

**2013-2014 Dual Enrollment Articulation Agreement
Between the Pinellas County School Board and the
St. Petersburg College District Board of Trustees**

THIS AGREEMENT is entered into by and between the District Board of Trustees of St. Petersburg College, hereafter referred to as the College, and the School Board of Pinellas County, hereafter referred to as the Board; and

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

WHEREAS, the Board and the College have a long history of cooperation, dating back to 1927 and the establishment of the college under the leadership of Captain George M. Lynch, who served as the first President and as the Superintendent of Public Instruction; and

WHEREAS, Section 1007.235, Florida Statutes, specifies that articulation agreements pertaining to acceleration programs (dual enrollment) shall be executed between community college boards of trustees and district school boards within each community college district; and

WHEREAS, the 1992 Legislature repealed Sections 228.073, 228.074, 228.075, and 228.076. F.S., which related to regional coordinating councils; and

WHEREAS, the 2008 Legislature enacted SB 1908, which amended F.S. 1008.30 to require the Department of Education to purchase or develop assessments to be used by high schools in evaluating the college readiness of selected students prior to grade 12, beginning with the 2008-2009 school year; and WHEREAS the State Board of Education must establish by rule the minimum test scores a student must achieve to demonstrate readiness; and WHEREAS students achieving the minimum scores, and enrolling in a community college within 2 years, will not be required to enroll in remediation courses; and WHEREAS high schools, to the extent practicable, must provide 12th grade students scoring below the minimum scores with access to remedial instruction prior to graduation; and

WHEREAS, the Board and the College desire to continue to enjoy a harmonious working relationship and voluntarily continue to enhance articulation between the two entities to improve educational opportunities for students who are served by the two entities; and

NOW, THEREFORE, BE IT RESOLVED that the Board and the College agree to the following:

A. Pinellas Education Articulation Committee: The Board and the College agree to continue the functions of the Pinellas Education Articulation Committee with equal membership from each entity to monitor the activities established by this agreement, to recommend enhancements and other changes, and to generally promote articulation between the public schools and the

college. See Exhibit A for further details including the charge and membership of the committee.

B. Acceleration Programs: The Board and the College agree to provide acceleration opportunities for Pinellas County students through the Dual Enrollment (Academic Dual Enrollment and Technical Dual Enrollment, and Early Admission), Advanced Placement, International Baccalaureate, the Early College Program and the Fast Track (Three-Year Baccalaureate) Programs. Complete details of the agreements for each of the programs are provided in Exhibit B. Advising and counseling services will be provided to students in order for them to take advantage of acceleration opportunities for which they are qualified.

C. Joint Use Agreement: The Board and the College maintain a Joint Use Agreement for facilities usage by both entities and that agreement allows the college to recognize financial burdens placed on the Board when the College uses the Board's facilities.

D. Strategies for reducing the incidence of postsecondary remediation:

1. The College will make available to 10th grade students attending Pinellas County Schools one or more assessment tools for diagnostic purposes.
2. The Board will develop an academic plan with individualized strategies for improvement for those students taking the exam and obtaining a score below those identified as college ready.
3. The Board will provide all 8th grade students with career information designed to assist students in course selection and career planning.
4. The Board and the College have developed a plan that meets the requirements for HB 1255: The College Readiness Initiative in Exhibit C.

E. Delineation of Programs and Courses Not Part of the Agreement. The Board and the College agree that either institution may offer new programs authorized under current legislation or administrative rule. However, both parties agree to notify the other prior to implementation of any new programs.

F. General Articulation Efforts. The Board and the College agree to work toward articulation agreements that will reduce duplication, share resources, and otherwise enhance the activities and opportunities for each entity in areas such as Staff and Professional Development, Faculty to Faculty Articulation, Counselor to Counselor Articulation; Research and Management Information, and Testing. The Pinellas Education Articulation Committee is responsible for exploration of potential areas of cooperation and encouragement of formulation of appropriate agreements in each of these areas. Specifically, the Board and the College have developed a plan, required by the 1999 legislature, for joint development of a teacher preparation program for improving the preparation of elementary, middle and high school teachers and for joint in-service staff development.

G. Student Records. Pinellas County School Board and St. Petersburg College agree to share student data consistent with the restrictions imposed by state and federal laws and statutes. The purpose of this sharing will be to inform students of educational opportunities, monitor academic achievement and college readiness, measure program effectiveness and facilitate on-going research. Each organization agrees to treat such shared student information as confidential, and agrees not to release personally identifiable information to third parties, except as permitted by law. Technical details of data sharing will be determined by mutual agreement of the data processing departments of both the Pinellas County School Board and St. Petersburg College. The parties may provide personally identifiable student records to each other in the performance of this agreement, including, but not limited to, academic transcripts and disciplinary records. Such records are provided pursuant to Section 1002.221 and 1002.225, Florida Statutes, and 20 U.S.C.A. 1232g. Each party further agrees to comply with Section 1002.221 and 1002.225, Florida Statutes, and 20 U.S.C.A. 1232g, including but not limited to provisions related to confidentiality, access, consent, length of retention and security of student records. The Articulation Committee, composed of representatives of both organizations and described above, will monitor, control and review all data sharing.

H. Pinellas County School Board and St. Petersburg College agree to work cooperatively to improve the readiness of students for postsecondary education. Activities such as Discipline-to-Discipline articulation on general education, College Readiness, Advising and Career Awareness activities, CPT/PERT Testing and Evaluation, Bright Futures Evaluations and other strategic advising and counseling sessions will be utilized to increase the success of students graduating with a standard high school diploma and matriculating at postsecondary institutions.

I. This agreement shall continue in full force and effect unless terminated by notice of one party to the other at least 180 days in advance of the termination date. However, hereafter, it may be amended on an annual basis through a Letter of Understanding accepted by both parties. With the exception of fundamental changes to the agreement, the President and Superintendent shall have the authority to modify the agreement in order to carry out its intent.

LETTER OF UNDERSTANDING TO AMEND THE 2012- 2013 DUAL ENROLLMENT AGREEMENT FOR THE 2013-2014 SCHOOL YEAR.

Members of the Pinellas Education Articulation Committee conducted an annual review of the Dual Enrollment Agreement between the Pinellas County School Board and the St. Petersburg College District Board of Trustees. The agreement has been updated and modified in order to carry out its intent.

Approvals:



Michael A. Grego, Ed.D., Superintendent




Date

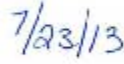
Approved as to Form:



School Board Attorney

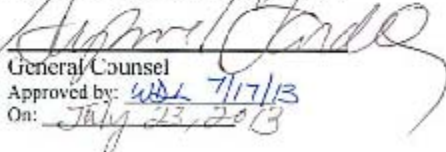



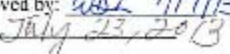
William D. Law, College President
And Secretary to the Board of Trustees



Date

Approved as to Form and Content:



General Counsel
Approved by:  7/17/13
On: 

LIST OF EXHIBITS

EXHIBITS

TITLE

Exhibit A	Pinellas Education Articulation Committee
Exhibit B	Acceleration Programs (AP, Dual Enrollment, Early College, Early Admission, IB, CLEP)
Exhibit C	Strategies for Reducing Remediation
Exhibit D	Early Admissions to College Counseling Guide
Exhibit E	Index of Academic Support
Exhibit F	College Credit Dual Enrollment

EXHIBIT A

PINELLAS EDUCATION ARTICULATION COMMITTEE

- I. The Board and the College agree to establish the Pinellas Education Articulation Committee with equal membership from each entity to monitor the activities established by this agreement, to recommend enhancements and other changes, and to generally promote articulation between the schools and the college.
- II. Members will be appointed, or re-appointed, to the Committee during the spring of each year to serve the following Fiscal Year, July 1 to June 30. There are no limitations on the number of terms individuals may serve. The Committee will elect its own chairperson, vice chairperson, and secretary at the last meeting of the year, usually alternating the chairperson between representatives of the Board and the College.
- III. Committee members shall be as follows:

From the College

Associate Vice President Academic Affairs & Partnerships
Executive Director Institutional Research, Effectiveness
Director of Recruitment Services
One Provost
One Associate Provost
One Academic Dean
Director/Coordinator for Dual Enrollment/Early College/Early Admission Programs
Director of Scholarships and Student Financial Assistance
Collegiate High School Principal or Designee
College Placement Testing Coordinator
Career Pathways/Workforce Specialist

From the Board

Associate Superintendent, K-12 Curriculum
Assistant Superintendent, Technology Information Systems
Executive Director, High School Education
Director, Advanced Studies and Academic Excellence
Two High School Principals
Specialist, K-12 Guidance Services
Two Assistant Principals for Curriculum
Director of Career, Technical, and Adult Education
Financial Aid/Admissions Advisor
Two High School Guidance Counselors

IV. The Committee will meet every other month during the school year (September through May) and other times as needed and will submit reports, through the President of the College and the Superintendent of Schools, to the respective boards, as needed.

EXHIBIT B

ACCELERATION PROGRAMS

- I. The Board and the College agree to provide acceleration opportunities for Pinellas County students through the Dual Enrollment (Academic Dual Enrollment, Career Dual Enrollment, and Early Admission), Advanced Placement, International Baccalaureate, Early College Program, Advanced International Certificate of Education and the Fast Track (Three-Year Baccalaureate) Programs. These programs allow qualified students to earn credits toward their high school diplomas and college degrees at the same time through special allowances authorized by the Legislature and the State Board of Education. Students participating in Dual Enrollment, Early Admission, the Early College Program or Fast Track Baccalaureate programs must demonstrate sufficient pre-collegiate preparation on a college placement test that assesses basic computation and communication skills. The Early College Program Agreement approved by the Board on April 10, 2007 shall be amended periodically for program enhancement and efficiency.

