

**2016-2017 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 1007.271(21), Florida Statutes, specifies that articulation agreements pertaining to acceleration programs (dual enrollment) shall be executed between community college boards of trustees and district school Superintendents 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WHEREAS, the 1992 Legislature repealed Sections 228.073, 228.074, 228.075, and 228.076.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 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 Career Dual Enrollment, and Early Admission), Advanced Placement, International Baccalaureate, and the Early College Program. 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 9<sup>th</sup> through 11<sup>th</sup> 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.

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 2015-2016 DUAL ENROLLMENT AGREEMENT FOR THE 2016-2017 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:

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Michael A. Grego, Ed.D., Superintendent

Date

Approved as to Form:

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School Board Attorney

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

Date

Approved as to Form and Content:

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General Counsel

Approved by: \_\_\_\_\_

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 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 Pre-Admissions
    - One Provost/Associate Provost
    - One Academic Dean
    - Director/Coordinator for Dual Enrollment/Early College/Early Admission Programs
    - Director for Center for International Programs
    - Collegiate High School Principal or Designee
    - College Placement Testing Coordinator
    - Career Pathways/Workforce Specialist
  - From the Board
    - Director, Advanced Studies and Academic Excellence
    - Two High School Principals
    - Specialist, 9-12 Advanced Studies & Academic Excellence
    - Specialist, K-12 Guidance Services
    - Three Assistant Principals for Curriculum
    - Executive 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, and Advanced International Certificate of Education. 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 the Dual Enrollment, Early Admission, and Early College 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 in grades 6-12 within the Board's district, who has demonstrated prior academic achievement by attaining at least a 3.0 unweighted high school grade point average based on a minimum of seven (7) high school credits in a combination of math, science, English or social studies or at least a cumulative 3.0 unweighted grade point average in a particular field of study, meet common placement test requirements and who has otherwise demonstrated that he/she is prepared for the dual enrollment experience. Dual enrollment participation prior to eleventh (11<sup>th</sup>) grade requires approval from the PCS Director of Advanced Studies and Academic Excellence who will collaborate with school counselors to determine eligibility based on the academic criteria above in addition to the extent to which the student has demonstrated the ability to master advanced courses and the maturity to participate in courses on the college campus.
    2. Career Dual Enrollment (Leading to CAPE Industry Certification): To be eligible for participation in the Program, a student must be in grades 6-12 within the Board's district, who has demonstrated prior academic achievement by attaining an overall cumulative 2.0 unweighted high school grade point average based on a minimum of seven (7) high school credits in a combination of math, science, English or social studies or at least a cumulative 2.0 unweighted grade point average in a particular field study, meet common placement test requirements and who has otherwise demonstrated that he/she is prepared for the dual enrollment experience. Dual enrollment participation prior to eleventh (11<sup>th</sup>) grade requires approval from the PCS Director of Advanced Studies and Academic Excellence.

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. Career Dual Enrollment courses included in Exhibit B1 lead to CAPE Industry Certifications. Additional Dual Enrollment courses leading to CAPE Industry Certifications are included the Intergovernmental Agreement between the Board and the College and specify course options for students enrolled in the full-time collegiate high school programs. The College and the Board will work together to establish an equitable distribution of funds for industry certifications earned through DE. 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 contact person. 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 to meet with 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 for fall and spring terms only 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 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 registration, tuition, and lab 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 (PERT) 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 the dual enrollment course is not offered on the high school campus, the College will provide an opportunity for the students to enroll in the course at an SPC campus. 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, including Advanced Placement classes.

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

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; as well as completion of HOPE, Geometry and World History;
  - 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.
  - 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 college 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 including Biology and 2 equally rigorous courses, four mathematics credits including Algebra I and Geometry, 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. All drops/withdrawals for early admission students must be authorized by the SPC early admission office after communication with the school/district. 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 Assistant Principal for Curriculum 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 Early College Program counselors. Early College

Program counselors will collect dual enrollment textbooks at the end of each semester and distribute textbooks to all dual enrollment students in advance of the start of each semester. The dates for collection and distribution will be defined by the Director of Advanced Studies & Academic Excellence and communicated to the students in writing.

