

# DUAL ENROLLMENT AGREEMENT



The School Board  
of Seminole County

and

The District Board of Trustees  
Of Seminole State College

August 1, 2013

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# **Interinstitutional Articulation Agreement**

**The School Board of Seminole County  
and  
The District Board of Trustees of Seminole State College**

THIS AGREEMENT is effective from July 1, 2013, through June 30, 2014, by and between the School Board of Seminole County, situated in Seminole County, Florida, hereinafter referred to as Seminole County Public Schools, and the District Board of Trustees of Seminole State College, situated in Seminole County, Florida, hereinafter referred to as the College.

The Articulation Committee responsible for negotiating and drafting this agreement includes: Dr. Michael Blasewitz, Executive Director of Secondary Education, Seminole County Public Schools; Dr. Anna Marie Cote, Deputy Superintendent, Seminole County Public Schools; the following Principals - Michael Kotkin, Lake Mary High School; Demetria Faison, Crooms Academy; Dr. Mary Williams, Hagerty High School; Brian Urichko, Lyman High School; Dr. Connie Collins, Seminole High School; Mike Gaudreau, Lake Brantley High School; Mr. Robert Lundquist, Oviedo High School; Dr. Mickey Reynolds, Winter Springs High School; Mr. Frank Casillo, Lake Howell High School; and, representing Seminole State College, Dr. Laura Ross, Vice President of Academic Affairs and Chief Academic Officer; Dr. Marcia A. Roman, Vice President of Student Affairs and Chief Student Affairs Officer; Dr. Joseph Sarnovsky, Executive Vice President, Administrative Services/Chief Financial Officer; Pamela Mennechey, Associate Vice President, Student Recruitment and Enrollment; Lynn Powers, Associate Vice President, Business Services; Michael Staley, Dean, School of Engineering, Design and Construction; Cindi Hunter, Assistant Director, Recruitment and Enrollment; Suzanne Tesinsky, Career Pathways Facilitator; and Christine Broeker, Director, Curriculum, Articulation and Academic Scheduling. The Executive Director of Secondary Education, Deputy Superintendent of Seminole County Public Schools, Vice President of Academic Affairs, and Vice President of Student Affairs will continue to meet monthly over the course of the academic year to collaboratively review current practices and outcomes and engage in strategic planning to continue to improve operations, effective management of resources, and program outcomes.

WHEREAS, Seminole County Public Schools and the College subscribe to the educational philosophy that each individual student should have the maximum opportunity to enhance his/her learning opportunities in courses suited to his/her own educational, career, and personal needs, and;

WHEREAS, the Commissioner of Education has encouraged enhanced articulation agreements among public schools, community colleges, and universities and has provided comprehensive guidelines for such agreements, and;

WHEREAS, Section 1007.27 F.S., specifies that it is the intent of the Legislature that a variety of articulated acceleration mechanisms be available for secondary and postsecondary students attending public educational institutions, and;

WHEREAS, Section 1007.721 F.S., specifies that each Superintendent of Schools and Community

College President shall be responsible for the development and implementation of a comprehensive articulation agreement pertaining to acceleration programs for students enrolled in their respective school districts and service areas, and;

WHEREAS, Section 1007.721 F.S., specifies that each articulation committee shall annually analyze and assess the effectiveness of the mechanisms toward meeting the goal of reducing postsecondary remediation needs, and;

WHEREAS, Section 1011.62, F.S., specifies the computation of funding with respect to instruction from community colleges or universities, and;

WHEREAS, Section 1007.27, F.S., specifies that vocational dual enrollment shall be provided as an articulated acceleration mechanism for secondary students to pursue, and;

WHEREAS, Section 1008.30, F.S., specifies placement testing of high school juniors and interventions to reduce remedial needs upon college entry, and;

WHEREAS, the State Board of Education has adopted Rule 6A-10.024, FAC, specifying that each Community College President and District School Board shall plan and adopt procedures to provide articulated programs so that students can proceed toward their educational objectives as rapidly as their circumstances permit, and;

WHEREAS, Seminole County Public Schools and the College have the desire to implement the statutes and rules hereinabove pursuant to their shared philosophy of improving educational opportunities for students who are served by the two entities;

NOW, THEREFORE, BE IT RESOLVED that Seminole County Public Schools and the College agree to abide by the provisions herein below:

- A. Assignment of Responsibilities: Seminole County Public Schools and the College agree to the specific assignments of responsibilities for Postsecondary Vocational Education, Postsecondary Adult Vocational Education, Community Education, Adult Secondary Education, Disabled Adults, and General Educational Development (GED) as shown in Exhibit A.
- B. Acceleration Mechanisms: Seminole County Public Schools and the College agree to provide the specific acceleration opportunities for Seminole County students through College Level General Education Dual Enrollment, College Level Elective and Career Preparation Dual Enrollment, Advanced Placement, and the College Level Examination Program as specified in Exhibit B.
- C. Adult Education Programs: Seminole County Public Schools and the College agree to provide the specific non-traditional educational programs for Seminole County students through Adult High School, General Educational Development, and English Language Studies as specified in Exhibit C.

BE IT FURTHER RESOLVED that this agreement does not supersede nor release Seminole County Public Schools or the College from any legal or other obligations set forth by the State

Board of Education or the State of Florida and that if any part(s) of this Agreement is (are) in conflict with any law, statute, or rule, then such part(s) shall be deemed inoperative to the extent it conflicts there within and shall be modified to conform to such law, statute, or rule. To the extent any external funding is required by the College in order to implement any portion(s) of this Agreement and funding for such purpose is not appropriated to the College by the Legislature of the State of Florida or is not otherwise available to the College, the College shall thenceforth have no further financial obligations hereunder. In the event the College does not have sufficient legislative appropriations to carry out any obligations under this Agreement, it shall immediately notify Seminole County Public Schools of such fact and of such portion(s) of this Agreement may be revisited as a result of such failure of appropriations.

IT IS UNDERSTOOD that this Agreement shall be subject to annual review and renewal by Seminole County Public Schools and the College pursuant to Section 1007.235 F.S.

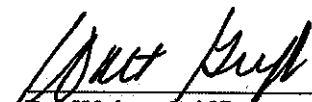
IN WITNESS WHEREOF, Seminole County Public Schools and the College hereto have executed this Interinstitutional Articulation Agreement on the aforementioned date.

FOR:


FOR:

THE SCHOOL BOARD  
OF SEMINOLE COUNTY


THE DISTRICT BOARD OF TRUSTEES  
OF SEMINOLE STATE COLLEGE

  
\_\_\_\_\_  
Dr. Walter Griffin  
Superintendent  
Seminole County Public Schools

8/8/13  
Date

  
\_\_\_\_\_  
Dr. E. Ann McGee  
President  
Seminole State College

8/9/13  
Date

  
\_\_\_\_\_  
Karen Almond  
Chairman  
Seminole County School Board

Date

9/10/13



**EXHIBIT A**

**ASSIGNMENT OF RESPONSIBILITIES**

I. Seminole County Public Schools and the College agree to the assignment of the following responsibilities: K-12 Vocational programs and courses will be offered by Seminole County Public Schools. Seminole State College will be responsible for Advanced and Professional courses and programs, Postsecondary Vocational Education (PSV), Postsecondary Adult Vocational Education (PSAV), State Education, Adult Basic Education, Adult Secondary Education, Education for Disabled Adults and General Education Development (GED) Prep and Testing as shown in the following Responsibility Matrix.

**Delivery Systems**

<b>PROGRAM AREAS</b>	<b>Seminole District Schools</b>	<b>Seminole State College</b>
<b>K-12 VOCATIONAL</b>		
Programs	X	
Courses	X	
<b>ADVANCED AND PROFESSIONAL (A&amp;P)</b>		
Programs		X
Courses		X
<b>POSTSECONDARY VOCATIONAL (PSV)</b>		
Programs		X
Courses		X
<b>POSTSECONDARY ADULT VOCATION (PSAV)</b>		
Programs		X
Courses		X
COMMUNITY EDUCATION (Leisure & Lifelong Learning)		X
ADULT HIGH SCHOOL		X
DISABLED ADULTS		X
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)		X
GED PREP		X
GED TESTING		X

## EXHIBIT B

### ACCELERATION MECHANISMS

Seminole County Public Schools and the College agree to provide acceleration opportunities for eligible Seminole County Public Schools' students through Dual Enrollment, Advanced Placement, College Level Examination Program, and Delayed Credit. These programs allow qualified students to simultaneously earn credits towards their high school diplomas and college degrees through special allowances authorized by the Legislature and the State Board of Education as stated in Sections 1007.27, 1007.271, F.S., and 6A-14.031, FAC.

#### I. ACADEMIC DUAL ENROLLMENT

This agreement serves to ratify current existing agreements between the District and the College, including but not limited to agreements pertaining to Dual Enrollment, and College Placement Testing. The provisions set forth in this agreement provide for academic college level courses to be offered in the high schools or on one of the College's campuses to enable qualified students to pursue college courses with minimal difficulty.

##### A. Criteria to Identify the Student

1. Students must have completed the 10<sup>th</sup> grade and be enrolled in at least one (1) high school credit courses during each term, excluding summer.
2. Students must have a cumulative unweighted high school grade point average of 3.0 or better and the signature of the high school principal on the SCPS 868 Dual Enrollment Instructional Materials Reimbursement Request form, giving approval for enrollment in specific courses (See Attachment F).
3. Per Section 1008.30(4) (a), Florida Statutes, and Rule 6A-10.0315, F.A.C., which is hereby incorporated by reference. Students who have been identified as deficient in basic competencies in one of the areas of reading, writing or mathematics, as determined by scores on a postsecondary readiness assessment identified in Rule 6A-10.0315, F.A.C., shall not be permitted to enroll in college credit courses in curriculum areas precluded by the deficiency. Students must meet or exceed placement test scores of the following:

	Verbal/Reading	English/Sentence Skills	Math/Elementary Algebra
Enhanced ACT	18	17	19
SAT	440	n/a	440
CPT	83	83	72
PERT	104	99	113

4. Students desiring to enroll in college credit courses at the high school must meet the pre-requisites, just as students desiring to enroll in the same courses on the college

campus prior to beginning the courses.

5. Students will initiate their application for Dual Enrollment courses with their high school guidance department. The high school guidance department and the College's Office of Admissions are responsible for screening students prior to enrollment.
6. The Dual Enrollment Supplemental Form will be used by high school guidance staff to inform students and parents of basic expectations of students who participate in dual enrollment. (See Attachment B1).
7. Exemptions to completion of 10<sup>th</sup> grade, specified in IA1, the grade point average specified in IA2, exemptions to pre-requisites specified in IA3, exemptions to the maximum number of allowable college credits specified below in B3 may be initiated by the high school principal. Approval by the College's Vice-President for Academic Affairs or the appropriate Academic Associate Vice President or Academic Dean is needed before an exemption can be granted. The high school guidance department or registrar will notify the College, in writing, of the reasons why the principal wishes to exempt a student from the stated criteria. It is the responsibility of the Vice President for Academic Affairs or the Academic Associate Vice President or Academic Dean to notify the principal of the approval or disapproval of the exemption within ten (10) working days from receipt of the exemption request.
8. High school guidance personnel will provide Seminole State College's Associate Vice President of Recruitment and Enrollment a completed college application, a dual enrollment supplemental form, transcripts and test scores for each student applying for dual enrollment. Students requiring PERT testing at Seminole State must have a signed "Dual Enrollment Placement Test Referral Form filled out by the high school.
9. Registration forms and 868 forms for dual enrolled students must be received by the College prior to the end of the College's drop/add period (usually two - five days after the start of the Fall and Spring semesters) to ensure compliance with audit requirements and the ability to collect FTE for dual enrolled students.
10. Dual enrollment students will be subject to the same repeat rules and grade forgiveness rules as are other students enrolled in college credit courses.

