructor is responsible for making the content accessible or it cannot be used.

- ☐ Tables on course pages, within documents, and within presentation decks are used only for data. Table headers are designated and cells are not merged nor left blank.
- ☐ Text on course pages, within documents, and within presentation decks is formatted using styles (headings, paragraphs, bulleted or numbered lists created with tools

Online Course Foundations Checklist

within Rich Content Editor); manual styling is avoided and tables are not used for design purposes.

- ☐ Color enhances the aesthetic appeal and effectiveness of course content delivery but is not used in isolation to convey meaning. Sufficient contrast between text and background is verified.
- ☐ PDFs are accessible.
- ☐ Course content complies with copyright law.

Design and Materials

- ☐ Course is intentionally designed to promote student engagement and active learning.
- ☐ Instructional materials 1). contribute to the achievement of the stated learning objectives, 2). are varied and from multiple sources, and 3). include a variety of formats (e.g., recorded lectures, articles, websites, 3rd party videos, instructional images, interactive tutorials, 3D models, etc.)
- ☐ Third-party tools, content, or platforms are relevant to course objectives, support active learning strategies, and are embedded by the instructor within a module, page, assignment, discussion, or quiz.

NOTE: A course cannot consist solely of third-party tools, content, or platforms. Instructors must contribute to the course content.

- ☐ Content is "chunked" into manageable pieces by leveraging modules that are organized by unit, chapter(s), topic, or week.
- ☐ All links, images, documents, and videos are active.

Assessment

- ☐ Learning objectives are learner-centered, measurable, and reflect the level of the course.

NOTE: The state-mandated, course-level learning objectives that are pre-loaded in Concourse Syllabus meet the minimum requirements for this element. Faculty are encouraged to provide module/unit-level learning objectives.

- ☐ A variety of assessments (e.g., discussions, assignments, and quizzes) are used to increase learner engagement, promote active learning, and measure stated learning objectives.
- ☐ The types and timing of assessments provide students with multiple opportunities to track their learning progress.

Online Course Foundations Checklist

- ☐ Clear, detailed instructions, guidelines, and rubrics are provided for discussions and assignments. Rubrics includes specific and descriptive criteria for the evaluation of learners' work and the criteria's connection to the course grading policy is clearly stated.
- ☐ Canvas Gradebook is correctly formatted to calculate grades in the manner detailed in the course syllabus' Grading Criteria and Scale section.
 - ☐ Column organization and visibility settings are intentional.
 - ☐ Grades awarded within third-party tools or platforms are automatically imported into Canvas Gradebook or are manually transcribed by the instructor within one working day after the assignment's deadline.

Appendix F: Supplemental Employment Outside the College Form



SUPPLEMENTAL EMPLOYMENT OUTSIDE THE COLLEGE

This form is to approve paid work done outside the full-time college job for which you are employed.

Name: Click or tap here to enter text.

Home Department: Click or tap here to enter text.

Description of work to be performed: Click or tap here to enter text.

I certify that the above supplemental work is being performed outside of my regularly scheduled work hours.

Employee Signature

Date

Direct Supervisor Signature:

Departmental VP Signature:

Human Resources Signature:

President Signature:

Upon completion, please return this form to Human Resources.

Appendix G: Instructional Faculty Self-Evaluation Form

Instructional Faculty Self-Evaluation Form

Faculty Name: _____

Department: Choose an item.

Employee ID Number: _____

Office Location: Choose an item.

Purpose of the Self-Evaluation

The purpose of the self-evaluation is to reflect on your teaching practices, student outcomes, professional development, and contributions to the College.

Structure of the Self-Evaluation

The self-evaluation contains ten prompts. Please respond to each prompt thoughtfully and include specific examples since your previous evaluation.

Self-Evaluation Schedule

The self-evaluation should be completed and submitted to your evaluator prior to meeting to discuss your evaluation.

Faculty should read the following sections of the SJR State College Operating Guidelines and Procedures Manual to become familiar with the basic criteria against which faculty performance will be evaluated.

- 1.0 Mission Statement
- 1.8 Code of Ethics
- 2.4 Structure, Functions, and Duties of Faculty
- 2.10 College Faculty Duties
- 2.11 Full Time Faculty Employment, Contracts, Evaluation, and Termination
- 2.12 Conduct of Classes

1. Vision: Reflect on the College's mission statement and discuss the following: (a) how you have demonstrated your commitment to the community college mission and the College's mission, (b) the unique contributions you bring to the College, and (c) how you envision your future at the College.

2. Professional Conduct: Faculty are expected to conduct themselves in a manner consistent with the Code of Ethics and to perform all duties professionally. Describe how you meet these expectations and provide specific examples of professional and ethical conduct.

3. **Professional Development:** List the professional development activities you have completed since your previous evaluation, including dates. Describe how each activity aligns with (a) departmental needs, (b) areas noted in previous evaluations, and (c) your contributions to the department or discipline.

4. **Institutional Involvement:** Discuss your institutional involvement since your previous evaluation. Describe your (a) service on institutional and departmental committees, (b) involvement in curriculum development and review, (c) contributions to accreditation and institutional effectiveness, and (d) participation in College-sponsored events, activities, and student clubs. Highlight any meaningful contributions you have made in each area.

5. **Planning and Preparation:** Discuss the activities you complete each week to plan and prepare for instruction. Describe how you use student performance data, course objectives, and curriculum frameworks (as applicable to your discipline) to guide your planning. Discuss how you ensure that lessons, materials, and resources are aligned with course outcomes.

6. **Instructional and Assessment Methods:** Discuss the variety of instructional and assessment methods you use. Explain how these methods demonstrate academic rigor, reinforce writing and communication skills, and integrate real-world applications. Discuss how instructional materials, technology, and assessments are aligned with course objectives.

7. **Engagement Strategies:** Discuss how you engage students in the learning process. Include examples of how you interact with students, foster discussions, build a positive learning environment, and provide opportunities for active learning. Discuss how you provide timely and meaningful feedback on student progress, and how you promote persistence, motivation, and respect.

8. **Student Success and Progression:** As appropriate to your discipline, discuss student success and achievement by addressing student learning outcomes (SLOs), grade distributions, course success rates, completer data. Review your individual data since your previous self-evaluation, compare your results to departmental trends, and summarize your findings. As appropriate to your discipline, discuss how you monitor student progress, maintain accurate records, and support students in achieving key milestones.

9. **Classroom and Instructional Improvements:** Discuss changes you have made to your teaching in response to feedback from students, peers, administrators, and your own data. Identify the high and low areas on your student evaluations since your previous self-evaluation. Describe specific and measurable strategies you have implemented—or plan to implement—to improve identified areas. As applicable, include strategies used to support students with varying needs.

10. **Reflection and Goals:** Reflect on your overall performance as an instructor during this evaluation period, including any progress toward goals from your previous self-evaluation, if applicable. Identify two measurable goals for professional growth or instructional improvement for the next cycle. Describe any resources, support, or professional development that would help you achieve these goals.
- _____

Instructor signature: _____

Date: _____

Signature indicates that the self-evaluation was completed by the instructor.

Dean/Associate Dean initials: _____

Vice President/AVP initials: _____

Initials indicate that the self-evaluation was reviewed by the appropriate administrator.

Please send completed form to the HR Department.

Appendix H: Instructional Faculty Evaluation Form

Instructional Faculty Evaluation Form

Instructor Name: _____

Course Prefix and Number: _____

Employee ID Number: _____

Course Title: _____

Department: Choose an item.

CRN: _____

Observation Site: Choose an item.

Initial Enrollment: _____

Learning Environment: Choose an item.

Number of Students Present: _____

Are the Facilities Adequate? ☐ Yes ☐ No

Evaluator Name: _____

Observation Date(s): _____

Title of Evaluator: _____

Purpose of the Evaluation

The purpose of this evaluation is to support continuous improvement in teaching and professional responsibilities while maintaining high standards of instructional quality and student success.

Structure of the Evaluation

The evaluation is organized into three areas:

1. On-Campus Class Observation
2. Online Class Observation
3. Other Professional Responsibilities

Each area includes five components and a list of guiding principles to assist both the faculty member and the evaluator. The evaluator will consider the guiding principles that are applicable to the faculty member's teaching assignment and course format. Each component will be rated as "**Meets Expectations**" or "**Needs Improvement**" and will contain a brief narrative explanation.

Evaluation Schedule

Faculty will be evaluated in Area A or Area B (as appropriate) and in Area C. First-year faculty will be evaluated in Area A or Area B during their first semester and in Area C during their second semester.

The evaluation process is intended to foster reflection, dialogue, and growth through constructive feedback and professional development.

Area A. On-Campus Class Observation

1. Organization and Preparation: Guiding Principles

- a. Arrives on time; class begins and ends promptly.
- b. Technology (PowerPoint, projector, Internet, etc.) is ready for use at the start of class.
- c. Learning objectives are presented at the beginning of class and referenced throughout the lesson.
- d. The lesson is clearly planned and organized, with materials aligned to learning objectives and student learning outcomes.
- e. Topics follow a logical sequence with smooth transitions between activities.
- f. Canvas course shell, including the gradebook, is utilized to support on-campus instruction.

Meets Expectations ☐ Needs Improvement ☐

Comments: _____

2. Content Expertise and Clarity: Guiding Principles

- a. Demonstrates thorough knowledge of the subject matter.
- b. Explanations are accurate, clear, and relevant to learning objectives and student learning outcomes.
- c. Instructor appropriately references the textbook and supplemental materials.
- d. Connections are made between new material and previously covered content.

Meets Expectations ☐ Needs Improvement ☐

Comments: _____

3. Instructional Delivery: Guiding Principles

- a. A variety of instructional methods are used (lecture, discussion, visuals, demonstrations, activities, etc.).
- b. Major points are emphasized and reinforced throughout the lesson.
- c. Speaking pace, tone, and volume are appropriate for notetaking and comprehension; distracting mannerisms are avoided.
- d. Presentation style is engaging; reading directly from slides or notes is minimized.

Meets Expectations ☐ Needs Improvement ☐

Comments: _____

4. Student Engagement: Guiding Principles

- a. Encourages participation and uses questioning techniques that promote critical thinking.
- b. Activities are designed to actively involve students and promote collaboration.
- c. Students are invited to share comments and ask questions throughout the lesson.
- d. Content and examples connect to real-world scenarios and practical applications.
- e. Maintains a respectful, professional atmosphere that supports learning.

Meets Expectations ☐ Needs Improvement ☐

Comments: _____

5. Classroom Environment and Professionalism: Guiding Principles

- a. Creates and maintains a positive, orderly classroom environment.
- b. Displays enthusiasm for the subject and for student learning.
- c. Addresses students by name to foster rapport and attentiveness.
- d. Interactions are professional, courteous, and respectful.
- e. Students' contributions are acknowledged and encouraged.

Meets Expectations ☐ Needs Improvement ☐

Comments: _____

Instructor Comments: _____

Area B: Online Class Observation

1. Course Design and Navigation: Guiding Principles

- a. Home page provides a brief introduction and clear directions for students.
- b. Modules are logically organized; content in each module is clear and manageable.
- c. Module objectives align to student learning outcomes.

- d. Unused course items are hidden from student view.

Meets Expectations ☐ Needs Improvement ☐

Comments:

2. Instructional Content and Delivery: Guiding Principles

- a. A variety of instructional materials and methods are used (e.g., instructor-created videos, narrated presentations, examples, guided notes, short activities, discussions).
- b. Publisher materials, when used, are supplemented with instructor-created or curated content that connects directly to module objectives.
- c. Content reflects the instructor's teaching presence, expertise, and engagement with students.
- d. Activities promote interaction and help students apply course concepts.

Meets Expectations ☐ Needs Improvement ☐

Comments: _____

3. Instructor Presence and Communication: Guiding Principles

- a. Posts announcements and participates in discussions.
- b. Responds within 24-48 hours to student questions and messages in Canvas.
- c. Communication is professional, clear, and supportive.

Meets Expectations ☐ Needs Improvement ☐

Comments: _____

4. Timely Feedback: Guiding Principles

- a. Feedback on assignments and assessments is provided within one to two weeks.
- b. Comments are constructive and guide student improvement.
- c. The Canvas gradebook is organized, accurate, and up to date.

Meets Expectations ☐ Needs Improvement ☐

Comments: _____

5. Course Accessibility: Guiding Principles

- a. All course documents and materials, including linked content, meet accessibility standards as required by law.
- b. Images and color choices meet accessibility standards as required by law.
- c. All videos, regardless of source, are closed captioned as required by law.