6. Students who do not return textbooks as scheduled will be fined the purchase price of the book (as outlined in School Board Policy 2510) and must pay this fine in order to continue participation in school activities and dual enrollment classes at the college.
7. Students who withdraw from a class and fail to return the textbook within two days of withdrawal will be fined the purchase price of the book (as outlined in School Board Policy 2510) and must pay this fine in order to continue participation in school activities and dual enrollment classes at the college.

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.fldoe.org/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.fldoe.org/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 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. Minimum grade point average and test score 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 Student Performance Contract 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.
  
- VII. Credit Equivalents will be calculated as follows:
  - A. English, Math, Foreign Language and Science courses equal one full high school credit and all additional three college semester hour courses equal 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 Associate 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.flldoe.org/articulation>.

VII. 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.

IX. 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

X. 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 2016**

\*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.

<b>Course</b>	<b>Description</b>	<b>High School Graduation Subject Area Requirement Satisfied</b>	<b>HS Credit Awarded</b>	<b>Special Arrangement/Location</b>
<b>ACG 2021</b>	Financial Accounting	Elective	0.5	Q – CDE
<b>ACG 2071</b>	Managerial Accounting	Elective	0.5	Q – CDE
<b>ACG 2450</b>	Accounting Software Applications	Elective	0.5	Q - NEHS – AF & CHS – CAICC, CDE
<b>AMH 1091</b>	African American History	Elective	0.5	Q
<b>AMH 2010</b>	History of the United States I	American History (with AMH 2020)	0.5	Q
<b>AMH 2020</b>	History of the United States II	American History (with AMH 2010)	0.5	Q
<b>AML 1600</b>	African American Literature	Elective	0.5	Q
<b>AML 2010</b>	American Literature I: to 1865 *	English	1.0	Q
<b>AML 2010H</b>	Honors American Literature I: to 1865*	English	1.0	Q-SPC
<b>AML 2020</b>	American Literature II: 1865 to Present *	English	1.0	Q
<b>AML 2020H</b>	Honors American Literature II: 1865 to Present*	English	1.0	Q-SPC
<b>ANT 2000</b>	Introduction to Anthropology	Elective	0.5	Q
<b>ANT 2003</b>	Survey of Anthropology	Elective	0.5	Q
<b>ANT 2410</b>	Cultural Anthropology	Elective	0.5	Q
<b>ARC 1301</b>	Architectural Design I	Performing Fine Arts	0.5	Q
<b>ARC 1701</b>	Architectural History I	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	Fingerspelling	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*	Equally Rigorous Science	1.0	Q
AST 1003/L	The Solar System – AST 1003 – Lecture - with AST 1022L – Lab*	Equally Rigorous Science	1.0	Q
BSC 1005C	Biological Science – BSC 1005 – Lecture and Lab Combined*	Equally Rigorous Science	1.0	Q
BSC 2010/L	Biology I – Cellular Processes – BSC 2010 – Lecture with BSC 2010L – Lab*	Equally Rigorous Science	1.0	Q
BSC 2011/L	Biology II – Organisms and Ecology – BSC 2011 – Lecture with BSC 2011L – Lab*	Equally Rigorous Science	1.0	Q
BSC 2085/L	Human Anatomy & Physiology I – BSC 2085 – Lecture with BSC 2085L – Lab*	Equally Rigorous Science	1.0	Q
BSC 2086/L	Human Anatomy & Physiology II – BSC 2086 – Lecture with BSC 2086L – Lab*	Equally Rigorous Science	1.0	Q
BSC 2250C	Field Biology of Florida – BSC 2250C Lecture and Lab Combined*	Equally Rigorous Science	1.0	Q
BUL 2131	Legal Environment of Business	Elective	0.5	Q
BUL 2241	Business Law I	Elective	0.5	!

