

INTERINSTITUTIONAL ARTICULATION AGREEMENT

The School Board of Palm Beach County

and

The Palm Beach Community College
Board of Trustees

and

Florida Atlantic University

2005-2006
School Year

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Acronym Definitions

AA	Associate in Arts
AAS	Associate in Applied Science
ACT	American College Testing Program
AP	Advanced Placement
AS	Associate in Science
CCC	College Credit Certificate
CDA	Child Development Associate
CEEB	College Entrance Examination Board
CLEP	College Level Examination Program
CLF	Community Language Facilitator
DL	Distance Learning
EAP	English for Academic Purposes
ESE	Exceptional Student Education
ESL	English for Speakers of other Languages
FAU	Florida Atlantic University
FCAT	Florida Comprehensive Assessment Test
FCELPT	Florida College Entry-Level Placement Test
FDOE	Florida Department of Education
FFEA	Florida Future Educators of America
FTE	Full Time Equivalent
FTIC	First Time In College
GPA	Grade Point Average
HVAC	Heating, Ventilation, and Air Conditioning
LEP	Limited English Proficient
PBCC	Palm Beach Community College
PBCSD	Palm Beach County School District
PBG	Palm Beach Gardens
PRO	Paraprofessional Retention Outreach Program
PSAT	Pre-Scholastic Aptitude Test
PSAV	Post-Secondary Adult Vocational Education
RN	Registered Nurse
SACS	Southern Association of Colleges and Schools
SAT	Scholastic Aptitude Test
TABE	Test for Adult Basic Education
TTT	Transition to Teaching

**Interinstitutional Articulation Agreement
Among the School Board of Palm Beach County and the
Palm Beach Community College District Board of Trustees and
Florida Atlantic University**

FLORIDA STATUTE 1007.235 (1)-(2)(a)

1007.235 (1) District school superintendents and community college presidents shall jointly develop and implement a comprehensive articulated acceleration program for the students enrolled in their respective school districts and service areas. Within this general responsibility, each superintendent and president shall develop a comprehensive interinstitutional articulation agreement for the school district and community college that serves the school district. The district school superintendent and president shall establish an articulation committee for the purpose of developing this agreement. Each state university president is encouraged to designate a university representative to participate in the development of the interinstitutional articulation agreements for each school district within the university service area.

1007.235 (2) The district interinstitutional articulation agreement for each school year must be completed before high school registration for the fall term of the following school year. The agreement must include, but is not limited to, the following components:

1007.235 (2) (a) A ratification or modification of all existing articulation agreements.

COMMITTEE RESPONSE TO STATUTE:

THIS AGREEMENT is entered into by and among the Board of Trustees of Palm Beach Community College, hereafter referred to as the College, the School Board of Palm Beach County, hereafter referred to as the District, and Florida Atlantic University, acting for and on behalf of the Board of Trustees for FAU, hereafter referred to as the University, and

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

WHEREAS, the District and the College have a long history of cooperation, dating back to 1933 and the establishment of the College under the leadership of John I. Leonard, who served as the first President and as the Superintendent of Public Instruction, and

WHEREAS, the District, the College and the University have previously entered into an agreement to enhance learning opportunities for qualified students in Palm Beach County high schools through the effective use of College and University programs and resources, and

WHEREAS, Florida Statutes specify that articulation agreements pertaining to acceleration programs (dual credit and others) shall be executed between community college boards of trustees and school district boards within each community college district, and

WHEREAS, the District, the College and the University desire to implement the statutes and rules to enhance articulation among the entities to improve educational opportunities for students who are served by the entities;

WHEREAS, the previous agreement will expire before the beginning of the fall term and the District and the College wish to modify its contents as provided in this document;

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

- Palm Beach County Articulation Coordinating Committee: The District, the College and the University agree to utilize the Articulation Coordinating Committee with membership as shown on Pages 3 and 4 to monitor the activities established by this agreement, to recommend enhancements and other changes, and to generally promote articulation.
- Agreement as to Responsibilities: The District and the College agree to assume specific responsibilities for Postsecondary Vocational Education, Postsecondary Adult Vocational Education, Adult Basic Education, Adult Secondary Education, and Education for Disabled (Handicapped) Adults as detailed on Page 5.
- Acceleration Programs: Pursuant to Florida Statute 1007.235 (2)(b) 1-11, it is the intent of the District, the College and the University that a variety of articulated acceleration mechanisms be made available for secondary and postsecondary students. It is intended that articulated acceleration serve to shorten the time necessary for students to complete the requirements associated with the conferring of a degree, broaden the scope of curriculum options available to students, or increase the depth of study available for a particular subject. Articulated acceleration mechanisms shall include, but not be limited to, dual enrollment, early admission, advanced placement, CLEP, the International Baccalaureate Program or other institutional credit by exam, and the several Academy/Magnet Programs. Details of the agreements of the programs are provided on Pages 7 and 8.
- TECH PREP Career Pathways: Pursuant to Florida Statutes 1007.235(d), the District, the College and the University agree to cooperate in the advancement of the TECH PREP Program. Working with District personnel, PBCC has identified courses and programs that can articulate from the school district to the College to help prepare students for Associate degrees and baccalaureate studies. Details of the TECH PREP Education agreement are on Page 21 and 46.
- Florida Department of Education Dual Enrollment Course List
- Other Articulation Understandings:
 - (1) Institutional Responsibilities. The District and the College shall review, agree to and report on the responsibilities for providing Adult, Postsecondary Adult Vocational (PSAV) and Continuing Workforce Education in the district.
 - (2) Delineation of Programs and Courses That Are Not a Part of the Agreement. The District, the College and the University agree that the Postsecondary Leveling List serves as the basic criterion for determining at what level new programs will be offered.
 - (3) General Articulation Efforts. The District, the College and the University 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 Palm Beach County Articulation Coordinating Committee is responsible for exploration of potential areas of cooperation and encouragement of formulation of appropriate agreements.
 - (4) Joint Use Agreements: The District, the College and the University maintain joint-use agreements for facilities used by these entities. Those agreements are neither included in nor affected by this agreement.
 - (5) Palm Beach County Distance Learning Consortium: The District, the College and the University are committed to working together to provide a K-20 focused and seamless approach to distance learning. This consortium will leverage funding and resources, share expertise, connect networks, link compatible delivery systems, and share technical support and training. (See Appendix A)

PALM BEACH COUNTY ARTICULATION COORDINATING COMMITTEE

FLORIDA STATUTE 1007.235 (1)

1007.235 (1) District school superintendents and community college presidents shall jointly develop and implement a comprehensive articulated acceleration program for the students enrolled in their respective school districts and service areas. Within this general responsibility, each superintendent and president shall develop a comprehensive interinstitutional articulation agreement for the school district and community college that serves the school district. The district school superintendent and president shall establish an articulation committee for the purpose of developing this agreement. Each state university president is encouraged to designate a university representative to participate in the development of the interinstitutional articulation agreements for each school district within the university service area.

COMMITTEE RESPONSE TO STATUTE:

- I. The District, the College and the University agree to utilize the Palm Beach County Articulation Coordinating Committee to monitor the activities established by this agreement, to recommend enhancements and other changes, and to generally promote articulation.
- II. Members will be appointed, or reappointed, 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 among representatives of the District, the College and the University.
- III. Committee members and/or designee shall be as follows:

DISTRICT

High School Principal
High School Guidance Coordinator
Director, Secondary & Career Education
High School Student
Director, Supplemental Educational Services
Career Education Manager
Career Development Specialist
Program Planner, Home Education
Program Planner, Student Progression
Assistant Superintendent, Curriculum & Learning Support
Secondary Guidance Specialist

PBCC

Vice President of Student Services
Vice President of Academic Affairs
Dean of Academic Affairs
Dean of Student Services
Outreach Services/Recruitment Director
Dean for Curriculum, Planning & Research
Associate Dean of Academic Affairs
Dual Enrollment Coordinator
College Registrar

FAU

Director of Admissions and Community College and Transfer Student Relations

IV. The Committee will meet in September and January through May during the school year and other times as needed and will submit semiannual reports, through the President of the College and the Superintendent of Schools, to the respective boards and the University President.

AGREEMENT AS TO RESPONSIBILITIES

FLORIDA STATUTE 1007.235 (1)

1007.235 (1) District school superintendents and community college presidents shall jointly develop and implement a comprehensive articulated acceleration program for the students enrolled in their respective school districts and service areas. Within this general responsibility, each superintendent and president shall develop a comprehensive interinstitutional articulation agreement for the school district and community college that serves the school district. The district school superintendent and president shall establish an articulation committee for the purpose of developing this agreement. Each state university president is encouraged to designate a university representative to participate in the development of the interinstitutional articulation agreements for each school district within the university service area.

COMMITTEE RESPONSE TO STATUTE:

- I. As specified by agreement between the School Board and Board of Trustees in accordance with Florida Statutes and State Board Rules the responsibilities assignment for Postsecondary Vocational Education (PSV), Postsecondary Adult Vocational Education (PSAV), Adult Basic Education, Adult Secondary Education, and Education for Disabled (Handicapped) Adults are shown as follows:

Responsibility Matrix

PROGRAM AREAS		Delivery Systems		COMMENTS
		THE DISTRICT	THE COLLEGE	
K-12	Career Education Programs:	X		
	Courses:	X		
<hr/>				
POSTSECONDARY ADULT VOCATIONAL				
	Programs:		X	
	Courses:		X	
<hr/>				
POSTSECONDARY VOCATIONAL				
	Programs:		X	
	Courses:		X	
<hr/>				
CONTINUING WORKFORCE EDUCATION				
		X	X	
<hr/>				
ADULT BASIC EDUCATION				
		X		
<hr/>				
ADULT SECONDARY				
		X		
<hr/>				
DISABLED (HANDICAPPED)				
		X	X	The District provides adult classes specially designed for developmentally disabled adults, and universities/colleges offer services to accommodate students with disabilities in all programs.

- II. The District, the College and the University agree that no party will initiate a new program (shared program or program that will impact articulation) until agreement as to the responsibility for that program or course has been reached by the parties. The parties agree that the State Leveling Process that indicates the appropriate responsibility for courses will control the decision for agreement as to responsibilities for programs.
- III. Subject to the foregoing, programs may be added or deleted from this agreement at any time if mutually approved by the Superintendent and the Presidents and supported by a Memorandum of Understanding accepted by all boards as an amendment of this Agreement.
- IV. The participating educational agencies shall jointly develop, publish and distribute to Palm Beach County students and parents of students in the 9th, 10th, 11th and 12th grades appropriate information describing the program, eligibility requirements and the application process. Costs for this activity shall be proportionately distributed to each educational agency by the Palm Beach County Articulation Coordinating Committee.