Meets Expectations ☐ Needs Improvement ☐

Comments: _____

Instructor Comments:

Area C: Other Professional Responsibilities

1. Assessment and Evaluation Practices: Guiding Principles

- a. The evaluator may review sample graded work or gradebooks for consistency.
- b. Assessments are appropriate in variety, rigor, and number.
- c. Grading timelines are clear, reasonable, and promote student learning.
- d. Feedback on assignments and assessments is provided within one to two weeks.
- e. Promotes academic integrity by designing assessments that minimize opportunities for dishonesty and by addressing potential concerns promptly and professionally.

Meets Expectations ☐ Needs Improvement ☐

Comments: _____

2. Compliance and Accountability: Guiding Principles

- a. The syllabus includes all instructor required elements such as contact information, office hours, goals and expectations, assessment information, grading criteria, course policies, and a course calendar, and was published by the deadline.
- b. Meets deadlines for load sheets, attendance verification/no-shows, SLO/PLO submissions, and final grades.
- c. Monitors students' attendance and tracks students' learning gains (post-test gains, GED Ready scores, and GED test scores) and communicates regularly with students for program improvement and accountability.
- d. Maintains regularly scheduled office hours that are clearly communicated and accessible to students.

- e. Fulfills additional responsibilities as assigned by college administration.

Meets Expectations ☐ Needs Improvement ☐

Comments: _____

3. Student Feedback: Guiding Principles

- a. How do the instructor's student evaluation results compare to department averages?
- b. Are there high areas on student evaluations that should be noted?
- c. Are there low areas that suggest an opportunity for growth?
- d. Are there any anomalies in the student evaluation data?

The evaluator should review the Individual Faculty Student Evaluations spreadsheet and include the relevant data.

Meets Expectations ☐ Needs Improvement ☐

Comments: _____

4. Departmental Metrics: Guiding Principles

- a. How do the instructor's grade distributions compare to others teaching the same course?
- b. How do the instructor's student success, completion, and withdrawal rates compare to departmental averages?
- c. How are students performing on state exams and/or industry certifications?
- d. Are there any anomalies or notable trends in the metrics that should be considered?

The evaluator should review the Individual Faculty Grade Distribution spreadsheet and include the relevant data.

Meets Expectations ☐ Needs Improvement ☐

Comments: _____

5. Professional Engagement and Growth: Guiding Principles

- a. Interactions with colleagues are professional, courteous, and respectful.
- b. Attends department meetings, convocation, and other required events.

- c. Maintains professional licensure/certification relevant to instructional discipline.
- d. Participates in ceremonies (commencement, pinning, etc.), advisory board meetings, and accreditation-related activities as appropriate.
- e. Completes professional development activities offered by the college as well as discipline-specific activities related to their area of expertise.
- f. Demonstrates commitment to continuous improvement by refining teaching practices and course content, including responding to feedback or concerns noted in prior evaluations and from student feedback.

Meets Expectations ☐ Needs Improvement ☐

Comments: _____

Instructor Comments: _____

Signatures

Signatures indicate that the evaluation was reviewed and discussed with the instructor.

Instructor signature	Date

Evaluator signature	Date

Dean/Associate Dean initials	Vice President/AVP initials

Initials indicate that the evaluation was reviewed by the appropriate administrator.

Please send completed form to the HR Department.

Appendix I: Librarian Self-Evaluation Form

Librarian Self-Evaluation Form

Librarian Name: _____

Library Location: Choose an item.

Employee ID Number: _____

Review Period: _____

Purpose of the Self-Evaluation

The purpose of the self-evaluation is to reflect on your impact on student research skills and access to information resources, teaching practices, professional development, and contributions to the College.

Structure of the Self-Evaluation

The self-evaluation contains ten prompts. Please respond to each prompt thoughtfully and include specific examples since your previous evaluation.

Self-Evaluation Schedule

The self-evaluation should be completed and submitted to your evaluator prior to meeting to discuss your evaluation.

Faculty should read the following sections of the **SJR State College Operating Guidelines and Procedures Manual** to become familiar with the basic criteria against which faculty performance will be evaluated.

- 1.0 Mission Statement
- 1.8 Code of Ethics
- 2.4 Structure, Functions, and Duties of Faculty
- 2.10 College Faculty Duties
- 2.11 Full Time Faculty Employment, Contracts, Evaluation, and Termination
- 2.12 Conduct of Classes

1. Vision: Reflect on the College's mission statement and discuss the following: (a) how you have demonstrated your commitment to the community college mission and the College's mission, (b) the unique contributions you bring to the College, and (c) how you envision your future at the College.

2. Professional Conduct: Faculty are expected to conduct themselves in a manner consistent with the Code of Ethics and to perform all duties professionally. Describe how you meet these expectations and provide specific examples of professional and ethical conduct.

3. Professional Development: List the professional development activities you have completed since your previous evaluation, including dates. Describe how each activity aligns with (a) departmental needs, (b) areas noted in previous evaluations, and (c) your contributions to the department or discipline.

4. Institutional Involvement: Discuss your institutional involvement since your previous evaluation. Describe your (a) service on institutional and departmental committees, (b) involvement in curriculum development and review, (c) contributions to accreditation and institutional effectiveness, and (d) participation in

College-sponsored events, activities, and student clubs. Highlight any meaningful contributions you have made in each area.

5. Information Fluency: Discuss the activities you participate in to create and/or revise information fluency curriculum and/or collection development. Provide examples of the information fluency resources you created and/or revised.

6. Instructional and Assessment Methods: Discuss the variety of instructional and assessment methods you use. Explain how these methods contribute to teaching students how to retrieve, organize, and effectively use information. Discuss how instructional materials, technology, and assessments are aligned with department objectives.

7. Engagement Strategies: Discuss how you engage students in outreach services. Include examples of how you interact with students through class visits, outreach events, and workshops.

8. Student Success and Progression: Discuss how you support student success through research assistance and individualized learning support. Describe how you help students retrieve, evaluate, and use information effectively. Include examples of point-of-need assistance (in person or online), efforts to remove barriers to accessing library resources, and strategies that promote information literacy and academic persistence.

9. Instructional Improvements: Discuss changes you have made to your teaching in response to feedback from students, peers, administrators, and your own data. Describe specific and measurable strategies you have implemented—or plan to implement—to improve identified areas. As applicable, include strategies used to support students with varying needs.

10. Reflection and Goals: Reflect on your overall performance as a librarian during this evaluation period, including any progress toward goals from your previous self-evaluation, if applicable. Identify one measurable goal for professional growth or instructional improvement for the next cycle. Describe any resources, support, or professional development that would help you achieve this goal.

Signature indicates that the self-evaluation was completed by the librarian.

Librarian signature _____ Date _____

Initials indicate that the self-evaluation was reviewed by the appropriate administrator.

Dean initials _____ Vice President/AVP initials _____

Please send completed form to the HR Department.

Appendix J: Librarian Evaluation Form

Librarian Evaluation Form

Librarian Name: _____

Evaluator Name: _____

Employee ID Number: _____

Title of Evaluator: _____

Campus: Choose an item.

Evaluation/Observation Date(s): _____

Purpose of the Evaluation

The purpose of this evaluation is to support continuous improvement in teaching and professional responsibilities while maintaining high standards of instructional quality and student success.

Structure of the Evaluation

The evaluation is organized into three areas:

- A. On-Campus Class Observation
- B. Learning Resources Department Responsibilities
- C. Other Professional Responsibilities

Each area includes two to five components and a list of guiding principles to assist both the faculty member and the evaluator. Each component will be rated as “**Meets Expectations**” or “**Needs Improvement**” and will contain a brief narrative explanation.

Evaluation Schedule

Faculty will be evaluated in **Area A** during a classroom observation. Faculty will be evaluated in **Area B** and **Area C** during an academic year.

The evaluation process is intended to foster reflection, dialogue, and growth through constructive feedback and professional development.

Signatures indicate that the evaluation was reviewed and discussed with the librarian.

Librarian signature_____

Date_____

Evaluator signature_____

Date_____

Initials indicate that the evaluation was reviewed by the appropriate administrator.

Dean/Associate Dean initials_____

Vice President/AVP initials_____

Please send completed form to the HR Department.

A. On-Campus Class Observation

1. Organization and Preparation

Guiding Principles

- Arrives on time; class begins and ends promptly.
- Technology (PowerPoint, projector, Internet, etc.) is ready for use at the start of class.
- Learning objectives are presented at the beginning of class and referenced throughout the lesson.
- The lesson is clearly planned and organized, with materials aligned to learning objectives and student learning outcomes.
- Topics follow a logical sequence with smooth transitions between activities.
- Canvas course shell, including the gradebook, is utilized to support on-campus instruction.

Meets Expectations ☐

Needs Improvement ☐

Comments:

2. Content Expertise and Clarity

Guiding Principles

- Demonstrates thorough knowledge of the subject matter.
- Explanations are accurate, clear, and relevant to learning objectives and student learning outcomes.
- Instructor appropriately references resources and supplemental materials.
- Connections are made between new material and previously covered content.

Meets Expectations ☐

Needs Improvement ☐

Comments:

3. Instructional Delivery

Guiding Principles

- A variety of instructional methods are used (lecture, discussion, visuals, demonstrations, activities, etc.).
- Major points are emphasized and reinforced throughout the lesson.
- Speaking pace, tone, and volume are appropriate for notetaking and comprehension; distracting mannerisms are avoided.
- Presentation style is engaging; reading directly from slides or notes is minimized.

Meets Expectations ☐

Needs Improvement ☐

Comments:

4. Student Engagement

Guiding Principles

- Encourages participation and uses questioning techniques that promote critical thinking.
- Activities are designed to actively involve students and promote collaboration.
- Students are invited to share comments and ask questions throughout the lesson.
- Content and examples connect to real-world scenarios and practical applications.
- Maintains a respectful, professional atmosphere that supports learning.

Meets Expectations ☐

Needs Improvement ☐

Comments:

5. Classroom Environment and Professionalism

Guiding Principles

- Creates and maintains a positive, orderly classroom environment.
- Displays enthusiasm for the subject and for student learning.
- Addresses students by name to foster rapport and attentiveness.
- Interactions are professional, courteous, and respectful.
- Students' contributions are acknowledged and encouraged.

Meets Expectations ☐

Needs Improvement ☐

Comments:

Librarian Comments:

B. Learning Resources Department Responsibilities

1. Library Instruction

Guiding Principles

- Curriculum content and design demonstrate a student focused approach.
- Contributes teaching students how to retrieve, organize, and effectively use information.
- Incorporates pedagogical changes due to evaluator and student feedback.

Meets Expectations ☐

Needs Improvement ☐

Comments:

2. Library Services

Guiding Principles

- Content Creation: Creates new Library resources. (e.g., LibGuides, Tutorials)
- Library Resources: Demonstrates expertise in using the Library's catalog and databases.
- Makes meaningful contribution to the development and/or review of Library Services.

Meets Expectations ☐

Needs Improvement ☐

Comments:

3. Outreach Services

Guiding Principles

- Class Visits: Provides class visits on campus, off-site, and online.
- Outreach Events: Offers outreach events on campus and online.
- Workshops: Offers academic workshops on campus and online.
- Liaison Activities: Attends academic department meetings and develops appropriate resources.

Meets Expectations ☐

Needs Improvement ☐

Comments:

4. Digital and Technical Services

Guiding Principles

- Acquisitions: Contributes to the Library's acquisition of new resources.
- Cataloging: Participates in cataloging and processing of new Library items.
- Library Management System (ALMA): Demonstrates proficiency in using the Library's LMS.
- Springshare Products: Demonstrates an expertise in the use of the Library's Springshare resources.

Meets Expectations ☐

Needs Improvement ☐

Comments:

5. Department Involvement

Guiding Principles

- Accepts constructive criticism.
- Accepts and meets changing conditions.
- Maintains acceptable work schedule without unapproved absences.
- Makes meaningful contributions to Learning Resources Department committees.

Meets Expectations ☐

Needs Improvement ☐

Comments:

Librarian Comments:

C. Other Professional Responsibilities

1. Institutional Involvement

Guiding Principles

- Participates in accreditation and institutional effectiveness initiatives.
- Makes meaningful contributions to College committees.
- Demonstrates institutional involvement through participation and/or attendance at College sponsored events and activities.
- Attends convocation, commencement ceremonies, and other required events.