<b>Course</b>	<b>Description</b>	<b>High School Graduation Subject Area Requirement Satisfied</b>	<b>HS Credit Awarded</b>	<b>Special Arrangement/Location</b>
<b>CCJ 1020</b>	Introduction to Criminal Justice	Pract. Arts Career Ed.	0.5	Q – PPHS – CJA, & LKHS
<b>CCJ 2704</b>	Survey of Research Methods for Criminal Justice	Pract. Arts Career Ed	0.5	Q – PPHS – CJA, & LKHS
<b>CET 1171C</b>	Computer Repair Essentials	Elective	0.5	Q - CDE
<b>CET 1172C</b>	Computer Support Technician	Elective	0.5	Q - CDE
<b>CGS 1100</b>	Computer Applications	Elective	0.5	Q
<b>CGS 1831</b>	Web Foundations/Essentials	Elective	0.5	Q - CDE
<b>CHM 1025/L</b>	Introduction to Chemistry – CHM 1025 – Lecture with CHM 1025L – Lab*	Equally Rigorous Science	1.0	Q
<b>CHM 2045/L</b>	General Chemistry I – CHM 1045 – Lecture with CHM 1045L – Lab*	Equally Rigorous Science	1.0	Q
<b>CHM 2046/L</b>	General Chemistry II – CHM 1046 – Lecture with CHM 1046L – Lab*	Equally Rigorous Science	1.0	Q
<b>CHM 2210/L</b>	Organic Chemistry I – CHM 2210 – Lecture with CHM 2210L – Lab*	Equally Rigorous Science	1.0	Q
<b>CHM 2211/L</b>	Organic Chemistry II – CHM 2211 – Lecture with CHM 2211L – Lab*	Equally Rigorous Science	1.0	Q
<b>CJE 1202</b>	Crime and Delinquency	Pract. Arts Career Ed.	0.5	Q – PPHS – CJA & LKHS
<b>CJE 2605</b>	Investigative Trends	Pract. Arts Career Ed	0.5	Q – PPHS –CJA & LKHS
<b>CJL 2062</b>	Constitutional Law and Rules of Evidence	Pract. Arts Career Ed.	0.5	Q – PPHS – CJA, & LKHS
<b>CLT 2373</b>	Ancient Greek Mythology	Elective	0.5	Q
<b>CNT 1000</b>	Local Area Network Concepts	Elective	0.5	Q- CDE
<b>COP 1000</b>	Introduction to Computer Programming	Elective	0.5	Q – CDE
<b>COP 2250</b>	Java Programming I	Elective	0.5	Q - CDE

Course	Description	High School Graduation Subject Area Requirement Satisfied	HS Credit Awarded	Special Arrangement/Location
<b>COP 2360</b>	Introduction to C# Programming	Elective	0.5	Q - CDE
<b>CRW 2001</b>	Creative Writing	Elective	0.5	Q
<b>CTS 1120</b>	Introduction to Network Security Foundations	Elective	0.5	Q - CDE
<b>DAA 1100</b>	Modern Dance I	Performing Fine Arts	0.5	Q
<b>DIG 2000</b>	Introduction to Digital Media	Elective	0.5	Q
<b>DIG 2030</b>	Survey of Digital Video	Elective	0.5	Q
<b>DIG 2040</b>	Survey of Game Development	Elective	0.5	Q
<b>DIG 2109</b>	Digital Imaging Fundamentals	Elective	0.5	Q
<b>DIG 2200</b>	Basic Video Camera	Elective	0.5	Q
<b>DIG 2205</b>	Basic Video Editing	Elective	0.5	Q
<b>ECO 2000</b>	Introduction to Economics	Economics	0.5	Q – ECP & EA
<b>ECO 2013</b>	Principles of Macroeconomics	Economics	0.5	Q
<b>ECO 2013H</b>	Honors Macroeconomics	Economics	0.5	Q-SPC
<b>ECO 2023</b>	Principles of Microeconomics	Economics	0.5	Q
<b>ECO 2023H</b>	Honors Microeconomics	Economics	0.5	Q-SPC
<b>EDF 1005</b>	Introduction to Education	Elective	0.5	Q
<b>EDF 2085</b>	Teaching Diverse Populations	Elective	0.5	Q
<b>EET 1084C</b>	Introduction to Electronics	Elective	0.5	Q - ELHS-AE,& DHS-AA & BT- CDE -SPC
<b>EME 2040</b>	Introduction to Educational Technology	Elective	0.5	Q
<b>EMS 1055C</b>	Emergency Medical Responder	Elective	0.5	Q - PHUHS & BCHS CWMP - & PPHS-FR CDE
<b>ENC 1101</b>	Composition I*	English	1.0	Q
<b>ENC 1101H</b>	Honors Composition I*	English	1.0	Q-SPC
<b>ENC 1102</b>	Composition II*	English	1.0	Q
<b>ENC 1102H</b>	Honors Composition II*	English	1.0	Q-SPC