- II. Dual Enrollment Programs
 - A. The Academic and Career Dual Enrollment Programs provide for college level courses to be offered in the high schools so that students can pursue the college courses with minimum difficulty. Dual Enrollment Programs are only intended for high school students seeking a standard high school diploma.
 1. Academic Dual Enrollment: To be eligible for participation in the Program, a student must be a junior or senior, attending a public high school within the Board's district, who has demonstrated prior academic achievement by attaining at least a 3.0 unweighted grade point average or at least a cumulative 3.0 unweighted grade point average in a particular field of study, and who has otherwise demonstrated that he/she is prepared for the dual enrollment experience.
 2. Career Dual Enrollment: To be eligible for participation in the Program, a student must be a junior or senior, attending a public high school within the Board's district, who has demonstrated prior academic achievement by attaining an overall cumulative 2.0 unweighted grade point average or at least a cumulative 2.0 unweighted grade point average in a particular field study, and who has otherwise demonstrated that he/she is prepared for the dual enrollment experience.
 3. To maintain eligibility in academic dual enrollment, students must maintain a 2.0 GPA in all college courses and a cumulative unweighted 3.0 high school GPA; for career dual enrollment, students must maintain a cumulative unweighted 2.0 high school GPA. Students who fall below these eligibility standards may be considered for continued dual enrollment with the approval of PCS and SPC on an individual student basis. When non-academic dual enrollment courses are specific to Pinellas County Schools magnet program and/or academy, a cumulative unweighted GPA of 2.0 or higher will be acceptable to meet eligibility criteria.

4. Students disruptive to the learning environment may be denied dual enrollment opportunities. All dual enrollment students must agree to abide by all SPC policies and procedures including, but not limited to the Pinellas County School Board Code of Student Conduct. Students understand that if they violate any items in either the SPC or Pinellas County School Board Codes of Student Conduct, they may be denied participation in dual enrollment on both SPC campuses and PCS high school campuses.
5. Special requirements include:
 - a. The courses offered for each academic year shall be approved each year and are included in Exhibit B1. Additional Career Dual Enrollment courses may be included in Exhibit B1 once the Postsecondary Industry Certification Funding List is finalized. In addition, courses may be added or deleted at other times by the mutual agreement of the College President and the Board Superintendent. PCS students who are participating in dual enrollment shall be limited to six college-level courses per term. These courses shall include both dual enrollment and advanced placement and/or a combination of the two.
 - b. The Board shall assure that the courses offered in the Program do not unnecessarily duplicate any courses already contained in the high school curriculum and that the courses offered within the Program complement the high school curriculum.
 - c. The Board shall designate an individual at each public high school who will serve as the dual enrollment liaison. Development of the dual enrollment course schedule and notification to the College of that schedule shall be in accordance with Exhibit B1a. In addition, the College Dual Enrollment Program Coordinator will be available prior to and during each term at each high school within the school board district at times to be designated. Students enrolled in the St Petersburg College charter high school or Early College Program will be permitted to take any course offered by SPC that meets high school graduation requirements and the dual enrollment provisions of 1007.271 F.S. All of the charter high school students will be pursuing an AA degree. The staff at the charter high school and program directors for these courses will assist the student in making selections that parallel their educational interest. Students who are enrolled in St. Petersburg Collegiate High School who take an art, music, photography or dance course through St. Petersburg College will be awarded a high school fine arts designation for the performing arts course completed on the high school transcript.

The College Dual Enrollment Program Coordinator is responsible for supervising the program including, coordinating deadlines (Exhibit B1a.) and performing duties outlined in item (e.) below.

- d. Academic and Career Dual Enrollment students may only enroll in full term SPC courses. PCS students may not drop or withdraw from a dual enrollment course after the second calendar week of the SPC class. All drops/withdrawals for dual enrollment students must be authorized by the SPC dual enrollment office after communication with the school/district. If a student does withdraw from a course during the second week of the SPC class, the student will receive a grade of “W.” Students who drop/withdraw must enroll in another high school course to maintain a full schedule and complete all make up coursework in the high school class. A student who withdraws after the College’s published withdrawal date will receive a “WF” grade for the course. A “WF” grade counts as an “F” in the college and high school GPA.
- e. Prior to enrolling in an online dual enrollment course, academic dual enrollment students must demonstrate success in dual enrollment coursework, evidenced by a college GPA of 3.0 or higher. Special exceptions may be made for second semester seniors who have not yet satisfied their online course requirements for graduation.
- f. A student may not repeat a dual enrollment course for which a grade of “C” or higher has been earned. When students choose to repeat a dual enrollment course to improve a grade of “D” or “F”, the specific Policies and Rules of the Board and College apply as to the treatment of the repeated course grades, transcript reporting, and GPA/credit determination.
- g. In addition to the responsibilities set forth above, the Board shall:
 - (1) make space available for the courses offered within the Program,
 - (2) assist the College in the distribution of promotional information, including the display of information in each school’s course description guide of dual enrollment opportunities, the educational benefits of the Program and the requirements for participation,
 - (3) make reasonable efforts to avoid conflicts in scheduling and curriculum,
 - (4) identify the Board's qualified instructional personnel, who would be available for teaching in the Program,
 - (5) assure that the appropriate high school credit will be awarded to students participating in the Program,
 - (6) identify the students qualified for participation in the Program,
 - (7) provide counseling services regarding the College's educational programs to students participating in the Program,
 - (8) monitor student performance in accordance with Exhibit B1.
 - (9) make space available for the dual enrollment and early college programs at the county-wide program fairs, and

- (10) provide students and parents information regarding college-level course expectations
 - (11) ensure that in the absence of a credentialed instructor teaching a dual enrollment course, the substitute teacher must be a credentialed faculty member within the same discipline.
- h. In addition to the responsibilities set forth above, the College shall:
- (1) provide course content,
 - (2) select and supervise instructional personnel,
 - (3) select instructional materials,
 - (4) mail information out to rising juniors and seniors,
 - (5) advertise the dual enrollment opportunities on the College website,
 - (6) annually publish a dual enrollment opportunity booklet,
 - (7) schedule annual dual enrollment/early college/early admission information sessions to be located on an SPC campus and/or PCS campus.
 - (8) ensure timely transmission of Dual Enrollment grades in conjunction with the Board to be reflected on both the high school and college transcripts
- i. Responsibilities for Cost: In accordance with Fla. Statutes §1007.271, subsection (21)(n), the College and the Board agree to the following cost-sharing responsibilities:
- I. The Board shall pay the College the standard tuition rate per credit hour for dual enrollment students enrolled in courses when such instruction takes place on the College campus.
 - II. The Board shall pay the College for costs associated with instruction, salary and benefits for dual enrollment courses taught on a high school campus by College faculty.
 - III. The Board shall pay the College for instructional costs associated with dual enrollment courses taught on the high school campus by Board faculty.
 - IV. The College shall be responsible to reimburse the Board for agreed upon costs and expenses to include, but not be limited to, the proportional costs of student support staff, guidance counselors, teaching materials, as well as the operational cost of facilities usage where instruction and associated services are provided on Board property. Cost sharing responsibilities related to facilities usage shall be calculated pursuant to a Joint Use Agreement between the College and the Board.

- j. Students participating in the Program shall not be assessed fees if they are enrolled in courses through which they earn credit toward both a high school diploma and an associate degree.
- k. Students who wish to participate in the Program must submit a completed St. Petersburg College Application for Admission form, excluding the application fee. Students who wish to participate in General Education courses must take the common placement test (CPT) and /or SAT or ACT examinations and attain scores prescribed by the College in order to participate in the program. Students who meet the eligibility requirements must obtain a Dual Enrollment Permission Form from their high school guidance counselor, including all required signatures prior to registering for classes. Students who satisfactorily complete the requirements of the courses within the Program shall receive both high school and college credit. Students no longer participating in the Program who wish to enter St. Petersburg College must comply with all admission requirements of the College.
- l. If fewer than 15 students are enrolled in a course, the College may elect to hold such course at a St. Petersburg College site. In such event, the Students shall be responsible for providing their own transportation. Finally in instances where eligible students opt to enroll in courses on an SPC campus the students are responsible for providing their own transportation.
- m. The College and the School Board will implement procedures to encourage high schools to utilize the services provided by the Florida Virtual Campus (FLVC), to include college search, admissions applications, career portfolio, application for financial assistance and degree shopping. Links have also been created on the College website that encourages students to review dual enrollment course history.
- n. All adjunct faculty teaching Dual Enrollment courses must meet SACS requirements/guidelines for postsecondary instructors in the course/discipline regardless of the location of the class (i.e., college campus, high school campus, or satellite site). For dual enrollment courses offered on the high school campuses, the College shall be responsible for the selection and continuation of instructional personnel. When the College provides instructors to teach Dual Enrollment courses on the high school campus, the College will provide the Board's Office of Human Resources written verification of the instructors' successful passage of a Level 2 background screening within the last five (5) years. Instructors shall be rescreened as necessary to comply with applicable law and policy.
- o. The College will:

- (1) Provide a copy of the College's current faculty or adjunct faculty handbook to all faculty members teaching a dual enrollment course
- (2) Provide a copy of the College's current student handbook
- (3) Designate an individual to observe all faculty members teaching a dual enrollment course
- (4) Use the same criteria to evaluate faculty members teaching a dual enrollment course
- (5) Provide course plans and objectives to all faculty members teaching a dual enrollment course
- (6) Ensure the following curriculum standards for content, syllabi, examination, and grades apply to college credit dual enrollment:
 - a. Dual enrollment courses taught on a high school campus must meet the same competencies required for courses taught on the College campus
 - b. Instructional materials used in dual enrollment courses must be the same as or comparable to those used in courses offered by the College
 - c. Course requirements, such as tests, papers or other assignments, for dual enrollment students must be at the same level of rigor or depth as those for all non-dual enrollment postsecondary students
 - d. Registration policies for dual enrollment courses shall be determined by the College
 - e. Dual enrollment courses taught on a high school campus may not be combined with any non-college credit high school course

p. The Board will ensure that each faculty member providing instruction in College credit dual enrollment courses must:

- (1) Meet the qualifications required by the College
 - (2) Provide the College with a copy of his or her postsecondary transcript
 - (3) Provide the College with a copy of the current syllabus for each course taught prior to the start of the term
 - (4) Provide the College with a copy of the student attendance and final exams for each course
 - (5) Require completion of the Student Survey of Instruction (SSI) for each course
 - (6) Adhere to the professional rules, guidelines, and expectations stated in the College's adjunct faculty handbook
 - (7) Adhere to the rules, guidelines, and expectations stated in the College's student handbook
- (Please see Exhibit F for College Credit Dual Enrollment)

q. As an integral part of the ECP experience, SPC and PCSB shall permit dually enrolled students, both full-time (ECP, EA, SPCHS) and part-time (DE), to participate in SPC Student Government and class-related field trip activities. Such

class-related trips may include those requiring out-of-town travel and overnight stays; provided, however in the opinion of the principal, or designee, the activities do not conflict with any high school coursework. SPC will obtain the necessary consents and releases in the case of any minor DE student. In such cases, SPC shall have supervisory responsibility over DE students, and shall provide adult supervision of ECP/DE students during such experiences.