ACCELERATION PROGRAMS
[Florida Statutes 1007.235 (2)(b) 1 thru 10]

FLORIDA STATUTE 1007.235 (2)(B) 1

1007.235 (2) (b) 1. A delineation of courses and programs available to students eligible to participate in dual enrollment. This delineation must include a plan for the community college to provide guidance services to participating students on the selection of courses in the dual enrollment program. The process of community college guidance should make maximum use of the automated advisement system for community colleges. The plan must assure that each dual enrollment student is encouraged to identify a postsecondary education objective with which to guide the course selection. At a minimum, each student's plan should include a list of courses that will result in an Applied Technology Diploma, an Associate in Science degree, or an Associate in Arts degree. If the student identifies a baccalaureate degree as the objective, the plan must include courses that will meet the general education requirements and any prerequisite requirements for entrance into a selected baccalaureate degree program.

COMMITTEE RESPONSE TO STATUTE:

Courses and Programs

All courses listed or referenced in Appendix B, which provides the terms and conditions of courses that are offered by the PBCC and/or FAU Catalog, shall be eligible for dual enrollment. Courses eligible for dual enrollment must be a minimum of three college credits; courses with two or more college credits with a 1.0 credit lab are acceptable. Early admission students may enroll in one or two credit hour courses if required by the postsecondary institution. All college courses to be taken by high school students must receive approval from the students' principals.

Students who meet the dual enrollment eligibility requirements must be allowed to enroll in the courses listed in Appendix B if offered for dual enrollment by the local postsecondary institution and subject to space availability. This statewide list is a MINIMUM list of dual enrollment courses that must be accepted for high school credit by all school districts. The list provides a guarantee that certain dual enrollment courses will meet high school graduation requirements in specific subject areas; all other dual enrollment courses on the list are guaranteed high school elective credit. This list is NOT all-inclusive and DOES NOT prohibit the offering of other dual enrollment courses, if agreed upon by the school district and the colleges.

College Level Examination Program (CLEP) shall be the program through which secondary and postsecondary students generate postsecondary credit based on the receipt of a specified minimum score on nationally standardized subject area examinations. This does not preclude community colleges and universities from awarding credit by examination based on student performance on examinations developed with and recognized by the individual postsecondary institutions.

International Baccalaureate Program shall be the curriculum in which eligible secondary students are enrolled in a program of studies offered and administered by the International Baccalaureate Office. The specific courses for which a student receives such credit shall be determined by the community college or university that accepts the student for admission. Students enrolled pursuant to this subsection shall be exempt from the payment of any fees for administration of the examinations.

Dual Enrollment Program shall be the enrollment of an eligible secondary student in a postsecondary course creditable toward a vocational certificate or an associate or baccalaureate degree. Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollments. Students shall be permitted to enroll in dual enrollment courses conducted during school hours, after school hours and during the summer term. Any student so enrolled shall be exempt from the payment

of registration, tuition and laboratory fees. The postsecondary institution and the District shall earn FTE funds as prescribed by law. When dual enrollment courses are taught on the high school campus by a high school teacher in adjunct status with the postsecondary institution, the faculty member will meet the postsecondary institution qualification requirements and the postsecondary institution will compensate the instructor.

Vocational Dual Enrollment Program shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. However, vocational dual enrollment shall not supplant student acquisition of the diploma. Vocational dual enrollment shall be available for secondary students seeking a degree or certificate from a complete job-preparatory program, but shall not sustain enrollment in isolated vocational courses.

Student qualifications must demonstrate readiness for vocational-level course work if the student is to be enrolled in vocational courses. Qualifications for PSAV dual enrollment courses must include a 2.0 cumulative (Florida Statute No. 1007.271) grade point average. Exceptions to the required cumulative grade point averages may be granted if the educational entities agree and the terms of the agreement are contained within the dual enrollment interinstitutional articulation agreement.

Early Admission shall be a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma or associate or baccalaureate degree. Students seeking enrollment under Early Admission status must meet all requirements for Dual Enrollment listed on Pages 9-11 and meet college or university admission requirements. Students enrolled pursuant to this subsection shall be exempt from the payment of registration, tuition and laboratory fees for a period of up to two academic semesters or high school graduation.

Advanced Placement Program shall be the enrollment of an eligible secondary student in a course offered through the Advanced Placement Program administered by the College Entrance Examination Board, CEEB. These courses are eligible for dual enrollment or Advanced Placement credit pursuant to law.

Guidance Services are provided to students eligible to participate through advisement/orientation sessions held at the high school and at Palm Beach Community College or Florida Atlantic University. These sessions may be held in small groups or individually. Information at these sessions include the use of the automated advisement system (FACTS.org), as well as course and program requirements leading to an Associate in Arts degree, Associate in Science degree, Associate in Applied Science degree, College Credit Certificate or an Applied Technology Diploma. Guidance is given in the selection of program objectives that relate to the student's area of interest. Advice in the selection of appropriate courses for the intended program objective is given through the high school guidance office or at the college/university. If students indicate interest in a baccalaureate degree, they are given information about the general education and prerequisite requirements that relate to their degree objective.

FLORIDA STATUTE 1007.235 (2)(B) 2

1007.235 (2) (b) 2. A delineation of the process by which students and their parents are informed about opportunities to participate in articulated acceleration programs.

COMMITTEE RESPONSE TO STATUTE:

Community College Guidance Services

The Community College provides guidance services to home educated, private and public school students and School District personnel to inform students and parents about the articulation acceleration programs and to assist them in the educational planning process.

Additional guidance tools provided by the community college include, but not limited to:

- Advisement/Orientation Sessions
- Dual Enrollment brochure
- “Countdown to College” brochure
- PBCC Website
- Middle and high school visits (Outreach Staff and Student Ambassadors)
- Counselor to Counselor conversations
- Workshops on financial aid information and/or assistance in applying for financial aid
- Local special events

FLORIDA STATUTE 1007.235 (2)(B) 3

1007.235 (2) (b) 3. A delineation of the process by which students and their parents exercise their option to participate in an articulated acceleration program.

COMMITTEE RESPONSE TO STATUTE:

Students and their parents are encouraged to develop the student’s education plan and postsecondary educational objectives through the use of FACTS.org automated advisement system.

A delineation of the process by which students and their parents exercise their option to participate in articulated acceleration programs is as follows:

- Students and/parents meet with their high school guidance counselor
- High school guidance counselors approve eligible students for accelerated programs
- In the case of high school managed accelerated programs, the guidance counselor registers eligible students for the appropriate classes

In the case of dual enrollment programs, the high school principal, with parents’ permission, completes and approves the appropriate forms allowing the students to enroll at PBCC or FAU. PBCC or FAU registers the student into the approved dual enrollment course(s).

FLORIDA STATUTE 1007.235 (2)(B) 4

1007.235 (2) (b) 4. A delineation of high school credits earned for completion of each dual enrollment course.

COMMITTEE RESPONSE TO STATUTE:

See Appendix B

FLORIDA STATUTE 1007.235 (2)(B) 5

1007.235 (2) (b) 5. Provision for postsecondary courses that meet the criteria for inclusion in a district articulated acceleration program to be counted toward meeting the graduation requirements of s. 1003.43.

COMMITTEE RESPONSE TO STATUTE:

The postsecondary courses listed in Appendix B completed through dual enrollment must be awarded the designated subject area or elective credit toward high school graduation requirements.

FLORIDA STATUTE 1007.235 (2)(B) 6

1007.235 (2) (b) 6. An identification of eligibility criteria for student participation in dual enrollment courses and programs.

COMMITTEE RESPONSE TO STATUTE:

The dual enrollment program is the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward a career and technical certificate or an associate or baccalaureate degree. For the purpose of this section, an eligible secondary student is a student who is enrolled in a Florida public secondary school, in a Florida private secondary school that is in compliance with F.S. 1002.42(2) and conducts a secondary curriculum pursuant to F.S. 1003.43, or a home education program pursuant to F.S. 1002.41.

Nonpublic schools must provide the College or University Registrar or Admissions Office a written sworn statement of legal compliance with Florida Statutes. Procedural requirements that apply to public high school and charter high school students apply to nonpublic high school students as well. Home Education students shall comply with applicable statutory provisions as other nonpublic schools. Home Education students shall submit a Legal Compliance and Eligibility Form each term to the respective college/university at the time of registration.

Students will be exposed to a learning environment that promotes an open exchange of ideas. Course content is presented on an adult level and class discussions require a mature understanding of divergent viewpoints and the ability to think critically on controversial issues.

College Credit Course Eligibility

Course credit earned in college-level programs shall be counted as college-level credit and may also be used to meet high school academic unit credit.

Palm Beach Community College Dual Enrollment Eligibility Requirements

- A) Demonstrate readiness for college-level coursework - all students must take the ACT, SAT or FCELP. In order to be enrolled in a Gordon Rule course a student must pass the section associated with the course via the SAT, ACT, or FCELP as specified in FAC 6A-10.0315 (or see the Palm Beach Community College Catalog) that is appropriate for successful student participation in the course. Testing must be completed prior to enrollment. The student or guardian is responsible for all testing fees.

AND

- B) Achieve a 3.0 cumulative high school grade point average.

Florida Atlantic University Dual Enrollment Eligibility Requirements

- A) Complete the high school freshman year (9th grade) and achieve a cumulative 3.0 grade point average;

AND

- B) Demonstrate readiness for college-level coursework - all students must take the ACT, SAT or FCELP and achieve passing scores as specified in FAC 6A-10.0315 or the Florida Atlantic University Catalog. If passing scores are not achieved on the placement test, the student shall not be eligible to enroll in any courses on a dual enrollment basis. Testing must be completed prior to enrollment. The student or guardian is responsible for all testing fees.

Other Criteria at Florida Atlantic University:

Students may not register for directed independent study courses, study abroad courses, graduate level course or courses for which prerequisites have not been met. Students may only register for three Business courses – ECO 2013 Macroeconomic Principles, ECO 2023 Microeconomic Principles, and GEB 2011 Introduction to

Business. All courses must be at least three (3) credits and be taken for a letter grade, not Pass/Fail or Satisfactory/Unsatisfactory.

Other Criteria at Palm Beach Community College

Any pilot course with a special fee is not eligible for dual enrollment.

Criteria for both Palm Beach Community College and Florida Atlantic University

Students participating in these programs must maintain a 3.0 cumulative grade point average in other high school academic work and must earn a grade of "C" or better in each college level course in order to continue in the program. However, for early admission, students must maintain a 2.0 cumulative grade point average in college level work. Course credit earned in these courses with a grade of "C" or better shall transfer as college level credit to the College and the University. Semester hours by dual enrollment will be limited to 8 semester hours in each full fall term and spring term, and not to exceed a total of 8 semester hours in the summer term.

Students may be counted as full time equivalent students for instruction provided outside the required number of school days if such instruction counts as credit toward a high school diploma. All courses must be at least three (3) credits and be taken for a letter grade, not Pass/Fail or Satisfactory/Unsatisfactory, unless required by the college or university.

Palm Beach Community College Exceptions:

An exception to the eligibility requirements will be granted to 9th grade students who have not earned a high school cumulative GPA. In these cases, eligibility for dual enrollment is earned through having passing scores on **ALL** sections of the ACT, SAT or FCELP placement test as defined in FAC 6A-10.0315 or the Palm Beach Community College Catalog. Enrollment of 9th grade students is limited to the 2nd semester of their freshman year.