<b>Course</b>	<b>Description</b>	<b>High School Graduation Subject Area Requirement Satisfied</b>	<b>HS Credit Awarded</b>	<b>Special Arrangement/Location</b>
<b>ENC 2210</b>	Technical Writing	English	0.5	Q
<b>ENT 1000</b>	Introduction to Entrepreneurship	Elective	0.5	Q
<b>ENL 2012</b>	British Literature I (to 1800)*	English	1.0	Q
<b>ENL 2012H</b>	Honors British Literature I (to 1800)*	English	1.0	Q-SPC
<b>ENL 2022</b>	British Literature II (since 1800)*	English	1.0	Q
<b>ESC 1000C</b>	Earth Science – ESC 1000 – Lecture and Lab Combined *	Equally Rigorous Science	1.0	Q
<b>ETD 1320C</b>	Introduction to CAD	Pract. Arts Career Ed.	0.5	Q - CDE
<b>ETD 1340C</b>	AutoCAD II	Pract. Arts Career Ed.	0.5	Q - CDE
<b>ETI 1110</b>	Introduction to Quality Assurance	Elective	0.5	Q - ELHS-AE,CDE - SPC
<b>ETI 1420</b>	Manufacturing Processes and Materials I	Elective	0.5	Q - ELHS-AE,CDE - SPC
<b>ETI 1701</b>	Industrial Safety	Elective	0.5	Q - ELHS-AE, CDE,- SPC
<b>ETM 1010C</b>	Mechanical Measurement and Instrumentation	Elective	0.5	Q - ELHS-AE,CDE - SPC
<b>EUH 1000</b>	Development of Western Civilization I	Elective	0.5	Q
<b>EUH 1001</b>	Development of Western Civilization II	Elective	0.5	Q
<b>EVS 1001</b>	Introduction to Environmental Sustainability	Equally Rigorous Science	0.5	Q
<b>FIN 2000</b>	Principles of Finance	Elective	0.5	Q
<b>FRE 1120</b>	Elementary French I*	Elective	1.0	Q
<b>FRE 1121</b>	Elementary French II*	Elective	1.0	Q
<b>GEA 2172</b>	Geography of the Developing World	Elective	0.5	Q
<b>GEA 2174</b>	Geography of the Developed World	Elective	0.5	Q

<b>Course</b>	<b>Description</b>	<b>High School Graduation Subject Area Requirement Satisfied</b>	<b>HS Credit Awarded</b>	<b>Special Arrangement/Location</b>
<b>GEB 1011</b>	Introduction to Business	Pract. Arts Career Ed.	0.5	Q
<b>GLY 2010/L</b>	Physical Geology – GLY 2010 – Lecture with GLY 2010L – Lab*	Equally Rigorous Science	1.0	Q
<b>HIM 1102</b>	Introduction to Healthcare Informatics	Elective	0.5	Q - PHUHS & BCHS CWMP- CDE
<b>HLP 1080</b>	Personal Wellness	PE (Personal Fitness)	0.5	Q - SPCHS
<b>HSA 1100</b>	Healthcare Delivery Systems	Elective	0.5	Q - PHUHS & BCHS CWMP- CDE
<b>HSA 1102</b>	Current Issues in Health	Elective	0.5	Q - PHUHS & BCHS CWMP
<b>HSC 2100</b>	Personal and Community Health	Elective	0.5	Q
<b>HUM 1020</b>	Introduction to Humanities	Elective	0.5	Q
<b>HUM 2210</b>	Western Humanities Ancient to Renaissance	Elective	0.5	Q
<b>HUM 2210H</b>	Honors Western Humanities (Ancient to Renaissance)	Elective	0.5	Q-SPC
<b>HUM 2233</b>	Western Humanities (Baroque to Contemporary)	Elective	0.5	Q
<b>HUM 2233H</b>	Honors Western Humanities (Baroque to Contemporary)	Elective	0.5	Q-SPC
<b>HUM 2270</b>	Humanities (East-West Synthesis)	Elective	0.5	Q
<b>HUM 2270H</b>	Honors Humanities (East-West Synthesis)	Elective	0.5	Q-SPC
<b>HUN 1201</b>	Science of Nutrition	Elective	0.5	Q
<b>INR 2002</b>	International Relations	Elective	0.5	Q
<b>INR 2002H</b>	Honors International Relations	Elective	0.5	Q-SPC
<b>INR 2500</b>	Model United Nations	Elective	0.5	Q-SPC
<b>JOU 2100</b>	Journalistic Writing and Reporting	Elective	0.5	Q