- B. The Early Admission Program provides qualified students an opportunity to enroll full-time at the college during their senior year in high school. The program is intended to serve students in grade 12 with a cap of 40 students per participating SPC campuses, not to exceed 160 students college-wide.
1. To be eligible for participation in the Program, a student must:
 - a. submit a high school transcript that indicates he or she has satisfactorily completed three full years of high school with a minimum of 18 credits earned in grades 9-12 and has reached the minimum level of achievement on the Florida Comprehensive Assessment Test;
 - b. complete the Board's Application for Early Admission to College form which is signed by the high school principal or designee, parent and student;
 - c. complete all of the above plus all other general admission requirements no later than February 10. Special consideration will be given to applicants seeking spring term entrance into specialized workforce related programs.
 - d. provide his or her college course schedule to the high school principal so that he or she may be scheduled as a dually enrolled student in the Pinellas County School System.
 2. During the student's enrollment in the Early Admissions Program, he or she must complete a minimum of 15 credit hours per semester and maintain a grade point average of 2.0 on a 4.0 scale.
 3. Students participating in the Early Admissions Program must meet certain criteria to graduate from high school.
 - a. The student must have earned all required credits and achieved proficiency on all must pass state assessments for graduation from a Pinellas County high school before a diploma will be granted. Those requirements include: four English credits, three science credits, four mathematics credits, three social studies credits including one credit of American history, one credit of world history, one-half credit of economics and one-half credit of American government, one fine or practical arts credit and one credit in physical education/health to be Health Opportunities through Physical Education in Pinellas.
 - b. An overall unweighted 2.0 GPA is required for high school graduation.
 - c. The student may be awarded a high school diploma at the time of the regularly scheduled graduation ceremonies, or at a time convenient to the principal,

provided all of the above conditions are met. To participate in such ceremonies the student must be aware of the school graduation procedures and shall follow all such procedures in proper sequence or the diploma cannot be issued.

- d. An early admission student is not included in high school class rank computations for consideration for valedictorian or salutatorian status.
 - e. An early admissions student may not withdraw from any college credit course without permission of his/her high school principal or designee. Failure to notify the school could jeopardize graduation from high school and may result in the student having to attend the adult evening high school program or dual enrollment summer term to complete required credits for high school graduation.
- C. Requirements for maintaining student records are similar for all Dual Enrollment Programs. Dual Enrollment students are full-time registered students in high school and in St. Petersburg College and thus shall have tuition waived by SPC and books paid for by Pinellas County Schools. Instructors complete both high school and college attendance records and grade records. At the close of Terms I, II, and III attendance and grade records are submitted to the appropriate high school records office.
- D. Accounting for dual enrollment instructional materials for all Dual Enrollment programs shall be accomplished as follows:
1. For the purpose of this Agreement, the term “instructional materials” means the required core materials assigned for use within dual enrollment courses as defined in Sec. 1006.28, F.S., but does not include supplemental materials, supplies, or equipment including laboratory supplies, calculators, computers, or other electronic devices.
 2. Inventory and Recovery of Dual Enrollment classroom sets - The liaison at each high school participating in the dual enrollment program will be responsible for inventory control of instructional materials used at that school. Their responsibilities will include accounting for the distribution and recovery of all materials as well as storage of materials not in use.
 3. All dual enrollment materials are to be purchased by and are the property of the Board.
 4. Reuse and Resale - Purchase of, distribution of, and accounting for all instructional materials are the responsibility of the board. Instructional materials shall be reused whenever possible. If the shortage occurs at a participating high school, materials will be transferred whenever possible from another participating school in the county. Obsolete instructional materials will be sent to Walter Pownall Service Center for appropriate disposal.

5. St. Petersburg College will be responsible for organizing student data files and providing such files to the bookstore for the creation of individualized student textbook accounts for the Dual Enrollment, Early College, and Early Admission programs.
- III. The Advanced Placement Program is an effective acceleration mechanism whereby students can earn high school and college credit through a special program of the College Board. Students enroll in the Advanced Placement courses at their high schools and upon successful completion of the end of course examinations may earn credits at the College.
 - A. Students who successfully complete the Advanced Placement examinations with a score of 3 or higher will be granted credit toward an Associate degree at St. Petersburg College. Credits granted by SPC for Advanced Placement courses are transferable among Florida institutions of higher education.
 - B. An official record of the examination score(s) is required and must be received directly from the College Board or provided by the participating high school. Awarded credit will appear on the student's permanent record as earned credit only without any indication of grades or quality points.
 - C. Credits that will be awarded by the College for the Advanced Placement may be accessed at <http://www.flstate.edu/articulation>.
 - IV. The International Baccalaureate Diploma Program is a program of studies comparable to a comprehensive Advanced Placement curriculum and the International Baccalaureate Program Diploma is awarded only if the students meet curricular, service and thesis requirements and examinations.
 - A. Students who successfully complete the International Baccalaureate examination with a score of 4 or better will be granted credit toward an Associate degree at St. Petersburg College.
 - B. Credits for the International Baccalaureate program are awarded by the college following receipt of an official record of the examination scores. Awarded credit will appear on the student's permanent record as earned credit only without any indication of grades or quality points.
 - C. Credits that will be awarded for the International Baccalaureate Program may be accessed at <http://www.flstate.edu/articulation>.
 - V. The Advanced International Certificate of Education (AICE) is an academically rigorous, internationally used; specialized, English language curriculum offered to students in the higher levels of high school intended to prepare them for an honors program during post-secondary education.
 - A. The curriculum is overseen by Cambridge International Examinations, who first implemented the AICE in 1994.
 - B. It includes classes in the subject areas of mathematics and science; languages; and arts and humanities with two levels of difficulty Advanced Subsidiary level and Advanced level with Advanced level being more challenging.

C. It is mandatory for a student to have taken and passed a subject on the Advanced Level.

VI. The SPC Fast Track Baccalaureate Program is a cooperative arrangement among the Pinellas County School System and St. Petersburg College that permits students to develop a planned program toward earning a baccalaureate degree within two or three years of graduation from high school.

A. Participants in the Fast Track Baccalaureate Program must participate in the Dual Enrollment, Early Admission, Early College, Advanced Placement, and/or International Baccalaureate Programs offered through the Pinellas County School System. They must be excellent students who are prepared to make extra effort in their studies and they must meet the specific admissions criteria for those programs. Students may enter the Fast Track Baccalaureate Program in their sophomore (in identified high school programs only), junior or senior year to be able to complete a sufficient number of college level credits before graduating from high school.

B. Students who enroll in the Fast Track Baccalaureate Program may receive counseling while in high school to ensure that their course choices provide appropriate options upon entry at St. Petersburg College. The specific selection of courses in the various acceleration options will vary from school to school and some of the offerings needed to complete the program may not be available in all of the high schools.

C. The model programs in 11 different majors that are available are designed to present a preferred sequence of courses. Except for a few of the education majors the model programs show that the work after high school may be completed in four to six semesters with no work required in the summers. Students may choose to take additional elective courses, spread the work from the fall and spring terms, or accelerate their completion even more by enrolling in courses each summer.

D. Each of the model programs is based on the assumption that at least two years of a foreign language (two years in the same language) will be completed in high school. If not, electives listed for the years at SPC will need to be devoted to completion of the foreign language requirements. All baccalaureate majors must prove competency in a foreign language as a program exit requirement so if the language is not completed in Advanced Placement or other college credit options in the high school it will need to be completed in the year at SPC.

E. SPC Fast Track Baccalaureate programs are available in:

Natural Sciences

Biology

Business

Business Administration

Education

Elementary Education	
Educational Studies	Secondary Mathematics
Exceptional Student	Secondary Science/Biology
Middle Grades General Science	Secondary Business Technology
Middle Grade Mathematics	Secondary Technology Education

Policy and Legal Studies

Public Policy and Administration

VII. The Early College Program provides qualified students an opportunity to enroll full time at the College during their Junior and Senior years leading to simultaneous completion of the high school diploma and the Associate in Arts degree.

A. Eligibility requirements for the Early College Program mirror those of academic dual enrollment noted in Exhibit B, Section II., A., 1.

B. Responsibility for Screening and Monitoring Dually Enrolled ECP Students.

a. All ECP students must provide required documentation for enrollment in SPC and PCSB.

b. SPC shall advise ECP students concerning college courses, coordinate their registration, and monitor their academic performance. PCSB shall monitor and advise ECP students on information regarding all high school graduation requirements.

c. Except as otherwise provided by law or in this agreement, students enrolled in the ECP shall be subject to SPC's rules, policies and procedures to the same extent as any other student enrolled at SPC, including, but not limited to, those governing student conduct, academic honesty and grade appeals. Nothing in this agreement shall preclude PCSB from addressing the same student issue or conduct addressed by SPC in accordance with PCSB rules, policies and procedures; however, such determinations made or discipline instituted by PCSB shall be independent of, and shall have no effect on, determinations made or discipline instituted by SPC.

d. SPC shall have supervisory responsibility over students enrolled in the ECP while they are on the SPC campus, or engaged in SPC sponsored events, to the same extent as other SPC students.

C. Specific requirements for maintaining eligibility in the Early College Program are outlined in the Principles of Participation in Exhibit B3.

D. Students in the Early College Program are not included in high school class rank computations for consideration for valedictorian or salutatorian status.

VIII. Credit Equivalents will be calculated as follows:

A. English, Math, Foreign Language and Science courses equals one full high school credit and all additional three college semester hour courses equals one-half high school credit. High School credit may be granted in other instances, however, by agreement of the Vice President of Academic and Student Affairs and the Assistant Superintendent for K-12 Curriculum if course outcomes are mastered.

B. Credit equivalents for dual enrollment courses are identified in Exhibit B1.

C. Credit-by-Exam equivalencies for Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), DSST Examination Program, and Excelsior College Examinations are set by the state Articulation Coordinating Committee (ACC) and can be accessed at <http://www.fl.doe.org/articulation>.