Meets Expectations ☐

Needs Improvement ☐

Comments:

2. Professional Engagement and Growth

Guiding Principles

- Interactions with colleagues are professional, courteous, and respectful.
- Completes professional development activities offered by the college as well as discipline-specific activities related to their area of expertise.
- Provides professional development presentations both internally and externally (e.g., NEFLIN).
- Fosters a positive work environment.

- Demonstrates commitment to continuous improvement by responding to feedback or concerns noted in prior evaluations and from student feedback.

Meets Expectations ☐

Needs Improvement ☐

Comments:

Librarian Comments:

Appendix K: Senior Academic Advisor Self-Evaluation Form

Senior Academic Advisor Self-Evaluation

Employee Name: [Click or tap here to enter text.](#) Job Title: [Click or tap here to enter text.](#)

Generated ID: [Click or tap here to enter text.](#) Campus: [Click or tap here to enter text.](#)

Date: [Click or tap here to enter text.](#)

Evaluation Period FROM: [Click or tap here to enter text.](#) TO [Click or tap here to enter text.](#)

Upon completion sign and date this self-evaluation and submit it to the Dean Advising. For items 1 – 6, evaluate yourself on each facet using the following scale:

- 3 - Exemplary
- 2 - Proficient
- 1 - Basic
- 0 - Unsatisfactory

1. Professional Impact -Leadership abilities. Involved in professional development on campus; develops contacts with departments and faculty; participates in professional development. Teaching/leading advising sessions and improvement projects within the college to develop goals and objectives for improvement and following through with the plan. [Click or tap here to enter text.](#)
2. Communication skills -Clearly conveys information and ideas through a variety of communication modes. Practices attentive and active listening. Synthesizes information from multiple resources and uses it in appropriate contexts. Succeeds in understanding others. Has meaningful interactions with others, including empathy, humility, and patience. [Click or tap here to enter text.](#)
3. Accountability -Takes responsibility for accomplishing goals and achieving quality results. Follow through on commitments. Is present. Effectively manages time and resources for completing work. Knowledgeable of programs, processes and keeps up to date with all changes. [Click or tap here to enter text.](#)
4. Record Management -Verifies certifies and completes appropriate student-related forms and processes; appropriately maintains advising records; performs graduation checks; maintains data security; utilizes technology to support advising. [Click or tap here to enter text.](#)
5. Initiative and Adaptability -Effectively adjusts to changes in work processes and environment and alters behavior to align with evolving situations. Assisting/Lead the implementation and acceptance of constructive change within the workplace. Consistently demonstrate self-direction and initiative. [Click or tap here to enter text.](#)

6. Professional Integrity -Trusted, authentic, self-aware, above reproach. Operates by and adheres to the college's core values and holds others accountable for them. Effectively Interacts with others to further the college's mission. Acts in the college's best interests. Works within the limits of authority to achieve goals. [Click or tap here to enter text.](#)

For items 7 - 11, provide a response using the Advising Professional template.

7. Evidence of continued professional development. Does professional development activity reflect the needs of the department? Do the professional development activities reflect areas addressed in evaluations? Do the professional development activities reflect new contributions to the department/discipline?

[Click or tap here to enter text.](#)

8. Evidence of institutional involvement. What departmental/institutional committees did the Advisor participate in? Did the Advisor make a meaningful contribution when serving on the committees? Has the Advisor demonstrated collaboration with peers when reviewing and developing services? When called upon, does the Advisor contribute to Institutional Effectiveness goals?

[Click or tap here to enter text.](#)

9. How has the Advisor used student data?

[Click or tap here to enter text.](#)

10. Evidence of institutional involvement in terms of service through participation and/or attendance at college sponsored events and activities, such as FASFA Frenzy, career fairs, guest speaking in Pathways (or other) course sections, campus tour, etc..

[Click or tap here to enter text.](#)

11. Evidence that the Advisor contributed to student success by guiding students to schedule classes, research career pathways, be transient (as needed), apply to limited access programs and prepare to graduate and/or transfer.

[Click or tap here to enter text.](#)

SUBMITTED

Senior Academic Advisor

Date

Appendix L: Senior Academic Advisor Evaluation Form

Senior Academic Advisor Evaluation

Employee Name: [Click or tap here to enter text.](#) Job Title: [Click or tap here to enter text.](#)

Generated ID: [Click or tap here to enter text.](#) Campus: [Click or tap here to enter text.](#)

Date: [Click or tap here to enter text.](#)

Evaluation Period FROM: [Click or tap here to enter text.](#) TO [Click or tap here to enter text.](#)

Upon completion sign and date this self-evaluation and submit it to the Dean Advising. For items 1 – 6, evaluate yourself on each facet using the following scale:

- 3 - Exemplary
- 2 - Proficient
- 1 - Basic
- 0 - Unsatisfactory

1. Professional Impact -Leadership abilities. Involved in professional development on campus; develops contacts with departments and faculty; participates in professional development. Teaching/leading advising sessions and improvement projects within the college to develop goals and objectives for improvement and following through with the plan. [Click or tap here to enter text.](#)
2. Communication skills -Clearly conveys information and ideas through a variety of communication modes. Practices attentive and active listening. Synthesizes information from multiple resources and uses it in appropriate contexts. Succeeds in understanding others. Has meaningful interactions with others, including empathy, humility, and patience. [Click or tap here to enter text.](#)
3. Accountability -Takes responsibility for accomplishing goals and achieving quality results. Follow through on commitments. Is present. Effectively manages time and resources for completing work. Knowledgeable of programs, processes and keeps up to date with all changes. [Click or tap here to enter text.](#)
4. Record Management -Verifies certifies and completes appropriate student-related forms and processes; appropriately maintains advising records; performs graduation checks; maintains data security; utilizes technology to support advising. [Click or tap here to enter text.](#)
5. Initiative and Adaptability -Effectively adjusts to changes in work processes and environment and alters behavior to align with evolving situations. Assisting/Lead the implementation and acceptance of constructive change within the workplace. Consistently demonstrate self-direction and initiative. [Click or tap here to enter text.](#)

6. Professional Integrity -Trusted, authentic, self-aware, above reproach. Operates by and adheres to the college's core values and holds others accountable for them. Effectively Interacts with others to further the college's mission. Acts in the college's best interests. Works within the limits of authority to achieve goals. [Click or tap here to enter text.](#)
7. Knowledge of services, policies & initiatives and/or where to locate that information. [Click or tap here to enter text.](#)
8. Quality of work. [Click or tap here to enter text.](#)
9. Demonstrates a commitment to creating a positive environment in student affairs as well as the improvement of the college atmosphere, services and image. [Click or tap here to enter text.](#)
10. Demonstrates an ability to accept and meet changing conditions. [Click or tap here to enter text.](#)
11. Accepts constructive criticism and suggestions and uses them to advantage. Deals with anger, frustration, and disappointment in an appropriate manner. [Click or tap here to enter text.](#)
12. Demonstrates self-motivation, self-reliance; is an initiative-taker. [Click or tap here to enter text.](#)
13. Evidence of continued professional development. Does professional development activity reflect the needs of the department? Do the professional development activities reflect areas addressed in evaluations? Do the professional development activities reflect new contributions to the department/discipline? [Click or tap here to enter text.](#)
14. Evidence of institutional involvement. What departmental/institutional committees did the Advisor participate in? Did the Advisor make a meaningful contribution when serving on the committees? Has the Advisor demonstrated collaboration with peers when reviewing and developing services? When called upon, does the Advisor contribute to Institutional Effectiveness goals? [Click or tap here to enter text.](#)
15. How has the Advisor used student data? [Click or tap here to enter text.](#)
16. Evidence of institutional involvement in terms of service through participation and/or attendance at college sponsored events and activities, such as FASFA Frenzy, career fairs, guest speaking in Pathways (or other) course sections, campus tour, etc. [Click or tap here to enter text.](#)

17. Evidence that the Advisor contributed to student success by guiding students to schedule classes, research career pathways, be transient (as needed), apply to limited access programs and prepare to graduate and/or transfer. [Click or tap here to enter text.](#)

18. Observation of teaching effectiveness. Class observed: [Click or tap here to enter text.](#)
Modality: [Click or tap here to enter text.](#)

Was the presentation relevant to the learning activity? What techniques did the faculty member use to promote learning and student engagement? Did the faculty member have students apply concepts and use relevant, real-world scenarios? [Click or tap here to enter text.](#)

SIGNATURES

SUBMITTED

Evaluator	Date
-----------	------

RECEIVED BY FACULTY

Senior Academic Advisor	Date
-------------------------	------

Faculty comments: [Click or tap here to enter text.](#)

REVIEWED

Dean of Advising :	Date:
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Chief Academic Officer:	Date:
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Appendix M: Curriculum Coordinator Evaluation Form

Curriculum Coordinator Evaluation Form

Faculty Name: _____

Evaluator Name: _____

Employee ID Number: _____

Title of Evaluator: _____

Department: Choose an item.

Evaluation Period: _____

Purpose of the Evaluation

The purpose of this evaluation is to support continuous improvement in the duties of Curriculum Coordinator.

Structure of the Evaluation

The evaluation is organized into components corresponding to the duties of Curriculum Coordinator as stated in Article 12 Work Responsibilities. Each component will be rated as “Meets Expectations” or “Needs Improvement” and will contain a brief narrative explanation.

Evaluation Schedule

Curriculum coordinators will be evaluated at the end of each academic year.

The evaluation process is intended to foster reflection, dialogue, and growth through constructive feedback and professional development.

Signatures indicate that the evaluation was reviewed and discussed with the curriculum coordinator.

Faculty signature_____

Date_____

Evaluator signature_____

Date_____

Initials indicate that the evaluation was reviewed by the appropriate administrator.

Dean/Associate Dean initials_____

Vice President/AVP initials_____

Please send completed form to the HR Department.

Academic Issues

Coordinate the discussion of academic issues and program coordination in the department. This includes overseeing changes to the curriculum in the department, as well as to the Catalog, and recommending those changes to the Dean/Associate Dean.

Meets Expectations ☐ Needs Improvement ☐ Not Applicable ☐

Comments: _____

Student Learning Outcomes

Coordinate the assessment and discussion of student learning outcomes in the department. This includes assisting instructors with writing student learning outcomes and assessment questions, submitting assessment questions to the dean, distributing assessment data at department meetings, facilitating the discussion of assessment data at department meetings, collecting completed planning forms, entering course data and summary narratives in the online planning system, identifying instructors who miss submission deadlines, and following up with those instructors to ensure all items have been submitted.

Meets Expectations ☐ Needs Improvement ☐ Not Applicable ☐

Comments: _____

Faculty Class Schedules

Assist the Dean/Associate Dean with the development of faculty class schedules.

Meets Expectations ☐ Needs Improvement ☐ Not Applicable ☐

Comments: _____

Review Syllabi

Review all Faculty syllabi to ensure items entered by Faculty from Article 13 Course Outlines and Syllabi Templates (e.g., meeting times, contact information, goals and expectations, assessments, grading criteria and grading scale, course policies, and schedule) are complete, appropriate, and accurate. Provide Faculty feedback on needed changes and follow up with Faculty to ensure changes have been made.

Meets Expectations ☐ Needs Improvement ☐ Not Applicable ☐

Comments: _____

Adjunct and Dual Enrollment Evaluations

Coordinate the adjunct and dual enrollment evaluation process in the department.

Meets Expectations ☐ Needs Improvement ☐ Not Applicable ☐

Comments: _____

Textbook Selection Process

Coordinate the textbook selection process. This culminates with providing the Dean/Associate Dean with the title, edition, author, ISBN, and publisher for any textbook changes.

Meets Expectations ☐ Needs Improvement ☐ Not Applicable ☐

Comments: _____

Other Duties

Perform other duties relevant to the specific department and as assigned by the Dean/Associate Dean.

Meets Expectations ☐ Needs Improvement ☐ Not Applicable ☐

Comments: _____

Curriculum Coordinator Comments:

Appendix N: Workforce Faculty Leadership Evaluation Form

Workforce Faculty Leadership Evaluation Form

Faculty Name: _____

Evaluator Name: _____

Employee ID Number: _____

Title of Evaluator: _____

Department: Choose an item.

Evaluation Period: _____

Purpose of the Evaluation

The purpose of this evaluation is to support continuous improvement in the duties of Workforce Faculty Leaders.

Structure of the Evaluation

The evaluation is organized into components corresponding to the duties of Workforce Faculty Leaders as stated in Article 12 Work Responsibilities. Each component will be rated as “**Meets Expectations**” or “**Needs Improvement**” and will contain a brief narrative explanation.

Evaluation Schedule

Workforce Faculty Leaders will be evaluated at the end of each academic year.