<b>Course</b>	<b>Description</b>	<b>High School Graduation Subject Area Requirement Satisfied</b>	<b>HS Credit Awarded</b>	<b>Special Arrangement/Location</b>
<b>LIT 2090</b>	Contemporary Literature	English	0.5	Q
<b>LIT 2110</b>	World Literature I (Ancient World Through Renaissance)*	English	1.0	Q
<b>LIT 2110H</b>	Honors World Literature I (Ancient World Through Renaissance)*	English	1.0	Q-SPC
<b>LIT 2120</b>	World Literature II (Renaissance to the Present)*	English	1.0	Q
<b>LIT 2120H</b>	Honors World Literature II (Renaissance to the Present)*	English	1.0	Q-SPC
<b>MAC 1105</b>	College Algebra*	Mathematics	1.0	Q
<b>MAC 1114</b>	Trigonometry*	Mathematics	1.0	Q
<b>MAC 1140</b>	Pre-Calculus Algebra*	Mathematics	1.0	Q
<b>MAC 1147</b>	Pre-Calculus Algebra/Trigonometry*	Mathematics	1.0	Q
<b>MAC 2233</b>	Applied Calculus I*	Mathematics	1.0	Q
<b>MAC 2311</b>	Calculus with Analytic Geometry I*	Mathematics	1.0	Q
<b>MAC 2311H</b>	Honors Calculus with Analytic Geometry I*	Mathematics	1.0	Q-SPC
<b>MAC 2312</b>	Calculus with Analytic Geometry II*	Mathematics	1.0	Q
<b>MAC 2313</b>	Calculus with Analytic Geometry III*	Mathematics	1.0	Q
<b>MAN 2021</b>	Principles of Management	Pract. Arts Career Ed.	0.5	Q - BETA
<b>MAP 2302</b>	Differential Equations*	Mathematics	1.0	Q
<b>MAT 1033</b>	Intermediate Algebra	Mathematics	0.5	Q
<b>MCB 2010/L</b>	Microbiology – MCB 2010 – Lecture with MCB2010L –Lab*	Equally Rigorous Science	1.0	Q
<b>MET 2010</b>	Introductory Meteorology	Equally Rigorous Science	0.5	Q
<b>MGF 1106</b>	Mathematics for Liberal Arts I*	Mathematics	1.0	Q
<b>MGF 1107</b>	Mathematics for Liberal Arts II*	Mathematics	1.0	Q
<b>MGF 1108H</b>	Honors Mathematical Ideas & Explorations*	Mathematics	1.0	Q
<b>MMC 2000</b>	Introduction to Mass Communications	Elective	0.5	Q
<b>MMC 2100</b>	Writing for the Mass Media	Elective	0.5	Q
<b>MMC 2700</b>	The Popular Arts in America	Elective	0.5	Q