B. Courses to be Offered

1. Dual Enrollment courses will be offered in accordance with sections 1000.21; 1007.24; 1007.235; 1007.253; 1007.27; 1007.271; and 1008.345, F.S. Approved Dual Enrollment course offerings are specified by the Florida Department of Education's statewide Agreement for Dual Enrollment Courses. In addition, high school credit for Dual Enrollment courses will be awarded in accordance with the fore mentioned agreement. See Attachment B2 for prefixes of College General



Education courses.

2. Subject to staffing constraints and with the approval of the high school principal, Dual Enrollment courses offered in a high school will be selected from courses specified in statewide Agreement for Dual Enrollment Courses. Physical education and recreation and leisure studies courses that focus on the physical execution of skill rather than the intellectual attributes of an activity as well as ROTC shall be ineligible for inclusion in the dual enrollment program.
3. Courses taken under Dual Enrollment must apply directly toward the student's general requirements for high school graduation as outlined in Section 1003.43, F.S., pursuant to Section 1007.27, F.S. In order to support a student's academic success, a student may not enroll in more than nine (9) credit hours during any one term.
4. Dual Enrollment students are not to initiate a withdrawal from their course(s) without written consent by the high school principal or his/her designee after the official add/drop period for the College has ended for the term the student is enrolled. Once a grade is posted to the transcript, it cannot be altered.
5. In accordance with sections 1007.271 and 1007.272, F.S., all courses taken under Dual Enrollment must be weighted the same as Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against Dual Enrollment courses is prohibited.

C. Procedure to Provide Courses

1. Instruction will take place at the high school at the discretion of the College.
2. Participating high school students may enroll in regularly scheduled college credit courses offered by Seminole State College by submitting a completed college application packet and an Advanced Instruction (868 form) to Seminole State College's Associate Director of Recruitment and Enrollment. Students desiring to enroll in regularly scheduled college courses must acquire the proper forms from their high school guidance department.
3. Students who desire to enroll in regularly scheduled college courses that are not being offered at the high school site are responsible for providing their own transportation to and from the site.
4. When courses are offered in a high school facility, qualified students of the participating high school will receive priority. Qualified students of other high schools may enroll with the permission of both principals.
5. Coordination of courses shall be the joint responsibility of the College's Vice-President for Academic Affairs and the high school principal.

D. Provisions for Instructors

1. Appointment of course instructors shall be the joint decision of the College's Vice-President for Academic Affairs and the high school principal. As per the Statement of Standards for Dual Enrollment adopted by the Community College Council of Presidents in 2007, instructors must meet SACS requirements/guidelines for postsecondary instructors in the course/discipline. High school teachers employed by the high school whose qualifications meet Seminole State College's instructor qualification requirements will be given preference for appointment to teach a course as an adjunct instructor of the College.
2. Instructors are responsible for monitoring student performance in the course and for recording student final grades on both the high school and college grade report forms. The College's Vice-President for Academic Affairs is responsible for ensuring that the instructors carry out this responsibility.
3. Teachers who are not under full-time contract with Seminole County Public Schools shall be compensated by the College under the regular provisions regarding full-time and adjunct faculty.
4. Instructors are to submit grades to the College Registrar. The Seminole State Institutional Research department will be responsible for generating a grade report which will be delivered by the Dual Enrollment Office to each high school with the grades awarded in college classes.

E. Responsibilities

1. It shall be the responsibility of the high school principal to ensure that courses are coordinated with the high school curriculum.
2. It shall be the responsibility of the high school principal to ensure that high school credit shall be awarded.
3. All high school curriculum guides and class schedules, as well as the College's catalog, shall include information regarding Dual Enrollment.
4. The high school principal and the College's Vice-President for Academic Affairs are responsible for ensuring the quality of instructional programs. The College's evaluation of courses and programs will be applied to Dual Enrollment instruction.
5. Coordination of advising/counseling services will be the responsibility of the College's Vice President of Student Affairs and the appropriate high school principal. High school students enrolled in college credit courses will have access to the advising/counseling services of the College.
6. Students and/or their parents are responsible for providing their own transportation to the College's campus or to any other site where the Dual Enrollment instruction is

conducted.

7. At the end of each term, the College's Institutional Effectiveness and Research Office will provide The Dual Enrollment office a grade report. Each Seminole County Public High School will receive a report of its students who were dual enrolled, their corresponding courses taken during that term, and the grades earned.
8. Two (2) copies of the dual enrollment grade report are sent to each high school within 10 working days of the College's posted date for grade submission. One copy is sent to the Dual Enrollment liaison and one copy is sent to the FTE office at each high school.

F. Distribution of Applicable Revenue and Other Cost Sharing Issues.

1. Pursuant to Section 1011.62, F.S., it is understood that:
  - a. Students enrolled in Dual Enrollment instruction may be included in the calculation of full-time equivalent student membership for basic programs grades 9-12 by Seminole County Public School;
  - b. Students enrolled in Dual Enrollment instruction may be counted as full-time equivalent enrollment by the College.
  - c. Students receiving instruction under the provisions of this agreement shall be exempt from the payment of all application, registration, matriculation, book and laboratory fees to Seminole County Public Schools or the College. Note that exemption from book fees pertains to SCPS students and not private or home schooled students.
  - d. Students with disabilities who dual enroll in courses offered on site at the high school will be accommodated by high school staff according to IDEA criteria. Students with disabilities who dual enroll in courses offered on site at the College will be accommodated by the College staff according to ADA criteria. It is the student's responsibility to contact the Disability Services department if accommodations are required.
2. Pursuant to Section 1007.271 the funding provision costs are detailed in Exhibit F

**For Dual Enrollment courses offered on high school campuses:**

1. Instructional materials required for Dual Enrollment courses will be purchased from the College by Seminole County Public Schools prior to the beginning of each term. Instructional materials once selected for use in a Dual Enrollment course conducted on Seminole County high school campuses will be used for at least the entire academic school year without change.
2. Instructional materials once purchased by Seminole County Public Schools from the College become the property of Seminole County Public Schools. Therefore, distribution, recovery, storage, and inventory of materials will become the responsibility of Seminole County Public Schools.
3. Upon course completion, instructional materials shall be recovered from students by their high school(s). Seminole County Public Schools shall transport the materials between high schools as needed during the school year. It shall be the duty and responsibility of each principal to collect from each pupil, parent, or guardian the purchase price of any instructional material(s) the pupil lost, destroyed, or unnecessarily damaged per School Board of Seminole County policies and procedures.

**For Dual Enrollment courses offered on college campuses:**

1. High school students who enroll in Dual Enrollment courses on the college campus will be given a voucher (SCPS form 868) signed by the high school principal and will be required to use the text selected by the instructor (e.g., a different edition of the text may be used by classes conducted on campus). This voucher will cover the cost of a used textbook whenever available, or a new textbook when there is no used option. This voucher will be turned in to the bookstore by the student or the Dual Enrollment Student 24 hours in advance. Student may select books the next business day by showing a schedule and picture ID. Students may obtain instructional materials at Sanford/Lake Mary, Oviedo, or Altamonte campuses. The bookstore manager will submit vouchers to the School District's Coordinator of Instructional Media for reimbursement. Payment shall be rendered within thirty (30) days of receipt.
2. The College agrees to attach a service indicator to the account of each Dual Enrollment student obtaining a returnable textbook from a college bookstore. The service indicator will be removed when the textbook is returned to the buy-back window at any campus bookstore and the Dual Enrollment office is notified of the return.
3. Students will be responsible for identifying themselves as dual enrolled. Educational materials will be returned within seven (7) days of the end of the semester. The College Bookstore will notify SCPS of all students not returning educational materials.

4. The Follett Corporate Office will mail a check for all buy-backs of instructional materials to the Coordinator of Instructional Media Services at SCPS at the end of each semester.

## **II. CAREER AND TECHNICAL DUAL ENROLLMENT**

This agreement serves to ratify current existing agreements between the District and the College, including but not limited to agreements pertaining to Dual Enrollment and College Placement Testing. It provides an opportunity for students to earn both high school elective and college elective, Career and Technical Education or Post Secondary Vocational credit by completing electives or courses in approved Career Programs. However, it is understood that College Level Career Preparation Dual Enrollment shall not supplant students' acquisition of the high school diploma, pursuant to Sections 1007.27 and 1007.271, F.S.

### **A. Criteria to Identify the Student**

1. Students must have completed the 10<sup>th</sup> grade and be enrolled in at least one (1), high school credit courses during each term, excluding summer.
2. Students must have a cumulative unweighted high school grade point average of 2.5 or better and have the signature of the high school principal on the SCPS 868 Dual Enrollment Instructional Materials Reimbursement Request (See Attachment F) form, giving approval for enrollment in specific College Level Career and Technical Education or Post secondary (PSV) courses.
3. Students desiring to enroll in college credit courses at the high school must meet the pre-requisites just as students desiring to enroll in the same courses on the college campus prior to beginning the courses.
4. Students taking college credit courses must take the PERT placement test prior to enrollment in those courses. .
5. Students may not earn more than twelve (12) college credit hours prior to the correction of all deficiencies. Exceptions to the twelve (12) college credit hour limitation may be granted by the postsecondary institution provided that the dual enrollment student is concurrently enrolled in a secondary course(s) in the basic competency area(s) for which they have been deemed deficient by the postsecondary readiness assessment. In addition, the secondary student that has accumulated twelve (12) college credit hours and has not yet demonstrated proficiency in the basic competency areas of reading, writing and mathematics must be advised in writing by the school district of the requirements for associate degree completion and state university admission, including information about future financial aid eligibility and the potential costs of accumulating excessive college credit, as outlined in Section 1009.286, F.S. A plan has been developed to implement this requirement. See attachment B3

6. Students will initiate their application for Dual Enrollment courses with their high school guidance department. The high school guidance department and registrar are responsible for screening students prior to enrollment.
7. Exemptions to the criteria set forth in IIA1, IIA2, or IIA3 may be initiated by the high school principal. Approval by the College's Vice-President for Academic Affairs or the appropriate academic AVP or academic Dean is needed before an exemption can be granted. The high school guidance department or registrar will notify the College, in writing, of the reasons why the principal wishes to exempt a student from the stated criteria. It is the responsibility of the Vice President for Academic Affairs to notify the principal of the approval or disapproval of the exemption within ten (10) working days from receipt of the exemption request.
8. High school guidance personnel will provide Seminole State College's Associate Vice President of Recruitment and Enrollment a completed college application, a dual enrollment supplemental form, transcripts and test scores for each student applying for dual enrollment. Students requiring PERT testing at Seminole State must have a signed "Dual Enrollment Placement Test Referral Form filled out by the high school.
9. Registration forms for dual enrolled students must be received by the College prior to the end of the College's drop/add period (usually two - five days after the start of the Fall and Spring semesters) to ensure compliance with audit requirements and the ability to collect FTE for dual enrolled students.
10. Dual enrollment students will be subject to the same repeat rules and grade forgiveness rules as are other students enrolled in college credit courses.