The evaluation process is intended to foster reflection, dialogue, and growth through constructive feedback and professional development.

Signatures indicate that the evaluation was reviewed and discussed with the Workforce Faculty Leader.

Faculty signature _____

Date _____

Evaluator signature _____

Date _____

Initials indicate that the evaluation was reviewed by the appropriate administrator.

Dean/Associate Dean initials _____

Vice President/AVP initials _____

Please send completed form to the HR Department.

Academic Issues

Coordinate the discussion of academic issues and program coordination in the department. This includes overseeing changes to the curriculum in the department, as well as to the Catalog, and recommending those changes to the Dean/Associate Dean.

Meets Expectations ☐

Needs Improvement ☐

Comments:

Learning Outcomes

Coordinate the assessment and discussion of learning outcomes in the department. This includes assisting instructors with writing program learning outcomes, student learning outcomes, and assessment questions, submitting assessment questions to the dean, distributing assessment data at department meetings, facilitating the discussion of assessment data at department meetings, collecting completed planning forms, entering course data and summary narratives in the online planning system, identifying instructors who miss submission deadlines, and following up with those instructors to ensure all items have been submitted.

Meets Expectations ☐

Needs Improvement ☐

Comments:

Faculty Class Schedules

Assist the Dean/Associate Dean with the development of faculty class schedules.

Meets Expectations ☐

Needs Improvement ☐

Comments:

Review Syllabi

Review all Faculty syllabi to ensure items entered by Faculty from Article 13 Course Outlines and Syllabi Templates (e.g., meeting times, contact information, goals and expectations, assessments, grading criteria and grading scale, course policies, and schedule) are complete, appropriate, and accurate. Provide Faculty feedback on needed changes and follow up with Faculty to ensure changes have been made.

Meets Expectations ☐

Needs Improvement ☐

Comments:

Adjunct and Dual Enrollment Evaluations

Coordinate the adjunct and dual enrollment evaluation process in the department.

Meets Expectations ☐

Needs Improvement ☐

Comments:

Textbook Selection Process

Coordinate the textbook selection process. This culminates with providing the Dean/Associate Dean with the title, edition, author, ISBN, and publisher for any textbook changes.

Meets Expectations ☐

Needs Improvement ☐

Comments:

Other Duties

Perform other duties relevant to the specific department and as assigned by the Dean/Associate Dean.

Meets Expectations ☐

Needs Improvement ☐

Comments:

Administration/Operations

Works with supervisor and faculty to meet the departmental goals and objectives of the Institutional Effectiveness Plan.

Meets Expectations ☐

Needs Improvement ☐

Comments:

Staffing

Provides for optimum utilization and development of adjunct faculty; ensures that positions are staffed with competent people; that proper and corrective action is taken when needed; follows College policy in the recruitment and employment of adjunct faculty.

Meets Expectations ☐

Needs Improvement ☐

Not Applicable ☐

Comments:

Communication

Establishes the communication and coordination necessary for effective controlled operations within area of responsibility; keeps other personnel informed of factors affecting them; seeks, receives, and utilizes the advice, assistance, consultation, and guidance available from other persons within the College with respect to any action or decisions as appropriate through the chain of command.

Meets Expectations ☐

Needs Improvement ☐

Comments:

Knowledge

Maintains a thorough knowledge and understanding of and operates according to all objectives, policies, plans, procedures, laws, rules, and regulations related to area of responsibility and requires same of all subordinate personnel; keeps up-to-date and well informed on all matters that would contribute to efficiency, improvement, and progress throughout area of responsibility.

Meets Expectations ☐

Needs Improvement ☐

Comments:

Planning/Organizing

Plans and schedules work so that it can be carried out efficiently, effectively, and safely; sets and meets the stated goals and objectives of the organizational unit; commits activities to a realistic but challenging schedule; and ensures activities are complimentary to the larger organizational objectives.

Meets Expectations ☐

Needs Improvement ☐

Comments:

Fiscal Responsibility

Utilizes available resources to realize maximum benefit at minimum expense; maintains the efficiency of operations and provides services in a cost-efficient manner; affects cost reductions by eliminating nonessential activities or expenses.

Meets Expectations ☐

Needs Improvement ☐

Not Applicable ☐

Comments:

Maintenance Responsibility

Expediently and effectively maintains equipment under care for proper working order and follows proper channels to address equipment inadequacies.

Meets Expectations ☐

Needs Improvement ☐

Not Applicable ☐

Comments:

Workforce Faculty Leader Comments:

Appendix O: FloArts Performance Faculty Supplemental Assignments Evaluation Form

Florida School of the Arts
Performance Faculty Supplemental Assignment Evaluation Form

Faculty Name: _____

Evaluator Name: _____

Employee ID Number: _____

Title of Evaluator: _____

Assignment: Choose an item.

Evaluation Period: _____

Purpose of the Evaluation

The purpose of this evaluation is to support continuous improvement in the supplemental duties of Florida School of the Arts Performance Faculty.

Structure of the Evaluation

The evaluation is organized into components corresponding to the duties of Florida School of the Arts Performance Faculty supplemental assignments as stated in Article 12 Work Responsibilities. Each component will be rated as “**Meets Expectations**” or “**Needs Improvement**” and will contain a brief narrative explanation.

Evaluation Schedule

Florida School of the Arts Performance Faculty supplemental assignments will be evaluated at the end of each academic year.

The evaluation process is intended to foster reflection, dialogue, and growth through constructive feedback and professional development.

Signatures indicate that the evaluation was reviewed and discussed with the faculty.

Faculty signature_____

Date_____

Evaluator signature_____

Date_____

Initials indicate that the evaluation was reviewed by the appropriate administrator.

Dean/Associate Dean initials_____

Vice President/AVP initials_____

Please send completed form to the HR Department.

Supplemental Duties for all Florida School of the Arts Performance Faculty

- Attend and contribute to design and production meetings
- Collaborate with the director, designers, and other faculty to develop the production concept
- Ensure the design and production align with the educational goals of the program
- Ensure the design and production plans are within budgetary limits
- Prepare material, equipment, and supplies needed for the completion of the design
- Establish timelines for completion of design and construction milestones in alignment with rehearsal and performance schedule
- Meet all planning, implementation, and rehearsal deadlines prior to a production's first public performance
- Be present with students at all production rehearsals or work calls as appropriate to role (for example, the choreographer is present at dance rehearsals but not music rehearsals)
- Make and communicate adjustments as needed to improve production quality and support the production calendar while addressing artistic, technical, and logistical challenges
- Perform other duties relevant to the specific production and event season as listed in the Florida School of the Arts Production Handbook or as assigned by the Dean

Meets Expectations ☐

Needs Improvement ☐

Comments:

Scenic Designer

- Interpret the production and design the physical visual elements of stage, settings, and props
- Oversee the construction, buying, and borrowing of all hand props, set props, and set dressing
- Develop completed design and construction plans to include but not limited to research, renderings, construction material samples, construction drawings, and workflow planning
- Meet all deadlines for pre-production and production as outlined in the production calendar
- Ensure technical elements are performance-ready on schedule
- Implement approved design and construction plans within budgetary limits
- Execute the approved design and aesthetics as rendered in the physical execution of stage elements
- Maintain all safety and best practice standards
- Anticipate technical challenges and offer solutions that support artistic goals and expectations
- Train, supervise, and provide clear instruction to students through established technical workflows during work calls and production activities
- Respond to and communicate notes and changes in a clear and timely manner

Meets Expectations ☐

Needs Improvement ☐

Not Applicable ☐

Comments:

Lighting Designer

- Interpret the production, design the lighting, and execute the light plot
- Oversee hang and focus for production, board operation, and system checks
- Develop completed design and construction plans to include but not limited to research, renderings, construction material samples, construction drawings, and workflow planning
- Meet all deadlines for pre-production and production as outlined in the production calendar
- Ensure technical elements are performance-ready on schedule
- Implement approved design and construction plans within budgetary limits
- Execute the approved design and aesthetics as rendered in the physical execution of stage elements
- Maintain all safety and best practice standards
- Anticipate technical challenges and offer solutions that support artistic goals and expectations
- Train, supervise, and provide clear instruction to students through established technical workflows during work calls and production activities
- Respond to and communicate notes and changes in a clear and timely manner

Meets Expectations ☐

Needs Improvement ☐

Not Applicable ☐

Comments:

Sound Designer

- Interpret the production and design all sound including live and taped effects and recorded music
- Oversee the set-up and operation of all audio and sound effects equipment including communication and amplification, board operation, system checks, the recording of all sound media, and the operation of the above during the run of the show
- Develop completed design and construction plans to include but not limited to research, renderings, construction material samples, construction drawings, and workflow planning
- Meet all deadlines for pre-production and production as outlined in the production calendar
- Ensure technical elements are performance-ready on schedule
- Implement approved design and construction plans within budgetary limits
- Execute the approved design and aesthetics as rendered in the physical execution of stage elements
- Maintain all safety and best practice standards
- Anticipate technical challenges and offer solutions that support artistic goals and expectations
- Train, supervise, and provide clear instruction to students through established technical workflows during work calls and production activities
- Respond to and communicate notes and changes in a clear and timely manner

Meets Expectations ☐

Needs Improvement ☐

Not Applicable ☐

Comments:

Costume Designer

- Interpret the production and design the clothing and accessories for the production, including supervision of the costume shop and construction process
- Manage the budget, building, and/or acquisition of all costumes; oversee costume maintenance throughout the production period; develop make-up and hair designs when a separate designer is not assigned; pattern and cut costumes or costume pieces when a cutter is not assigned
- Develop completed design and construction plans to include but not limited to research, renderings, construction material samples, construction drawings, and workflow planning
- Meet all deadlines for pre-production and production as outlined in the production calendar
- Ensure technical elements are performance-ready on schedule
- Implement approved design and construction plans within budgetary limits
- Execute the approved design and aesthetics as rendered in the physical execution of stage elements
- Maintain all safety and best practice standards
- Anticipate technical challenges and offer solutions that support artistic goals and expectations
- Train, supervise, and provide clear instruction to students through established technical workflows during work calls and production activities
- Respond to and communicate notes and changes in a clear and timely manner

Meets Expectations ☐

Needs Improvement ☐

Not Applicable ☐

Comments:

Director

- Establish a clear and cohesive directorial concept in collaboration with the artistic team that aligns the script, movement, music, and design with the goals of the production
- Interpret the script and stage the play
- Determine the style of production and plan the rehearsal process
- Manage audition and casting process in accordance with best practices outlined in the Florida School of the Arts Production Handbook
- Manage organized rehearsals with efficient use of time and prioritized goals
- Provide clear instruction to student performers
- Maintain accurate rehearsal documentation and production notes as required
- Ensure all elements of the production integrate cohesively in performances
- Communicate changes in a clear and timely manner

Meets Expectations ☐

Needs Improvement ☐

Not Applicable ☐

Comments:

Music Director

- Coordinate all musical elements of the production in collaboration with the director and design team
- Participate in the development and rehearsal of the orchestra
- Prepare all audition cuts, scores, and arrangements as needed by the production
- Manage organized rehearsals with efficient use of time and prioritized goals
- Coordinate music and vocal needs of production with director and/or choreographer
- Support appropriate musical performance and style as needed by the production
- Communicate changes in a clear and timely manner

Meets Expectations ☐

Needs Improvement ☐

Not Applicable ☐

Comments:

Vocal Director

- Prepare all audition cuts, scores, and arrangements as needed by the production
- Manage organized rehearsals with efficient use of time and prioritized goals
- Teach and rehearse all sung music
- Coordinate music and vocal needs of production with director, choreographer, and/or accompanist
- Ensure continuity of vocal instruction and preparation once the music director assumes responsibility
- Provide vocal coaching and musical instruction as needed by the production
- Model healthy vocal techniques and best practices for student performers
- Collaborate with director and other designers
- Support appropriate musical performance and style as needed by the production
- Communicate changes in a clear and timely manner

Meets Expectations ☐

Needs Improvement ☐

Not Applicable ☐

Comments:

Choreographer

- Stage and create choreography for actors and dancers that supports storytelling, character development, and the artistic goals of the production
- Organize and manage rehearsals; teach choreography with efficient use of time and prioritized goals
- Provide clear instruction and feedback that supports student learning and physical development
- Make adjustments for space, safety, and dancer ability when needed

- Coordinate choreography needs of production with director and/or music director
- Collaborate with director and other designers
- Communicate changes in a clear and timely manner

Meets Expectations ☐

Needs Improvement ☐

Not Applicable ☐

Comments:

Faculty Supervisor of Student Production Assistant

- Provide ongoing supervision of the student production assistant through weekly meetings, required production meetings, and guidance throughout the full production process
- Be present with the student during technical rehearsals and dress rehearsals to support role responsibilities and learning outcomes
- Oversee operations, procedures, and assignments for their area
- Participate in discussions when there is a variation of scheduling or operations for a production that will impact their area
- Provide role-appropriate guidance that maintains program learning outcomes and academic rigor
- Ensure the student understands role responsibilities, deadlines, and institutional expectations
- Model clear communication and collaboration in faculty role (i.e., Director, Choreographer, Music Director, Technical Theater) for the student
- Ensure the student meets all core job responsibilities listed in Section II of the Florida School of the Arts Production Handbook
- Provide timely feedback and intervention when student performance falls below expectations
- Participate in assessment or reflection processes related to student learning and production outcomes within the department

Meets Expectations ☐

Needs Improvement ☐

Not Applicable ☐

Comments:

Faculty Comments:

Appendix P: Campus Library Manager Evaluation Form

Campus Library Manager Evaluation Form

Librarian Name: _____

Evaluator Name: _____

Employee ID Number: _____

Title of Evaluator: _____

Campus: Choose an item.