A second exception to the eligibility requirements will be granted to students with minimum cumulative GPAs of 2.5 in 10th, 11th, and 12th grades to permit enrollment in the course of "Strategies for College Success," SLS 1501.

A third exception to the eligibility requirements will be granted to students in the Teacher Academy Magnet Program. Students participating in the program may dual enroll for teacher education courses in grades 9-12, but they must have and maintain a 2.5 cumulative grade point average in other high school academic work. Students applying for or already dually enrolled in other academy or magnet programs shall have a 3.0 cumulative grade point average. Effective with the 2006-2007 academic year, the exception for the Teacher Academy Magnet Program will no longer be granted.

Palm Beach Community College Career and Technical Course Eligibility

Career and technical dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. However, career and technical dual enrollment shall not supplant student acquisition of the diploma. Career and technical dual enrollment shall be available for secondary students seeking a degree or certificate from a complete job-preparatory program, but shall not sustain student enrollment in isolated career and technical courses.

Student qualifications for enrollment in career and technical certificate dual enrollment courses must demonstrate passing scores on all sections of the TABE examination as required for a particular PSAV program.

- A) TABE test scores must be submitted prior to registration and student or guardian is responsible for all testing fees.

AND

- B) A 2.0 cumulative high school grade point average.

The eligible courses and programs are listed in Appendix C.

The **high school principal or designee** shall validate that the student meets the established cumulative grade point average and grade placement criteria.

For any other exceptional circumstances, students should follow the FAU or PBCC appeals process for dual enrolled students.

FLORIDA STATUTE 1007.235 (2)(B) 7

1007.235 (2) (b) 7. A delineation of institutional responsibilities regarding student screening prior to enrollment and monitoring student performance subsequent to enrollment in dual enrollment courses and programs.

COMMITTEE RESPONSE:

The high schools, home education administrators, and college/university personnel monitor student's process each term. The monitoring process includes the academic performance reports, enrollment and registration holds, transcripts and other forms of communication with students, parents and School District personnel.

Students shall receive appropriate academic guidance and information about the program from the high school and College or University staff prior and subsequent to enrolling in the program.

A student, with permission from his/her assigned high school, who withdraws from the Dual Enrollment Program, must return to the assigned high school for class assignment by the principal.

FLORIDA STATUTE 1007.235 (2)(B) 8

1007.235 (2) (b) 8. An identification of the criteria by which the quality of dual enrollment courses and programs are to be judged and a delineation of institutional responsibilities for the maintenance of instructional quality.

COMMITTEE RESPONSE TO STATUTE:

Institutional Responsibility for Quality of Instruction

The College and/or University are responsible for ensuring that the curriculum and assessment procedures in dual enrollment courses meet College and the Southern Association of Colleges and Schools (SACS) standards regardless of whether the dual enrollment courses are taught on the college or the high school campus; provide dual enrollment instructions a copy of course objectives and requirements prior to the beginning of the semester.

The College and/or University will require that all dual enrollment instructors meet or exceed the minimum qualifications established by SACS.

College and/or University faculty evaluation and student assessment processes will be followed.

FLORIDA STATUTE 1007.235 (2)(B) 9

1007.235 (2) (b) 9. A delineation of institutional responsibilities for assuming the cost of dual enrollment courses and programs that includes such responsibilities for student instructional materials.

COMMITTEE RESPONSE TO STATUTE:

Responsibility for Cost of Dual Enrollment Courses and Programs

Students enrolled in a dual enrollment or early admission program pursuant to law shall be exempt from the payment of registration, tuition and laboratory fees. All other fees are borne by the student. Such students may be calculated as the proportional shares of full time equivalent enrollments each such student generates for state funding purposes. Students enrolled in home education or non-public school will be liable for the cost of instructional materials, special course fees, and any other fees.

Instructional Material and Fees Procedure

This procedure between the School District of Palm Beach County, Florida Atlantic University, and Palm Beach Community College, is established in compliance with Florida State Board of Education Rules and will remain in effect until amended by mutual agreement.

Instructional materials assigned and required for use within dual enrollment courses shall be made available to district public and charter high school dual enrollment students at no charge to the student. Private school and home education students may dual enroll, but are financially responsible for all instructional materials.

Students shall be issued used books when available. The District is responsible for providing student materials, including establishing a systematic process for the purchase of materials, recovery from students, assessing monies for lost/damaged materials and providing for the resale of the materials. Instructional materials purchased by the District on behalf of dual enrollment students enrolled in a district public or charter high school shall be the property of the District. The District shall adhere to applicable state laws and rules concerning the procurement of materials for dually enrolled students.

Students enrolled in postsecondary instruction not creditable toward a high school diploma shall not be considered dual enrollments. Students who choose to enroll in such courses must meet all standard admission requirements for the courses and shall be required to assume the cost of tuition, fees and instructional materials necessary for such courses.

FLORIDA STATUTE 1007.235 (2)(B) 10

1007.235 (2) (b) 10. An identification of responsibility for providing student transportation if the dual enrollment instruction is conducted at a facility other than the high school campus.

COMMITTEE RESPONSE TO STATUTE:

Student Transportation

Transportation to attend college level courses offered at any facility other than the high school campus shall be the responsibility of the student and/or the student's parents. Purchase of parking decals is the responsibility of all dual enrolled students.

**REDUCING THE INCIDENCE OF POSTSECONDARY REMEDIATION IN MATH, READING,
AND WRITING FOR FIRST-TIME-ENROLLED RECENT HIGH SCHOOL GRADUATES**

FLORIDA STATUTE 1007.235 (2)(C) 1 THRU 4

1007.235 (2) (c) Mechanisms and strategies for reducing the incidence of postsecondary remediation in math, reading, and writing for first-time-enrolled recent high school graduates, based upon the findings in the postsecondary readiness-for-college report produced pursuant to s. 1008.37. Each articulation committee shall annually analyze and assess the effectiveness of the mechanisms toward meeting the goal of reducing postsecondary remediation needs. Results of the assessment shall be annually presented to participating district school boards and community college boards of trustees and shall include, but not be limited to:

1007.235 (2) (c) 1. Mechanisms currently being initiated.

1007.235 (2) (c) 2. An analysis of problems and corrective actions.

1007.235 (2) (c) 3. Anticipated outcomes.

1007.235 (2) (c) 4. Strategies for the better preparation of students upon graduation from high school.

COMMITTEE RESPONSE TO STATUTE:

The committee examined the data from the 2002-2003 Performance on the Common Placement Test report (formerly known as the School Readiness for College Report), which was released by the Florida Department of Education in July 2004, as required by statute. The report indicates that 8,052 standard diplomas were awarded by the School District of Palm Beach County in 2002-2003. Of these graduates, 2,347 (29.1%) were enrolled as degree-seeking students in a Florida Community College, and 1,851 (23.0%) were enrolled as degree-seeking students in a State University system institution, accounting for 52.1% of the total high school graduates. The remaining 3,854 graduates (47.9%) either did not attend college, were non-degree seeking at a Florida public college or university, were attending a private college or university in Florida, or were attending a college/university in another state or country.

Of the 4,198 PBCSD degree-seeking students attending a Florida public community college or university, the following was observed:

Category	2002-03		2001-02		Improvement/Decrease PBCSD
	PBCSD	State Average	PBCSD	State Average	
Percent Ready in Mathematics	69.4%	65.0%	67.9%	65.3%	+1.5%
Percent Ready in Reading	74.3%	72.8%	72.8%	73.2%	+1.5%
Percent Ready in Writing	79.3%	80.0%	78.8%	79.7%	+0.5%

Of the 1,851 PBCSD degree-seeking students enrolled in a State University for 2002-03:

Category	2002-03	2001-02	Improvement/Decrease
Percent Ready in Mathematics	94.8%	92.5%	+2.3%
Percent Ready in Reading	96.5%	94.0%	+2.5%
Percent Ready in Writing	95.6%	93.7%	+1.9%

Of the 2,347 PBCSD degree-seeking students enrolled in a Florida Community College for 2002-03:

Category	2002-03	2001-02	Improvement/Decrease
Percent Ready in Mathematics	48.5%	44.5%	+4.0%
Percent Ready in Reading	56.3%	52.6%	+3.7%
Percent Ready in Writing	66.1%	64.7%	+1.4%

Of the 2,347 PBCSD degree-seeking students enrolled in a Florida Community College, 2,061 (87.8%) enrolled at Palm Beach Community College:

Category	2002-03	2001-02	Improvement/Decrease
Percent Ready in Mathematics	48.2%	44.9%	+3.3%
Percent Ready in Reading	55.9%	52.9%	+3.0%
Percent Ready in Writing	65.6%	64.6%	+1.0%

In interpreting these data, the committee observes that the majority of high school graduates from the School District of Palm Beach County are college-ready, and the results by subject area are comparable to the state averages on the three areas tested. Moreover, significant gains were made in all three college-readiness areas from last year's report.

A disparity continues to exist between students who attend a state university system and those who attend a community college. This finding is not surprising, given that admission to a state university system institution is competitive, while all community colleges in Florida, by nature of mission, have an open-door admission policy. This open-door admission policy requires that the student have a high school diploma, following a curriculum as prescribed by the State of Florida, attain a minimum 2.00 grade point average while in high school and earn passing scores on the FCAT examination. A concordance study that was commissioned by the Florida Legislature (HB917, 2003) concluded that the minimum FCAT passing scores equate to scores on the SAT and ACT that would place the student in remedial level courses at a community college.

The challenge of students not being prepared for college-level studies is one of national importance and discussion for it occurs in all 50 states. The Manhattan Institute (2003) study on college readiness estimates that only 32% of students leave high school with college-ready skills. The American College Testing (ACT) organization concluded in their 2004 report on college readiness that "Our nation is in a college readiness crisis." Continued improvement in the number of students being college-ready signals that the state of Florida and the Palm Beach County School District are on the right path towards reducing remediation at community colleges.

The State of Florida also recognizes that performance on placement tests is just one of many indicators on assessing college readiness in a student. The state is in the process of developing a more comprehensive profile to assess college readiness that includes more than just placement test score performance. Some of these measures will include: Participation in acceleration mechanisms such as Dual Enrollment, Advanced Placement and International Baccalaureate; performance in high school coursework and FCAT scores. The State acknowledges that performance on placement tests has not changed dramatically; however there have been dramatic changes in the number of students taking advanced placement exams (up 75.8%); a 49% increase in African-American students who take a dual enrollment course, and large increases in the number of students taking the SAT for groups traditionally underrepresented in SAT examinations – a 62% increase in African-American students and a 72% increase in Hispanic students. All of these measures taken together show that progress is being made towards the goal of reducing remediation and producing more college-ready students.

The cost of developmental education continues to be a significant concern as funding is small compared to the funding for other programs. A major approach to developmental education is appropriately placed as part of the high school curriculum. For the high schools to increase efforts at reducing the need for remediation there must be a continued collaborative effort with the community college.