B. Courses to be Offered

1. Subject to staffing constraints and with the approval of the high school principal, Dual Enrollment courses will be selected from courses offered by Seminole State College that are applicable to fulfilling the elective credit requirements for the high school diploma. See Attachment B3 for prefixes of College Elective and Career Preparation courses.
2. Courses taken under Dual Enrollment must apply directly toward the student's general requirements for high school graduation as outlined in Section 1003.43, F.S., pursuant to Section 1007.27, F.S.
3. Courses taken through Dual Enrollment are usually 3-4 credits and are typically awarded 1 to .5 high school credits as specified in Attachment B2. College courses for other amounts of credit will be awarded the following amounts of high school elective or Major Area of Interest credit:

2 college credits = .5 high school credit  
 1 college credit = .5 high school credit

5 college credits = 1.5 high school credit

4. High contact hour courses such as those typically offered in Career and Technical Education, require twice as many contact hours for 3 college credits as do typical Arts and Sciences courses. (i.e. AER1105 requires 90 contact hours, while ENC1210 requires 45 contact hours. Both courses are offered for 3 college credits and both would typically be counted as 0.5 high school elective credits.)
5. Dual Enrollment students are not to initiate a withdraw from their course(s) without written consent by the high school principal or his/her designee after the official add/drop period for the College has ended for the term the student is enrolled. Once a grade is posted to the transcript, it cannot be altered.
6. The courses offered each academic year shall be approved each year. In addition, courses may be added or deleted by the mutual agreement of the College's Vice-President for Academic Affairs and Seminole County Public Schools' Executive Director.
7. In accordance with sections 1007.271 and 10072.72, F.S., all courses taken under Dual Enrollment must be weighted the same as Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against Dual Enrollment courses is prohibited

C. Procedure to Provide Courses

1. Instruction will take place at the high school site unless:
  - a. Technical facilities are not available at the site.
  - b. No Instructor meeting SACS faculty qualifications guidelines is available.
  - c. There are fewer than twenty (20) qualified high school students who wish to enroll in the course at the site.
  - d. Specific arrangements are made for summer session programs. All summer session offerings/dates will be coordinated by the College's Vice-President for Academic Affairs and Seminole County Public Schools' Executive Director or their designees.
2. When a provision of C1 applies, participating high school students may enroll in regularly scheduled college credit courses offered by Seminole State College by submitting a completed college application and Dual Enrollment Supplemental Form to Seminole State College's Associate Vice President of Recruitment and Enrollment. Students desiring to enroll in regularly scheduled college courses must acquire the proper forms from their high school guidance department.

3. Students who desire to enroll in regularly scheduled college courses that are not being offered at the high school site are responsible for providing their own transportation to and from the site.
4. When courses are offered in a high school facility, qualified students of the participating high school will receive priority. Qualified students of other high schools may enroll with the permission of both principals.
5. Coordination of courses shall be the joint responsibility of the College's Vice-President for Academic Affairs and the high school principal.

D. Provisions for Instructors

1. Appointment of course instructors shall be the joint decision of the College's Vice-President for Academic Affairs and the high school principal. Per the Statement of Standards for Dual Enrollment adopted by the Community College Council of Presidents in 2007, instructors must meet SACS requirements/guidelines for postsecondary instructors in the course/discipline. High school teachers employed by the high school whose qualifications meet Seminole State College's instructor qualification requirements will be given preference for appointment to teach a course as an adjunct instructor of the College.
2. Instructors are responsible for monitoring student performance in the course and for recording student final grades on both the high school and college grade report forms. The College's Vice-President for Academic Affairs is responsible for ensuring that the instructors carry out this responsibility.
3. Instructors are to submit grades to the College Registrar. The Seminole State Institutional Research department will be responsible for generating a grade report which will be delivered by the Dual Enrollment Office to each high school with the grades awarded in college classes

E. Responsibilities

1. It shall be the responsibility of the high school principal to ensure that courses are coordinated with the high school curriculum.
2. It shall be the responsibility of the high school principal to ensure that high school credit shall be awarded.
3. All high school curriculum guides and class schedules, as well as the College's catalog, shall include information regarding Dual Enrollment.
4. The high school principal and the College's Vice-President for Academic Affairs are responsible for ensuring the quality of instructional programs. The College's evaluation of courses and programs will be applied to Dual Enrollment instruction.



5. Coordination of advising/counseling services will be the responsibility of the College's Vice President of Student Affairs and the appropriate high school principal. High school students enrolled in college credit courses will have access to the advising/counseling services of the College.
6. District Perkins monies are used to provide transportation to the College for pre-apprenticeship students. Students in Career Dual Enrollment are also provided transportation through this vehicle as long as funds allow.
7. Two (2) copies of the dual enrollment grade report are sent to each high school within 10 working days of the College's posted date for grade submission. One copy is sent to the Dual Enrollment liaison and one copy is sent to the FTE office at each high school. At the end of each term, the College's Institutional Effectiveness and Research Office will provide each Seminole County Public High School a report of its students who were dual enrolled, their corresponding courses taken during that term, and the grades earned.

### **III. POST SECONDARY ADULT VOCATIONAL EARLY COLLEGE/DUAL ENROLLMENT**

This agreement serves to ratify current existing agreements between the District and the College, including but not limited to agreements pertaining to Dual Enrollment and College Placement Testing. It provides an opportunity for students to earn both high school elective and Post-Secondary Adult Vocational credit by completing electives or courses in approved Career Programs. However, it is understood that Post Secondary Adult Vocational Dual Enrollment shall not supplant students' acquisition of the high school diploma, pursuant to Sections 1007.27 and 1007.271, F.S.

#### **A. Criteria to Identify the Student**

1. Students must have completed the 10th grade and be enrolled in at least one (1) high school credit courses during each term, excluding summer.
2. Students must have a cumulative unweighted high school grade point average of 2.0 or better and have the approval of their high school principal to enroll in a Postsecondary Adult Vocational course.
3. Students desiring to enroll in PSAV credit courses at the high school must meet the pre-requisites just as students desiring to enroll in the same courses on the college campus prior to beginning the courses.
3. Students will initiate their application for Dual Enrollment courses with their high school guidance department. The high school guidance department and registrar are responsible for screening students prior to enrollment.
4. Exemptions to the criteria set forth in IIA1, IIA2, or IIA3 may be initiated by the high school principal. Approval by the College's Vice-President for Educational

Programs or the appropriate academic Dean is needed before an exemption can be granted. The high school guidance department or registrar will notify the College, in writing, of the reasons why the principal wishes to exempt a student from the stated criteria. It is the responsibility of the Vice President for Academic Affairs to notify the principal of the approval or disapproval of the exemption within ten (10) working days from receipt of the exemption request.

5. High school guidance personnel will provide Seminole State College's Associate Vice President of Recruitment and Enrollment a completed college application, a dual enrollment supplemental form, transcripts and test scores for each student applying for dual enrollment. Students requiring PERT testing at Seminole State must have a signed "Dual Enrollment Placement Test Referral Form filled out by the high school.
6. Registration forms for dual enrolled students must be received by the College prior to the end of the College's drop/add period (usually five days after the start of the Fall and Spring semesters) to ensure compliance with audit requirements and the ability to collect FTE for dual enrolled students.
8. Dual enrollment students will be subject to the same repeat rules and grade forgiveness rules as are other students enrolled in college credit courses.

**B. Courses to be Offered**

1. Subject to staffing constraints and with the approval of the high school principal, Dual Enrollment courses will be selected from courses offered by Seminole State College that are applicable to fulfilling the elective credit requirements for the high school diploma. See Attachment B4 for a list of PSAV courses offered by the College through Dual Enrollment.
2. Courses taken under Dual Enrollment must apply directly toward the student's general requirements for high school graduation as outlined in Section 1003.43, F.S., pursuant to Section 1007.27, F.S.
3. High school credit for Postsecondary Adult Vocational Dual Enrollment classes will be awarded based on the 2010-11 CTE PSAV (Clock Hour) Dual Enrollment Course High School Subject Area Equivalencies, provided by FLDOE in May 2010. See Attachment B4. High School credit will be issued for courses not listed in the FLDOE document as follows: upon successful completion on the basis of one-half (1/2) Carnegie unit for seventy-five (75) contact hours in college classes satisfactorily completed. No credit shall be awarded for contact hours totaling less than seventy-five (75).

**Example:**

75 contact hours = 1/2 high school credit  
120 contact hours = 1/2 high school credit  
150 contact hours = 1 high school credit

210 contact hours = 1 high school credit  
225 contact hours = 1.5 high school credit

4. Completion of a PSAV program may later be articulated into College Credit that can be applied to towards an Associate of Science Degree according the Florida Statewide PSAV to AS/AAS Articulation Agreements.

C. Procedure to Provide Courses

1. Instruction will take place at the high school site unless:
  - a. Technical facilities are not available at the site.
  - b. No Instructor meeting SACS faculty qualifications guidelines is available.
  - c. There are fewer than twenty (20) qualified high school students who wish to enroll in the course at the site.
  - d. Specific arrangements are made for summer session programs. All summer session offerings/dates will be coordinated by the College's Vice-President for Academic Affairs and Seminole County Public Schools' Executive Director or their designees.
2. When a provision of C1 applies, participating high school students may enroll in regularly scheduled college credit courses offered by Seminole State College by submitting a completed college application and an Advanced Instruction (Dual Enrollment) Contract to Seminole State College's Director of Admissions. Students desiring to enroll in regularly scheduled college courses may acquire the proper forms from their high school guidance department.
3. Students who desire to enroll in regularly scheduled college courses that are not being offered at the high school site are responsible for providing their own transportation to and from the site.
4. When courses are offered in a high school facility, qualified students of the participating high school will receive priority. Qualified students of other high schools may enroll with the permission of both principals.
5. Coordination of courses shall be the joint responsibility of the College's Vice-President for Academic Affairs and the high school principal.

D. Provisions for Instructors

1. Appointment of course instructors shall be the joint decision of the College's Vice-President for Academic Affairs and the high school principal. Per the Statement of Standards for Dual Enrollment adopted by the Community College Council of Presidents in 2007, instructors must meet SACS requirements/guidelines in the

course/discipline. High school teachers employed by the high school whose qualifications meet Seminole State College's instructor qualification requirements will be given preference for appointment to teach a course as an adjunct instructor of the College. Faculty credentialing for SACS purposes is currently under discussion within the Florida College System; additional information may be forthcoming after the October 2011 meeting of the Council of Instructional Affairs.

2. Instructors are responsible for monitoring student performance in the course and for recording student final grades on both the high school and college grade report forms. The College's Vice-President for Academic Affairs is responsible for ensuring that the instructors carry out this responsibility.
3. Instructors are to submit grades to the College Registrar. The Seminole State Institutional Research department will be responsible for generating a grade report which will be delivered by the Dual Enrollment Office to each high school with the grades awarded in college classes.