IX. Strategies for Reduction of Remediation of High School Students to increase the readiness of students to participate in college level work are included in Exhibit C.

X. Alternative Methods for Meeting the College Foreign Language Entrance Requirement were approved by the 1996 Legislative amendment to F.S., and shall provide for the following:

A. The student shall complete two sequential years of a foreign language.

B. The student may demonstrate competency in her/his native language via

--standardized examination (i.e. CLEP)

--internally developed institutional examination

--secondary or post-secondary transcript indicating competence in communications/grammar/literature

XI. Articulated Equity Plans

Both the College and Board have established Equity Plans to increase the minority enrollment of students in dual enrollment courses. Pilot initiatives to enhance the enrollment of underrepresented populations may be approved by the Pinellas Education Articulation Committee (PEAC).

EXHIBIT B1

Approved Courses for Dual Enrollment Students

St. Petersburg College/Pinellas County School Board Approved Courses for Dual Enrollment Students Effective fall 2013

***NOTE:** All dual enrollment students will receive honors quality points for any course on this list. Dual enrollment courses are weighted the same as Advanced Placement and IB courses.

Course	Description	High School Graduation Subject Area Requirement Satisfied	HS Credit Awarded	Special Arrangement/Location
ACG 2021	Financial Accounting	Elective	0.5	Q – CDE
ACG 2071	Managerial Accounting	Elective	0.5	Q – CDE
ACG 2450	Microcomputer Accounting	Elective	0.5	Q - NEHS – AF & CHS – CAICC, CDE
AMH 1091	African American History	Elective	0.5	Q
AMH 2010	History of the United States I	American History (with AMH 2020)	0.5	Q
AMH 2020	History of the United States II	American History (with AMH 2010)	0.5	Q
AML 1600	African American Literature	Elective	0.5	Q
AML 2010	American Literature to 1865 *	English	1.0	Q
AML 2010H	Honors American Literature I*	English	1.0	Q-SPC
AML 2020	American Literature from 1865 to Present *	English	1.0	Q
AML 2020H	Honors American Literature II*	English	1.0	Q-SPC
ANT 2000	Introduction to Anthropology	Elective	0.5	Q
ANT 2003	Survey of Anthropology	Elective	0.5	Q
ANT 2410	Cultural Anthropology	Elective	0.5	Q
ARC 1301	Architectural Design I	Performing Fine Arts	0.5	Q
ARC 1701	Architectural History	Performing Fine Arts	0.5	Q

Course	Description	High School Graduation Subject Area Requirement Satisfied	HS Credit Awarded	Special Arrangement/Location
ARH 1000	Understanding Art	Performing Fine Arts	0.5	Q
ARH 2050	Art History: Ancient to Gothic	Performing Fine Arts	0.5	Q
ARH 2051	Art History: Renaissance to Contemporary	Performing Fine Arts	0.5	Q
ART 1330C	Drawing II	Performing Fine Arts	0.5	Q
ART 1751C	Ceramics II	Performing Fine Arts	0.5	Q
ART 2501 C	Painting II	Performing Fine Arts	0.5	Q
ASL 1140C	Basic American Sign Language w/Lab*	Elective	1.0	Q
ASL 1150C	Intermediate American Sign Language w/Lab*	Elective	1.0	Q
ASL 1160C	Advanced American Sign Language w/Lab*	Elective	1.0	Q
ASL 1430	Finger spelling	Elective	0.5	Q
ASL 1510	Introduction to Deaf Culture	Elective	0.5	Q
AST 1002/L	Universe: The Infinite Frontier – AST 1002 - Lecture with AST 1022L – Lab*	Science	1.0	Q
AST 1003	The Solar System - Lecture	Elective	0.5	Q
BSC 1005/L	Biological Science – BSC 1005 - Lecture with BSC 1005L – Lab*	Science	1.0	Q
BSC 2010/L	Biology I - Cellular Processes - BSC 2010 - Lecture with BSC 2010L – Lab*	Science	1.0	Q
BSC 2011/L	Biology II - Organisms and Ecology – BSC 2011 - Lecture with BSC 2011L - Lab*	Science	1.0	Q
BSC 2085/L	Human Anatomy & Physiology I - BSC 2085 - Lecture with BSC 2085L - Lab*	Science	1.0	Q
BSC 2086/L	Human Anatomy & Physiology II – BSC 2086 – Lecture with BSC 2086L – Lab*	Science	1.0	Q
BSC 2250C	Field Biology of Florida – BSC 2250C Lecture and Lab Combined*	Science	1.0	Q

Course	Description	High School Graduation Subject Area Requirement Satisfied	HS Credit Awarded	Special Arrangement/Location
BUL 2131	Legal Environment of Business	Elective	0.5	Q
BUL 2241	Business Law I	Elective	0.5	Q
CCJ 1020	Introduction to Criminal Justice	Pract. Arts Career Ed.	0.5	Q - PPHS – CJA, CDE
CGS 1000	Introduction to Computers and Programming	Elective	0.5	Q - CDE
CGS 1100	Computer Applications	Elective	0.5	Q
CHM 1025/L	Introduction to Chemistry – CHM 1025 – Lecture with CHM 1025L – Lab*	Science	1.0	Q
CHM 2045/L	General Chemistry I – CHM 1045 – Lecture with CHM 1045L – Lab*	Science	1.0	Q
CHM 2046/L	General Chemistry II – CHM 1046 – Lecture with CHM 1046L – Lab*	Science	1.0	Q
CHM 2210/L	Organic Chemistry I – CHM 2210 – Lecture with CHM 2210L – Lab*	Science	1.0	Q
CHM 2211/L	Organic Chemistry II – CHM 2211 – Lecture with CHM 2211L – Lab*	Science	1.0	Q
CJL 2062	Constitutional Laws and Rules of Evidence	Pract. Arts Career Ed.	0.5	Q - PPHS – CJA, CDE
CLT 2373	Ancient Greek Mythology	Elective	0.5	Q
CRW 2001	Creative Writing	Elective	0.5	Q
DAA 1100	Modern Dance I	Performing Fine Arts	0.5	Q
DIG 2030	Survey of Digital Video	Elective	0.5	Q - CDE
DIG 2040	Survey of Game Development	Elective	0.5	Q
DIG 2109	Digital Imaging Fundamentals	Elective	0.5	Q - CDE
DIG 2200	Basic Video Camera	Elective	0.5	Q - CDE
DIG 2205	Basic Video Editing	Elective	0.5	Q - CDE

Course	Description	High School Graduation Subject Area Requirement Satisfied	HS Credit Awarded	Special Arrangement/Location
ECO 2000	Introduction to Economics	Economics	0.5	Q – ECP & EA
ECO 2013	Principles of Macroeconomics	Economics	0.5	Q
ECO 2013H	Honors Macroeconomics	Economics	0.5	Q-SPC
ECO 2023	Microeconomics	Economics	0.5	Q
ECO 2023H	Honors Microeconomics	Economics	0.5	Q-SPC
EDF 1005	Introduction to Education	Elective	0.5	Q
EDF 2085	Teaching Diverse Populations	Elective	0.5	Q
EET 1084C	Introduction to Electronics	Elective	0.5	Q – ELHS-AE,& DHS-AA & BT- CDE -SPC
EME 2040	Introduction to Educational Technology	Elective	0.5	Q
EMS 1059C	Emergency Medical Responder	Elective	0.5	Q – PHUHS & BCHS CWMP - & PPHS-FR CDE
ENC 1101	Composition I*	English	1.0	Q
ENC 1102	Composition II*	English	1.0	Q
ENC 1121H	Honors Composition I*	English	1.0	Q-SPC
ENC 1122H	Honors Composition II*	English	1.0	Q-SPC
ENC 2210	Technical Writing	English	0.5	Q
ENL 2012	British Literature I (to 1800)*	English	1.0	Q
ENL 2012H	Honors British Literature I (to 1800)*	English	1.0	Q-SPC
ENL 2022	British Literature II (since 1800)*	English	1.0	Q
ESC 1000/L	Earth Science – ESC 1000 – Lecture with ESC 1000L – Lab*	Science	1.0	Q
ETD 1320C	Introduction to Cad	Pract. Arts Career Ed.	0.5	Q - CDE
ETD 1340C	Auto Cad II	Pract. Arts Career Ed.	0.5	Q - CDE

Course	Description	High School Graduation Subject Area Requirement Satisfied	HS Credit Awarded	Special Arrangement/Location
ETI 1110	Introduction to Quality Assurance	Elective	0.5	Q - ELHS-AE,CDE - SPC
ETI 1420	Manufacturing Processes and Materials I	Elective	0.5	Q - ELHS-AE,CDE - SPC
ETI 1701	Industrial Safety	Elective	0.5	Q - ELHS-AE, CDE,- SPC
ETM 1010C	Mechanical Measurement and Instrumentation	Elective	0.5	Q - ELHS-AE,CDE - SPC
EUH 1000	Development of Western Civilization I	Elective	0.5	Q
EUH 1001	Development of Western Civilization II	Elective	0.5	Q
EVS 1001	Introduction to Environmental Sustainability	Science	0.5	Q
FIN 2000	Principles of Finance	Elective	0.5	Q
FRE 1120	Elementary French I*	Elective	1.0	Q
FRE 1121	Elementary French II*	Elective	1.0	Q
FRE 2200	Intermediate French I	Elective	0.5	Q
FRE 2201	Intermediate French II	Elective	0.5	Q
GEA 2172	Geography of the Developing World	Elective	0.5	Q
GEA 2174	Geography of the Developed World	Elective	0.5	Q
GEB 1011	Introduction to Business	Pract. Arts Career Ed.	0.5	Q
GLY 2010/L	Physical Geology – GLY 2010 - Lecture with GLY 2010L - Lab*	Science	1.0	Q
HIM 1005	Healthcare Informatics Project Management	Elective	0.5	Q - PHUHS & BCHS CWMP- CDE
HIM 1102	Introduction to Healthcare Informatics	Elective	0.5	Q - PHUHS & BCHS CWMP- CDE
HIM 1212	Data and Workflow Management	Elective	0.5	Q - PHUHS & BCHS CWMP- CDE
HIM 2003	Healthcare Informatics and Practicum	Elective	0.5	Q - PHUHS & BCHS CWMP- CDE