Evaluation Period: _____

Purpose of the Evaluation

The purpose of this evaluation is to support continuous improvement in the duties of Campus Library Manager.

Structure of the Evaluation

The evaluation is organized into components corresponding to the duties of Campus Library Manager as stated in Article 12 Work Responsibilities. Each component will be rated as **“Meets Expectations”** or **“Needs Improvement”** and will contain a brief narrative explanation.

Evaluation Schedule

Campus Library Manager will be evaluated at the end of each academic year.

The evaluation process is intended to foster reflection, dialogue, and growth through constructive feedback and professional development.

Signatures indicate that the evaluation was reviewed and discussed with the campus library manager.

Librarian signature_____

Date_____

Evaluator signature_____

Date_____

Initials indicate that the evaluation was reviewed by the appropriate administrator.

Dean/Associate Dean initials_____

Vice President/AVP initials_____

Please send completed form to the HR Department.

Operation of Campus Library

Manage the daily operation of the campus library, ensuring that all procedures support safety, efficiency, and accessibility. Demonstrate knowledge of and adherence to established emergency procedures; communicate incidents or safety concerns promptly and appropriately. Identify and report building or library issues to the Dean in a timely and professional manner. Submit facility and/or IT work orders as needed.

Meets Expectations ☐

Needs Improvement ☐

Comments:

Supervising Staff

Demonstrate leadership and accountability in supervising staff. Maintain an organized and equitable staff schedule that ensures adequate library coverage and compliance with departmental policies. Ensure compliance with departmental hiring and evaluation procedures, including timely submission of required documentation. Approve part-time personnel and adjunct timesheets by the deadline.

Meets Expectations ☐

Needs Improvement ☐

Comments:

Hiring and Training Staff

Ensure compliance with departmental hiring and rehiring procedures, including timely submission of required documentation. Assist the Dean with onboarding and training of new employees. Provide regular training, feedback, and opportunities for professional growth to employees.

Meets Expectations ☐

Needs Improvement ☐

Comments:

Teamwork and Communication

Work cohesively with campus library employees to cultivate a positive and cooperative work environment. Communicate with campus library employees in accordance with the Learning Resource Department's principles of service, cooperation, and support.

Meets Expectations ☐

Needs Improvement ☐

Comments:

Other Duties

Perform other duties relevant to the library and as assigned by the Dean.

Meets Expectations ☐



Needs Improvement ☐

Comments:

Campus Library Manager Comments:

Appendix Q: Advising Office Manager Evaluation Form

Advising Office Manager Evaluation

Employee Name: [Click or tap here to enter text.](#) Job Title: [Click or tap here to enter text.](#)

Generated ID: [Click or tap here to enter text.](#) Campus: [Click or tap here to enter text.](#)

Date: [Click or tap here to enter text.](#)

Evaluation Period FROM: [Click or tap here to enter text.](#) TO [Click or tap here to enter text.](#)

Upon completion sign and date this self-evaluation and submit it to the Dean Advising. For items 1 – 6, evaluate yourself on each facet using the following scale:

- 3 - Exemplary
- 2 - Proficient
- 1 - Basic
- 0 - Unsatisfactory

1. Professional Impact - Leadership abilities. Involved in professional development on campus; develops contacts with departments and faculty; participates in professional development. Teaching courses, and improvement projects within the college to develop goals and objectives for improvement and following through with the plan. [Click or tap here to enter text.](#)
2. Communication skills - Clearly conveys information and ideas through a variety of communication modes. Practices attentive and active listening. Synthesizes information from multiple resources and uses it in appropriate contexts. Succeeds in understanding others. Has meaningful interactions with others, including empathy, humility, and patience. [Click or tap here to enter text.](#)
3. Accountability - Takes responsibility for accomplishing goals and achieving quality results. Follow through on commitments. Is present. Effectively manages time and resources for completing work. Knowledgeable on programs, processes and keeps up to date with all changes. [Click or tap here to enter text.](#)
4. Record Management - Verifies certifies and completes appropriate student-related forms and processes; maintains advising records appropriately; is clear for graduation; maintains data security; utilizes technology to support advising. [Click or tap here to enter text.](#)
5. Initiative and Adaptability - Effectively adjusts to changes in work processes and environment and alters behavior to align with evolving situations. Recognizes and fosters the implementation and acceptance of constructive change within the workplace. Consistently demonstrate self-direction and initiative. [Click or tap here to enter text.](#)

6. Professional Integrity - Trusted, authentic, self-aware, above reproach. Operates by and adheres to the University's core values and holds others accountable for them. Interacts with others in a way that gives confidence in self and the organization. Acts in the University's best interests and puts that interest above personal gain or unit or office. Works within the limits of authority to achieve goals. [Click or tap here to enter text.](#)

Leadership

7. Leadership – Counsels, coaches, mentors and provides clear instruction for motivation, purpose and inspiration; and promotes respect, honesty, integrity and fairness in the work environment. Demonstrates college values and committed to college mission. [Click or tap here to enter text.](#)
8. Supervision – Maximizes staffs' skills and potential through encouragement, empowerment, and motivating environment; and selects, motivates, develops, and evaluates employees effectively [Click or tap here to enter text.](#)
9. Organizing and Planning – Accurately determines length and scope of tasks and projects; sets measurable goals and effectively organizes team members, materials, and support to get things done; uses resources effectively and manages time efficiently to achieve results. [Click or tap here to enter text.](#)
10. Setting Standards & Measuring Results – Sets standards for organizational objectives and measuring results against standards; analyzing and reporting results; and striving for continuous improvement in organizational effectiveness and efficiency. [Click or tap here to enter text.](#)
11. Knowledge of services, policies & initiatives and/or where to locate that information. [Click or tap here to enter text.](#)
12. Quality of work. [Click or tap here to enter text.](#)
13. Demonstrates a commitment to creating a positive environment in student affairs as well as the improvement of the college atmosphere, services and image. [Click or tap here to enter text.](#)
14. Demonstrates an ability to accept and meet changing conditions. [Click or tap here to enter text.](#)
15. Accepts constructive criticism and suggestions and uses them to advantage. Deals with anger, frustration, and disappointment in an appropriate manner. [Click or tap here to enter text.](#)

16. Demonstrates self-motivation, self-reliance; is an initiative-taker. [Click or tap here to enter text.](#)
17. Evidence of continued professional development. Does professional development activity reflect the needs of the department? Do the professional development activities reflect areas addressed in evaluations? Do the professional development activities reflect new contributions to the department/discipline? [Click or tap here to enter text.](#)
18. Evidence of institutional involvement. What departmental/institutional committees did the Advisor participate in? Did the Advisor make a meaningful contribution when serving on the committees? Has the Advisor demonstrated collaboration with peers when reviewing and developing services? When called upon, does the Advisor contribute to Institutional Effectiveness goals? [Click or tap here to enter text.](#)
19. How has the Advisor used student data? [Click or tap here to enter text.](#)
20. Evidence of institutional involvement in terms of service through participation and/or attendance at college sponsored events and activities, such as FASFA Frenzy, career fairs, guest speaking in Pathways (or other) course sections, campus tour, etc. [Click or tap here to enter text.](#)
21. Evidence that the Advisor contributed to student success by guiding students to schedule classes, research career pathways, be transient (as needed), apply to limited access programs and prepare to graduate and/or transfer. [Click or tap here to enter text.](#)
22. Observation of teaching effectiveness. Class observed: [Click or tap here to enter text.](#)
 Modality: [Click or tap here to enter text.](#)

 Was the presentation relevant to the learning activity? What techniques did the faculty member use to promote learning and student engagement? Did the faculty member have students apply concepts and use relevant, real-world scenarios? [Click or tap here to enter text.](#)

SIGNATURES

SUBMITTED

 Evaluator

 Date

RECEIVED BY FACULTY

 Advising Office Manager

 Date

 Faculty comments: [Click or tap here to enter text.](#)



REVIEWED

Dean of Advising :

Date:

Chief Academic Officer:

Date:

Appendix R: Club Sponsor Stipend Form

This Appendix is included for informational purposes only and is not subject to collective bargaining.



Club Sponsor Stipend Request

Club stipends are paid in two installments, at the end of the fall and spring semesters. Please submit this form to the Office of Student Affairs.

Date: Click or tap to enter a date.

Semester: ☐ Fall ☐ Spring Year: Click or tap here to enter text.

Club/Organization Name: Click or tap here to enter text.

Faculty Sponsor Name: Click or tap here to enter text.

Phone Number: Click or tap here to enter text. Email: Click or tap here to enter text.

Number of active club members: Click or tap here to enter text.

Number of club meetings/activities: Click or tap here to enter text.

Average attendance at meetings/activities: Click or tap here to enter text.

Please describe any service projects, social activities or events sponsored by the club during the reporting period (attach separate sheet if needed): Click or tap here to enter text.

Were there any activities that required travel during the reporting period? ☐ Yes ☐ No

By signing below, I affirm I have met the following requirements for being a St. Johns River State College club/organization sponsor:

- Attend all club meetings, functions, and events;
- Maintain an accounting of club rosters, event attendance, financial records, historical records, governing or other documents, and club possessions;
- Followed procedural guidelines established by the College with respect to club operations;
- Submitted award nomination applications; and
- Attended any relevant end-of-semester awards events.

Signature of Club Sponsor: _____

Office of Student Affairs Use Only:

Date Received: _____ Stipend Amount: _____ Approval: _____

Appendix S: Study Abroad Faculty Leader and Co-Leader Handbook

This Appendix is included for informational purposes only and is not subject to collective bargaining.



Study Abroad Faculty Leader and Co-Leader Handbook

Revised: June 23, 2025

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Study Abroad Essentials of Leaders

Faculty Leaders and Faculty Co-Leaders:

1. Are required to be full time employees;
2. Will be expected to maintain 2 faculty members for each program, regardless if it is faculty-led, or tour group operated;
3. Must plan to fly to and back from the destination in the same group as the program participants;
4. Will act as the liaison with the tour company and with administrators of study abroad programs;
5. Will collaborate and communicate with chaperones;
6. Must recruit at least 8 participants for each class affiliated with a program (thus, if 2 classes are offered within one study abroad program, 16 participants must be recruited);
7. Will distribute and collect information and required forms to participants, chaperones and administration;
8. Must advise that participants purchase the tour group's study abroad insurance, or administration approved study abroad insurance ;
9. Will attend all tour activities;
10. Are expected to support local guides and obey the laws and customs of the destination country, (this is particularly important when planning religious institution visits and cultural sites);
11. Should maintain a positive attitude throughout the tour;
12. Should adhere to the same code of ethics and conduct as if he or she were teaching in the classroom;
13. Are expected to ensure (to one's best ability) the safety and well-being of the participants on the tour, and have knowledge of an emergency preparedness plan;
14. Must ensure that the appropriate administration office has copies of participant emergency contacts at the time of departure, and carry emergency contact information of each participant with them while abroad;
15. Must ensure that the appropriate administration office has documentation of participants' student numbers and proof of enrollment in the course affiliated with the program;
16. Must deliver detailed budget to the finance office and perform all requisitions in a timely manner prior to departure (if the program is completely faculty led);

17. Must reconcile final budget with receipts and other documents and file it in a timely manner upon return from the study abroad program (if the program is completely faculty led);
18. Should know (and inform participants) that a program may be cancelled at any time due to insufficient enrollment or any other reason deemed necessary by administration;
19. Must provide a completed Student Activity Release Form for each participant in the event that a program activity occurs off campus. A file of these forms is expected to be maintained.