E. Responsibilities

1. It shall be the responsibility of the high school principal to ensure that courses are coordinated with the high school curriculum.
2. It shall be the responsibility of the high school principal to ensure that high school credit shall be awarded.
3. All high school curriculum guides and class schedules, as well as the College's catalog, shall include information regarding Dual Enrollment.
4. The high school principal and the College's Vice-President for Academic Affairs are responsible for ensuring the quality of instructional programs. The College's evaluation of courses and programs will be applied to Dual Enrollment instruction.
5. Coordination of advising/counseling services will be the responsibility of the College's Vice President of Student Affairs and the appropriate high school principal. High school students enrolled in college credit courses will have access to the advising/counseling services of the College.
6. District Perkins monies are used to provide transportation to the College for pre-apprenticeship students. Students in Career Dual Enrollment are also provided transportation through this vehicle as long as funds allow.
7. Students who attend a Dual Enrollment course on the College's campus shall be responsible for submitting a "Transcript Request Form" to ensure that their transcript is forwarded to their high school.
8. At the end of each term, the College's Institutional Effectiveness and Research Office will provide each Seminole County Public High School a report of its

students who were dual enrolled, their corresponding courses taken during that term, and the grades earned.

#### **IV. EARLY ADMISSION**

To participate in Early Admission at the College, high school seniors must meet the following requirements:

1. Submit a high school transcript showing completion of 18 credits in grades 9-11
2. Achieve a minimum cumulative un-weighted GPA of 3.0
3. Receive approval from the high school principal or designee, and parent or guardian
4. Provide qualifying scores (SAT, ACT, or PERT). Test scores are valid for two years from the date of testing
5. Satisfy any course prerequisites indicated in the current Seminole State catalog
6. Supply college course schedule to the high school principal or designee

Students must complete all requirements for graduation from a Seminole County Public High School before a diploma will be granted. An overall un-weighted 2.0 GPA is required for high school graduation. Early admitted students may not be included in school class rank computations for consideration for valedictorian or salutatorian status.

Students may not withdraw from any college credit course without written permission of the high school principal or designee. Failure to notify the high school may jeopardize graduation.

#### **V. ADVANCED PLACEMENT**

The Advanced Placement Program is an effective acceleration mechanism whereby students may earn college credit through a special program of the College Entrance Examination Board. Students enroll in the Advanced Placement course(s) at their high school and, upon successful completion of course examinations, may earn credits at a college pursuant to Section 1007.27, F.S.

Seminole State College, in order to provide greater flexibility and opportunities for the students that it serves, will award credit through the Advanced Placement Program of the College Entrance Examination Board provided the students meet the provisions set forth.

1. Scores of 3, 4, and 5 will be accepted for credit depending on the subject area tested. The Director of Enrollment Services will assign the credit in accordance with the terms and policies of the College.
2. Seminole State College will accept a maximum of forty-five (45) hours of work through the Advanced Placement Program. Credit issued will be used to meet graduation, general education, departmental, and elective requirements. This credit will appear on the college transcript.

3. Students of Florida public secondary schools enrolled pursuant to F.S. 1007.27(6) shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination.

## **V. COLLEGE LEVEL EXAMINATION PROGRAM**

The College Level Examination Program (CLEP) of the College Entrance Examination Board is a mechanism by which students may earn college credit for knowledge gained through independent study or other means by "testing out" of a specific subject area or areas. To assist students in taking advantage of this opportunity, the College will act as a testing center. The following procedures have been developed for students interested in receiving college credit through CLEP at the College pursuant to Section 1007.27, F.S.

1. Application to take an examination must be made directly to Seminole State College. Students should contact the Assessment Center at the College for the proper forms.
2. Official scores from Educational Testing Services should be mailed to the College's Director of Enrollment Services who will determine the number of credit hours to be awarded based upon the test results.
3. To receive maximum benefits, it is suggested that students take advantage of this program prior to their initial registration. For the CLEP General Examination, credit will not be awarded in areas covered by the CLEP examination when it would duplicate credit already awarded to the student for successful completion of college level work or when a student has successfully completed six (6) semester hours of college credit within one of the subject areas measured by the examination.
4. It is the student's responsibility to contact the senior institution to which he/she wishes to transfer to determine the acceptability of CLEP credit.
5. A student may receive no more than forty-five (45) semester hours of credit through all CLEP examination programs approved by the College.

## ATTACHMENT B1



# Supplemental Information for Dual Enrollment

**Select your Dual Enrollment Type:**

**Off Campus Dual Enrollment**

- Crooms AOIT: Info Tech
- Lake Howell HS: Entrepreneurship
- Lake Mary HS: Drafting
- Lake Mary HS: Forensics
- Lyman HS: Engineering
- Winter Springs HS: Digital Media

**Dual Enrollment - VC**

- Electrical

**Dual Enrollment - AA**

- Public School Student
- Home School Student
- Private School Student
- Seminole State College Adult High School

**Career Dual Enrollment**

- Business
- Criminal Justice

### COUNSELOR CONSENT

Dual Enrollment is an accelerated program providing high school students the opportunity to simultaneously earn college and high school credit while satisfying high school graduation requirements. Students must initiate the enrollment process with their high school guidance counselor or home school association. Eligible students must demonstrate readiness for college-level courses by meeting the minimum requirements listed below.

**Please complete the following:**

- Student has the unweighted cumulative grade point required for the program.  
Fill in current unweighted GPA: \_\_\_\_\_ and grade level: \_\_\_\_\_
- Student has taken AP courses. (Note: Test scores must be provided upon enrolling if using them as prerequisites.)
- Address a written statement to the Vice President of Educational Programs at Seminole State College for any exceptions to the above requirements.
- Student has taken standardized test(s) if required for program of study.

**Fill in the blanks:**

Exam	Date	R	SS	EA	CL
<b>CPT</b>					
<b>ACT</b>					
<b>SAT</b>					
<b>PERT</b>					

**Important Notice:** Students must maintain a college GPA of 2.0 and a unweighted high school GPA of 3.0 to continue the Dual Enrollment program. Participation in the program is at risk if the student's GPA falls below the requirement.

**Counselor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Courses are provided through the dual enrollment program for students enrolled in a public state college, university, or technical center as prescribed in Chapter 87-212, Laws of Florida. Courses taken by this student will be applicable toward a high school diploma.

**Signature of Principal or Designee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## DUAL ENROLLMENT CONSENT AGREEMENT

Please submit this agreement with your Dual Enrollment Registration Form. Dual Enrollment is an acceleration mechanism by which eligible secondary school students enroll in a postsecondary course(s) creditable toward high school completion and a career certificate, associate or baccalaureate degree.

Students and parents or guardians are advised that Dual Enrollment courses are college-level courses, which include college-level expectations. Please be advised of the following:

- Students are not to withdraw from Dual Enrollment courses without written high school permission. Withdrawing may impact eligibility to graduate from high school on time and eligibility to enroll in future Dual Enrollment courses. Students may drop courses during the official add/drop period only.
- Any letter grade below a "C" will not count as credit toward satisfaction of a General Education requirement or the Gordon Rule requirement; however, all grades are calculated in a student's GPA and will appear on their college transcript.
- All grades become part of the student's permanent college transcript and may affect subsequent postsecondary admission.
- Course materials/class discussions may reflect topics not typically included in secondary courses and which some parents may object to for minors. Courses are not brought down to high school level to accommodate variations in student age and/or maturity.
- Students are expected to be mature and responsible citizens at all times and places and to follow the code of conduct listed under Student Responsibilities, which is posted in the College Catalog and Student Handbook.
- Students/parents are advised to consult a community college counselor or advisor regarding the selection of courses to meet degree requirements or for transfer to a specific course of study at another institution.
- Postsecondary institutions must abide by the requirements of the Federal Family Educational Rights and Privacy Act (FERPA). Faculty and staff of Seminole State College are not able to discuss student performance with anyone other than the student or educational staff who have an educational interest, unless there is a release signed by the student.
- 2-3 hours of homework, on average, is expected for each hour spent in class. There are firm assignment deadlines.
- Career Dual Enrollment students who do not meet entry level test score requirements on SAT, ACT, CPT or PERT shall not be permitted to enroll in college credit courses. Career Dual Enrollment students may enroll in college credit courses not requiring English or math prerequisites, however students may not exceed 12 credit hours unless the placement test score requirement has been met.

### PUBLIC SCHOOL STUDENTS

- Public school students must return all educational materials to the Seminole State College Bookstore and identify themselves as Dual Enrollment students.
- Failure to return materials will result in holds on
  - future registration and on
  - transcript release, and may affect high school graduation

## DUAL ENROLLMENT CONSENT AGREEMENT

### Please initial:

- \_\_\_\_ I give my son/daughter permission to enroll in Dual Enrollment at Seminole State College.
- \_\_\_\_ I accept the responsibility of ensuring that the student above has transportation to any of our college locations.
- \_\_\_\_ I understand that the availability of classes is subject to change each term.
- \_\_\_\_ To avoid classroom absences, my son/daughter will abide by Seminole State College's academic calendar in the College Catalog. (Note: The calendar dates may differ from your current high school calendar.)

**I have read, and I understand the listing above regarding consent.**

**Student Name** (please print): \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent / Legal Guardian** (please print): \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*(Provide documentation to show proof of legal guardianship.)*



**ATTACHMENT B2**

**Florida Department of Education provides and annually updates the Dual Enrollment Course Equivalency List. This information is available online at <http://www.fdoe.org/articulation/pdf/DELlist.pdf>**

## ATTACHMENT B3

*The local articulation committee will continue to strive to fully implement the Statement of Standards, now adopted in rule 6A-14.064 for the dual enrollment program.*

### STATEMENT OF STANDARDS DUAL ENROLLMENT PROGRAMS IN THE FLORIDA COMMUNITY COLLEGE SYSTEM ADOPTED BY THE COUNCIL OF PRESIDENTS February 23, 2007

*Endorsed by the Articulation Coordinating Committee on February 28, 2007*

<b><i>Introduction</i></b>	As required by the Southern Association of Colleges and Schools (SACS), each of our community colleges “ <b>must ensure appropriate levels of student achievement and equivalent quality of programs regardless of method of instruction or location of program.</b> ” To that end, the following Standards provide a statement of community college commitment to ensuring that Early College/Dual Enrollment programs demonstrate the level of academic rigor expected of all college courses and programs.
<b><i>Definition</i></b>	Section 1007.271, F.S., defines Dual Enrollment as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. Dual Enrollment does not include remedial or physical education courses. In addition to the common placement examination, student <b>qualifications for enrollment in college credit dual enrollment courses must include a 3.0 unweighted grade point average, and student qualifications for enrollment in career certificate dual enrollment courses must include a 2.0 unweighted grade point average.</b> Early College/Dual Enrollment students are exempt from the payment of registration, tuition, and laboratory fees.
<b><i>Rigor</i></b>	<b><i>In contrast to other accelerated programs available in Florida, Early College/Dual Enrollment allows students who meet program admission eligibility criteria to take and earn credit in actual postsecondary courses offered by a regionally accredited postsecondary institution and taught by faculty credentialed per SACS Commission on Colleges guidelines. Therefore, satisfactory completion of the course fulfills the requirement for earning postsecondary credit. This postsecondary credit is transferable to any public postsecondary institution in Florida via the Statewide Course Numbering System as provided in Section 1007.24, F.S.</i></b>
<b><i>Role of the Community Colleges</i></b>	The Florida Community College System works with local school districts, private secondary schools and home school families to provide Dual Enrollment or “Early College” postsecondary options to over 30,000 eligible students annually. The term <b>Early College</b> is synonymous with “Dual Enrollment” in the Florida Community College System.
<b><i>Purpose of the Standards</i></b>	The Standards are measurable criteria of Early College/Dual Enrollment elements that are the basis of quality programs. Community Colleges are required to submit evidence of implementation of these Standards through periodic program reviews conducted by the Division of Community Colleges, Florida Department of Education.