Course	Description	High School Graduation Subject Area Requirement Satisfied	HS Credit Awarded	Special Arrangement/Location
HIM 2652	Electronic Health/Medical Record Systems	Elective	0.5	Q - PHUHS & BCHS CWMP- CDE
HLP 1080	Personal Wellness	PE (Personal Fitness)	0.5	Q - SPCHS
HSA 1100	Healthcare Delivery Systems	Elective	0.5	Q - PHUHS & BCHS CWMP- CDE
HSA 1102	Current Issues in Health	Elective	0.5	Q - PHUHS & BCHS CWMP
HSC 2100	Personal and Community Health	Elective	0.5	Q
HUM 2210	Western Humanities (Ancient to Renaissance)	Elective	0.5	Q
HUM 2210H	Honors Western Humanities (Ancient to Renaissance)	Elective	0.5	Q-SPC
HUM 2233	Western Humanities (Baroque to Contemporary)	Elective	0.5	Q
HUM 2233H	Honors Western Humanities (Baroque to Contemporary)	Elective	0.5	Q-SPC
HUM 2270	Humanities (East-West Synthesis)	Elective	0.5	Q
HUM 2270H	Honors Humanities (East-West Synthesis)	Elective	0.5	Q-SPC
HUN 1201	Science of Nutrition	Elective	0.5	Q
INR 2002	International Relations	Elective	0.5	Q
INR 2002H	Honors International Relations	Elective	0.5	Q-SPC
JOU 2100	Journalistic Writing and Reporting	Elective	0.5	Q
LIT 2090	Contemporary Literature	English	0.5	Q
LIT 2110	World Literature I (Ancient World Through Renaissance) *	English	1.0	Q
LIT 2110H	Honors World Literature I (Ancient World Through Renaissance) *	English	1.0	Q-SPC
LIT 2120	World Literature II (Renaissance to the Present) *	English	1.0	Q
LIT 2120H	Honors World Literature II (Renaissance to the Present) *	English	1.0	Q-SPC

Course	Description	High School Graduation Subject Area Requirement Satisfied	HS Credit Awarded	Special Arrangement/Location
MAC 1105	College Algebra*	Mathematics	1.0	Q
MAC 1114	Trigonometry*	Mathematics	1.0	Q
MAC 1140	Pre-Calculus Algebra*	Mathematics	1.0	Q
MAC 1147	Pre-Calculus Algebra/Trigonometry*	Mathematics	1.0	Q
MAC 2233	Applied Calculus I*	Mathematics	1.0	Q
MAC 2311	Calculus with Analytic Geometry I*	Mathematics	1.0	Q
MAC 2311H	Honors Calculus with Analytic Geometry I*	Mathematics	1.0	Q-SPC
MAC 2312	Calculus with Analytic Geometry II*	Mathematics	1.0	Q
MAC 2313	Calculus with Analytic Geometry III*	Mathematics	1.0	Q
MAN 2021	Principles of Management	Pract. Arts Career Ed.	0.5	Q - BETA
MAP 2302	Differential Equations*	Mathematics	1.0	Q
MAR 1142	Global Marketing	Pract. Arts Career Ed.	0.5	Q – SPC Int. Studies
MAS 2103	Linear Algebra*	Mathematics	1.0	Q
MAT 1033	Intermediate Algebra	Mathematics	0.5	Q
MCB 2010/L	Microbiology - MCB 2010 – Lecture with MCB2010L -Lab*	Science	1.0	Q
MET 2010	Introductory Meteorology-MET 2010-Lecture	Science	0.5	Q
MGF 1106	Mathematics for Liberal Arts I*	Mathematics	1.0	Q
MGF 1107	Mathematics for Liberal Arts II*	Mathematics	1.0	Q
MGF 1108H	Honors Mathematical Ideas & Explorations*	Mathematics	1.0	Q
MMC 2000	Introduction to Mass Communications	Elective	0.5	Q
MMC 2100	Writing for the Mass Media	Elective	0.5	Q
MMC 2700	The Popular Arts in America	Elective	0.5	Q
MUH 1110	Introduction to Music	Performing Fine Arts	0.5	Q

Course	Description	High School Graduation Subject Area Requirement Satisfied	HS Credit Awarded	Special Arrangement/Location
MUL 1010	Introduction to Music History	Performing Fine Arts	0.5	Q
MUN 1310	College Chorus	Performing Fine Arts	0.5	Q - PCCA
MUO 1001	Musical Theater Workshop	Elective	0.5	Q - PCCA
MUT 1001	Fundamentals of Music	Performing Fine Arts	0.5	Q - PCCA
OCB 1000C	Biology of Marine Life – OCB 1000C- Lecture and Lab combined*	Science	1.0	Q
OCE 2001/L	Introduction to Oceanography – OCE 2001 – Lecture with OCE 2001L – Lab*	Science	1.0	Q
PGY 2401C	Photography I	Performing Fine Arts	0.5	Q
PGY 2800C	Digital Photography	Performing Fine Arts	0.5	Q
PHH 1603	20th Century Trends in Philosophy	Elective	0.5	Q
PHI 1010	Introduction to Philosophy	Elective	0.5	Q
PHI 1010H	Honors Introduction to Philosophy	Elective	0.5	Q
PHI 1600	Studies in Applied Ethics	Elective	0.5	Q
PHI 1602H	Honors Studies in Applied Ethics	Elective	0.5	Q-SPC
PHI 1631	Studies in Professional Ethics	Elective	0.5	Q
PHI 2635	Health Care Ethics Applied	Elective	0.5	Q – PHUHS & BCHS CWMP -
PHI 2649	Applied Ethics in Public Safety Professions	Elective	0.5	Q – PPHS – CJA, & PPHS – FR
PHY 1053/L	General Physics I – PHY 1053 – Lecture with PHY 1048L – Lab *	Science	1.0	Q
PHY 1054/L	General Physics II – PHY 1054 – Lecture with PHY 1049L – Lab *	Science	1.0	Q
PHY 2048/L	Physics I - PHY 2048 – Lecture with PHY 1048L – Lab*	Science	1.0	Q

Course	Description	High School Graduation Subject Area Requirement Satisfied	HS Credit Awarded	Special Arrangement/Location
PHY 2049/L	Physics II – PHY 2049 – Lecture with PHY 1049L – Lab*	Science	1.0	Q
PLA 1003	Introduction to Para legalism	Elective	0.5	Q
POS 2041	American National Government	American Government	0.5	Q
POS 2050H	Honors American Government	American Government	0.5	Q-SPC
POS 2112	State and Local Government	Elective	0.5	Q
PSY 1012	General Psychology	Elective	0.5	Q
PSY 1020H	Honors General Psychology	Elective	0.5	Q-SPC
REA 1105	Critical Reading and Thinking	Elective	0.5	Q
REL 2300	World Religions	Elective	0.5	Q
SLS 1101	The College Experience	Elective	0.5	Q
SLS 1264	Leadership Development Seminar	Elective	0.5	Q - EIP
SLS 1301	Career and Life Planning	Elective	0.5	Q - EIP
SPC 1065	Business and Professional Speaking	Performing Fine Arts	0.5	Q
SPC 1017	Introduction to Speech Communication	Performing Fine Arts	0.5	Q
SPC 1017H	Honors Introduction to Speech Communication	Performing Fine Arts	0.5	Q-SPC
SPC 1608	Public Speaking	Performing Fine Arts	0.5	Q
SPC 1608H	Honors Public Speaking	Performing Fine Arts	0.5	Q
SPN 1120	Elementary Spanish I*	Elective	1.0	Q
SPN 1120H	Honors Elementary Spanish I*	Elective	1.0	Q

Course	Description	High School Graduation Subject Area Requirement Satisfied	HS Credit Awarded	Special Arrangement/Location
SPN 1121	Elementary Spanish II*	Elective	1.0	Q
SPN 1121H	Honors Elementary Spanish II*	Elective	1.0	Q
SPN 2200	Intermediate Spanish I	Elective	0.5	Q
SPN 2201	Intermediate Spanish II	Elective	0.5	Q
SPN 2240	Spanish Conversation and Composition I	Elective	0.5	Q
STA 2023	Elementary Statistics*	Mathematics	1.0	Q
STA 2023H	Honors Elementary Statistics*	Mathematics	1.0	Q-SPC
SYG 2000	Introduction to Sociology	Elective	0.5	Q
SYG 2010	Social Problems	Elective	0.5	Q
WOH 2040	The 20th Century	Elective	0.5	Q
WOH 2040H	Honors 20th Century	Elective	0.5	Q-SPC

Key to Special Arrangements:

BETA = Gibbs High School Business Economic Technology Academy

CDE = Career Dual Enrollment

CHS – CAICC = Clearwater High School Career Academy for International Commerce and Culture

PHUHS & BCHS CWMP = Palm Harbor University High School & Boca Ciega High School Center for Wellness and Medical Professions

DHS = Dunedin High School Academy of Architectural Design and Business Technologies

EA = Early Admission

ECP = Early College Program

EIP = Executive Internship Program

ELHS-AE = Eastlake High School Academy of Engineering

INT STUDIES = International Studies Programs with SPC Study Abroad Programs
(summer only)

LHS = Largo High School

LKHS - ESA = Lakewood High School Environmental Science Academy

NEHS - AF = Northeast High School Academy of Finance

PPHS - CJA = Pinellas Park High School Criminal Justice Academy

PPHS – FR = Pinellas Park High School First Responder

PCCA = Gibbs High School Pinellas County Center for the Arts

Q = Quality Point

SPC = Course available only on a St. Petersburg College Campus

SPCHS = St. Petersburg Collegiate High School

SVEC = Seminole Vocational Education Center

TSHS = Tarpon Springs High School

*This is a one semester postsecondary course generating one full high school credit through Dual Enrollment.

EXHIBIT B1a.