Faculty Leaders should be familiar with the essential functions of travel in general. There are special considerations such as travel time and additional hours apart from instruction to consider. Leaders should be prepared for many hours of preparation both abroad and prior to departure. Research into working conditions, availability of medical facilities, embassies and other special conditions are necessary prior to departure. Faculty leaders need the desired qualifications in the field to be taught while abroad, and must have the required knowledge, abilities and skills of the particular destination. For example, language skills, or other knowledge of cultural particulars is necessary. A tour company must also provide either a translator or someone with the destination language proficiency for the program. The leaders should possess the necessary physical skills for the particular environmental conditions.

- It is preferred that all leaders and program organizers have:
- Strong interpersonal and communication skills;
- The ability to organize to a high level of competency;
- The ability to commit to working in a multicultural environment;
- Patience and adaptability with participants;
- Strong decision making capabilities;
- Physical and emotional stamina to participate in the program's itinerary and activities.

Essentials of Academic Value

The Program:

1. Must have academic value;
2. Must be marketable to students;
3. Must be made as affordable as possible to students;
4. Must be financially viable for the college;
5. Must present limited risk to the students and the college;

6. Must align itself with credit courses offered by the college, and if the course is a new course, it would need to pass through the curriculum review process prior to approval of the program;
7. Will be considered in terms of a convenient time frame for students;
8. Will utilize useful activities and associated to the academic program;
9. Must have a safe and appealing destination or location for study;
10. Must have a minimum of 8 students enrolled to run for the semester for which it is intended (St. Johns River State employees or their relatives may not be included in the minimum number requirement);
11. Students may not audit the course.

Faculty leaders should be familiar with the course material, destination, language and other particulars of the program location. Leaders should be informed about tour group policies prior to marketing their program through a third party provider. Program leaders must know about:

- Payment Plans
- Scholarships (if available)
- Passports
- Visas
- Vaccinations
- Safety of the Destination
- Packing
- Precautions
- Dietary information about students
- Disabilities of participants

It is preferred that all leaders and program organizers:

- Have travelled to the destination, or have previous knowledge of the destination;
- Have prior knowledge of the course affiliation;
- Can adapt an existing course to the program;
- Can create an itinerary that is realistic for the destination and stamina of a group.

Timeline

All forms that you will need are herein, and to be found at the end of the manual. There is a checklist indicating to whom you should submit forms.

First week of September for Summer trips (May for Spring trips, January for Fall trips):
Submit your Intent for International Travel Form. All forms must be typed and submitted to your Dean. Upon approval, begin marketing your program.

First week of October for Summer trips (June for Spring trips, February for Fall trips):

Submit your Formal Study Abroad Proposal, including a preliminary syllabus and itinerary to your Dean. Upon approval, continue marketing your program.

First week of February for Summer trips (October for Spring trips, June for Fall trips):

Submit a completed Cancellation Disclosure Form (page 19) from each student to your Dean.

Two weeks prior to departure: Submit the following -

1. Final Student List with Student ID numbers and course enrolled in
2. Conduct and Responsibility Form
3. Student Standards of Conduct
4. Waiver/Travel Insurance Form
5. Emergency Contact and Disability/Health Form
6. Consent and Release Form
7. Student Waiver and Release of Liability Form
8. Student Activity Release Form
9. Detailed cost of the trip
10. Itinerary

Additional pre-departure requirements: Provide proof of 2 mandatory “Meet and Greet” activities (or “pre-departure” meetings). This may be in the form of a sign-in sheet upon which you provide the evidence of information distributed (itineraries given out, any course material, or culturally related activities), or a brief description thereof. These mandatory meetings are a great opportunity to obtain the forms needed 2 weeks prior to departure.

Students, faculty leaders and co-leaders must buy travel/health insurance. If you are using a tour group, you must make sure the company knows that insurance is compulsory for all St. Johns River State College Programs.

Please see the Checklist to include in your document package.

Document Package Checklist

Check off the following 10 items when you have completed them and include them in your document package. This complete package should be duplicated and handed in to your Dean:

- ☐ Proof of Insurance: This must be arranged with the tour company, and it is mandatory
- ☐ Proof of Registration with tour company, or proof of air ticket if faculty led
- ☐ Travel Company Assurances
- ☐ Proof of affiliated course registration and payment
- ☐ Signed and dated Student Conduct form and Waiver /Travel Insurance form
- ☐ Event Consent and Release forms (for permission to photograph)
- ☐ Student Activity Release form
- ☐ EMERGENCY CONTACT FORM including all current emergency phone numbers

- ☐ FACULTY and EMERGENCY PHONE NUMBER information (US number and the number while abroad)

Make and keep a copy for each Faculty Leader, and hand in a completed file of these items to the to your Dean.

Forms

Each form begins on a new page.

Intent for International Travel Form

Please submit to your Dean by the first week of September.

This form does not guarantee approval of your program.

Note: there are no opportunities for funds to be released for the purpose of Study Abroad. There are no faculty stipends paid for study abroad programs, their creation, delivery or actual travel time. All funding must come from the student participants. In addition, there are currently no scholarship opportunities for students. Faculty should consider the timing of the course to be affiliated with the program carefully. Students, may, however, still receive financial aid (if eligible) toward the tuition and books for the affiliated course.

Faculty Leader #1 will be assumed to be the primary faculty leader. Please specify though, if there will be a co-leadership. (This means there would be 2 lead faculty members as would be the case if two courses were being taught).

Faculty Leader Name (#1) : [Click or tap here to enter text.](#)

Phone: [Click or tap here to enter text.](#) **Email:** [Click or tap here to enter text.](#)

Faculty Leader Name (#2): [Click or tap here to enter text.](#)

Phone: [Click or tap here to enter text.](#) **Email:** [Click or tap here to enter text.](#)

Name of the Dean or supervisor of Faculty Leader #1: [Click or tap here to enter text.](#)

Name of the Dean or supervisor of Faculty Leader #2: [Click or tap here to enter text.](#)

Request Date: [Click or tap to enter a date.](#)

Program Type: (tour group, or completely faculty created): [Click or tap here to enter text.](#)

City and countries you wish to visit on the program: [Click or tap here to enter text.](#)

Term of Travel: [Click or tap here to enter text.](#) **Travel Dates:** [Click or tap here to enter text.](#)

Has the destination been on the Travel Warning List (<http://www.state.gov/travel/>) in the past year? Yes No

Course Related Information: [Click or tap here to enter text.](#)

Proposed Affiliated Course - include details about credit hours, online, traditional or hybrid class: [Click or tap here to enter text.](#)

**How will the proposed destination enrich the existing or proposed course of study?
How do your objectives for the short-term international program align with academic rigor and integrity at SJR State College?** [Click or tap here to enter text.](#)

Signatures

Faculty #1 Signature:

Faculty #2 Signature:

Dean #1 Signature:

Dean #2 Signature:

Formal Study Abroad Proposal Form

This form is an official approval to move forward with your program. If enrollment in the program does not suffice, or if there is a last minute travel advisory warning to your destination, or other unforeseen circumstances, your program may not be able to run. Please submit a copy to your Dean or supervisor.

Faculty Leader Name (#1) : Click or tap here to enter text.

Phone: Click or tap here to enter text. **Email:** Click or tap here to enter text.

Faculty Leader Name (#2): Click or tap here to enter text.

Phone: Click or tap here to enter text. **Email:** Click or tap here to enter text.

Name of the Dean or supervisor of Faculty Leader #1: Click or tap here to enter text.

Name of the Dean or supervisor of Faculty Leader #2: Click or tap here to enter text.

Request Date: Click or tap to enter a date.

Program Type: (tour group, or completely faculty created): Click or tap here to enter text.

City and countries you wish to visit on the program: Click or tap here to enter text.

Term of Travel: Click or tap here to enter text. **Travel Dates:** Click or tap here to enter text.

Has the destination been on the Travel Warning List (<http://www.state.gov/travel/>) in the past year? Yes No

What are the specific destination risks? Please be specific: Click or tap here to enter text.

How do you plan to market your program? Please be specific about dates and locations: Click or tap here to enter text.

Course Related Information: Click or tap here to enter text.

Proposed affiliated course - include details about credit hours, online, traditional or hybrid class: Click or tap here to enter text.

Discuss the alignment to the specific course and academic integrity of the program: Click or tap here to enter text.

Please attach the Intent to Travel Form information if it is unchanged. If there are changes, please describe: Click or tap here to enter text.

Does the program address St Johns River State College's Student Learning Outcomes? Please be specific: Click or tap here to enter text.

Please provide a preliminary itinerary and syllabus for the affiliated course. You may attach this information to the form. Click or tap here to enter text.

Have you read the Study Abroad Policy and Procedures Manual? Yes No

What is the approximate price of the program (not including course fees or books per students)? Click or tap here to enter text.

Additional Information you may wish to discuss which may be necessary for consideration for approval: [Click or tap here to enter text.](#)

Signatures

Faculty #1 Signature:

Faculty #2 Signature:

Dean or supervisor's Name and Signature:

Vice President Name and Signature:

Approval

Date Approved by SJR State Board of Trustees:

Travel Company Assurances

(To be handed in with the Formal Study Abroad Proposal)

Provide these assurances for the chosen travel company:

Full company name: Click or tap here to enter text.

Address: Click or tap here to enter text.

Email address: Click or tap here to enter text.

Website address: Click or tap here to enter text.

Contact person and title: Click or tap here to enter text.

TAX ID number: Click or tap here to enter text.

Full references: Click or tap here to enter text.

Sources you contacted: Click or tap here to enter text.

Conduct and Responsibility Form for the Study Abroad Participant

As a participant in St. Johns River Study Abroad Program, I will abide by and agree to all of the following rules and regulations:

1. I will follow the official Standards of Conduct as stated in the college handbook at all times while engaging in study abroad activities in the United States, and at all times while abroad.
2. I will act as a representative of the college at all activities and establishments during the course of the program, both in the United States and abroad.
3. I will disclose important information regarding my health and dietary needs to my faculty leaders.
4. I will not act in a disorderly manner while engaging in study abroad activities.
5. I will abide by the destination (both national and international) laws and regulations, including airline restrictions and bans on luggage and its contents.
6. I will attend all mandatory meetings and all activities during the program.
7. I will not leave the group under any circumstance unless the faculty leaders are advised of my departure and grant permission. If I am ill, I agree to inform faculty leaders and if necessary remain in my hotel room while the group continues to tour.
8. I will sign up for and complete the academic course affiliated with the program. I will sign up in advance of the program commence date.
9. I will hand in my forms in a timely manner and before the due dates.
10. I agree to obtain the approved insurance for the program.
11. I agree that if I am acting in a disorderly manner, as determined by the program leader or faculty leader, I will be sent home at my own expense at the nearest opportunity.
12. I will avoid any dangerous behaviors or actions that may harm me or others in the program.

Print name:

Signature:

Date:

Student Standards of Conduct

1. While on campus, students and student organizations are expected to obey the instructions of any College faculty, staff member, or law enforcement official performing designated responsibilities including the identification of oneself when requested to do so.
2. After closing hours, students may not enter any building unless accompanied by a College employee. Unless otherwise authorized, all persons must be off the campus by 11:00 p.m.
3. Use of tobacco and smoking, including cigarettes, loose-leaf tobacco, snuff, or other forms of tobacco, and electronic devices is prohibited. As a tobacco-free campus, the tobacco-free policy applies to all campus properties, walkways, sidewalks and parking lots, as well as personal vehicles in these areas.
4. Gambling is prohibited on College property.
5. The College specifically prohibits on campus, the possession, sale, exchange, consumption, or giving away of any beverage of alcoholic content, any stimulant, depressant, narcotic, or hallucinogenic drug or agent having potential for physical or mental abuse, except on prescription by a physician or dentist. Florida law requires the automatic expulsion of a student who is convicted of unlawful possession of any narcotic drug, central nervous system stimulant, hallucinogenic drug, or barbiturate.
6. Sleeping in public areas is prohibited.
7. Distribution or posting of any commercial material on campus must have the approval of the President or his/her designee.
8. Bringing pets or other animals, including emotional support animals, onto campus, including sidewalks, campus buildings, classrooms, grounds, or sporting events or practices is prohibited. Service animals (dog or miniature horse) that are individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability, specifically and directly related to the individual's disability are exempt from this prohibition. Service animals must be on a leash or harness unless it would interfere with the service animal's ability to perform the tasks it is trained to do, and it must be under the handler's control at all times. If a service animal is disruptive, out of control, is not housebroken, or poses a threat, the College may request its removal.
9. Student failure to honor financial obligations to the College (including but not limited to worthless checks, loans, veteran deferments, and other fees) will result in a student not being allowed to re-enroll until financial obligations are met. If it becomes necessary for the College to turn over a student's account balance to a collection agency for collection, the collection cost (agency fees) will be added to the student's account and must be paid by the student.