<b>Categories of Standards</b>	<input type="checkbox"/> <input type="checkbox"/> Students <input type="checkbox"/> <input type="checkbox"/> Faculty <input type="checkbox"/> <input type="checkbox"/> Curriculum <input type="checkbox"/> <input type="checkbox"/> Environment <input type="checkbox"/> <input type="checkbox"/> Assessment <input type="checkbox"/> <input type="checkbox"/> Strategic Planning
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**Students: Standards for Early College Eligibility**

<b>S1-Grade Point Average (GPA)</b>	In order to participate in Early College/Dual Enrollment, <b>students must meet the GPA requirements, as specified in Florida Statute, (1007.271 F.S.)</b> for the degree/certificate program selected. Any exceptions to the GPA requirements must be noted in the Interinstitutional Articulation Agreement.
<b>S2-Assessment for Placement Purposes</b>	In order to participate in Early College/Dual Enrollment, students must complete the required assessment tests (CPT, SAT/ACT, or TABE). Students seeking to enroll in college credit coursework must <b>meet the same placement test score requirements as all postsecondary students.</b>
<b>S3-Joint AP-Dual Enrollment</b>	For joint Dual Enrollment and Advanced Placement courses, as authorized in Section 1007.272, F.S., students must comply with the add/drop policies and deadlines of the postsecondary institution. <b>Under no circumstances will an Advanced Placement student who does not take or pass the AP examination be permitted to earn postsecondary credit for that course through Dual Enrollment.</b> (Credit earned will be posted to the student transcript as either college credit with a grade, or AP credit, but not both.)

**Faculty: Standards for Early College Faculty**

<b>F1-Faculty Credentials</b>	All full-time or adjunct faculty teaching Early College/Dual Enrollment must meet SACS requirements/guidelines for postsecondary instructors in the course/discipline. <b>Criteria are the same for all faculty teaching postsecondary courses regardless of the location of the class (i.e., college campus, high school campus, or satellite site). The college is responsible for ensuring that all Dual Enrollment courses are taught by qualified faculty.</b>
<b>F2-Faculty Transcripts</b>	For SACS accreditation purposes, postsecondary transcripts of all full-time or adjunct faculty teaching Dual Enrollment courses <b>must</b> be on file with the community college, regardless of who (school district/college or both) actually employs or pays their salary.
<b>F3-Faculty Handbook</b>	All full-time and adjunct faculty teaching Dual Enrollment classes <b>shall be provided with a copy of the current faculty and/or adjunct faculty handbook, and are expected to adhere to the professional guidelines, rules, and expectations therein.</b> Exceptions must be noted in the Interinstitutional Articulation Agreement.
<b>F4-Student Handbook</b>	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes <b>shall be provided with a current student handbook</b> detailing add/drop and withdrawal policies, student code of conduct, grading policies, critical dates, etc., and are expected to adhere to the guidelines, rules, and expectations therein. Exceptions must be noted in the Interinstitutional Articulation Agreement.
<b>F5-Faculty Liaison/Mentor</b>	All adjunct faculty teaching Early College/Dual Enrollment classes shall be provided with a full-time faculty contact or liaison in the same discipline.

<b><i>F6-Observation/ Evaluation of Instruction</i></b>	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes shall be observed by a community college faculty member or administrator for evaluation purposes <b>using the same criteria</b> as for all other full-time and/or adjunct faculty.
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**Curriculum: Standards for Content/Syllabi/Exams/Grades**

<b><i>C1-Course Content</i></b>	All courses taught as a part of Early College/Dual Enrollment <b>must meet the postsecondary course content requirements</b> as specified in the Statewide Course Numbering System.
<b><i>C2-Course Plan and Objectives</i></b>	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes shall be provided with a copy of course plans/objectives for the college course they are teaching. In addition, they will be provided with additional requirements for Gordon Rule courses, if applicable. All course objectives must be included in the instructional plan and “covered” per the syllabus during the term.
<b><i>C3-Syllabus Requirement</i></b>	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes shall file a copy of their current course syllabus with the discipline/department chair prior to the start of each term. Content of the syllabus must meet the same criteria as required for all college courses.
<b><i>C4-Final Exam</i></b>	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes shall file a copy of their course final exam with the college discipline/department chair each term. The Vice President for Academic Affairs will assign the responsibility for reviewing the exams for comprehensiveness in assessing expected learning outcomes. Feedback will be provided as appropriate to the instructor and the high school principal.
<b><i>C5-Textbooks and Instructional Materials</i></b>	Textbooks/instructional materials used in Early College/Dual Enrollment classes must be the same as or comparable to those used other postsecondary courses at the college with the same course prefix and number. The college will advise the school district of instructional material requirements as soon as that information becomes available, but no later than one term prior to a course being offered.
<b><i>C6-Tests and Assignments</i></b>	Course requirements in terms of tests, papers, or other assignments for Early College/Dual Enrollment students shall be at the same level, rigor or depth as those for all non-Early College/Dual Enrollment postsecondary students.
<b><i>C7-Grades</i></b>	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes must observe college procedures/deadlines for submission of grades in appropriate format. All faculty will be advised of college-wide grading expectations/guidelines prior to teaching an EC/DE course.

**Environment: Early College Class/Course Expectations**

<b><i>E1-Classroom Atmosphere</i></b>	Early College/Dual Enrollment courses taught on a high school campus are expected to maintain a college-like atmosphere with minimal interruptions of instructional time. Student behavior which is disruptive to the learning environment may result in that student’s loss of EC/DE eligibility.
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<p><b><i>E2-Early College Course Expectations</i></b></p>	<p>Students and parents/guardians of students enrolled in Dual Enrollment courses will be advised of college course-level expectations, including, but not limited to the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Expectation of 2-3 hours of homework for each hour spent in class.</li> <li><input type="checkbox"/> <input type="checkbox"/> Firm assignment deadlines.</li> <li><input type="checkbox"/> <input type="checkbox"/> <b>Any letter grade below a "C" will not count as credit toward satisfaction of the General Education requirement or the Gordon Rule requirement; however, all grades are calculated in a student's GPA and will appear on their college transcript.</b></li> <li><input type="checkbox"/> <input type="checkbox"/> All grades, including "W" for withdrawal, become a part of the student's permanent college transcript and may affect subsequent postsecondary admission.</li> <li><input type="checkbox"/> <input type="checkbox"/> While appropriate for college-level study, course materials/class discussions may reflect topics not typically included in secondary courses which some parents may object to for "minors." Courses are not "brought down" to high school level to accommodate variations in student age and/or maturity.</li> <li><input type="checkbox"/> <input type="checkbox"/> Students/parents should <b>consult a community college counselor and/or advisor</b> regarding the selection of courses to meet degree requirements or for transfer to a specific course of study at another institution.</li> </ul>
<p><b><i>E3-Educational Planning</i></b></p>	<p>All Early College/Dual Enrollment students are encouraged to work with a community college advisor to <b>develop a postsecondary Educational Plan</b> rather than enrolling in a random selection of college courses.</p>

**Assessment/Accountability**

<p><b><i>A1-Grade Analysis of Subsequent Course Success</i></b></p>	<p>Colleges <b>shall conduct follow-up analysis on grades</b> of Early College/Dual Enrollment students in subsequent college courses taken at their institution to ensure that level of preparation and future success is comparable with non-EC/DE postsecondary students. Reports shall be shared/reviewed with the principal and local school district and the Division of community Colleges.</p>
<p><b><i>A2-Course/Instructor Evaluation</i></b></p>	<p>Institutions <b>shall conduct course/instructor evaluations</b> for Early College/Dual Enrollment classes on the high school campus, consistent with those used in all other community college classes.</p>
<p><b><i>A3-Consistency in Standard Assessments</i></b></p>	<p>Any course-, discipline-, college-, or system-wide assessments that a postsecondary institution <b>requires</b> in non-Early College/Dual Enrollment sections of a course shall also be used in all EC/DE sections of the course.</p>
<p><b><i>A4-Grade Comparison of Early College and "Regular" Student Grades</i></b></p>	<p>Institutions shall conduct follow-up on Early College/Dual Enrollment course offerings to ensure that <b>grading standards and outcomes</b> are comparable to non-EC/DE sections. Results will be shared with the principal, local school district and the Division.</p>

<p><b>+A5-Periodic Program Review</b></p>	<p>Every three years the Division of Community Colleges will conduct a thorough program review of all Early College/Dual Enrollment programs that will include evidence of institutional implementation of the aforementioned Standards, including the areas of assessment. This program review will provide, but not be limited to, system-wide information on the performance of Early College/Dual Enrollment students in subsequent courses in both the Florida Community College System and the State University System. Measures will include: participation and success rates of all students (also disaggregated by ethnicity and gender), as well as subsequent postsecondary enrollment and/or employment. The results of the program review will be shared with the local school districts, the Commissioner and the State Board of Education.</p> <p><b>Minimum Performance Measure Summary:</b></p> <ol style="list-style-type: none"> <li>1. Annual Participation Rate</li> <li>2. Annual Participation Rate by gender/ethnicity</li> <li>3. Grade Distribution for EC/DE students</li> <li>4. Comparison of Grade Distribution for “regular” community college students and EC/DE students</li> <li>5. Postsecondary enrollment rate by prior year high school graduates (both CC and SUS) by EC/DE students and non-EC/DE students; (also disaggregated by ethnicity and gender)</li> <li>6. Student success rate (grades) in postsecondary courses subsequent to community college Early College/Dual Enrollment.</li> <li>7. Comparison of student success rate in SUS courses for non- EC/DE students with EC/DE students</li> </ol>
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**Strategic Planning: Interinstitutional Articulation Agreements**

<p><b>S1-Shared Vision</b></p>	<p>Per statute, school districts and community colleges <i>must</i> annually develop/ revise and submit the Interinstitutional Articulation Agreement (IAA) aligned with the district Student Progression Plan. Interinstitutional Articulation Agreements <i>should</i> involve collaborative strategic planning and promote effective management of resources. The agreements <i>must</i> delineate institutional responsibilities to inform students and parents about articulated acceleration program options, eligibility criteria to ensure college readiness, the process for monitoring student performance, and the criteria by which the quality of Early College/Dual Enrollment programs are to be judged. (Section 1007.235, F.S.)</p>
<p><b>S2-Articulation and Partnership Implementation</b></p>	<p>Public schools and postsecondary institutions are <i>encouraged</i> to share resources, form partnerships with private industries, and implement innovative strategies, student and faculty workshops, and parental involvement activities that serve the local needs of the educational community. Strategic partnerships promote integrated and inclusive involvement that focus on a shared return on the investment.</p>
<p><b>S3-Continuous Improvement</b></p>	<p>The IAA <i>should</i> outline strategies for collaborative professional development to improve instructional efficacy, encouraging teacher utilization of instructional technologies, addressing critical needs, and supporting in-service initiatives.</p>

**ATTACHMENT B4**  
**CTE PSAV Dual Enrollment High School Course Equivalencies**  
**<http://www.fldoe.org/workforce/dwdframe/pdf/2011-12CLockHourDUALENROLLMENTTable.pdf>**

## EXHIBIT C

### ADULT EDUCATION (ACADEMIC FOUNDATIONS) PROGRAMS

Seminole County Public Schools (SCPS) and the College subscribe to the educational philosophy that each individual student should have the maximum opportunity to enhance his/her learning and if desired, further their career and educational pursuits. Pursuant to this philosophy, Seminole County Public Schools and the College will continue to work collaboratively to provide educational opportunities and to remove artificial barriers for students to achieve their educational goals.