SCHEDULE OF DEADLINES FOR OFF SITE DUAL ENROLLMENT COURSES

	TERM I	TERM II
Copy of Course Syllabus & Final Exam Due	One week prior to term	One week prior to term
Classes Begin	First day of term	First day of term
Course Requests Due	Prior to summer break	First week of November
Final Class Rosters Due	Fifth day of fall term classes	Fifth day of spring term classes
Projected Course Offerings for Next Academic Year	January 30	January 30
Confirmation of Course Offerings For Next Term Due	Third Friday in October (for spring)	First Friday in May (for fall)
Completed Student Evaluations (SSI) Due	One week prior to last day of term	One week prior to last day of term
Final Semester Grades Due	One week following last day of term	One week following last day of term
Completed, Scored Exams And Attendance Rosters Due	One week following last day of term	One week following last day of term

EXHIBIT B2

St. Petersburg College ADJUNCT FACULTY EVALUATION AND PROFESSIONAL DEVELOPMENT PLAN

Name	Employee ID#	Program/Campus/Site	Academic Year

If you wish, you may attach to this form a description of your activities and appropriate supporting materials related to this evaluation. The supporting materials will be returned to the Faculty Member. As the first step of the annual evaluation process, the Faculty Member will complete a self-assessment of each item and propose goals for the coming year. The supervisor will then evaluate the Faculty Member and discuss the professional development of each item and propose goals for the coming year. The supervisor will then evaluate the Faculty Member and discuss the professional development plan. Below are the evaluation scales.

FACULTY SELF-ASSESSMENT SCALE		SUPERVISOR'S SCALE	
ST	= This is a real strength of mine.	EE	= Exceeds Expectations. Performance which always meets and exceeds the high standards of SPC faculty.
P	= I am proficient in this area.	ME	= Meets Expectations. Performance which generally meets the high standards of SPC faculty.
NP	= Not as proficient as I would like to be.	BE	= Below Expectations. Performance in some area(s) is below what is normally expected of SPC faculty. Improvement is required.
NA	= Not Applicable.	U	= Unsatisfactory. Performance does not meet the expectations of SPC faculty.

A. Effectiveness as a Faculty Member		Self Assessment	Supervisor Assessment	Supporting Comments
1.	Reviews and updates course content to make it current for each new session for classroom and online courses.			
2.	Develops organized course materials and presentations.			
3.	Is available outside of class to help students. For online instructors, responds to students within 24 to 48 hours.			
4.	Uses current teaching techniques appropriate for meeting the course objectives.			
5.	Incorporates course materials/activities to promote listening, speaking, writing and higher order thinking skills.			
6.	Demonstrates enthusiasm for learning.			
7.	Demonstrates current knowledge of academic discipline.			
8.	Demonstrates advanced planning and preparation for instruction.			
9.	Keeps accurate records (i.e., grades, attendance rosters, test scores, etc.)			
10.	Demonstrates a respect for individual and socio-cultural differences.			
11.	Uses current, appropriate technology, materials and tools when available.			
12.	Shows consideration for the needs of students.			
13.	Encourages active learning.			
14.	Maintains academic standards appropriate to the course.			
15.	Maintains professional rapport with students.			
16.	Encourages students to pursue appropriate Learning Support Services			
Supervisor's Evaluation:				
Comments:				
B. Contribution to College Effectiveness		Self Assessment	Supervisor Assessment	Supporting Comments
1.	Is professional in working with faculty, staff, and administrators.			
2.	Completes College responsibilities, assignments, and administrative responsibilities effectively and on time including: attendance, grades, and correspondences from deans, academic chairs, and program directors.			
3.	Is prompt in keeping appointments with students, arriving at work, and attending meetings.			
4.	Is flexible and adaptable in meeting program needs.			
5.	Follows and keeps current on College and program policies and procedures.			
Supervisor's Evaluation:				

Comments:
C. Professional Development
▪ Seminars, workshops, conferences, lectures
▪ HR compliance training (i.e., harassment, security, etc.)
▪ Excellence in Adjunct Instruction
▪ Pathways to eLearning (list completed levels)
▪ Licensure and certifications (other professional skills training)
▪ Work promotions
▪ Engaged in community service activities that reflect goals or directions of the College, e.g., serve on the Advisory Board of the City of St. Petersburg's Weed and Seed Committee, with prior approval of the program director or supervisor, or other activities

Instructor's comments:	
Academic Supervisor's comments:	
Instructor's signature:	Date
Academic Supervisor's signature:	Date
Dean's signature:	Date

EXHIBIT B3

St. Petersburg College & Pinellas County Schools’ Early College Program Principles of Participation 2013-2014

As an element of the admissions process, each parent and student of the Early College Program must sign an agreement committing their adherence to the following principles of participation:

1. I understand that as an Early College Program (ECP) student, the course work taken on the college level will have the same depth, breadth, rigor and pace for all students regardless of age or grade placement.
2. I understand that Early College Program students in college level courses are subject to the same standards, policies, and responsibilities as other college students unless otherwise restricted by federal, state or local requirements.
3. I understand that curriculum content, evaluation, and selection of appropriate instructional materials are the prerogative of the college instructor and will not differ for dual enrolled Early College Program students from that presented for traditional college students.
4. I understand that St. Petersburg College (SPC) is an open campus and that I will be attending classes with non-high school aged students and that I may encounter students of various ages and backgrounds while on the SPC campus.
5. I understand that the Early College Program counselor(s) or the Coordinator of the Early College Program are the first point of contact for parents who wish to discuss academic progress in a college course or request information about school or classroom activities. I understand that my parents do not have direct access to my college instructors or to my academic records.
6. I understand that high academic standards are expected of all students. Students entering the 11th grade must have met all required scores on the College Placement Test or provide qualifying test scores on the SAT/ACT. Students entering the 11th or 12th grade must have an un-weighted high school GPA of at least 3.0 and maintain a 2.0 GPA in all college course work.
7. I understand that if my college GPA falls below a 2.0, and/or my high school GPA falls below a 3.0, and/or my high school graduation requirements and/or my Bright Futures eligibility is jeopardized, and/or the Associate in Arts Degree cannot be completed, I may be removed from the program. Continued eligibility in the program will be based upon a review of academic standing on an individual student basis at the conclusion of each academic term. Any student who is withdrawn from the Early College Program, or chooses to leave voluntarily, must immediately contact their assigned high school to maintain continuous full time enrollment in high school.
8. If a student wishes to withdraw from a course due to extenuating circumstances prior to the 60% point in the term, the ECP and PCS program staff will determine if the circumstances of the withdraw warrant a grade of “W” and will determine the most appropriate course of action. If a student would withdraw from a course prior to the 60% point, they would, earn a “W”, and need to enroll in another course to maintain a full schedule. Students not actively participating in class after the 60% point in the term will automatically receive a grade of ‘WF’ on both transcripts, which has the same impact on the GPA as a final grade of “F”.

9. I agree to abide by all SPC policies and procedures including, but not limited to the Pinellas County School Board *Code of Student Conduct*.
10. Early College Program students may participate in athletics and other extra-curricular activities of their high school but must abide by the Student Code of Conduct. "Extra-curricular" activities shall be defined as those activities that occur before or after the school day and do not require participation in a course that supports the activity. If an Early College student violates the Student Code of Conduct, participation in future high school activities may be restricted.
11. I understand that if I violate any items in either the SPC or Pinellas County School Board Codes of Student Conduct, I may be required to leave the Early College Program and return to my assigned high school.
12. I understand that completion of high school graduation requirements does not guarantee completion of an AA degree. To receive an AA degree, I understand that I must meet all program requirements identified in the SPC Catalog at the time of my initial admission.
13. I understand I am responsible for the return of the textbooks at the conclusion of each term. I understand that lost or damaged textbooks are the financial responsibility of the student.
14. I agree to attend school regularly and I understand that I must be enrolled in a minimum total of six (6) courses per semester as outlined in the agreement between St. Petersburg College and Pinellas County Schools.
15. I understand that I cannot meet the high school World History or HOPE (Physical Education) PCS graduation requirement through college coursework and that I must either complete this requirement prior to attending Early College or take and pass the World History and/or HOPE class through Florida Virtual School.
16. Because the St. Petersburg College campuses are open campus environments, should I choose to leave campus for any reason, I fully understand that SPC, its officers, trustees, employees and agents are released from all liability, claims of demands for any damage, loss, or injury to me, my property, or parent's property in connection with my actions.
17. I understand and agree to attend and fully participate in one mandatory high school course during each semester to provide ongoing academic support to ensure student success in the Early College Program.
18. I understand that once I choose to enter the Early College Program, I am no longer eligible to qualify for the valedictorian or salutatorian honors within my assigned high school nor may I request being excused from the last semester of high school if all graduation requirements have been completed.
19. I understand that once I choose to enter the Early College Program and courses have begun, I am obligated to remain in the program for a minimum of one term.
20. I understand that if I am disruptive to the learning environment, I may be denied participation in the Early College Program.

.....
Please return this bottom portion by the end of the Early College Program Orientation

I hereby agree to and accept all of the terms listed in the Early College Program's Principles of Participation.

Date _____ Student ID # _____

Student's Name (Print) _____

Student's Signature _____

Parent or Guardian's Signature _____

Exhibit C

Strategies for Reducing Remediation and Determining Dual Enrollment Eligibility Purpose

The purpose of this exhibit is to establish formal strategies and joint initiatives for the implementation of a program to reduce the incidence of postsecondary remediation in math, reading and writing for first time in college recent high school graduates and determining Dual Enrollment eligibility. Pursuant to Section 1007.235, F.S., the Pinellas Educational Articulation Committee (PEAC), will work to formally adopt strategies and mechanisms for reduction of remediation, and will during its regular meeting cycle, analyze and assess the effectiveness of the mechanisms toward the reduction of remediation needs.

Program Specifications

I. Administration of the College Placement Test to High School Students.

SPC will make the college placement test available to all high school students who have applied to SPC's dual enrollment, early admissions, or early college programs. Students with a complete referral card from a high school counselor/administrator may take the college placement test at one of SPC's test centers on a walk-in basis. SPC advising staff will work with high school counselors to provide test-interpreting sessions for students, which will facilitate more appropriate high school course registration.

1. Purpose

The purpose of this section is to establish guidelines for the implementation of a testing program as stated in the provisions set for by Rule 6A-10.0315, FAC, and Section 240.117, FS between St. Petersburg College and The Pinellas County School Board.