To reduce the incidence of the need for remediation, the specific mechanisms employed, with collaboration from Palm Beach Community College, are all based on activities that occur while the student is still enrolled in the School District of Palm Beach County. Each of these mechanisms must be thought of as working in tandem to reduce the total number of students who require remediation; each mechanism contributes to the overall goal of reducing the number of students requiring remediation by 3% in each of the subject areas (mathematics, reading and writing). Given that the data we review from the state is typically two years old, many of the recently instituted mechanisms may take several years to show an effect on reducing the number requiring remediation after graduation from high school.

It should be noted that the most appropriate data to examine for the need for remediation are the results from all the graduates of the Palm Beach County School District, not just those who decide to attend community colleges or those who decide to attend Palm Beach Community College. Neither the Palm Beach County School District nor Palm Beach Community College can control or predict where a given high school graduate may decide to attend.

Mechanisms Currently Being Initiated	Problem	Strategies	Anticipated Outcome	If outcome is not achieved:
Accelerated Academic Achievement for High Need Schools – Assistance and Intervention Plan (AAA Plan)	Number of high school graduates who do not attend college or require remediation.	<ol style="list-style-type: none"> 1. Teachers at high needs schools receive funding for literacy and mathematics “coaches” to assist in professional development. 2. Participation in common assessments every six weeks in reading, writing, mathematics and science. 3. Language, arts and reading classes are paired to help students learn to read at a higher level, beginning in 9th grade. 4. Special mathematics labs will be available in all high schools. 	Contribution to the goal of reducing by 2.5% the number of students who require remediation in mathematics, reading and writing.	<ol style="list-style-type: none"> 1. Enrollment in prep courses will increase. 2. School District and PBCC personnel will evaluate process / activity to find improved mechanism for decreasing number of FTIC students requiring remediation.
Dual enrollment program for high school students meeting participation criteria.	Number of high school graduates who do not attend college or require remediation.	Counselors will increase student awareness of dual enrollment through conferences, assemblies, etc.	Contribution to the goal of reducing by 3% the number of students who require remediation in mathematics, reading and writing.	<ol style="list-style-type: none"> 1. Enrollment in prep courses will increase. 2. School District and PBCC personnel will evaluate process / activity to find improved mechanism for decreasing number of FTIC students requiring remediation.
Florida Department of Education initiative to develop a more comprehensive definition of a student’s “college readiness.”	Number of high school graduates who enter postsecondary education requiring remediation.	Using the PSAT Predictor counselors will encourage increased numbers of students to enroll in higher-level courses. Counselors will emphasize the On-line SAT tutorial.	State of Florida will design and implement a new definition and assessment method of college readiness that could be a better indicator of a students’ likelihood of success in college.	<ol style="list-style-type: none"> 1. Enrollment in prep courses will increase. 2. School District and PBCC personnel will evaluate process / activity to find improved mechanism for decreasing number of FTIC students requiring remediation.

Mechanisms Currently Being Initiated	Problem	Strategies	Anticipated Outcome	If outcome is not achieved:
Florida Partnership College Board Tutoring Initiative at selected middle and high schools (grant funded program).	Number of high school graduates who enter postsecondary education requiring remediation.	Teachers will receive pre-A.P. and A.P. training in selected courses to provide tutoring opportunities that would assist students to achieve higher test scores on FCAT, AP, SAT and/or other college placement tests.	Increase the number of participating schools by 5% which will contribute to the goal of reducing by 3% the number of students who require remediation in mathematics, reading and writing.	<ol style="list-style-type: none"> 1. Enrollment in prep courses will increase. 2. School District and PBCC personnel will evaluate process / activity to find improved mechanism for decreasing number of FTIC students requiring remediation.
Initiate comprehensive research study to gain increased understanding of preparatory student population demographics and performance in high school and postsecondary education.	Number of high school graduates who enter postsecondary education requiring remediation.	<ol style="list-style-type: none"> 1. Plan and implement a comprehensive research study in collaboration with the PBCSD and PBCC. 2. Use the resultant data for decision-making to reduce remediation and increase student success. 	Contribution to the goal of reducing by 3% the number of students who require remediation in mathematics, reading and writing.	<ol style="list-style-type: none"> 1. Enrollment in prep courses will increase. 2. School District and PBCC personnel will evaluate process / activity to find improved mechanism for decreasing number of FTIC students requiring remediation.
Mandatory course placements in remedial/support classes.	Number of high school graduates who do not attend college or require remediation.	For students not passing the FCAT, placement in remedial high school classes to correct deficiencies will be implemented.	Contribution to the goal of reducing by 3% the number of students who require remediation in mathematics, reading and writing.	<ol style="list-style-type: none"> 1. Enrollment in prep courses will increase. 2. School District and PBCC personnel will evaluate process / activity to find improved mechanism for decreasing number of FTIC students requiring remediation.

Mechanisms Currently Being Initiated	Problem	Strategies	Anticipated Outcome	If outcome is not achieved:
Mathematics Preparation Efforts	Number of high school graduates who do not attend college or require remediation.	<ol style="list-style-type: none"> 1. Beginning in the 5th grade, the mathematics curriculum will be strengthened to prepare students for Algebra I the 8th. grade. 2. Algebra labs are required for all low-achieving students in mathematics. 	Contribution to the goal of reducing by 3% the number of students who require remediation in mathematics, reading and writing.	<ol style="list-style-type: none"> 1. Enrollment in prep courses will increase. 2. School District and PBCC personnel will evaluate process / activity to find improved mechanism for decreasing number of FTIC students requiring remediation.
Raise high school graduation standards and requirements: <ol style="list-style-type: none"> 1. Algebra I required (class of 2001 and beyond) and required of all 8th grade students beginning Fall 2004 2. 2.0 GPA on 24.0 credits for graduation 3. All 10th grade students take the PSAT 4. Continue to encourage the implementation of the PSAT at 11th grade. 	Number of high school graduates who do not attend college or require remediation.	<ol style="list-style-type: none"> 1. Remedial work for students not passing Algebra I or attaining a 2.0 GPA. 	Contribution to the goal of reducing by 3% the number of students who require remediation in mathematics, reading and writing.	<ol style="list-style-type: none"> 1. Enrollment in prep courses will increase. 2. School District and PBCC personnel will evaluate process / activity to find improved mechanism for decreasing number of FTIC students requiring remediation.
Encourage cooperative agreements between post secondary grant programs (College Reach Out Program, GEAR UP, Talent Search Upward Bound, Youth College, etc.) and the School District	Number of high school graduates who do not attend college or require remediation.	<ol style="list-style-type: none"> 1. Through program activities students in grades 6th – 12th will increase awareness of postsecondary opportunities. 2. Disadvantaged students will receive more access to post-secondary education. 	Contribution to the goal of reducing by 3% the number of students who require remediation in mathematics, reading and writing.	<ol style="list-style-type: none"> 1. Enrollment in prep courses will increase. 2. School District and PBCC personnel will evaluate process / activity to find improved mechanism for decreasing number of FTIC students requiring remediation.

FLORIDA STATUTE 1007.235 (2)(C) 5

1007.235 (2) (c) 5. An analysis of costs associated with the implementation of postsecondary remedial education and secondary-level corrective actions.

COMMITTEE RESPONSE TO STATUTE:

During the 2003/04 academic year, the College spent \$8,208,459 on both direct and indirect costs associated with postsecondary remedial education. During the 2003/2004 academic year, the School District spent \$14,493,907 on both direct and indirect costs associated with secondary level remedial education. This includes extensive use of teachers and textbooks.

Expenses for remedial education would include: FT/PT instructional staff, FT/PT Student Services staff, FT/PT support staff, tutors, supplies (tutoring software, books, tests, etc.) facilities, and hardware.

FLORIDA STATUTE 1007.235 (2)(C) 6

1007.235 (2) (c) 6. The identification of strategies for reducing costs of the delivery of postsecondary remediation for recent high school graduates, including the consideration and assessment of alternative instructional methods and services such as those produced by private providers.

Wherever possible, public schools and community colleges are encouraged to share resources, form partnerships with private industries, and implement innovative strategies and mechanisms such as distance learning, summer student and faculty workshops, parental involvement activities, and the distribution of information over the Internet.

COMMITTEE RESPONSE TO STATUTE:

PBCC provides a list of private tutorial services such as Sylvan Learning Center and Kaplan Test Prep that assist students with remedial education. These services are provided as an alternative remedial option to traditional courses; however, upon completion, students still must score satisfactorily on the FCELPT in order to place out of college preparatory courses. College costs are reduced by having students incur the full cost of remedial instruction by the private vendor, if such services are available.

In addition, the goal of reducing the number of students who place in remedial mathematics, reading or writing will reduce college expenditures for remediation by virtue of having fewer students place in such courses.

Current Activities:

- Implement the planned activities of the Title III Grant, especially the emphasis on success in college preparatory mathematics to improve the retention of college prep students.
- Continue to develop a comprehensive tracking process of all students in cooperation with the school district, to determine student success from high school to college, and/or college prep to college.
- Review recommendations of the all-college developmental education steering committee that will result in improved student retention.
- Implement the recommendations of the EAP/ESL Task Force to improve the recruitment and retention of ESL/EAP students.
- Conduct Fast Break and Summer Bridge programs and preparatory sessions for incoming high school graduates.

TECH PREP CAREER PATHWAYS

FLORIDA STATUTE 1007.235 (2)(D)

1007.235 (2) (d) Mechanisms and strategies for promoting "tech prep" programs of study. Such mechanisms should raise awareness about the programs, promote enrollment in the programs, and articulate students from a secondary portion into a planned, related postsecondary portion of a sequential program of study that leads to a terminal postsecondary career or technical education degree or certificate.