Adult Education (Academic Foundations) Programs (AEP) are offered by the College to serve students who are pursuing a high school diploma, preparing for the GED exam, and acquiring English language proficiency in order to gain the competencies necessary to achieve future educational and career goals. These programs are intended to enable students to achieve pre-collegiate level gains up to a high school diploma or its equivalent, to acquire English language competencies, and to advance their preparation for the workforce. These programs are not intended to address disruptive behavior.

Any individual over the age of sixteen (16) residing in Seminole County may apply to the Adult Education (Academic Foundations) Programs at Seminole State College (the College) provided he/she produces an official withdrawal form from a Seminole County high school. Specific information regarding admission criteria and procedures for the College's Adult Education (Academic Foundations) Programs is included within each program section.

The subsequent Adult Education (Academic Foundations) Programs offered by the College serve as mechanisms by which students may continue educational opportunities pursuant to Section 1004.93, F.S. and in compliance with Section 1008.405, F.S.

The Florida legislature mandated a block tuition charge for all Adult Education courses to be effective July 1, 2011. A published fee schedule and residency requirements will be posted on the College's web site.

#### I. ADULT HIGH SCHOOL

The Adult High School (AHS) offers students the opportunity to complete the State of Florida requirements for the standard high school diploma.

##### A. Eligibility Requirements

1. High school credit classes are offered for persons sixteen (16) years of age or older who have left their previous school prior to completion. Additional eligibility requirements may apply.
2. Students wishing to enroll must show proof of withdrawal from the previous high school attended. In addition, students must submit an official sealed transcript of all high school credits attempted and earned. Appointments for admission testing and orientation will be scheduled at the time of application.



- a. Students who have not passed the FCAT must take the Test of Adult Basic Education (TABE) for placement purposes.

B. Advisement and Counseling Guidelines

1. The following guidelines are utilized for advising a student to enter the AHS.
  - a. The student has the desire and motivation to complete the AHS.
  - b. Any student seeking admission to the Adult High School who has been expelled or is being recommended for expulsion will not be considered for admission until they have completed the terms of their expulsion order. Students who are enrolled in a District Alternative Program and who are recommended by a District Alternative Program administrator and SCPS may be eligible for enrollment prior to completing the program.
  - c. Contact the School of Academic Foundations for more information about the policy stated in B1 (b).

C. Transfer Credits

1. Most credits earned at an accredited secondary school or home school program may be transferred and applied to the credit requirement for graduation. All credits must be verified with a transcript or other evidence deemed acceptable by the College.
2. Credits may be granted for service schools, for selected courses by special examination, for correspondence courses, and on-line courses at the discretion of the Associate Dean of Secondary Studies for Adults.

D. Graduation Requirements

1. Earn a minimum of twenty-four (24) credits and have an overall cumulative grade point average of 2.0 or above on a 4.0 scale. This would require the inclusion of all high school courses taken in the student's educational program, except those courses to which a forgiveness policy has been applied.
2. Satisfy all requirements as specified under Course Requirements.
3. Earn a minimum of two (2) credits in the AHS, including the final credit.
4. Pass the Florida Comprehensive Assessment Test (FCAT) to be eligible for a regular diploma.
5. A Certificate of Attendance will be issued to any student completing all graduation requirements but failing to pass the FCAT.

6. Students who have met the 2.0 GPA and all course requirements for a standard high school diploma but did not pass the FCAT will be issued a "W-8A, College Placement Test Eligible, Certificate of Completion."
7. For students entering high school prior to July 1, 1997:
  - a. The student must have a grade point average of 1.5 on a 4.0 scale or its equivalent in those courses taken prior to July 1, 1997 and earn a grade point average of 2.0 or above on a 4.0 scale for courses that apply to the twenty four (24) credits required for high school graduation as specified in Section 1003.43, F.S., which are taken after July 1, 1997, or;
  - b. The student must have an overall cumulative grade point average of 2.0 or above on a 4.0 scale. This would require the inclusion of all high school courses taken in the student's educational program, except those courses to which a forgiveness policy has been applied.
8. Discharge all financial obligations to Seminole State College.
9. Diplomas will be forwarded to students provided that they have filed an application for graduation.

F. Co-Enrollment

1. SCPS will determine the guidelines for co-enrolled students.
  2. Co-Enrolled students are required to present a letter from their high school principal or guidance counselor informing the Seminole State College Counseling and Advisement staff of the courses a student is allowed to take at the Adult High School.
  3. The Florida legislature mandated a block tuition charge for Adult Education courses to be effective July 1, 2011. Per conference call with FLDOE on 5/12/11, "students in the adult high school co-enrollment program are exempt" from adult education tuition charges for up to two courses.
- G. SCPS and the College will collaborate to develop a data information-sharing and student tracking system of students who leave SCPS and state that they intend to attend the College.

**II. GENERAL EDUCATIONAL DEVELOPMENT (GED)**

The objective of the General Educational Development (GED) Program is to prepare students to take the GED Test leading to a State of Florida High School Diploma. The College is designated as the official GED Testing Center for Seminole County.

A. Eligibility Requirements

1. Candidates for the GED program must be at least eighteen (18) years of age at the

time of the examination.

2. Under extraordinary circumstances, persons who are at least sixteen (16) years of age may be permitted to take the tests provided that the subsequent requirements are met:
  - a. They are legally withdrawn from a secondary school;
  - b. They obtain notarized parent/guardian consent;
  - c. They have enrolled in, regularly attended, and successfully completed the College's special GED preparation program for 16 and 17 year old students for a minimum of one - half term;
  - d. Any underage student who has not completed the College's special GED preparation program for 16 and 17 year olds must submit a Testing Eligibility Exception Form to the Superintendent of Seminole County Public Schools or his/her designee for approval.
  - e. They receive a minimum standard score of four hundred seventy (470) on each of the five subject tests of the Official Practice Test. The five subject tests are: (1) Language Arts Writing, (2) Social Studies, (3) Science, (4) Language Arts Reading, and (5) Mathematics.
3. Students actively enrolled in the Adult High School (AHS) who have completed one full term and have earned at least fifteen (15) hours are exempt from the requirement of A2c. Since the National GED policy requires that all students taking the GED exam must officially withdraw from school in order to register to take the exam, any student who previously attended the AHS must withdraw prior to taking the GED exam. Other exemptions from the aforementioned requirements may be granted upon written request to the Superintendent of Seminole County Public Schools stating the reason for and including pertinent documentation to the exemption.

B. Admission Procedures

1. Any student seeking admission to the GED program that has been expelled or is being recommended for expulsion from Seminole County Public Schools will not be considered for admission until the expulsion order has expired. Expelled students must successfully complete the District Alternative Program before being considered for enrollment in the GED program. Students who are enrolled in the District Alternative Program who are recommended by a District Alternative Program administrator and SCPS may be eligible for enrollment prior to completing the program.
2. Contact the School of Academic Foundations at Seminole State College for more information about the policy stated in B1.

3. Adjudicated juveniles enrolled in any SCPS residential alternative program shall be allowed to take the GED test at the College if they meet all of the following criteria:
  - i. Have written authorization on district or high school letterhead from SCPS
  - ii. Underage students taking the computer-based GED test must submit a Testing Eligibility Exception Form to the Superintendent of Seminole County Public Schools or his/her designer for approval.
  - iii. Are at the end of their commitment when first registered for the GED test
  - iv. Have met the minimum criteria of four hundred seventy (470) or above on the Official GED practice test.
  - v. Adjudicated students in one of the SCPS residential Alternative Programs who have already completed a high school diploma or GED and are advised by professional staff at the Alternative Program to explore taking college courses must complete the admissions process and be placement tested. The College will absorb the cost, up to \$200.00 per year, of administering the Postsecondary Education Readiness Test (PERT) on site at the Alternative Program under the guidance of the College's Director of Assessment and Testing.
  - vi. Non-adjudicated students enrolled in SCPS residential program are also eligible for these services.
3. The Test of Adult Basic Education (TABE) will be given to students to determine their eligibility and placement. TABE scale scores (Level D) of .570 in Reading, 566 in Math, and 568 in Language or higher qualify students to enroll in the GED preparation courses. Students who score below the above scores in any subject area will be enrolled in Adult Basic Education (ABE).
4. Adult and underage students may begin classes only at the start of a half-term. Individualized instruction is offered in the five subject areas for which students will be tested: (1) Language Arts-Writing, (2) Social Studies, (3) Science, (4) Language Arts Reading, and (5) Mathematics.

C. Testing and Graduation

1. Beginning in January 2014, the GED will be a computer-based test. The computer-based GED test will be administered by appointment only on a daily basis.

2. Students who desire to take the test after completing the necessary course work need to:
  - a. Provide a valid Florida driver's license or valid Florida picture I.D. for identification purposes.
  - b. Provide documentation of Florida residency.
  - c. Provide documentation of age qualification or proper documentation for exemption to the age qualification.
  - d. Pay a seventy dollar (\$ 70.00) testing fee for paper-based testing.
  - e. Pay a one-hundred thirty dollar fee (\$130) for computer-based testing. Beginning in January 2014, the GED will be a computer-based test only.
3. All necessary documentation needs to be completed at least ten (10) days in advance of the testing session date.
4. Students must attain an overall score of two thousand two hundred fifty (2250) with a minimum score of four hundred ten (410) or higher on each of the five (5) tests.
5. Upon successfully passing the GED Test, the student will receive a State of Florida High School Equivalency Diploma.

A. Admission Procedures

1. Any student seeking admission to the ABE program who has been expelled or is being recommended for expulsion from SCPS will not be considered for admission until they have completed the terms of their expulsion order. Expelled students must successfully complete the District Alternative Program before being considered for admission to the ABE program. Students who are enrolled in the District Alternative Program and who are recommended by a District Alternative Program administrator and SCPS may be eligible for enrollment prior to completing the program.
2. Contact the School of Academic Foundations for more information about the policy stated in A1.
3. The Test of Adult Basic Education (TABE) will be given to students to determine their eligibility in the subject areas of math, reading, and writing. Students will be placed in the proper subject level based upon the following scale scores:
  - a. Level III: 461 to 515.
  - b. Level IV: 516 to 566.

4. Students may begin classes only at the start of a half-term.
5. Students who do not achieve the required test scores will be referred to one of the College's literacy partners.

### **III. ENGLISH LANGUAGE STUDIES (ESOL, EAP, LI)**

The purpose of the English Language Studies Department is to provide learning opportunities for adult second language English learners. The department offers four (4) programs to better serve the needs of the students.