2. Administration of the Test by SPC

- a) SPC will purchase the necessary units or test materials for administration of the college placement test to students who have applied to SPC's dual enrollment, early admissions, or early college programs.
- b) Test administrations will be computerized unless special accommodations require paper-and-pencil.
- c) Testing will occur primarily at SPC test centers. Student transportation to test centers will not be provided by SPC.
- d) Testing may also be administered at a high school or when special arrangements are made between PCS and SPC.

e) Coordination of testing at a high school will occur between one SPC staff member and one high school staff member who share ultimate responsibility of exam administration logistics on test days.

f) If the test is offered at a high school site, the high school will provide testing locations conducive to secure and standardized testing.

g) SPC will provide test accommodations to students with disabilities such as paper-and-pencil, large print or quiet environment upon the request of the high schools. More extensive accommodations such as Braille, a reader, or text zoom software may be provided to students at an SPC test center through coordination between the student, student guardian, SPC Disability Resources staff, and SPC test center staff.

h) SPC will maintain the security of the college placement test using standard professional testing procedures. Paper-and-pencil and other alternative versions will be stored at the college. SPC is responsible for administering, scoring and reporting results for college placement testing administered by the college.

3. Test Dates

Applicants may take the CPT at any SPC test center on a walk-in basis by way of a referral from their high school guidance counselor. Specific test administration dates for testing at a high school may be arranged by SPC testing staff and each high school. Test administration dates may include partial administration (until entire battery is given) of the test or complete battery administration.

4. Students to be Tested

Applicants to SPC's dual enrollment, early admissions, or early college programs will have one free attempt at the College Placement Test. For any additional attempts of the College Placement Test, applicants are responsible for a \$15.00 retake testing fee.

Additional group testing opportunities, may occur at the high schools based upon special agreement between SPC and PCS or the high school. The high schools will be responsible for informing students about the test.

5. Costs for the Administration of the Placement Test

The costs for administration of the placement test will include the purchase of test units, alternative format tests, and reporting of results plus expenses incurred for materials and additional staff to administer the test. The total cost will depend on the number of students tested and the vendor contract.

6. Payment of Costs

The cost of test administration for first time applicants to SPC's dual enrollment, early admissions, and early college programs will be paid from college wide testing funds.

SPC may ask PCS to share the costs associated with purchasing and administering the college placement test at high schools.

7. Reporting Test Results

SPC testing and advising staff will provide training workshops to high school counselors so that they will understand the nature of the test results and can convey this information to the students participating in the testing program. This training will not exceed two hours. Training times will be arranged between the high school counseling staff and the college's testing and advising staff. High school counselors will be responsible for reporting test results to the students.

II. College Success Pathway

In conjunction with House Bill 1255, the College and the Board faculty will participate in ongoing collaboration with regard to curriculum for these courses to insure the successful transition of students from the high school setting to the college setting:

Mathematics for College Readiness (1200700)

English IV: Florida College Prep (10014005)

Student Life Skills, SLS 1101

III. Faculty-to-Faculty Discipline Meetings in English, Mathematics and Reading

School Board and College discipline faculty will conduct a series of on-going discipline meetings aimed at joint professional development and articulation of major core competencies for successful post-secondary matriculation. Feedback on success of students matriculating at the College with respect to success in college level courses in the identified disciplines will be provided to the School Board representatives on both an individual school and system wide basis. In addition, placement test data on deficiencies in skill areas will be shared.

IV. High School Counselor Articulation Workshops

Each year representatives from the College and the Board will conduct a minimum of one articulation workshops for high school guidance counselors and college student support staff to update them on changes to academic and student support policies. Data on (1) the rate of articulation of students from the PCSB to SPC, and (2) the success of students after matriculation will be shared.

V. College Reach Out Programs

The college is the grantee for the College Reach-Out Program for high school and middle school students in targeted schools. Activities include academic enrichment, cultural and educational field trips and career and life planning for disadvantaged youth. Annual reports are run to track the success of program participants' entrance into postsecondary education in college in general and St. Petersburg College in particular.

VI. Progress Monitoring Plans

High school students who are lacking a 2.00 GPA, English or Math credits needed for graduation or FCAT scores below state requirements will receive a progress monitoring plan. The progress monitoring plan will assist students by identifying strategies to help students meet college entrance requirements.

VII. Community Outreach Programs

Specific SLS dual enrollment course offerings may be considered by the Board and the College in an effort to provide college readiness opportunities to targeted at-risk high school students participating in community-based programs. Exceptions to the 3.0 GPA may also be considered with the approval of SPC and PCS.

EXHIBIT D
Early Admission to College Counseling Guide
2013-2014

The graduation requirements listed below apply to high school students who entered 9th grade in the 2010-2011 school year and subsequent years and are in 12th grade during the 2013-2014 school year.

Eligibility requirements:

- a. Has satisfactorily completed three full years of high school with 18 credits earned in grades 9-11
- b. Has a cumulative grade point average of 3.0 on 4.0 scale (unweighted) for all high school work attempted
- c. Has reached the minimum acceptable level of achievement on all state assessments required for graduation
- d. Has achieved an acceptable score for college-level courses on the college placement test, SAT or ACT
- e. Has completed 1.0 high school credit in Health Opportunities through Physical Education (HOPE) course
- f. Has completed 1.0 high school credit in World History course
- g. Meet all admissions requirements by the last day of 11th grade school year for the Fall Term and apply by the February 10th deadline. There are 40 seats available at each campus. If there are more than 40 qualified applicants, a random selection process will be applied to the applicant pool and wait lists will then be established.

If a student needs this to graduate,	Enroll the student in this SPC course.
<p><u>English:</u> 1 high school credit of English IV</p>	<p>ENC 1101 Composition I (1.0) 3 college credits or ENC 1121 Honors Composition I (1.0) 3 college credits or one of the following: (ENL 2012 preferred) ENL 2012 British Literature I (1.0) 3 college credits ENL 2022 British Literature II (1.0) 3 college credits LIT 2110 World Literature I (1.0) 3 college credits LIT 2120 World Literature II (1.0) 3 college credits or ENC 1102 Composition II (1.0) 3 college credits or ENC 1122 Honors Composition II (1.0) 3 college credits</p> <p>Note: In the event that Composition I was taken to satisfy English III, the Composition II, Honors Composition II or a College Literature course may be taken to satisfy the English IV requirement.</p>
<p><u>Social Studies:</u> 1 high school credit of American History</p> <p style="text-align: center;">* * * * * *</p> <p>½ high school credit of Economics</p> <p style="text-align: center;">* * * * * *</p> <p>½ high school credit of American Government</p> <p style="text-align: center;">* * * * * *</p>	<p>AMH 2010 History of the US I (.5) 3 college credits and AMH 2020 History of the US II (.5) 3 college credits</p> <p style="text-align: center;">* * * * * *</p> <p>ECO 2013 Principles of Macroeconomics (.5) 3 college credits or ECO 2023 Principles of Microeconomics (.5) 3 college credits</p> <p style="text-align: center;">or</p> <p>ECO 2000 Intro to Economics (.5) 3 college credits</p> <p style="text-align: center;">* * * * * *</p> <p>POS 2041 American National Government I (.5) 3 college credits</p>

Early Admission to College Counseling Guide 2013-2014

Continued

The graduation requirements listed below apply to high school students who entered 9th grade in the 2010-2011 school year and subsequent years and are in 12th grade during the 2013-2014 school year.

<p><u>Math:</u> Students must complete a total of 4 credits in mathematics to graduate high school. Early admission students should be enrolled in a dual enrollment math course unless they have already earned 4 high school math credits.</p>	<p>The college counselor will place the student using a CPT score or the math program director will determine the placement if the student has an SAT score of 440 or above or an ACT score of 19 or above. The student must be enrolled in a college level math course.</p>
<p><u>Science:</u> Students must complete a total of 3 credits in science to graduate high school. Early admission students should be enrolled in a dual enrollment science course unless they have already earned 3 high school science credits.</p>	<p>The college counselor will place the student based on the course recommendation of the high school counselor. Note: The science course selected should appear on the district's approved dual enrollment list or the approved state list.</p>
<p><u>Fine Arts:</u> 1.0 high school credit</p> <p>Includes Fine Arts or Performing Arts, Speech and Debate, or a Practical Arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination.</p>	<p>If 1.0 high school credit in fine arts is not earned, then two (2) fine arts courses (6 college credits) must be taken to earn 1 full high school credit.</p> <p>Please refer to the current list of approved Courses for Dual Enrollment Students to identify those Courses meeting the Performing Fine Arts subject area requirements.</p>
<p><u>Physical Education/Health:</u> 1.0 high school credit. In PCS this must be met through the Health Opportunities through Physical Education (HOPE) course prior to 12th grade to be eligible for Early Admission</p>	<p>A student who needs 1.0 credit of physical education/health is not eligible for early admission to college since this requirement cannot be met through dual enrollment.</p>

NOTE: Early Admission to College Students must only be enrolled in specific courses shown on the state's Dual Enrollment Course Equivalency List in order to meet high school graduation requirements.

EXHIBIT E

Index of Academic Support

St. Petersburg College provides services to support the academic success of middle and high school students through the following programs.

Center of Excellence (COE)

Dr. Linda Hogans 341-3537

<http://www.spjc.edu/spg/osp>

Annual Programming for:

- National Achiever Society
- Believers
- Brain Bowl Competition
- Academic Enrichment Centers (tutoring)
(community based programming and activities)
- COE Sites
 - Citizen Alliance for Progress – Tarpon Springs
 - KAPPA Male Institute – St. Petersburg

Career Pathways Academy: – A Career Institute for 10th & 11th Graders

Amy Brush 341-3198

One week during the summer (programming at the Health Education Center)

College for Kids

Cecelia O’Dowd 341-3184

Summer program for K-5; located at eight elementary schools in Pinellas County

<http://www.spcollege.edu/ac/c4k/>

Class Listing by School:

- Brooker Creek Elementary
- Fuguitt Elementary
- Garrison-Jones Elementary
- Perkins Elementary
- Pasadena Fundamental
- Sexton Elementary
- Leila Davis Elementary

College Reach Out Program (CROP)

Lacrecia Wright 341-4376

<http://www.spcollege.edu/osp>

Programming includes:

- Mentoring
- Tutoring
- Summer Residential Program
- Cecil B. Keene Summer Enrichment Program
- College tours
- Workshops
- Academic and career counseling
- Cultural and Education Field Trips
- CROP Sites:
 - Azalea Middle
 - Bay Point Middle School
 - Boca Ciega High School
 - Clearwater High School
 - Dunedin High
 - Gibbs Senior High School
 - John Hopkins Middle
 - Lakewood High
 - Largo High
 - Pinellas Park Middle
 - Tarpon Springs High

Early Admissions

Yulonder Betts – SPG 341-4285
Jeff Cesta – Clearwater 791-5970
Clayton Snare – Tarpon 712-5281
Judy Colson – Seminole 394-6164

Dual Enrollment/Early College/Early Admission Program

Jeff Cesta 791-5970

<http://www.spcollege.edu/central/de>

SPC Dual Enrollment courses are free of charge to qualified public high school students in grades 11 and 12. The Early College Program offers students entering grades 11 and 12 in Pinellas County High Schools an opportunity to earn both high school and college credit simultaneously. The Early Admission Program provides qualified public high school students an opportunity to enroll full-time at the college during their senior year in high school.