10. Students must wear attire in such a manner as not to be in violation of health laws and/or disrupt the College's educational process. Appropriate dress for the appropriate activity is expected. A student may be asked to leave an area when he/she is not appropriately attired in the opinion of the College official or instructor who is acting in a supervisory position. Repeat offenders shall be reported to the Office of the Vice President for Student Affairs.
11. All students must carry identification and/or proof of registration.
12. Unless it is part of a structured classroom activity, students may not bring guests or family members into the classroom.
13. Unless otherwise authorized by Florida law and with the exception of students enrolled in the Criminal Justice Programs of the College participating in a College approved training exercise, the possession of firearms, knives, explosives, fireworks, hazardous or toxic substances, or other dangerous materials is strictly forbidden on any of the College's campuses or sites.
14. No student or student organization attending St. Johns River State College can participate in disruptive activities at the College. Any such student so convicted, as required by FS 1006.61(2), will be expelled immediately without recourse for a period of two (2) years. Any student organization found guilty may be suspended. This includes the disruption or obstruction of teaching, research, administration, disciplinary proceedings, traffic or pedestrian movement, other College activities, including its public service functions on or off campus, or other authorized non-college activities when the act occurs on College premises.
15. As provided in FS 1006.60(5), any student enrolled or student organization authorized at St. Johns River State College who intentionally acts to impair, interfere with, or obstruct the orderly conduct, processes, and functions of the College on or off any of the College's sites shall be subject to severe disciplinary measures, to include dismissal, at the discretion of the President.
16. Acts of dishonesty are prohibited. Acts of dishonesty include but are not limited to, the following: cheating, plagiarism, or other forms of academic dishonesty, furnishing false information to any College official, faculty member, or office; forgery, alteration or misuse of any College document, record, or instrument of identification; and/or tampering with the election of any College recognized student organization.
17. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, and/or other conduct which threatens or endangers the health or safety of any person are prohibited.
18. The attempted or actual theft of and/or damage to property of the College or property of a member of the College community or other personal or public property is prohibited.
19. Hazing, as defined in the Catalog/Student Handbook, is prohibited.

20. The theft, abuse, misuse, or alteration of the College's computer systems and information and records stored on the computer systems as defined in the Catalog/Student Handbook is prohibited.
21. The posting of vulgar, abusive, derogatory, threatening, discriminatory, or gang-related content on any college premises or on any college-sanctioned social media accounts is strictly prohibited. The College reserves the right to block users and/ or remove a post that violates college policies, creates a hostile environment, or contains content that is vulgar, abusive, derogatory, threatening, discriminatory, or gang-related.
22. Entering a restroom or changing facility designated for the opposite sex except as otherwise provided in section 553.865, Florida Statutes, is prohibited. Students who enter a restroom or changing facility designated for the opposite biological sex and refuse to depart when asked by any College official, faculty member, security, or law enforcement personnel will be subject to disciplinary sanctions as outlined in Article IV of the Catalog/Student Handbook.
23. The abuse of the student judicial system, as defined in the Catalog/Student Handbook, is prohibited.
24. Any student or student organization who has unauthorized possession, duplicates or uses key/key cards to any College premises or who has unauthorized entry to or use of College premises is subject to disciplinary sanctions as outlined in Article IV of the Catalog/Student Handbook.
25. Any student or student organization who violates published College policies, rules, or regulations is subject to disciplinary sanctions as outlined in Article IV of the Catalog/Student Handbook.
26. Any student or student organization who violates federal, state or local law on College premises or at College-sponsored or supervised activities is subject to disciplinary sanctions as outlined in Article IV of the Catalog/Student Handbook.
27. Any student or student organization who participates in a campus demonstration which disrupts the normal operations of the College and infringes on the rights of other members of the College community; who leads, incites others to disrupt scheduled and/or normal activities within any campus building or area; and who intentionally obstructs which unreasonably interferes with freedom of movement, either pedestrian or vehicular, on campus is subject to disciplinary sanctions as outlined in Article IV of the Catalog/Student Handbook.
28. Any student or student organization who obstructs the free flow of pedestrian or vehicular traffic on College premises or at College sponsored functions is subject to disciplinary sanctions as outlined in Article IV of the Catalog/Student Handbook.
29. Any student or student organization who publishes class lectures without consent of faculty or lecturers is subject to disciplinary sanctions as outlined in Article IV of the Catalog/Student Handbook.

The College reserves the right to change any of its policies for student conduct without notice when it is considered in the best interest of the College. In the event such changes occur, the College will provide notification to students, faculty, and staff via announcements on bulletin boards and in College publications.

I have read, understand, and will comply with the SJR State Student Standards of Conduct.

Printed Name:

Signature:

Date:

Waiver/Travel Insurance Form

I, _____, will be fully bound and insured to the maximum by law. I have been informed that I may be participating in the below activities. While I understand that the faculty leaders, [name of travel agent if applicable], and St. Johns River State College have made every effort to create and maintain a safe program, I recognize that travel has associated risks including personal injury, property damage or loss of property.

I hereby certify that I will obtain and carry the mandatory insurance for this program, and it will be carried for the duration of the program.

I agree to indemnify the faculty Leaders, St. Johns River State College, and Caravel Travel of any costs associated with legal fees, litigation of any kind, mediation or any other proceedings that may occur as a result of activities involved in the itinerary and program.

I am aware that Faculty leaders, St. Johns River State College, the hotels, sites, museums, or any other venue sponsored by the program has every right to refuse service to anyone engaging in (or who has engaged in) gross misconduct and/or behavior. This includes drinking, excessive or abusive behavior, drunk or disorderly conduct, or disruption of any kind to the group itinerary.

I have consulted the St. Johns River State College Standards of Conduct, and will abide by the standards stated within.

Signature: _____

Date: _____

Emergency Contact and Disability/Health Form

Name: [Click or tap here to enter text.](#) Student #: [Click or tap here to enter text.](#)

Student Email Address: [Click or tap here to enter text.](#)

Primary Phone Number: [Click or tap here to enter text.](#)

Emergency Contact Name & Phone Number: [Click or tap here to enter text.](#)

Are you a Dual Enrollment Student? Yes No

Dual enrollment students are not eligible to participate in Study Abroad.

Program of Study: Associate in Arts Associate in Science Other

Do you have a valid Passport? Yes No

Disabilities, health conditions or food/drink allergies? Yes No

If yes, please explain: [Click or tap here to enter text.](#)

Signature:

Date:

Cancellation Disclosure Form

I, _____, understand that due to insufficient enrollment, travel advisory conditions or other factors, this program may be canceled at any time. I also understand that if I cancel my participation, there may be financial consequences if I do so after the date set forth by the Program Leader. I agree to enroll in the academic course affiliated with this Study Abroad Program. I understand that I may not audit the course.

Signature:

Date:

Consent and Release Form

Event or topic: Click or tap here to enter text.

Date: Click or tap here to enter text.

I hereby authorize St. Johns River State College, its District Board of Trustees and its employees to edit, reproduce, display, distribute, exhibit, or otherwise use the photographs, video, written or creative works without compensation to me in whole or in part, for educational, instructional, promotional, public relations and advertising purposes in any manner, format or media, throughout the world, in perpetuity.

For these purposes, I waive and relinquish any personal rights and privacy rights, and all photographs or video shall become the sole property of SJR State and may be copyrighted in its own name or a name of its choosing.

I also release SJR State and its employees from any and all claims for libel, slander, invasion of privacy or other claims based on SJR State's use of the photographs or video and agree to hold SJR State harmless from any and all claims by the Third Parties.

Name (Please Print):

Date:

Phone number:

E-mail address:

Signature of Participant, or Parent or Guardian if a Minor:

Name (Please Print):

Date:

Phone number:

E-mail address:

Signature of Participant, or Parent or Guardian if a Minor:

Name (Please Print):

Date:

Phone number:

E-mail address:

Signature of Participant, or Parent or Guardian if a Minor:

Name (Please Print):

Date:

Phone number:

E-mail address:

Signature of Participant, or Parent or Guardian if a Minor:

Name (Please Print):

Date:

Phone number:

E-mail address:

Signature of Participant, or Parent or Guardian if a Minor:

Name (Please Print):

Date:

Phone number:

E-mail address:

Signature of Participant, or Parent or Guardian if a Minor:

Name (Please Print):

Date:

Phone number:

E-mail address:

Signature of Participant, or Parent or Guardian if a Minor:

Name (Please Print):

Date:

Phone number:

E-mail address:

Signature of Participant, or Parent or Guardian if a Minor:

College Vehicles - Student Waiver and Release of Liability Form For Students

I, _____, a student of St. Johns River State College, hereby release from liability and hold St. Johns River State College harmless from any and all claim and causes of action which might be brought by me for loss of property, personal injury or death sustained by me arising out of my travel in a vehicle owned/leased by St. Johns River State College and driven by a College employee for the purpose of transportation to and from events related to my course of study, including but not limited to theater shows, workshops, conferences, meetings, and all other student related activities.

This shall serve as my Student Waiver and Release of Liability for the entire academic year of July 1 - June 30, [YEAR].

It is understood that St. Johns River State College as used herein shall include the employees, administrators, agents, and Board of Trustees of St. Johns River State College.

Signature: _____

Date: _____

Witness Signature: _____

Student Activity Release Form

This is a legally-binding release made by me _____ to
(student)

St. Johns River State College, its Board of Trustees, employees, and agents, Hereafter referred to as the College.

I fully recognize that there are dangers and risks to which I may be exposed by participating in _____.
(activity)

From _____ To _____.
(start date) (end date)

I understand the College does not require me to participate in the activity, but I want to do so, despite the possible dangers and risks and despite this Release.

In consideration for receiving permission to participate in this activity, I therefore agree to assume and take on myself all of the risks and responsibilities in any way associated with this activity. I hereby release the College from any and all liability, claims, and actions that may arise from injury or harm to me, from my death, or from damage to my property in connection with this activity. I understand this release covers liability, claims and actions caused entirely or in part by any acts or failure to act of the College, including but not limited to negligence, mistake, or failure to supervise.

I recognize that this release means I am giving up, among other things, right to sue the College for injuries, damages, and losses I may incur. I also understand that this Release bind my heirs, executors, administrators, assigns, as well as myself.

I have read this entire Release, I fully understand it, and I agree to be legally bound by it.

Releasor's Signature _____ Date _____

Appendix T: Instructional Field Trip Form

This Appendix is included for informational purposes only and is not subject to collective bargaining.



INSTRUCTIONAL FIELD TRIP FORM

Instructor(s) Name: [Click or tap here to enter text.](#)

Course Prefix, Number, Title, and CRN: [Click or tap here to enter text.](#)

Class meeting days and times: [Click or tap here to enter text.](#)

Date and starting/ending times of field trip: [Click or tap here to enter text.](#)

Number of students participating in field trip: [Click or tap here to enter text.](#)

Name and address of organization, facility, or site to be visited. [Click or tap here to enter text.](#)

Name, title, and contact information of person granting permission at the organization, facility, or site. [Click or tap here to enter text.](#)

Describe the activity to be performed during the field trip. [Click or tap here to enter text.](#)

Describe the educational relationship between the activity and the course of study.

How will students be transported to and from the organization, facility, or site? [Click or tap here to enter text.](#)

Are there any costs associated with this field trip? If so, how will those costs be paid? [Click or tap here to enter text.](#)

Instructor's Signature and Date

OFFICE USE ONLY

☐ Approved ☐ Not Approved

Supervisor's Signature and Date: _____

☐ Approved ☐ Not Approved

AVP or VPs Signature and Date: _____

Appendix U: Student Activity Release Form

This Appendix is included for informational purposes only and is not subject to collective bargaining.



STUDENT ACTIVITY RELEASE FORM

This is a legally-binding release made by me _____ to
(student)

St. Johns River State College, its Board of Trustees, employees, and agents, Hereafter referred to as the College.

I fully recognize that there are dangers and risks to which I may be exposed by participating in _____.
(activity)

From _____ To _____
(start date) (end date)

I understand the College does not require me to participate in the activity, but I want to do so, despite the possible dangers and risks and despite this Release.