#### **A. ESOL Intensive**

The ESOL Intensive Program provides second language English speakers with functional skills as well as a basic academic background to prepare them to continue their education, get a job or a better job, enhance their community lives, and work toward citizenship when appropriate. The program provides English instruction to students for who English is a second language and who desire to improve pronunciation and strengthen specific English skills. The program is divided into five (5) levels from beginning to advanced. Each level consists of classes in grammar, reading, writing, speaking/listening, and computer lab. Every level can be completed in one session.

1. Classes are offered to adults sixteen (16) years or older who are U.S. citizens, resident aliens or refugees who qualify and for whom English is a second language. The Florida legislature mandated a block tuition charge for Adult Education courses to be effective July 1, 2011. Details are currently being addressed.
2. Students may register either at the appropriate Student Services Office at the Altamonte Springs, Oviedo or Sanford/Lake Mary.

#### **B. ESOL Non-Intensive**

The ESOL Non-Intensive Program teaches functional and practical skills designed to help students, for whom English is a second language, to function well in the community and the workforce. The program is divided into five (5) levels from beginning to advanced. Each level consists of classes in grammar, reading, writing, and speaking. Every level may be completed in one college term.

1. Classes are offered to adults sixteen (16) years or older who are citizens, resident aliens or refugees who qualify and for whom English is a second language. The Florida legislature mandated a block tuition charge for Adult Education courses to be effective July 1, 2011. Details are currently being addressed.
2. Students may register at the appropriate Student Services office at the Altamonte Springs, Oviedo or Sanford/Lake Mary Campuses.

C. English for College Preparatory and College Credit

The English for Academic Purposes (EAP) Program is designed for degree seeking second language English speaking students admitted to the college who are required to enhance their English skills. These courses emphasize the improvement of students' writing, reading, speaking/listing, and grammar skills.

1. Students who are second language English speakers who want to enroll in college credit courses must first apply to the College for admission and demonstrate English proficiency.
2. Students may register at the appropriate Student Services office at the Altamonte Springs, Oviedo or Sanford/Lake Mary Campuses.

D. English Language Institute

The primary purpose of the English Language Institute (ELI) Program is to provide instruction to students who come to the United States to study English. Classes offered in this program are designed for international students with a student visa (F-1) who want to study English as a second language and need to improve their English skills.

1. Classes are offered on a fee basis to adults sixteen (16) years or older who have a high school or equivalency diploma, possess a student visa, and for whom English is a second language.
2. Students may register in the appropriate Student Services Office at the College's Sanford/Lake Mary or Oviedo Campuses.

## **EXHIBIT D**

### **CAREER PATHWAYS PROGRAM**

In a continuing effort to provide career preparation and acceleration opportunities for Seminole County Public School secondary students in Career Pathways programs, Seminole State College agrees to award college credit or vocational credit at no cost to the SCPS students according to the following requirements.

#### **Articulation**

To articulate Career Pathways courses taken at SCPS secondary schools to Seminole State College, students must meet the following requirements to earn college or vocational credit:

1. The student must be identified as a Career Pathways student by SCPS, defined as a student in an articulated, sequenced program of study, which includes a technical component and leads to a technical postsecondary certificate or degree and/or apprenticeship program.
2. The student must pass the specified high school course(s) identified in the Career Pathway within a technical program with at least a "B" average in those courses. If the student does not have at least a "B" average in those course(s), the student may still take the assessment, providing the student is making a "B or above" in the final level course and the high school teacher recommends in writing to the Facilitator of the Career Pathways Program that the student should be tested.
3. The student must pass the Seminole State College assessment of learning outcomes for the course(s) required. A student who fails the assessment in a given year may retake the assessment in another year if the high school teacher recommends in writing to the Facilitator of the Career Pathways Program that the student be retested.
4. The student must meet regular college admission and enrollment requirements.
5. The student must comply with appropriate placement and course prerequisites of the college.
6. The student must enroll and attend Seminole State College after high school graduation in order to receive credit earned by assessment. Dual enrollment credits do not satisfy this requirement. After the student has successfully completed at least one college level course, he/she may apply to have the Career



Pathways credits posted to his/her transcript by completing a Request for Career Pathways Credit form.

7. Seminole State College will award the credit up to 24 months from the time of high school graduation until the student enters Seminole State College (i.e. Students will need to enroll within two years of graduating from high school to be eligible to receive the college credit). Dual enrollment courses do not satisfy this criterion.

### **Assessment and Course Equivalency**

1. Each year the Seminole Career Pathways Facilitator requests that SCPS Career and Technical Education (CTE) Program Support Personnel and Seminole State Program Managers email requests for new program articulation or to review past Career Pathways articulation for revision.
2. The Facilitator will then arrange an Articulation Workshop for each request. This workshop shall include at a minimum the Facilitator, at least one SCPS CTE Program Support Person, at least one high school CTE teacher from each high school offering the CTE program being reviewed, and the program-specific Seminole State Program Manager/Faculty. Workshop participants will determine competency alignment between secondary and postsecondary programs/courses by examining secondary and postsecondary curriculum frameworks, textbooks, as well as additional materials and equipment used. The outcome will be a specific high school CTE course or courses that will articulate to a Seminole State course or courses.
3. The Facilitator then submits the recommended articulated programs/courses to the appropriate Seminole State Associate Dean and Dean or Associate Vice President for approval.
4. Once approved, the Facilitator then presents the approved articulated programs/courses to the Seminole Career Pathways Consortium for final approval.
5. The Facilitator recommends updates to the Interinstitutional Articulation Agreement to reflect the approved programs/courses. This Agreement is approved by both the Seminole State College District Board of Trustees and the School Board of Seminole County.
6. On-going technical discipline subcommittees for existing articulated programs/courses will meet at least once annually to review current articulation.
7. The competencies to be assessed for each program area will be identified by the technical discipline subcommittees.

8. Prior to taking the assessment, the student must have completed all the courses identified in the Career Pathways sequence with at least a “B” average in those courses, or by making at least a “B” average in the final level course and be recommended by the high school teacher in writing to the facilitator of the Career Pathways Program that the student is to be tested.
9. Assessment exams will be administered at the high school or at Seminole State College by Seminole State College personnel, depending on the type of assessment being used. The assessment will be graded by Seminole State College personnel.

Note: Some Seminole State Career and Technical courses are articulated using state-approved Industry Certifications. Information about these courses are posted online at <http://www.seminolestate.edu/articulation/listing.php>

The Operational Members (monthly meetings) of the Seminole Career Pathways Consortium include:

Seminole County Career Pathways Facilitator  
SCPS Career & Technical Program Support Personnel (2)

Ex-Officio Members (email) of the Seminole Career Pathways Consortium include:

Seminole County Public Schools  
Deputy Superintendent, Instruction, Excellence and Equity  
Executive Director of Secondary Education  
Director of Department of Teaching and Learning  
Career & Technical Program Support Personnel (2)

Seminole State College of Florida  
Vice President, Academic Affairs and Chief Academic Officer  
Vice President, Student Affairs and Chief Student Affairs Officer  
Associate Vice President School of Career & Professional Programs  
Dean of School of Engineering, Design & Construction  
Director of Recruiting and Admissions

### **Maximum Award of Credit**

This Agreement makes it possible for a student to receive the maximum number of college or vocational credits identified in each SCPS Career Pathways program toward articulated courses at Seminole State College (Attachment D1).

## ATTACHMENT D1

### CAREER PATHWAYS ARTICULATED COURSES

Career Path	SCPS Career Sequence	Seminole State Articulated Courses
	*Student must complete entire HS sequence with a B average to take the test for college credits, or be making a B or above in the final level course and be recommended in writing by the high school teacher to the Facilitator of the Career Pathways Program that the student is to be tested	
<b>Accounting</b> (1 test & project)	Computing for College and Careers (8209020) Accounting Applications 1 (8203310) Accounting Applications 2 (8203320)	OST 1100C Microcomputer Keyboarding I (3cr) APA 1111C Office Systems Accounting I (3 cr) APA 1112C Office Systems Accounting II (3 cr)
	Note: Intro to Info Technology (8207310) or Keyboarding & Business Skills (8200320) and Computing & Business Skills (8300330) may be substituted for Computing for College and Careers	
<b>Early Childhood Education</b> (1-2 tests)	Early Childhood Education 1 (8503211) Early Childhood Education 2 (8503212) Early Childhood Education 3 (8503213)	EEC 2930 Sel Studies in Early Childhood (3 cr) EEC 2262 Curriculum Activities in Early Childhood (3 cr)
<b>Interior Design Services</b> (1-2 tests & projects)	Design Services Core (8506405) Principles of Interior Design (8506540) Interior Design Techniques (8506550)	IND 1233 Studio I Interior Design Fundamentals (3 cr)  IND 1404C Technical Design I (3 cr)
<b>Digital Media</b> Option 1 (1 Test & project)	Digital Design I (8209510) Digital Design II (8209520)	DIG 2000 Intro to Digital Media (3 cr)
<b>Digital Media</b> Option 2 (1-2 tests & project)	Foundations of Web Design (9001110) User Interface Design (9001120)	GRA 2144C Web Publishing (3cr) and/or COP 2830 Web Programming I (3 cr)
<b>Digital Media</b> Option 3 (1 test & project)	New Media & Digital Imaging Fund (8207410) Foundations of Web Design (9001110)	DIG 2000 Intro to Digital Media (3 cr)
<b>Digital Media</b> Option 4 (1 test & project)	New Media & Digital Imaging Fund (8207410) Digital Design I (8209510)	DIG 2000 Intro to Digital Media (3 cr)
<b>Digital Media</b>	Digital Design I (8209510)	GRA 2144C Web Publishing (3 cr) and/or COP

Option 5 (Crooms only) (1-2 tests & project)	User Interface Design (9001120)	2830 Web Programming I (3 cr)
<b>Digital Media</b> Option 6 (1 test & project)	Introduction to Information Technology (8307310) New Media & Digital Imaging Fundamentals (8207410)	DIG 2000 Introduction to Digital Media (3 cr)
<b>Drafting &amp; Design Technology</b> Option 1 (1-2 tests & CAD project)	Drafting I (86000810 or 8725010) Drafting II (86000820 or 8725020) Drafting III (8600830 or 8725030)	ETD 1320C Computer Aided Design I (3 cr) EGS 1111C Engineering Graphics – Drawing (3 cr)
<b>Drafting &amp; Design Technology</b> Option 2 (Lyman only) (1-2 tests & CAD project)	Drafting I (8725010) Architectural Drafting 5 (8725450) Architectural Drafting 6 (8725460)	ETD 1320C Computer Aided Design I (3 cr) EGS 1111C Engineering Graphics – Drawing (3 cr)