COMMITTEE RESPONSE TO STATUTE:

- I. Pursuant to Florida Statutes 1007.235(d), the District, the College and the University agree to cooperate in the advancement of the TECH PREP Program. Working with District personnel, PBCC has identified courses and programs that can articulate from the school district to the College to help prepare students for Associate degrees and baccalaureate studies.
- II. Promotion of TECH PREP Programs – The District, the College and the University shall design a marketing plan for the promotion of TECH PREP to students, parents and counselors. The strategies shall include, but not be limited to:
 - Web site for TECH PREP Information (www.pbcc.edu/acsv/techprep.asp)
 - Marketing materials, such as brochures and posters
 - Training and awareness sessions for District and College personnel
 - Participation in the Tri-County TECH PREP Alliance to promote articulation and transfer of students between Palm Beach, Broward and Dade counties.
- III. TECH PREP course of studies shall include:
 - A. A planned sequence of courses that will be taught in the high schools providing a transition to secondary career academies and the College and leads to certificates or associate degrees;
 - B. Higher level mathematics, English, science and technology courses at the high schools utilizing applied, integrated teaching techniques;
 - C. Expanded opportunities for students to participate in the academic dual credit and technical dual credit that accelerate student progress toward completion of certificate and degree requirements leading to a high-demand and high-wage career.
 - D. Opportunities for earlier exposure to technical preparation in high skill areas such as business, health, drafting and design, electronic engineering technology, graphic design, and computer technology.
 - E. The courses in Appendix D can be applied to the following programs:
 - Accounting Technology
 - Business Administration & Management
 - Building Construction Technology
 - Computer Information Systems Analysis
 - Criminal Justice Technology
 - Dental Assisting
 - Dental Hygiene
 - Dietetic Technology
 - Drafting Design Technology
 - Electronics Engineering Technology
 - Environmental Research and Field Studies Academy
 - Graphic Design Technology
 - Hospitality Management
 - Industrial Management (Heating, Ventilating, Air Conditioning and Refrigeration)
 - Office Management Technology
 - Marketing Management (Retail Option/Management Option)
 - Motion Picture Production Technology

- Nursing Technology (RN)
- Paralegal
- Professional Pilot
- Radiography
- Respiratory Care

- IV. Expanded opportunities for students to continue their education in technical fields of their choice will be further enabled by the establishment of clearly defined course by course articulation agreements among the District, the College and the University. The agreements will make clear enhanced opportunities for admission to College programs and the award of credit or advanced placement of students in those programs because of their successful work in the TECH PREP Program. **To be eligible for the award of college credit, students must complete the entire sequence of high school TECH PREP courses with a cumulative grade point average specified in the agreement to receive credit for identified college courses.** College credit shall be awarded through articulation. Through successful work in the Tech Prep Program, students may receive credit for college courses, as in Appendix D, which saves them time and money. These credits can assist students in graduating earlier at the postsecondary level.
- V. TECH PREP Articulation Agreements revisions and amendments will be submitted annually. All courses in a pathway will be reviewed and new pathways will be developed as appropriate.
- VI. Procedures for development of individual program agreements will be established by the Vice President of Academic Affairs of the College and the Associate Superintendent for the School District, who will work with appropriate faculty, program directors, deans, directors and other key individuals and groups.
- VII. Appendix D contains the Tech Prep courses.

TEACHER PREP

FLORIDA STATUTE 1007-235 (3)

1007.235 (3) The district interinstitutional articulation agreement shall include a plan that outlines the mechanisms and strategies for improving the preparation of elementary, middle, and high school teachers. Effective collaboration among school districts, postsecondary institutions, and practicing educators is essential to improving teaching in Florida's elementary and secondary schools and consequently, the retention and success of students through high school graduation and into postsecondary education. Professional development programs shall be developed cooperatively and include curricular content which focuses upon local and state needs and responds to state, national, and district policy and program priorities. School districts and community colleges are encouraged to develop plans which utilize new technologies, address critical needs in their implementation, and include both preservice and inservice initiatives.

COMMITTEE RESPONSE TO STATUTE:

In an effort to improve the preparation of elementary, middle, and high school teachers, Palm Beach Community College, the School District of Palm Beach County, and Florida Atlantic University have collaborated on the following strategies:

Mechanisms Currently Being Initiated	Focus of Mechanism	When Implemented	Method of Evaluation (if any)	Results of Evaluation	Contact Person Information
FAU/PBCC 2+2 in Science and Mathematics Teacher Education Degree Program.	To increase the number of students enrolling in and graduating from these teacher education programs	This program was approved by SACS in January 2004.	Number of students enrolling in classes, number of students completing programs		Susan Caldwell caldwells@pbcc.edu 561-868-3804 Robin Tinsley rtinsley@fau.edu 561-868-3804
Transition to Teaching Program.	To recruit non-teacher trained professionals and recent college graduates holding bachelor degrees into teaching careers and increase the number of highly qualified and prepared teachers in the School District	October 2002	Number of individuals who sign program agreements, number of participants who complete the program, and number of participants hired by the School District		David Ross rossd@pbcc.edu (561) 868-3822 Lorraine Cross lcross@fau.edu 561-297-2491 Wally Sherman shermaw@palmbeach.k12.fl.us 561-434-8150

Mechanisms Currently Being Initiated	Focus of Mechanism	When Implemented	Method of Evaluation (if any)	Results of Evaluation	Contact Person Information
Workshops for Transition to Teaching Program participants	To prepare participants in the Transition to Teaching Program for the classroom and for teacher certification exams	October 2002	Number of program participants enrolled in workshops and workshop evaluations		David Ross rossd@pbcc.edu (561) 868-3822
Direct mailing of special teacher education class schedules and offering times and in convenient formats including fast track, online, and telecourse.	To increase opportunities for teachers needing courses for certification and recertification and thus, increase teacher retention rates	Fall 2001 and ongoing	Feedback from teachers and the School District.		Susan Caldwell caldwels@pbcc.edu 561-868-3804
PRO Program (Includes CLF and Title I Scholarship Programs)	To help paraprofessionals, CLFs, media clerks, and CDAs in the School District obtain associates degrees and increase their ability to work with LEP students	September 2002	Number of paraprofessionals who sign program agreements, enroll in classes, and complete an associate's degree. Feedback from teachers working with paraprofessionals.		Audrey Jackson jacksoam@pbcc.edu 561-868-3802 Wally Sherman shermaw@palmbeach.k12.fl.us 561-434-8150
One section of EEX 2010 Survey of Exceptionalities offered each term at the PBCC Lake Worth Campus by FAU	To increase the number of students enrolled in this high need teaching program	Fall 2003	Number of students enrolled in course and number of students continuing in and completing program		Audrey Jackson jacksoam@pbcc.edu (561) 868-3802
PRO Program Teacher Scholarships	To help both full-time and substitute teachers to increase their classroom effectiveness	Fall 2004	Number of teachers receiving scholarships and completing courses		Audrey Jackson jacksoam@pbcc.edu 561-868-3802

Mechanisms Currently Being Initiated	Focus of Mechanism	When Implemented	Method of Evaluation (if any)	Results of Evaluation	Contact Person Information
Florida Future Educators of America (FFEA) club partnership: School District, PBCC, and FAU	To streamline the process for education students to articulate from one institution to another-giving them a support system as they articulate	March 2003	Number of members		<p>Nika Coleman-Ferrell ferrelln@pbcc.edu 561-862-4439</p> <p>Joe DePaolo depaoloj@pbcc.edu (561) 207-5037</p> <p>Audrey Jackson jacksam@pbcc.edu (561) 868-3807</p> <p>David Ross rossd@pbcc.edu (561) 868-3822</p>
FFEA Annual Convention	To offer an opportunity for teacher education students from high schools, PBCC, and FAU to participate in this jointly sponsored, FAU developed, event	Annually beginning Spring 2003	Number of students participating		<p>Robin Tinsley rtinlsey@fau.edu 561-868-3804</p> <p>Nika Colman-Ferrell ferrelln@pbcc.edu 561-862-4439</p> <p>Susan Caldwell caldwels@pbcc.edu 561-862-4701</p>
Educator Advisor's Annual Meetings	To give an opportunity for advisors from both institutions to discuss articulation and legislative issues regarding teacher education students	Annually beginning 2003	Continuous meetings		<p>Susan Caldwell caldwels@pbcc.edu 561-862-4701</p> <p>Lorraine Cross lcross@fau.edu 561-297-2491</p>

Mechanisms Currently Being Initiated	Focus of Mechanism	When Implemented	Method of Evaluation (if any)	Results of Evaluation	Contact Person Information
Faculty Curriculum Collaboration	To bring together faculty from PBCC and FAU to discuss education course content, field experiences, textbooks and materials, portfolios, course objectives, and standards	Spring 2004	Continuous meetings and collaboration		Susan Caldwell caldwels@pbcc.edu 561-862-4701 Lorraine Cross lcross@fau.edu 561-297-2491
Palm Beach Lakes High School Teacher Academy	To give support, guidance, and experiences to students to help them transition smoothly from high school into a postsecondary teaching program at PBCC and then on to a university program	Ongoing	Number of students participating		Colleen Courtney courtnecc@pbcc.edu 561-207-5212
College Board Program Algebra Institutes	To help increase the skills of middle school teachers who will teach algebra for the first time during the fall 2004	Summer 2004	Number of teachers participating		Susan Caldwell caldwels@pbcc.edu 561-862-4701 Joanne Patchin patchin@palmbeach.k12.fl.us 561-707-4144
Certification Programs	Reading ESE	FY01 FY03	Number of teachers successfully completing certification course work		Mike Brady mbrady@fau.edu (561) 297-3280
Staff Development	Reading/Writing Mathematics Science Social Studies	Ongoing	Number of staff development activities and evaluations of attendees.		Assistant Superintendent for Curriculum and Learning Support

FLORIDA STATUTE 1007.235 (4)

1007.235 (4) The district school superintendent is responsible for incorporating, either directly or by reference, all dual enrollment courses contained within the district interinstitutional articulation agreement within the district school board's student progression plan.

COMMITTEE RESPONSE TO STATUTE:

The superintendent of schools shall be responsible for incorporating, either directly or by reference, all dual enrollment courses contained within the district interinstitutional articulation agreement within the District Student Progression Plan.

FLORIDA STATUTE 1007.235 (2)(B) 11

1007.235 (2) (b) 11. A delineation of the process for converting college credit hours earned through dual enrollment and early admission programs to high school credit based on mastery of course outcomes as determined by the Department of Education in accordance with s. 1007.271 (6).

COMMITTEE RESPONSE TO STATUTE:

The District will weigh grades for 1000 and 2000 level courses as 1.125 times the standard weight, with exceptions listed below:

1000 - 2000 level courses identified as Advanced Placement equivalent by the State Articulation Coordinating Committee will receive weight 1.5 times the standard weight. Courses listed below will also receive weight 1.5 times the standard level:

Mathematics:

MAC 2311, Calculus with Analytic Geometry I
MAC 2312, Calculus with Analytic Geometry II
MAC 2313, Calculus with Analytic Geometry III
MAP 2302, Differential Equations

Science:

PHY 2048, General Physics with Calculus I
PHY 2049, General Physics with Calculus II

English:

ENL2012, English Literature before 1800
ENL 2022, English Literature after 1800

Economics:

ECO 2013, Principles Of Macroeconomics
ECO 2023, Principles Of Microeconomics

Chemistry:

CHM 2210, Organic Chemistry I
CHM 2211, Organic Chemistry II

The weight for 3000 and 4000 level courses will be 1.5 times the standard weight.

AP weight may be awarded for other specific courses upon review and approval of the district and college or university.

Appendix A
Palm Beach County Distance Learning Consortium
A Focused and Seamless Approach to K-20 Education in Palm Beach County

The Palm Beach County Consortium meets four times a year headed by PBCC for a two year term, 2004-2006. Every two years the leadership will rotate to another institution.

Goals

1. Utilize the strength of the consortium to leverage funding and/or grants in an effort to obtain the maximum benefits for each of the consortium members with minimal management requirements
2. Share expertise and DL experience in instructional & intellectual expertise & resources i.e. learning objects/tools.
 - a. In programming, content & broadcast
 - b. In online classes content & delivery
 - c. In live broadcasts & compressed video classes
 - d. In pre-recorded and/or taped media
3. Connect existing institutional media systems
4. Develop compatible & interactive media delivery systems, technically interactive as well as user interactive.
5. Share capital & operating costs
 - a. Facilities
 - b. Networks
 - c. Broadcasts
 - d. Equipment
6. Provide Technical Support as needed
7. Create anytime anywhere access to high demand K-20 classes for faculty, teachers, students & citizens in Palm Beach County i.e. Advanced Placement and dual enrollment courses for high school students, training and certification for teachers, prenatal and early childhood development classes and more.