<b>Course</b>	<b>Description</b>	<b>High School Graduation Subject Area Requirement Satisfied</b>	<b>HS Credit Awarded</b>	<b>Special Arrangement/Location</b>
<b>MUH 1110</b>	Introduction to Music History	Performing Fine Arts	0.5	Q
<b>MUN 1310</b>	College Chorus	Performing Fine Arts	0.5	Q - PCCA
<b>MUO 1001</b>	Musical Theater Workshop	Elective	0.5	Q - PCCA
<b>MUT 1001</b>	Fundamentals of Music	Performing Fine Arts	0.5	Q - PCCA
<b>OCB 1000C</b>	Biology of Marine Life – OCB 1000C- Lecture and Lab combined*	Equally Rigorous Science	1.0	Q
<b>OCE 2001/L</b>	Introduction to Oceanography – OCE 2001 – Lecture with OCE 2001L – Lab*	Equally Rigorous Science	1.0	Q
<b>PGY 2401C</b>	Photography I	Performing Fine Arts	0.5	Q
<b>PGY 2800C</b>	Digital Photography	Performing Fine Arts	0.5	Q
<b>PHH 1603</b>	20th Century Trends in Philosophy	Elective	0.5	Q
<b>PHI 1010</b>	Introduction to Philosophy	Elective	0.5	Q
<b>PHI 1010H</b>	Honors Introduction to Philosophy	Elective	0.5	Q
<b>PHI 1600</b>	Studies in Applied Ethics	Elective	0.5	Q
<b>PHI 1600H</b>	Honors Studies in Applied Ethics	Elective	0.5	Q-SPC
<b>PHY 1053/L</b>	General Physics I – PHY 1053 – Lecture with PHY 1048L – Lab *	Equally Rigorous Science	1.0	Q
<b>PHY 1054/L</b>	General Physics II – PHY 1054 – Lecture with PHY 1049L – Lab *	Equally Rigorous Science	1.0	Q
<b>PHY 2048/L</b>	Physics I - PHY 2048 – Lecture with PHY 1048L – Lab*	Equally Rigorous Science	1.0	Q
<b>PHY 2049/L</b>	Physics II – PHY 2049 – Lecture with PHY 1049L – Lab*	Equally Rigorous Science	1.0	Q
<b>PLA 1003</b>	Introduction to Para legalism	Elective	0.5	Q

<b>Course</b>	<b>Description</b>	<b>High School Graduation Subject Area Requirement Satisfied</b>	<b>HS Credit Awarded</b>	<b>Special Arrangement/Location</b>
<b>POS 2041</b>	American National Government	American Government	0.5	Q
<b>POS 2041H</b>	Honors American Government	American Government	0.5	Q-SPC
<b>POS 2112</b>	State and Local Government	Elective	0.5	Q
<b>PSY 1012</b>	General Psychology	Elective	0.5	Q
<b>PSY 1012H</b>	Honors General Psychology	Elective	0.5	Q-SPC
<b>REA 1105</b>	Critical Reading and Thinking	Elective	0.5	Q
<b>REL 2300</b>	World Religions	Elective	0.5	Q
<b>SLS 1101</b>	The College Experience	Elective	0.5	Q
<b>SLS 1264</b>	Leadership Development Seminar	Elective	0.5	Q - EIP
<b>SLS 1301</b>	Career and Life Planning	Elective	0.5	Q - EIP
<b>SLS 1501</b>	Study Skills for Academic Success	Elective	0.5	Q - EIP
<b>SLS 1711</b>	Peer Classroom/Laboratory Tutoring and Proctoring	Elective	0.5	Q - EIP
<b>SPC 1017</b>	Introduction to Speech Communication	Performing Fine Arts	0.5	Q
<b>SPC 1017H</b>	Honors Introduction to Speech Communication	Performing Fine Arts	0.5	Q-SPC
<b>SPC 1065</b>	Business and Professional Speaking	Performing Fine Arts	0.5	Q
<b>SPC 1608</b>	Public Speaking	Performing Fine Arts	0.5	Q
<b>SPC 1608H</b>	Honors Public Speaking	Performing Fine Arts	0.5	Q
<b>SPN 1120</b>	Elementary Spanish I*	Elective	1.0	Q
<b>SPN 1120H</b>	Honors Elementary Spanish I*	Elective	1.0	Q
<b>SPN 1121</b>	Elementary Spanish II*	Elective	1.0	Q
<b>SPN 1121H</b>	Honors Elementary Spanish II*	Elective	1.0	Q
<b>SPN 2200</b>	Intermediate Spanish I	Elective	0.5	Q
<b>SPN 2201</b>	Intermediate Spanish II	Elective	0.5	Q
<b>SPN 2240</b>	Spanish Conversation and Composition I	Elective	0.5	Q
<b>STA 2023</b>	Elementary Statistics*	Mathematics	1.0	Q
<b>STA 2023H</b>	Honors Elementary Statistics*	Mathematics	1.0	Q-SPC