Career Path	SCPS Career Sequence	Seminole State Articulated Courses
<b>Television Production</b> (1 test & video project)	Television Production 1 (8772110) Television Production 2 (8772120) Television Production 3 (8772130)	RTV 1201 Introduction to Television Production I (4cr)
<b>Allied Health</b> (1-4 tests)	Medical Skills and Services (8400320) Health Science 1 (8417100) Health Science 2 (8417110)	HSC 1000 Introduction to Health Care (3cr) HIM 1453 Anatomy and Physiology (3 cr)
	Allied Health Assisting 3 (8417131) <b>Or</b> Nursing Assistant 3 (8417211)	HSC 1531 Medical Terminology (3 cr) HIM 1433 Concepts of Disease (3 cr)
<b>Automotive Service Technology</b> (1-2 tests)	Automotive Service Technology 1 (8709410) Automotive Service Technology 2 (8709420) Automotive Service Technology 3 (8709430) Industrial Education Directed Studies (8700100)	AER 1082 Intro to Vehicle Systems and Minor Service (3 cr) AER 2930 Selected Studies – Auto Practicum (2 cr)
<b>Computer Programming</b> (1-2 tests & projects)	Computing for College and Careers (8209020) Business Computer Programming 1 (8206010) Business Computer Programming 2 (8206020)	COP 1000 Principles of Computer Programming (3 cr) COP 1332 Visual Basic Programming (3 cr) <b>Or</b> COP 2224 C++ Programming (3 cr)

	<p>Note: Intro to Info Technology (8207310) or Keyboarding &amp; Business Skills (8200320 and Computing &amp; Business Skills (8208300) may be substituted for Computing for College and Careers (8209020)</p> <p>Gaming &amp; Simulation Programming (8208330) may be substituted for Business Computer Programming 2 (8206020)</p>	
<p><b>Business Software Applications (1 test)</b></p>	<p>Computing for College and Careers (8209020)</p> <p>Business Software Applications (8212120) or</p> <p>Finance and Business Technology (8815150)</p>	<p>OST 1100C Microcomputer Keyboarding I (3 cr)</p> <p>CGS 2100C Office Applications (3 cr)</p>
	<p>Note: Intro to Info Technology (8207310) or Keyboarding &amp; Business Skills (8200320) and Computing &amp; Business Skills (8200330) may be substituted for Computing for College and Careers (8209020)</p>	

**Note 1:** SCPS currently has Career Pathways Articulation Agreements with Valencia College (VCC) and Daytona State College (DSC) in the following program areas:

- Culinary Operations – Valencia College
- Auto Collision, Repair and Refinishing – Daytona State College

When the Seminole State College/SCPS curricula become coordinated in any of the above programs, Seminole State College will extend this Agreement to include them.

**Note 2:** This listing of programs is current as of the date of this Agreement.

**Note 3:** Since curriculum offerings are not the same at each high school, students who do not complete the specific courses within a defined sequence may be considered for assessment upon recommendation of the high school instructor in writing to the Career Pathways Facilitator.

ATTACHMENT E- Dual Enrollment Placement Test Referral Form



Dual Enrollment Placement Test Referral Form

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ M.I. \_\_\_\_\_

Grade: \_\_\_\_\_ High School: \_\_\_\_\_

Seminole State College student ID#: \_\_\_\_\_

Complete the relevant information below for 11th and 12th grade students. If no score is available use NA.

- FCAT 2.0 Grade 10: Reading score \_\_\_\_\_ and Level \_\_\_\_\_  
(if Level is 2 or 3, student must complete English IV: English 4 Florida College Prep/1001405)  
For students who took the FCAT in 2010 and 2011
- FCAT Grade 10: Reading score \_\_\_\_\_ and Level \_\_\_\_\_  
(if Level is 2 or 3, student must complete English IV: English 4 Florida College Prep/1001405 – only through 2012)
- FCAT Grade 10: Mathematics score \_\_\_\_\_ and Level \_\_\_\_\_  
(if Level is 2, 3, or 4 student must complete Math for College Readiness/1200700 – only through 2012)

Note: Course requirements apply if student does not have college-ready scores on either PERT, ACT, SAT, or CPT.

INSTRUCTIONS: Present this form with all appropriate signatures, along with a picture identification card, when testing for placement purposes at Seminole State College. Students are not allowed to test without a referral form and a photo ID.

The PERT is offered at a variety of times and takes approximately 3 hours to complete. For details on the PERT, to review information, and current placement test schedules and test preparation, please visit [www.seminolestate.edu/testing](http://www.seminolestate.edu/testing)

Select the section of the PERT that the eligible high school student will be taking

**FIRST TIME TEST** Check sub-tests that apply:

\_\_\_\_\_ All Subtests    \_\_\_\_\_ Reading    \_\_\_\_\_ Writing    \_\_\_\_\_ Mathematics

**RETAKES** Check sub-tests and remediation that apply:  
(after required remediation is completed. Attach supporting documentation and complete score history)

\_\_\_\_\_ All Subtests    \_\_\_\_\_ Reading    \_\_\_\_\_ Writing    \_\_\_\_\_ Mathematics

\_\_\_\_\_ Math for College Readiness: 1200700    \_\_\_\_\_ English IV: 1001405

\_\_\_\_\_ concurrently enrolled in a related secondary course(s)    \_\_\_\_\_ other

Placement test history: Test: \_\_\_\_\_

Scores: Writing \_\_\_\_\_ Date: \_\_\_\_\_ Reading \_\_\_\_\_ Date: \_\_\_\_\_ Math \_\_\_\_\_ Date: \_\_\_\_\_

Pursuant to s.1008.30, students who score at Level 2 or Level 3 on the reading portion of the grade 10 FCAT or Level 2, Level 3, or Level 4 on the mathematics must take the related above course prior to retaking the PERT. Other elective courses may not be substituted for the selected postsecondary reading, mathematics, or writing preparatory course unless the elective course covers the same competencies included in the related aforementioned course.

Pursuant to State Rule 8A-10.0315, Students who do not meet or exceed college-ready scores must complete postsecondary preparatory instruction prior to high school graduation. Students who complete the postsecondary preparatory instruction required in Section 1008.30(3), F.S., will have completed an alternative remediation opportunity. Completion of alternative remediation in high school does not satisfy the requirement for demonstrating college readiness or completing college preparatory instruction. A student will be required to retest after alternative remediation and meet or exceed college-ready placement scores to avoid required enrollment in college preparatory communication and computation instruction in accordance with this Rule.

NOTICE: High school students (public, private, and home-schooled) only have two attempts to take the PERT during their high school career. The initial test counts as the first attempt and re-taking any subtest counts as the **second and final attempt**. The student will not be eligible to take the PERT again until they graduate from high school and apply to college.

I certify that this student meets the un-weighted minimum grade point average (GPA) eligibility for dual enrollment at Seminole State College as follows: a 3.0 GPA for college credit classes, or a 2.5 GPA for Career Program courses, and has my permission to test, as identified above.  
(note: vocational dual enrollment requires a 2.0 GPA for eligibility. Include this information if your institution offers vocational dual enrollment courses).

Signed by high school counselor/authorized employee (include phone number) \_\_\_\_\_ Date \_\_\_\_\_

Signature of Seminole State/authorized employee (include phone number) \_\_\_\_\_ Date \_\_\_\_\_

ATTACHMENT F- SCPS Dual Enrollment Instructional Materials Reimbursement Request


 <b>Seminole County Public Schools, Florida</b> Educational Support Center Instructional Resources		Return a copy of completed form to: Instructional Resources Debbie_Renne@scps.k12.fl.us
<b>DUAL ENROLLMENT INSTRUCTIONAL MATERIALS REIMBURSEMENT REQUEST</b>		
Please type or print clearly.		
1a. Student Name: Last, First, MI  1b. Student Grade Level: 8    10    11    12 (Summer Term: CYSR/Upcoming Year)	2a. High School:  2b. Counselor Name:	3. Term Enrolled: Fall    Spring    Summer    Fiscal Year  To determine cost of materials for a course visit: <a href="http://www.efa1left.com/">http://www.efa1left.com/</a>
4. Course Name: _____ Course Number: _____ Section Number: _____ Credit Hours: _____	4a. Title/Instructional Materials Received by Student: 1. _____ 2. _____ 3. _____	Cost: \$ _____ \$ _____ \$ _____
5. Course Name: _____ Course Number: _____ Section Number: _____ Credit Hours: _____	5a. Title/Instructional Materials Received by Student: 1. _____ 2. _____ 3. _____	Cost: \$ _____ \$ _____ \$ _____
6. Course Name: _____ Course Number: _____ Section Number: _____ Credit Hours: _____	6a. Title/Instructional Materials Received by Student: 1. _____ 2. _____ 3. _____	Cost: \$ _____ \$ _____ \$ _____
		7. Total Reimbursement Request: \$ _____ \$0.00
8. High School Certification:  The above courses are provided through the Dual Enrollment program for students enrolled in a public community college, public university, or public vocational technical center (outside the school district) as prescribed in Florida Law. These courses will be applicable towards student's high school diploma.	9. Student Certification:  I intend to pursue an associate (or baccalaureate if state university) degree or a vocational certificate. I have enrolled in the above courses, and the instructional materials as specified for these have been received at no cost to me.	10. Public Community College/University or Vocational Technical Center Certification:  The student is a public high school student earning credit toward high school graduation through the Dual Enrollment program as provided by Florida Law. When the courses are successfully completed, the credits earned may be applied toward an associate or baccalaureate degree or vocational certificate. The instructional materials provided are required for the courses.
_____ Authorized School Official      Date	_____ Signature of Student      Date	_____ Signature of President or Designee      Date
SCPS Form 868 (Rev. 12/13/12) FL.      DISTRIBUTION: <input type="checkbox"/> Instructional Resources Copy <input type="checkbox"/> Student's Copy		

Exhibit F Dual Enrollment Costs

**SEMINOLE STATE COLLEGE**  
OF FLORIDA  
**Dual Enrollment 2013-2014 Costs**

	Dual Enrollment Seminole State Campus Seminole State Faculty (school districts shall pay the standard tuition rate per credit hour to cover instructional & support costs)	Dual Enrollment SCPS Campus SSC Faculty (School district shall reimburse for costs associated with proportion of salary and benefits of the instructor and other actual costs)	Dual Enrollment SCPS Campus SCPS Faculty (The school district is responsible for the college's actual costs associated with dual enrollment)	Dual Enrollment Seminole State Faculty (school districts shall pay the standard tuition rate per credit hour to cover instructional & support costs)	SCPS Campus Co Teach (School district shall reimburse for costs associated with proportion of salary and benefits of the instructor and other actual costs)
Tuition \$79.78	\$ 71.98			\$ 71.98	
Financial Aid Fee \$3.00					
Student Activity Fee \$7.88					
Capital Improvement Fee \$7.88					
Technology Fee \$3.94					
Parking Fee \$1.60					
ID Card Fee \$0.30	\$ 0.30		\$ 0.30		\$ 0.30
Lab Fees (variable)*					
Distance Learning Fee (DL only) \$5.70					
Total Credit Hour Rate* \$104.38	\$ 71.98			\$ 71.98	
*Lab fees (varies by course)					
Support Costs (curriculum development, schedule building, admissions, accounting/reporting)					
Adjunct Faculty Costs (1 cr.)	\$ 7.81	\$ 647.54	\$ 7.81		\$ 7.81
	\$ 647.54	\$	\$		\$ 647.54
<b>Cost estimate per student per 1 credit</b>	<b>\$ 71.98</b>	<b>\$ 51.28</b>	<b>\$ 8.11</b>	<b>\$ 71.98</b>	<b>\$ 51.28</b>

Notes:

\*Lab fees vary by course. Support cost estimated based on 2012-13 cost analysis.

Credit hours based on 2012-2013	2980	0	1228	193	246
Rate	71.98	60.05	8.11	71.98	51.28
Billable actual costs	214,500.40	-	9,959.08	13,892.14	12,614.88