Objectives

1. **Connectivity**
Task: Develop prioritized list of both short and long term projects with associated costs
Define connectivity
2. **Governance**
Task: Develop mission and vision statement, identify the make up of the group, develop by-laws and governance and write the amendment to the articulation agreement.
3. **Website Clearing House**
Task: Consolidate all Distance Learning information in one spot including training opportunities.
Make recommendation on how communication can occur with all three educational groups.
Create a mock up of proposed web portal and identify the content.

4. **Technology Fair**

Task: Plan countywide coordinated Technology Fair for 2005

5. **Grant Committee**

Task: Explore grant opportunities

APPENDIX B

DUAL ENROLLMENT COURSE EQUIVALENCY LIST Effective Date: August 2005

(Course listings are subject to change by FDOE and the respective institutions)

The Dual Enrollment Course Equivalence List provides for a MINIMUM statewide guarantee; however, school districts are not precluded from awarding subject-area credit for additional dual enrollment courses. If a school district awards subject-area credit for a course that is not found on the list, students and districts should be aware that the subject-area credit is not guaranteed to transfer between school districts.

This list is NOT all inclusive and DOES NOT prohibit the offering of other dual enrollment courses, if agreed upon by the school district and the colleges.

ELECTIVES

Current law allows for any course in the Statewide Course Numbering System, with the exception of remedial courses and Physical Education skills courses, to be offered as dual enrollment. Three-credit (or equivalent) postsecondary courses taken through dual enrollment that are not listed below shall be awarded 0.5 high school credits, either as an elective or as designated in the local interinstitutional articulation agreement.

All four-credit foreign language courses (including American Sign Language) shall be awarded one full high school credit.

FLORIDA STATUTE 1007.235 (2)(b) 4

1007.235 (2) (B) 4. A delineation of high school credits earned for completion of each dual enrollment course.

COMMITTEE RESPONSE TO STATUTE:

This list is also available at www.FACTS.org under Advising Manuals.

ENGLISH

Postsecondary Course Completed through Dual Enrollment				High School Graduation Subject Requirement Satisfied	High School Credit Awarded
AML	X	010	American Literature I: Colonial to the Civil War	English	1.0
AML	X	011	American Literature I: Colonial to 1875	English	1.0
AML	X	012	American Literature I: Colonial to 1900	English	1.0
AML	X	020	American Literature II: Civil War to Present	English	1.0
AML	X	021	American Literature II: 1875 to Present	English	1.0
AML	X	022	American Literature II: 1900 to Present	English	1.0
ENC	X	101	Freshman Composition Skills I	English	1.0
ENC	X	102	Freshman Composition Skills II	English	1.0
ENC	X	121	Honors Freshman Composition Skills I	English	1.0
ENC	X	122	Honors Freshman Composition Skills II	English	1.0
ENC	X	210	Technical Report Writing	English	0.5
ENC	X	301	Advanced Composition	English	1.0
ENL	X	010	English Literature to 1660	English	1.0

Postsecondary Course Completed through Dual Enrollment				High School Graduation Subject Requirement Satisfied	High School Credit Awarded
ENL	X	011	English Literature to 1750	English	1.0
ENL	X	012	English Literature to 1798	English	1.0
ENL	X	020	English Literature since 1660	English	1.0
ENL	X	021	English Literature since 1750	English	1.0
ENL	X	022	English Literature since 1798	English	1.0
LIN	X	670	Writing and Grammar	English	0.5
LIN	X	742	English Grammar and Style	English	0.5
LIT	X	090	Contemporary Literature	English	0.5
LIT	X	100	World Literature	English	1.0
LIT	X	110	World Literature through Renaissance	English	1.0
LIT	X	120	World Literature since Renaissance	English	1.0

MATHEMATICS

Postsecondary Course Completed through Dual Enrollment				High School Graduation Subject Requirement Satisfied	High School Credit Awarded
MAA	X	102	Advanced Multivariable Calculus I	Mathematics	1.0
MAC	X	105	College Algebra	Mathematics	1.0
MAC	X	114	Trigonometry	Mathematics	1.0
MAC	X	140	Precalculus Algebra	Mathematics	1.0
MAC	X	147	Precalculus Algebra/Trigonometry	Mathematics	1.0
MAC	X	233	Calculus For Business I	Mathematics	1.0
MAC	X	281	Engineering Calculus I	Mathematics	1.0
MAC	X	282	Engineering Calculus II	Mathematics	1.0
MAC	X	283	Engineering Calculus III	Mathematics	1.0
MAC	X	311	Calculus I	Mathematics	1.0
MAC	X	312	Calculus II	Mathematics	1.0
MAC	X	313	Calculus III	Mathematics	1.0
MAC	X	472	Honors Calculus I	Mathematics	1.0
MAC	X	473	Honors Calculus II	Mathematics	1.0
MAC	X	474	Honors Calculus III	Mathematics	1.0
MAD	X	401	Numerical Analysis	Mathematics	1.0
MAP	X	302	Differential Equations	Mathematics	1.0
MAP	X	401	Advanced Differential Equations	Mathematics	1.0
MAS	X	103	Linear Algebra	Mathematics	1.0
MAS	X	105	Linear Algebra	Mathematics	1.0
MAS	X	300	Numbers And Polynomials	Mathematics	1.0
MAT	X	033	Intermediate Algebra	Mathematics	0.5
MGF	X	106	Liberal Arts Mathematics I	Mathematics	1.0
MGF	X	107	Liberal Arts Mathematics II	Mathematics	1.0
MTG	X	206	College Geometry	Mathematics	1.0
MTG	X	212	College Geometry	Mathematics	1.0
STA	X	023	Statistical Methods I	Mathematics	1.0

PERFORMING/FINE ARTS

Subject area credit in Performing/Fine Arts is awarded for approved courses regardless of whether a lab is taken with the course.

Postsecondary Course Completed through Dual Enrollment				High School Graduation Subject Requirement Satisfied	High School Credit Awarded
ARC	X	301	Architectural Design I	Performing Fine Arts	0.5
ARC	X	701	Architectural Development	Performing Fine Arts	0.5
ARH	X	000	Art Appreciation	Performing Fine Arts	0.5
ARH	X	003	Purposes Of Art	Performing Fine Arts	0.5
ARH	X	006	History Of Visual Ideas I	Performing Fine Arts	0.5
ARH	X	050	Art History I	Performing Fine Arts	0.5
ARH	X	051	Art History II	Performing Fine Arts	0.5
ARH	X	411	Art History: Modern Art	Performing Fine Arts	0.5
ART	X	001	Studio Art For Nonmajors	Performing Fine Arts	0.5
ART	X	003	Studio Art For Majors	Performing Fine Arts	0.5
ART	X	100	Crafts I	Performing Fine Arts	0.5
ART	X	110	Ceramics I	Performing Fine Arts	0.5
ART	X	111	Ceramics II	Performing Fine Arts	0.5
ART	X	181	Stained Glass	Performing Fine Arts	0.5
ART	X	201	Design I	Performing Fine Arts	0.5
ART	X	203	Design III	Performing Fine Arts	0.5
ART	X	205	Color And Composition	Performing Fine Arts	0.5
ART	X	230	Communication Design I	Performing Fine Arts	0.5
ART	X	253	Illustration I	Performing Fine Arts	0.5
ART	X	300	Drawing I	Performing Fine Arts	0.5
ART	X	301	Drawing II	Performing Fine Arts	0.5
ART	X	302	Drawing III	Performing Fine Arts	0.5
ART	X	330	Drawing	Performing Fine Arts	0.5
ART	X	375	Drawing	Performing Fine Arts	0.5
ART	X	400	Printmaking I	Performing Fine Arts	0.5
ART	X	500	Painting I	Performing Fine Arts	0.5
ART	X	501	Painting II	Performing Fine Arts	0.5
ART	X	502	Painting III	Performing Fine Arts	0.5
ART	X	503	Painting IV	Performing Fine Arts	0.5
ART	X	510	Painting I	Performing Fine Arts	0.5
ART	X	600	Electronic Media I	Performing Fine Arts	0.5
ART	X	601	Electronic Media II	Performing Fine Arts	0.5
ART	X	701	Sculpture I	Performing Fine Arts	0.5
DAA	X	100	Modern Dance I	Performing Fine Arts	0.5
DAA	X	101	Basic Contemporary Dance	Performing Fine Arts	0.5
DAA	X	104	Contemporary Dance I	Performing Fine Arts	0.5
DAN	X	100	Introduction to Dance	Performing Fine Arts	0.5
FIL	X	000	Introduction To Film Studies	Performing Fine Arts	0.5
FIL	X	002	Appreciation Of Film I	Performing Fine Arts	0.5
FIL	X	200	Film Production	Performing Fine Arts	0.5
FIL	X	400	History Of Motion Pictures	Performing Fine Arts	0.5
FIL	X	506	Critical Methods	Performing Fine Arts	0.5
GRA	X	500	Introduction To Graphic Arts	Performing Fine Arts	0.5
GRA	X	543	Graphic Design	Performing Fine Arts	0.5
GRA	X	740	Presentations	Performing Fine Arts	0.5
GRA	X	743	Commercial Illustration	Performing Fine Arts	0.5
GRA	X	802	Computer Graphics For Artists	Performing Fine Arts	0.5
MUH	X	011	Music Appreciation I	Performing Fine Arts	0.5
MUH	X	018	Jazz History And Appreciation	Performing Fine Arts	0.5
MUH	X	110	Introduction To Music History & Lit	Performing Fine Arts	0.5

Postsecondary Course Completed through Dual Enrollment				High School Graduation Subject Requirement Satisfied	High School Credit Awarded
MUH	X	371	20th Century Music	Performing Fine Arts	0.5
MUL	X	010	Music Appreciation	Performing Fine Arts	0.5
MUL	X	110	Survey Of Music Literature	Performing Fine Arts	0.5
MUL	X	380	Jazz And Popular Music In America	Performing Fine Arts	0.5
MUM	X	600	Recording Techniques	Performing Fine Arts	0.5
MUN	X	310	College Chorus	Performing Fine Arts	0.5
MUN	X	340	Chamber Singers	Performing Fine Arts	0.5
MUN	X	450	Piano Ensemble	Performing Fine Arts	0.5
MUS	X	550	Music Technology	Performing Fine Arts	0.5
MUT	X	001	Fundamentals of Music	Performing Fine Arts	0.5
MUT	X	011	Music Theory For Nonmajors	Performing Fine Arts	0.5
MUT	X	111	Music Theory I	Performing Fine Arts	0.5
MUT	X	121	Music Theory I	Performing Fine Arts	0.5
MUT	X	122	Music Theory II	Performing Fine Arts	0.5
MUT	X	126	Music Theory III	Performing Fine Arts	0.5
MUT	X	127	Music Theory IV	Performing Fine Arts	0.5
PGY	X	100	Basic Photography For Nonmajors	Performing Fine Arts	0.5
PGY	X	102	Photography II For Nonmajors	Performing Fine Arts	0.5
PGY	X	401	Photography I For Majors	Performing Fine Arts or PACE	0.5
PGY	X	410	Photography II	Performing Fine Arts or PACE	0.5
PGY	X	420	Advanced B&W Photography	Performing Fine Arts or PACE	0.5