Dr. Mac J. Williams Senior Excellence Awards Program

Lolita Brown 341-3516

(6th –12th grade) Students in the Pinellas County School System are recommended by their schools to be recognized for their academic excellence during the school year. Students are invited to an awards program held on the campuses of St. Petersburg College during the month of February.

Disability Resources

Peg Connell 341-3398

<http://www.spcollege.edu/dr/>

The College and the District will comply with the Individuals With Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and other applicable law, to the extent such laws are applicable to them in the education of students pursuant to this Agreement, including, but not limited to, education of students through dual enrollment courses.

PEAC – Pinellas Education Articulation Committee

Jeff Cesta 791-5970

Judith Vigue 588-6079

St. Petersburg Collegiate High School

Starla Metz 341-4368

<http://www.spcollege.edu/spchs/>

A three year curriculum (grades 10 – 12) allows serious students the opportunity to simultaneously complete the requirements of a high school diploma and varying credits of college course work toward an associate’s degree

Summer of Success

George Carbart 341-3527

<http://www.spcollege.edu/webcentral/resource/sos.htm>

Six week summer bridge program for recent high school graduates

Exhibit F

6A-14.064 College Credit Dual Enrollment.

(1) To be eligible to receive college credit through dual enrollment:

(a) Students must meet the grade point average (GPA) requirements, as specified in Section 1007.271, F.S., for the degree or certificate program selected. Procedures for determining exceptions to the GPA requirements on an individual student basis must be noted in the District Interinstitutional Articulation Agreement as required by Section 1007.235, F.S.

(b) Students must satisfy the college preparatory testing requirements of Section 1008.30(4)(a), F.S. 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 may enroll in college credit courses that are not precluded by the deficiency; however, students may not earn more than twelve (12) college credit hours prior to the correction of all deficiencies. 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.

(c) For joint dual enrollment and Advanced Placement (AP) courses, as authorized in Section 1007.272, F.S., students must comply with the add/drop policies and deadlines of the postsecondary institution. A student who elects to enroll in an AP course that is jointly offered with a dual enrollment course may not earn postsecondary credit for that course through dual enrollment.

(d) In order to remain eligible for college credit coursework, students must maintain the high school grade point average required for initial eligibility unless otherwise noted in the District Interinstitutional Articulation Agreement.

(e) Participation of exceptional student education (ESE) students must be in accordance with statutory eligibility requirements and with the procedural

guidelines and district-college responsibilities delineated in the District Interinstitutional Articulation Agreement.

(f) Districts and colleges may agree to extend dual enrollment participation in Student Life Skills (designated as SLS course prefix in the Statewide Course Numbering System) courses to students who do not meet the statutory eligibility requirements, if alternate eligibility requirements are delineated in the District Interinstitutional Articulation Agreement.

(g) In order to be considered a full-time dual enrollment early admission student, the student must enroll in a minimum of twelve (12) college credit hours but may not be required to enroll in more than fifteen (15) college credit hours.

(2) The following requirements shall apply to faculty providing instruction in college credit dual enrollment courses:

(a) All full-time or adjunct faculty teaching dual enrollment courses must meet Southern Association of Colleges and Schools Commission on Colleges' Principles of Accreditation: Foundations for Quality Enhancement, 2010 Edition, section 3.7.1, for postsecondary instructors in the course and discipline, which is hereby incorporated by reference. The document may be accessed at <http://www.sacscoc.org/pdf/2010principlesofaccreditation.pdf>. These criteria apply to all faculty teaching postsecondary courses regardless of the physical location of the course being taught. The postsecondary institution awarding credit shall ensure faculty teaching dual enrollment courses meet these qualifications.

(b) Postsecondary transcripts of all full-time or adjunct faculty teaching dual enrollment courses must be filed with the postsecondary institution, regardless of who employs or pays the faculty member's salary. For dual enrollment courses taught on high school campuses, the faculty transcripts must be submitted to the postsecondary institution for filing.

(c) The postsecondary institution shall provide all full-time and adjunct faculty teaching dual enrollment courses with a copy of the current faculty or adjunct faculty handbook. Faculty shall adhere to the professional guidelines, rules, and expectations therein. Any exceptions to such requirements must be noted in the District Interinstitutional Articulation Agreement.

(d) The postsecondary institution shall provide all full-time and adjunct faculty teaching dual enrollment courses with a current student handbook detailing information that includes, but is not limited to, add/drop and withdrawal policies, student code of conduct, grading policies, and critical dates. Faculty shall adhere to the guidelines, rules, and expectations therein that apply to faculty. Any exceptions to such requirements must be noted in the District Interinstitutional Articulation Agreement.

(e) The postsecondary institution shall provide all adjunct faculty teaching dual enrollment courses with a full-time faculty contact or liaison in the same discipline.

(f) All full-time and adjunct faculty teaching dual enrollment courses, regardless of location of instruction, shall be observed by a designee of the college president and evaluated based on the same criteria used for all other full-time or adjunct faculty delivering college courses at that institution.

(g) The postsecondary institution shall provide all full-time and adjunct faculty teaching dual enrollment courses with a copy of course plans and objectives for the college course they are teaching. In addition, faculty shall be provided with information on additional requirements related to Rule 6A-10.030, F.A.C., if applicable. All course objectives and identified competencies must be included in the course plan and covered per the syllabus during the term.

(h) All full-time and adjunct faculty teaching dual enrollment courses shall file a copy of their current course syllabus with the college's discipline chair or department chair prior to the start of each term. Content of the syllabus must meet the same criteria as required for all college courses offered at that institution.

(3) The following curriculum standards for content, syllabi, exams, and grades shall apply to college credit dual enrollment:

(a) Dual enrollment courses taught on the high school campus must meet all competencies expected and outlined in the postsecondary course plan. To ensure equivalent rigor with on-campus courses, the institution granting postsecondary credit shall be responsible for providing a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes in accordance with the Southern Association of Colleges and Schools Commission on Colleges' Principles of Accreditation: Foundations for Quality Enhancement, 2010 Edition, sections 2.7.4 and 3.5.1, which are hereby incorporated by reference. The document may be accessed at <http://www.sacscoc.org/pdf/2010principlesofaccreditation.pdf>. Assessments shall be provided to the high school campus dual enrollment course instructor by the college in a timely manner to ensure availability prior to scheduled administration dates. Completed, scored exams will be returned to the postsecondary institution and held on file for a period of one (1) year.

(b) Textbooks and instructional materials used in dual enrollment courses must be the same or comparable with those used with other postsecondary courses at the postsecondary institution with the same course prefix and number. The postsecondary institution 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.

(c) Course requirements such as tests, papers, or other assignments for dual enrollment students must be at the same level of rigor or depth as those for all non-dual enrollment postsecondary students. All full-time and adjunct faculty teaching dual enrollment courses must observe postsecondary institution procedures and

deadlines for submission of grades in the appropriate format. All faculty will be advised of postsecondary institution-wide grading guidelines prior to teaching a dual enrollment course.

(d) Policies relating to dual enrollment course withdrawals and repeats shall be determined by the college and must be clearly delineated in the District Interinstitutional Articulation Agreement.

(4) The following environmental standards shall apply to college credit dual enrollment:

(a) Dual enrollment courses taught on a high school campus shall ensure minimal interruptions of instructional time. A student shall lose eligibility to participate in dual enrollment if the secondary institution where a course is being offered determines that a student is being disruptive to the learning process, such that the progress of other students and the efficient administration of the course are hindered.

(b) Dual enrollment courses may not be combined with other high school courses, except in accordance with Section 1007.272, F.S.

(c) A formalized process between the high school counselor and the college must be delineated in the District Interinstitutional Articulation Agreement for informing students and parents or guardians of college course-level expectations, including, but not limited to the following:

1. Any letter grade below a “C” will not count as credit toward satisfaction of the requirements in Rule 6A-10.030, F.A.C.; however, all grades are calculated in a student’s GPA and will appear on their college transcript.

2. All grades, including “W” for withdrawal, become a part of the student’s permanent college transcript and may affect subsequent postsecondary admission.

3. While appropriate for college-level study, course materials and class discussions may reflect topics not typically included in secondary courses which some parents may object to for minors. Courses will not be modified to accommodate variations in student age and/or maturity.

4. The selection of courses to meet degree requirements, including approved program common prerequisite courses, in order to minimize student and state costs for excess hours.

5. The inclusion of dual enrollment course plans in their Electronic Personal Educational Planner (ePEP) using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org, as required by Section 1003.413(3)(i), F.S., to minimize enrollment in a random selection of college courses.

(5) The following accountability and assessment standards shall apply to college credit dual enrollment:

(a) Postsecondary institutions shall analyze student performance in dual enrollment to ensure that the level of preparation and future success is comparable with non-dual enrollment postsecondary students. Analyses and recommendations shall be shared and reviewed with the principal and local school district.

(b) High schools shall analyze course and instructor evaluations for dual enrollment courses on the high school campus. Analyses and recommendations shall be shared and reviewed by both the college and the high school.

(c) Any course-, discipline-, college-, or system-wide assessments that a postsecondary institution requires in non-dual enrollment sections of a course shall also be used in all dual enrollment sections of the course.

(d) Colleges shall compare student performance, to include final grade and exam, of dual enrollment course offerings on high school campuses and college campuses to ensure that results are comparable to non-dual enrollment sections. Results will be made available to the principal, local school district, the college president, and the Department of Education.

Rulemaking Authority 1001.02(2), (6), 1007.271(3), (9) FS. Law Implemented 1007.271 FS. History—New 6-22-10.