Course	Description	High School Graduation Subject Area Requirement Satisfied	HS Credit Awarded	Special Arrangement/Location
<b>SYG 2000</b>	Introductory Sociology	Elective	0.5	Q
<b>SYG 2010</b>	Social Problems	Elective	0.5	Q
<b>WOH 2040</b>	The 20th (Twentieth) Century	Elective	0.5	Q
<b>WOH 2040H</b>	Honors 20th (Twentieth) 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** = East Lake High School Academy of Engineering

**LHS** = Largo High School

**LKHS** = Lakewood High School

**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**

	<b>TERM I</b>	<b>TERM II</b>
<b>Copy of Course Syllabus &amp; Final Exam Due</b>	One week prior to term	One week prior to term
<b>Classes Begin</b>	First day of term	First day of term
<b>Course Requests Due</b>	Prior to summer break	Third week of October
<b>Final Class Rosters Due</b>	Fifth day of fall term classes	Fifth day of spring term classes
<b>Identification of Projected Course Offerings &amp; Instructors For Next Academic Year</b>	December 1 through April 15	December 1 through April 15
<b>Confirmation of Course Offerings &amp; Instructors for Next Term Due</b>	Third Friday in October (for spring)	First Friday in May (for fall)
<b>Completed Student Evaluations (SSI) Due</b>	One week prior to last day of term	One week prior to last day of term
<b>Final Semester Grades Due</b>	One school week following last day of term	One week following last day of term
<b>Completed, Scored Exams And Attendance Rosters Due</b>	One school week following last day of term	One week following last day of term

## EXHIBIT B2

### CLASSROOM OBSERVATION FORM

Instructor \_\_\_\_\_ Date \_\_\_\_\_

Course \_\_\_\_\_ Observer \_\_\_\_\_

#### Instructional Techniques

Where applicable, during the session, to what extent were the following instructional techniques used in class?

	Very Much	Somewhat	Minimally	Not at all	Not applicable
1. Lecture					
2. Teacher led discussion					
3. Does the instructor know and use student names?					
4. Student computer use					
5. Small group activities					
6. Does the instructor interact with students working in small groups during the class session?					
7. Hands-on practice					
8. In-class writing					
9. Used techniques that reflect an awareness of different learning styles.					
10. When questions are posed is sufficient wait time allowed for students to respond?					
11. Does the instructor use appropriate Web-based resources, PowerPoint, or other technological tools?					
12. Is the instructor observant and responsive to student cues (e.g., boredom or confusion)?					
13. Is an overview presented and are topics addressed in a logical sequence?					
14. Experiential learning (labs, fieldwork, internships, etc.)					
15. Assessment activities					
16. Is the content of the course relevant and current?					

Notes:

#### **Encouragement to Engage in Critical Thinking**

Where applicable, during the observed class session(s), to what extent did the learning process designed by the instructor encourage students to engage in the following cognitive processes?

	Very much	Somewhat	Minimally	Not at all	Not applicable
1. Memorizing facts, ideas, methods so that they can be repeated in pretty much the same form.					
2. Analyzing the basic elements of an idea, experience or theory.					
3. Synthesizing and organizing of ideas, information and experiences in new ways.					
4. Judging value or soundness of information, arguments or methods.					
5. Applying theories or concepts to practical problems in new situations.					
6. Is the level of learning (i.e., Bloom's Taxonomy) consistent with the level of the course?					
7. Are students encouraged to share ideas, concepts and experiences with others whose backgrounds and viewpoints differ from their own?					
8. Does the instructor find ways to help students answer their own questions?					
9. Elicited feedback validation of student understanding of the material?					

Notes:

### Learning Climate

Where applicable, during the session, to what extent were the following learning climate techniques used in class?

	Very much	Somewhat	Minimally	Not at all	Not applicable
1. Does the instructor speak clearly and audibly?					
2. Is the atmosphere of the classroom conducive to learning (supportive, trusting, open)?					
3. Do students and faculty demonstrate an interest and enthusiasm for the subject matter/lesson?					
4. Does the instructor have good rapport with students and is there a sense of mutual respect?					
5. Is the professor knowledgeable and current in the discipline?					
6. Are students prepared for class?					
7. Started and ended class on time. Is the instructor prepared and organized for class?					
8. Does the instructor appropriately manage classroom behaviors such as tardiness or disruptive students?					
9. Does the instructor adequately address questions that are raised during class?					