In consideration for receiving permission to participate in this activity, I therefore agree to assume and take on myself all of the risks and responsibilities in any way associated with this activity. I hereby release the College from any and all liability, claims, and actions that may arise from injury or harm to me, from my death, or from damage to my property in connection with this activity. I understand this release covers liability, claims and actions caused entirely or in part by any acts or failure to act of the College, including but not limited to negligence, mistake, or failure to supervise.

I recognize that this release means I am giving up, among other things, right to sue the College for injuries, damages, and losses I may incur. I also understand that this Release bind my heirs, executors, administrators, assigns, as well as myself.

I have read this entire Release, I fully understand it, and I agree to be legally bound by it.

Releasor's Signature _____ Date _____

ARTICLE 28: DURATION

This Agreement shall become effective upon ratification by the Union and the College and shall remain in effect until June 30, 2030.

The College and UFF agree that Article 20 Wages and Article 21 Benefits and Leave will be reopened in spring 2027, spring 2028, and spring 2029.

If a successor agreement is not ratified prior to the date upon which this agreement expires, the current Collective Bargaining Agreement (CBA) remains in effect until a new agreement is ratified or imposed.

UNITED FACULTY OF FLORIDA

ST. JOHNS RIVER STATE COLLEGE

Dawn Bergeron
President

Joe H. Pickens, J.D.
President

Clay Moore
Chief Negotiator

Rich Komando, J.D.
Chairman, District Board of Trustees

Dated:_____

Dated:_____

RATIFICATION CERTIFICATE

COLLECTIVE BARGAINING AGREEMENT

Effective July 1, 2026

**between the St. Johns River State College District Board of Trustees
and the United Faculty of Florida**

This is to Certify that this Collective Bargaining Agreement was ratified on _____ by
UFF-SJR and on _____ by the St. Johns River State College District Board of Trustees.

ST. JOHNS RIVER STATE COLLEGE CHAPTER OF THE UNITED FACULTY OF FLORIDA

By: 
Dawn Bergeron
President, UFF-SJRState

By: 
Clay Moore
Chief Negotiator and Chair
UFF-SJRState Bargaining Team

Team Members: Dawn Bergeron, Bruce Fox, Doug Mikutel, Clay Moore

ST. JOHNS RIVER STATE COLLEGE DISTRICT BOARD OF TRUSTEES

By: _____
Rich Komando
Chairman, District Board of Trustees

By: _____
Joe H. Pickens
President, St. Johns River State College

Team Members: Dr. Melanie Brown, Dr. Edward Jordan, VP Randy Peterson, VP Chuck Romer

MEMORANDUM

TO: SJR State District Board of Trustees

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

DATE: August 18, 2026

RE: Annual Review of SJR State DBOT Rules and Policies

Trustees are asked to consider the following items in advance of the September 16, 2026, Board of Trustees meeting:

Throughout the year, revisions or additions to SJR State Board Rules are both reviewed by and approved by the Board of Trustees at the time of the revision/addition.

SJR Rule 1.16 calls for an **Annual Review** of the Board's Rules and Policies.

SJR 1.16 Annual Review of Board Policies

Approved 1/18/06

Amended 01/18/06; 06/01/05

Specific Authorities: FS 1001.64 (44), Chapter 120, FS

An annual review of the Board's rules and policies will be made as soon as possible after the beginning of the fiscal year. Any additions, deletions, and changes will be incorporated by a majority vote of the Board and in a duly constituted meeting [FS 1001.64 (44)]. In making changes, deletions, additions, or modifications to Board policies, the Board will comply with the appropriate sections of Chapter 120, FS and especially with FS 120.81 (1) (d) through (k).

To demonstrate compliance with SJR 1.16, each fall at a Board of Trustees meeting, Trustees will be asked to affirm by vote the Annual Review of the DBOT's Rules and Policies has taken place.

Public access to SJR State's Board Rules and Policies is provided on the [SJR DBOT Webpage](#), and for your convenience a direct link is available [here](#).



MEMORANDUM

To: Dr. Melanie Brown
Chief Operating Officer and Senior Vice President

From: Ray Sjogren
Director of Facilities Business Operations

Date: August 18, 2026

Subject: Information Item: Change Order #004 to the Scherer Construction Contract

This is an information item for the Board of Trustees for its August 26, 2026, meeting. The College executed Change Order #004 to the Scherer Construction contract for the renovation and addition to the FloArts project at the Palatka Campus.

Change Order #004 is an additive change order totaling \$21,484.05 and includes the following:

- **COP #35: \$1,694.46** - Add for ASI #2 lighting changes.
- **COP #44: \$984.38** - Add breakers to DCU #1 and #2 per RFI #164.
- **COP #45: \$1,748.13** - Add missing power for controls per RFI #164.
- **COP #47: \$958.04** - Add power for roller shades per RFI #169.
- **COP #49: (\$2,670.23)** - Deduct for an adjustment to COP #29.
- **COP #50: \$2,593.28** - Add dedicated circuits for ADA operators per RFI #172.
- **COP #51: \$5,355.04** - Add fire alarm devices requested by the Fire Marshal.
- **COP #52: \$3,818.21** - Add circuits for instahots per RFI #174.
- **COP #53: \$7,002.74** - Add flooring changes associated with Bid Alternate 4.

Please let me know if I can answer any questions regarding this agenda item.

Attachment (1)



MEMORANDUM

To: Dr. Melanie Brown
Chief Operating Officer and Senior Vice President

From: Ray Sjogren
Director of Facilities Business Operations

Date: August 18, 2026

Subject: Information Item: Change Order #001 to the Scherer Construction Contract

This is an information item for the Board of Trustees for its August 26, 2026, meeting. The College executed Change Order #001 to the Scherer Construction contract for the renovation and addition to the gymnasium project at the Palatka Campus.

Change Order #001 is an additive change order totaling \$4,790.25 and includes the following:

- **COP #01R1: \$850.30** - Add for removal of existing wall mounted signage from the 2nd floor of the Gym
- **COP #02: \$3,939.95** - Add to provide ½" drywall to side walls on inside of existing office and to provide and install extended rings for electrical boxes to accommodate the new drywall

Please let me know if I can answer any questions regarding this agenda item.

Attachment (1)



MEMORANDUM

TO: All Trustees

FROM: Joe H. Pickens, J.D.

DATE: July 13, 2026

RE: Revised Time for Board of Trustees Meeting in September

This requests approval to change the time to 2:00 pm for the Board of Trustees Meeting scheduled on September 16.

A tour of the Palatka Campus will begin at 1:00 pm for those who are interested.

If you have any questions, please contact me.



MEMORANDUM

TO: All Trustees
FROM: Joe H. Pickens
DATE: July 13, 2026
RE: Board Meeting Dates July 2026 through June 2027 - Revised

Below are the proposed District Board of Trustees Meeting dates for July 2026 through June 2027.

Date	Time	Location
July 2026	N/A	No Meeting
**Wednesday, August 26, 2026	2:00 p.m.	Orange Park Campus, Thrasher-Horne Center, Suites C & D
Wednesday, September 16, 2026	1:00 p.m. 2:00 p.m.	Palatka Campus, Board Room
**Wednesday, October 28, 2026	2:00 p.m.	St. Augustine Campus, Viking Center, Room V-112
November 2026	N/A	No Meeting
**Wednesday, December 2, 2026	2:00 p.m.	Palatka Campus, Board Room
Wednesday, January 20, 2027	2:00 p.m.	St. Augustine Campus, Viking Center, Room V-112
Wednesday, February 17, 2027	2:00 p.m.	Orange Park Campus, Thrasher-Horne Center, Suites C & D
**Wednesday, March 10, 2027 – <i>If necessary</i>	2:00 p.m.	Palatka Campus, Board Room
Wednesday, April 21, 2027	2:00 p.m.	St. Augustine Campus, Viking Center, Room V-112
Wednesday, May 19, 2027	2:00 p.m.	Palatka Campus, Board Room
Wednesday, June 16, 2027	2:00 p.m.	Orange Park Campus, Thrasher-Horne Center, Suites C & D

**Exceptions to 3rd Wednesday of the month



MEMORANDUM

TO: Joe Pickens, President
FROM: Randy Peterson, Vice President/CFO
DATE: August 10, 2026
RE: Action Agenda Item for District Board of Trustees Meeting

The following Action item is submitted for the Board of Trustees' consideration at the August 26, 2026, meeting.

ACTION AGENDA ITEM:

1. Action to Approve Transfers from Board Designated Operating Reserves to the Unexpended Plant Fund.

MEMORANDUM

TO: Joe Pickens, President

FROM: Randy Peterson, Vice President/CFO

DATE: August 10, 2026

RE: Transfers from Board Designated Operating Reserves to the Unexpended Plant Fund

Pursuant to Rule 6A-14.0716(3)(b), Florida Administrative Code, College Board of Trustees are authorized to amend budgets and transfer funds from the Current Unrestricted Fund (Operating Fund). Transfers from the Operating Fund to the Unexpended Plant Fund require review by the Chancellor.

College Administration is requesting Board approval to process the following transfers from designated reserves that were approved by the Board at the September 2025 Board meeting.

- Renovation of the Florida School of the Arts Building: \$1,000,000
- Gym Office Renovations: \$300,000
- Gym Exterior Painting: \$150,000
- Volleyball Courts: \$150,000

A recap of Board Designated Reserves prior to these transfers is as follows:

OPERATING FUND-BOARD DESIGNATED RESERVES			
(In thousands)			
	Carryforward from 24-25	Used in 25-26	Balance for Spending Plan
Designated Fund Category:			
State Declared Emergnecies (60 days expenditure reserves)	\$ 3,938		\$ 3,938
State Declared Emergencies (excess expenditure reserves)	\$ 5,932		\$ 5,932
Year end Close	\$ -		\$ -
Health Care Cost Increases	\$ 250		\$ 250
Marketing/Student Success Campaign	\$ 57	(44)	\$ 13
Nonrecurring Comp Adjustments:FT-Non Bargaining	\$ 310	(287)	\$ 23
Nonrecurring Comp Adjustments:PT	\$ 25	(16)	\$ 9
EMT Contingency	\$ 100		\$ 100
Deferred Maintenance/Capital Needs	\$ 400		\$ 400
Flo Arts Deferred Maintenance & Renovation	\$ 7,850	(6,850)	\$ 1,000
Gym Office Renovations	\$ 300		\$ 300
Gym Exterior Painting	\$ 150		\$ 150
Vollyball Courts	\$ 150		\$ 150
Workforce Programs	\$ 552	(27)	\$ 525
Total Board Designations	\$ 20,014	\$ (7,224)	\$ 12,790



MEMORANDUM

TO: Joe Pickens, J.D.
College President

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

DATE: August 18, 2026

RE: **ACTION/INFORMATIONAL** Agenda Items
August 26, 2026, District Board of Trustees Meeting

The following **Information** items are submitted for the District Board of Trustees' consideration at the August 26, 2026, meeting:

1. SJR State 2026 Fact Book/Facts at a Glance

Available for review at the meeting.

MEMORANDUM

TO: All Trustees

FROM: Joe H. Pickens, J.D.

DATE: August 17, 2026

RE: Disclosure of Interested Party - Decision for Potential Conflict of Interest on RFP No. 25/26-085 – Public Private Partnership (P3) to Design, Build and Finance a Public Safety Complex in Clay County

I am serving on the Evaluation Committee for RFP No. 25/26-085 – Public Private Partnership (P3) to Design, Build and Finance a Public Safety Complex in Clay County. On June 23, I received an email from Jessica Loos, Clay County Purchasing Manager, which listed the four teams that submitted proposals for this solicitation. I noticed that the law firm of Driver, McAfee, Hawthorne & Diebenow was listed as a participant in the submittal of E2L Real Estate Solutions, LLC.

Since Trustee Alex Hill is a partner in this firm, I disclosed the relationship that a College Trustee had with one of the participating applicants to ensure that no conflict existed. Ms. Loos spoke with the County Attorney and replied via email on June 24 that there is not a conflict of interest. Following is the email response:

“I spoke with our County Attorney this afternoon regarding your concern about a potential conflict of interest for RFP No. 25/26-085. The County Attorney has confirmed that Ms. Hill’s position as a Board Member and partner at Driver, McAfee, Hawthorne & Diebenow does not create a conflict of interest. As a committee member, you will not experience any personal financial gain if the firm is chosen. The County just wants to remind you that while you are scoring, please do not allow Ms. Hill’s connection to influence your scores.”

If you have any questions, please contact me.