PHYSICAL EDUCATION

Postsecondary Course Completed through Dual Enrollment				High School Graduation Subject Requirement Satisfied	High School Credit Awarded
HLP	X	081	Personal Health And Fitness	Physical Educ: Personal Fitness	0.5
HLP	X	083	Human Performance	Physical Educ: Personal Fitness	0.5
HSC	X	100	Personal Health	Physical Educ: Personal Fitness	0.5
HSC	X	101	Perspectives of Health and Wellness	Physical Educ: Personal Fitness	0.5
HUN	X	003	Wellness: Nutrition, Personal Growth, Fitness	Physical Educ: Personal Fitness	0.5
PET	X	303	Appl. of Scientific Prin. to Conditioning Programs	Physical Educ: Personal Fitness	0.5

PRACTICAL ARTS/CAREER EDUCATION CREDIT

All 3-credit (or equivalent) postsecondary courses taken through dual enrollment that are part of a postsecondary career / technical program of study (PSAV Certificate, Technical Certificate, Advanced Technical Certificate, ATD, AAS, AS) shall be awarded 0.5 Practical Arts/Career Education credits toward high school graduation.

Note: Students seeking to meet the requirements of a 3-year Career Preparatory Diploma or a Gold Seal Vocational Scholarship through dual enrollment must carefully choose dual enrollment courses that meet the requirements for 3 sequential credits in one career education program.

SCIENCE

Criteria for Awarding High School Subject Area Credit in Science:

- Since all high school science courses (with lab) are awarded 1.0 high school science credits, then all college-level dual enrollment science courses (with lab) will be awarded 1.0 high school science credits.
- College-level dual enrollment science courses **taken without a lab component** will be awarded 0.5 high school science credits.
- Note: Section 1003.43(1)(c), Florida Statutes, states that high school graduation requirements include successful completion of “Three credits in science, two of which must have a laboratory component.” Regardless of the number of science credits earned through dual enrollment, the requirement of two sciences **with a lab component** must be met to graduate.

Postsecondary Course Completed through Dual Enrollment				High School Graduation Subject Requirement Satisfied	High School Credit Awarded
AST	X	002/L	Introduction To Astronomy/With Lab Course	Science	1.0
AST	X	002C	Introduction To Astronomy With Lab	Science	1.0
AST	X	002	Introduction To Astronomy Without Lab	Science	0.5
AST	X	005/L	Astronomy I/With Lab Course	Science	1.0
AST	X	005C	Astronomy I/With Lab	Science	1.0
AST	X	005	Astronomy I Without Lab	Science	0.5
AST	X	006/L	Astronomy II/With Lab Course	Science	1.0
AST	X	006C	Astronomy II With Lab	Science	1.0
AST	X	006	Astronomy II Without Lab	Science	0.5
BOT	X	010/L	Introductory Botany/With Lab Course	Science	1.0
BOT	X	010C	Introductory Botany With Lab	Science	1.0
BOT	X	010	Introductory Botany Without Lab	Science	0.5
BSC	X	005/L	General Biology (Non-Majors)/ With Lab Course	Science	1.0
BSC	X	005C	General Biology (Non-Majors) With Lab	Science	1.0
BSC	X	005	General Biology (Non-Majors) Without Lab	Science	0.5
BSC	X	007/L	Life Sciences/With Lab Course	Science	1.0
BSC	X	007C	Life Sciences With Lab	Science	1.0
BSC	X	007	Life Sciences Without Lab	Science	0.5
BSC	X	010/L	General Biology/With Lab Course	Science	1.0
BSC	X	010C	General Biology With Lab	Science	1.0
BSC	X	010	General Biology Without Lab	Science	0.5
BSC	X	011/L	General Biology/With Lab Course	Science	1.0
BSC	X	011C	General Biology With Lab	Science	1.0
BSC	X	011	General Biology Without Lab	Science	0.5
BSC	X	023/L	Human Biology/With Lab Course	Science	1.0
BSC	X	023C	Human Biology With Lab	Science	1.0
BSC	X	023	Human Biology Without Lab	Science	0.5
BSC	X	084/L	Anatomy & Physiology I /With Lab Course	Science	1.0
BSC	X	084C	Anatomy & Physiology I With Lab	Science	1.0
BSC	X	084	Anatomy & Physiology I Without Lab	Science	0.5
BSC	X	085/L	Anatomy & Physiology I/With Lab Course	Science	1.0
BSC	X	085C	Anatomy & Physiology I With Lab	Science	1.0
BSC	X	085	Anatomy & Physiology I Without Lab	Science	0.5
BSC	X	086/L	Anatomy & Physiology II/With Lab Course	Science	1.0
BSC	X	086C	Anatomy & Physiology II With Lab	Science	1.0
BSC	X	086	Anatomy & Physiology II Without Lab	Science	0.5
BSC	X	093/L	Anatomy & Physiology I/With LAB Course	Science	1.0

Postsecondary Course Completed through Dual Enrollment				High School Graduation Subject Requirement Satisfied	High School Credit Awarded
BSC	X	093C	Anatomy & Physiology I With Lab	Science	1.0
BSC	X	093	Anatomy & Physiology I Without Lab	Science	0.5
BSC	X	094/L	Anatomy & Physiology II/With Lab Course	Science	1.0
BSC	X	094C	Anatomy & Physiology II With Lab	Science	1.0
BSC	X	094	Anatomy & Physiology II Without Lab	Science	0.5
BSC	X	420/L	Biotechnology/ With Lab Course	Science	1.0
BSC	X	420C	Biotechnology With Lab	Science	1.0
BSC	X	420	Biotechnology Without Lab	Science	0.5
CHM	X	020/L	Chemical Science/ With Lab Course	Science	1.0
CHM	X	020C	Chemical Science With Lab	Science	1.0
CHM	X	020	Chemical Science Without Lab	Science	0.5
CHM	X	045/L	General Chemistry I/With Lab Course	Science	1.0
CHM	X	045C	General Chemistry I With Lab	Science	1.0
CHM	X	045	General Chemistry Without Lab	Science	0.5
CHM	X	046/L	General Chemistry/With Lab Course	Science	1.0
CHM	X	046C	General Chemistry With Lab	Science	1.0
CHM	X	046	General Chemistry Without Lab	Science	0.5
CHM	X	047/L	General Chemistry/With Lab Course	Science	1.0
CHM	X	047C	General Chemistry With Lab	Science	1.0
CHM	X	047	General Chemistry Without Lab	Science	0.5
CHM	X	050/L	General Chemistry and Qualitative Analysis /With Lab Crs	Science	1.0
CHM	X	050C	General Chemistry and Qualitative Analysis With Lab	Science	1.0
CHM	X	050	General Chemistry and Qualitative Analysis Without Lab	Science	0.5
CHM	X	210/L	Organic Chemistry/With Lab Course	Science	1.0
CHM	X	210C	Organic Chemistry With Lab	Science	1.0
CHM	X	210	Organic Chemistry Without Lab	Science	0.5
CHM	X	211/L	Organic Chemistry II/With Lab Course	Science	1.0
CHM	X	211C	Organic Chemistry II With Lab	Science	1.0
CHM	X	211	Organic Chemistry II Without Lab	Science	0.5
ESC	X	000/L	Earth Science/With Lab Course	Science	1.0
ESC	X	000C	Earth Science With Lab	Science	1.0
ESC	X	000	Earth Science Without Lab	Science	0.5
GLY	X	001/L	Elements Of Earth Science/With Lab Course	Science	1.0
GLY	X	001C	Elements Of Earth Science With Lab	Science	1.0
GLY	X	001	Elements Of Earth Science Without Lab	Science	0.5
GLY	X	010/L	Physical Geology/With Lab Course	Science	1.0
GLY	X	010C	Physical Geology With Lab	Science	1.0
GLY	X	010	Physical Geology Without Lab	Science	0.5
GLY	X	151/L	Geology & Environment of FL/With Lab Course	Science	1.0
GLY	X	151C	Geology & Environment of FL With Lab	Science	1.0
GLY	X	151	Geology & Environment of FL Without Lab	Science	0.5
MCB	X	010/L	Microbiology/With Lab Course	Science	1.0
MCB	X	010C	Microbiology With Lab	Science	1.0
MCB	X	010	Microbiology Without Lab	Science	0.5
MCB	X	013/L	Microbiology/With Lab Course	Science	1.0
MCB	X	013C	Microbiology With Lab	Science	1.0
MCB	X	013	Microbiology Without Lab	Science	0.5
MET	X	010/L	Meteorology/With Lab Course	Science	1.0
MET	X	010C	Meteorology With Lab	Science	1.0
MET	X	010	Meteorology Without Lab	Science	0.5
OCB	X	003/L	Marine Biology/With Lab Course	Science	1.0
OCB	X	003C	Marine Biology With Lab	Science	1.0

Postsecondary Course Completed through Dual Enrollment				High School Graduation Subject Requirement Satisfied	High School Credit Awarded
OCB	X	003	Marine Biology Without Lab	Science	0.5
OCB	X	010/L	Introduction To Marine Biology/With Lab Course	Science	1.0
OCB	X	010C	Introduction To Marine Biology With Lab	Science	1.0
OCB	X	010	Introduction To Marine Biology Without Lab	Science	0.5
OCB	X	013/L	Introduction To Marine Biology/With Lab Course	Science	1.0
OCB	X	013C	Introduction To Marine Biology With Lab	Science	1.0
OCB	X	013	Introduction To Marine Biology Without lab	Science	0.5
OCE	X	001/L	Survey Of Oceanography/With Lab Course	Science	1.0
OCE	X	001C	Survey Of Oceanography With Lab	Science	1.0
OCE	X	001	Survey Of Oceanography Without Lab	Science	0.5
PCB	X	300/L	Aquatic Biology/With Lab Course	Science	1.0
PCB	X	300C	Aquatic Biology With Lab	Science	1.0
PCB	X	300	Aquatic Biology Without Lab	Science	0.5
PCB	X	703/L	Human Physiology I/With Lab Course	Science	1.0
PCB	X	703C	Human Physiology I With Lab	Science	1.0
PCB	X	703	Human Physiology I Without Lab	Science	0.5
PHY	X	004/L	Tech Phys I/With Lab Course	Science	1.0
PHY	X	004C	Tech Phys I With Lab	Science	1.0
PHY	X	004	Tech Phys I Without Lab	Science	0.5
PHY	X	020/L	Physical Science/With Lab Course	Science	1.0
PHY	X	020C	Physical Science With Lab	Science	1.0
PHY	X	020	Physical Science Without Lab	Science	0.5
PHY	X	048/L	General Physics With Calculus/With Lab Course	Science	1.0
PHY	X	048C	General Physics With Calculus With Lab	Science	1.0
PHY	X	048	General Physics Without Lab	Science	0.5
PHY	X	049/L	General Physics With Calculus II/With Lab Course	Science	1.0
PHY	X	049C	General Physics With Calculus II With Lab	Science	1.0
PHY	X	049	General Physics With Calculus II Without Lab	Science	0.5
PHY	X	053/L	General Physics I/With Lab Course	Science	1.0
PHY	X	053C	General Physics I With Lab	Science	1.0
PHY	X	053	General Physics I Without Lab	Science	0.5
PHY	X	054/L	General Physics II/With Lab Course	Science	1.0
PHY	X	054C	General Physics II With Lab	Science	1.0
PHY	X	054	General Physics II Without Lab	Science	0.5
PHY	X	101/L	Elements Of Modern Physics/With Lab Course	Science	1.0
PHY	X	101C	Elements Of Modern Physics With Lab	Science	1.0
PHY	X	101	Elements Of Modern Physics Without Lab	Science	0.5
ZOO	X	010/L	General Zoology/With Lab Course	Science	1.0
ZOO	X	010C	General Zoology With Lab	Science	1.0
ZOO	X	010	General Zoology Without Lab	Science	0.5

SOCIAL STUDIES

Social studies requirements for high school graduation in Florida are prescribed by statute. Unless indicated on the list below, all college social science courses taken through dual enrollment receive elective credit.