Notes:

### Overall

	Completely	Adequately	Minimally	Not at all
Overall, did the instructor create an engaging learning experience during the observed class session?				

Additional Observer Comments:

**St. Petersburg College & Pinellas County Schools’  
Early College Program  
Student Performance Contract  
2016-2017**

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 Student Performance Contract:

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 Academic counselor(±) 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 11<sup>th</sup> grade must have met all required scores on the PERT or provide qualifying test scores on the SAT/ACT. Students entering the 11<sup>th</sup> or 12<sup>th</sup> 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*. I understand that if I violate the Pinellas County School Board *Code of Conduct* by committing a major infraction that would result in an out of school suspension for



- traditional high school students that I will be required to leave the Early College Program and return to the high school setting.
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 the SPC Board of Trustees Rules and College Procedures, 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 and that I will be classified as a degree-seeking student.
  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 to include fifteen (15) college-level credits 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, Geometry, 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, Geometry, and/or HOPE class through Pinellas Virtual School.
  16. I understand that all courses required for high school graduation must be completed by the end of the fall term of the senior year. Exceptions can be made for extenuating circumstances with approval of an ECP Academic counselor.
  17. 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.
  18. 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.
  19. 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.
  20. 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 semester.
  21. I understand that if I am disruptive to the learning environment, I may be denied participation in the Early College Program.
  22. I understand that I am required to register for courses on my home campus, and will only be able to register for a course on another campus if the course is not available on the home campus, or if I receive approval from the Coordinator of the program.

.....  
Please return this 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 Student Performance Contract.

Date \_\_\_\_\_

Student ID # \_\_\_\_\_

Student's Name (Print) \_\_\_\_\_

Student's Signature \_\_\_\_\_

Parent or Guardian's Signature \_\_\_\_\_

ECP Academic Counselor's Signature \_\_\_\_\_

## **Exhibit C**

### **Strategies for Determining Dual Enrollment Eligibility**

The purpose of this exhibit is to determine 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 PERT at any SPC test center on a walk-in basis by way of a referral from their high school 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**

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)  
The College Experience, 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 workshop for high school 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. 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.



**Early Admission to College Counseling Guide 2016-2017**  
**Continued**

**The graduation requirements listed below apply to high school students who entered 9<sup>th</sup> grade in the 2013-2014 school year and subsequent years and are in 12<sup>th</sup> grade during the 2016-2017 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. <b>The student must be enrolled in a college level math course.</b></p>
<p><u>Equally Rigorous 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.  <b>Note:</b> 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 <b>not</b> earned, then two (2) fine arts courses (6 college credits) <b>must</b> 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 12<sup>th</sup> grade to be eligible for Early Admission</p>	<p>A student who needs 1.0 credit of physical education/health is <b>not</b> eligible for early admission to college since this requirement <b>cannot</b> 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.**

1/29/2016



## **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 341-3383

Esvictoria Blasingane 341-3546

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

Annual Programming for:

- National Achiever Society
- Believers Initiation
- Brain Bowl Competition (county and state) as well as Statewide Youth Summit
- Academic Enrichment Centers (community based programming and activities including tutoring)
- COE Sites
- Mt. Moriah Christian Fundamental Academy – St. Petersburg
- KAPPA Male Institute – St. Petersburg
- Parent Association

#### **Career Pathways for Counselors: - A training for high school counselors to showcase our SPC programs and campuses.**

Lisa Yacso Vanover 341-3198

#### **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 School

### **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**

Lacrecia Wright 341-4716  
(6<sup>th</sup> –12<sup>th</sup> 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.

### **Accessibility Services**

Aimee Stubbs 341-3398  
<http://www.spcollege.edu/accessibility/>

Students with documented disabilities may qualify for accommodations. It is the responsibility of the student to contact the Accessibility Services office on his or her campus for information. Contact information is available at the link above. 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