Postsecondary Course Completed through Dual Enrollment				High School Graduation Subject Requirement Satisfied	High School Credit Awarded
AMH	X	010	Introductory Survey To 1877	Social Studies: American History	0.5
AMH	X	011	Introductory Survey To 1877: Honors	Social Studies: American History	0.5
AMH	X	020	Introductory Survey Since 1877	Social Studies: American History	0.5
ECO	X	000	Introduction To Economics	Social Studies: Economics	0.5
ECO	X	013	Principles Of Macroeconomics	Social Studies: Economics	0.5
ECO	X	023	Microeconomics	Social Studies: Economics	0.5
POS	X	041	American Government I	Social Studies: American Gov't	0.5
POS	X	042	American Government	Social Studies: American Gov't	0.5
WOH	X	001	World Civilization	Social Studies: World History	0.5
WOH	X	012	World History To 1500	Social Studies: World History	0.5
WOH	X	022	World History 1500 To Present	Social Studies: World History	0.5

APPENDIX C

Appendix C-1
PSAV Approved Programs for Dual Enrollment
Credit Equivalency Table

PSAV Program Name - PBCC	PSAV Program Objective #	OCP A	OCP B	OCP C	OCP D	OCP E	OCP F	*Total Hrs.
		Hours HS Credit	Hours HS Credit	Hours HS Credit	Hours HS Credit	Hours HS Credit	Hours HS Credit	**Total elective credits
Accounting Operations	5044	150 hours 0.5 credit	350 hours 1.5 credits	300 hours 1.5 credits	100 hours 0.5 credit	-----	-----	900 hours 4.0 credits
Administrative Assistant	5519	150 hours 0.5 credit	300 hours 1.5 credits	150 hours 0.5 credit	450 hours 2.0 credits	-----	-----	1050 hours 4.5 credits
Automotive Body Repair	5461	480 hours 2.0 credits	120 hours 0.5 credit	120 hours 0.5 credit	360 hours 1.5 credits	320 hours 1.5 credits	-----	1400 hours 6.0 credits
Child Development Associate	5348	-----	-----	-----	-----	-----	-----	40 hours
Commercial Heat and Air Conditioning Tech (HVAC)	5267	250 hours 1.0 credit	250 hours 1.0 credit	500 hours 2.5 credits	350 hours 1.5 credits	-----	-----	1350 hours 6.0 credits
Computer Support Specialist	5520	150 hours 0.5 credit	350 hours 1.5 credits	300 hours 1.5 credits	100 hours 0.5 credit	-----	-----	900 hours 4.0 credits
Drafting (Architectural)	5208	150 hours 0.5 credit	450 hours 2.0 credits	200 hours 1.0 credit	550 hours 2.5 credits	550 hours 2.5 credits	-----	1900 hours 8.5 credits
Facials Specialty	5355	-----	-----	-----	-----	-----	-----	260 hours 1.0 credit
Nail Technician	5356	-----	-----	-----	-----	-----	-----	240 hours 1.0 credit
Welding Technology	5460	240 hours 1.0 credit	240 hours 1.0 credit	120 hours 0.5 credit	120 hours 0.5 credit	240 hours 1.0 credit	210 hours 1.0 credit	1170 hours 5 credits

* Denotes hours taken in the PSAV courses at Palm Beach Community College

** High school credit is given by the Palm Beach County School District. Credits are based on 100 hours = 0.5 credit; 200 hours= 1.0 credit etc.

Note: Course Modifications for Exceptional Students, may be used in developing modifications to preexisting Occupational Completion Points. These modifications are developed as a part of the Transition Individual Education Plan (IEP) process. Modified Occupational Completer Points (MOCPs) are selected sets of standards that guide the student in completing a modified program and developing marketable skills.

Appendix C-2

PSAV and Dental Agreement

THIS AGREEMENT, made and entered into by and between PALM BEACH COMMUNITY COLLEGE, a public corporation under the laws of the State of Florida, 4200 Congress Avenue, Lake Worth, Florida 33461, hereinafter referred to as "COLLEGE" and Palm Beach County School District, 3300 Forest Hill Boulevard, West Palm Beach, Florida 33406, hereinafter referred to as "CENTER".

WITNESSETH

WHEREAS, the parties hereto desire to enter into a contractual arrangement providing for the education and training of Dual Enrollment Students in the Dental Assisting Program.

WHEREAS, Palm Beach Community College, has undertaken to educate and train students in the Dental Assisting Program in the discipline of Allied Health.

NOW, THEREFORE, it is agreed between the parties hereto as follows: The control of the program shall reside in the President of the Palm Beach Community College with the assistance of the Dean of Health Sciences & Occupational Education in the discipline of Dental Assisting.

COLLEGE agrees to:

1. Accept eligible students in the program as regular enrollees of Palm Beach Community College, subject to the rules and regulations of the College and Dental Assisting Program (see Exhibit A, Dental Assisting Guidelines and the Interinstitutional Articulation Agreement.
2. Select a qualified faculty.
3. Provide a College approved course of study.
4. Provide supervision for students participating in clinical lab experiences at COLLEGE.
5. Cooperate with the CENTER staff in all matters pertaining to dual enrolled students in Dental Assisting.

CENTER agrees to:

1. Cooperate in the admission of students to COLLEGE.
2. Provide liaison between a designated staff of CENTER and the College Dean of Health Sciences & Occupational Education in the discipline of Dental Assisting.
3. Provide all health examinations and immunizations required by the COLLEGE other than the basic physical examination and initial immunization required of each student upon enrollment.
4. Cooperate with the College staff in all matters pertaining to dual enrolled students in Dental Assisting.

BOTH PARTIES agree to:

1. Follow attached Exhibit A regarding Dental Assisting Program Guidelines and the Interinstitutional Articulation Agreement for dual enrollment guidelines.
2. Require that each Dental Assisting student at his/her own expense provide the following:
 - a. Uniforms
 - b. Meals
 - c. Laundry service
 - d. Transportation
 - e. Physical examination and immunization required on enrollment
 - f. Hospital and medical care
 - g. School accident insurance or evidence of such insurance protection
 - h. Special course fees

- i. Professional liability insurance of not less than \$1,000,000 per occurrence and \$3,000,000 aggregate. Proof of insurance coverage will be provided to CENTER upon request.
3. The Dental Assisting Program is a limited access, combined vocational credit/college credit program accredited by the American Dental Commission on Dental Accreditation and approved by the State Board of Dentistry.
4. The Agreement shall continue for three (3) years from the date hereof unless sooner terminated as hereinafter provided and may be renewed at the end of three (3) years by the mutual consent of the parties hereto. In the event that either party desires to terminate the arrangement prior to the three (3) year period, notice is to be given by the party desiring to terminate to the other party in writing, but such termination shall not be effective until such time as all then enrolled students have had an opportunity to complete their prescribed program, although new enrollees shall not be accepted after receipt of notice of termination.
5. Affirm they do not discriminate based on race, religion, national origin, gender, age or handicap.

EXHIBIT A

Dental Assisting Limited Access:

The Dental Assisting program is a limited access, combined vocational credit/college credit program accredited by the American Dental Accreditation and approved by the Florida State Board of Dentistry. Graduates will receive a Florida Expanded Functions Certificate. One class is accepted annually beginning in the fall term.

Special Admissions Requirements:

The Dental Assisting program is limited to the number of students it may admit to each class. The following criteria are established as the minimum to be eligible for placement in the selection pool. Meeting minimum criteria for selection does not guarantee admission to the Dental Assisting program. Final selection will be based on the applicant pool and space available.

Preference will be given to students who have completed any or all of the electives HSC 1000/1000L, HSC 2100, HSC 2531, SLS 1501 and/or CGS 1570. See the PBCC Dental Assisting Application Form or call the dental health services coordinator at (561) 868-3752 for further details on selection. If a student is selected and does not enter the program or is not selected, he/she must reapply and is not guaranteed acceptance in any subsequent selection process.

1. Special Application and Deadline(s)

The applicant must submit a completed Dental Assisting Application package (including transcripts) to the Limited Access Program Office at the Lake Worth location by July 1 of each year to be eligible for consideration for selection into the program. The Dental Assisting program application fee is non-refundable. Applicants who have never been students at PBCC will also have to submit a one-time general College application and fee. Currently enrolled or former PBCC students in credit/vocational credit course do not have to submit a general College application and fee.

2. Test Scores

All applicants must successfully pass the Level A Test of Adult Basic Education (TABE) prior to completion and score at least at the 12th grade competency level in all parts of the examination.

3. Addition of Points

One TABE test point will be added to the applicant's overall score for each credit of coursework successfully completed from the list of elective course described under Special Admissions Requirements above.

4. Special Notes

- a. Once officially accepted into the Dental Assisting program, the applicant must submit a dental examination and a medical examination on a PBCC Allied Health Medical Examination Form dated within one year prior to the start of the program.
- b. All accepted applicants for the Dental Assisting program are strongly encouraged to be currently immunized against communicable diseases, including Hepatitis B. Documentation of completion of or refusal to obtain Hepatitis B immunization must be provided upon entrance into the program.
- c. The student will be automatically enrolled in the student accident/health insurance coverage program provided by PBCC and assessed as special fees.

- d. All program courses with the prefix DEA plus DES 1800, DES 1800L, DES 1200 and DES 1200L must be passed in sequence with a grade of Pass, or C or higher to continue in the program. A Dual-enrolled Dental Assisting student who receives a grade of D or F is not eligible to continue in the college dual enrollment program.

<u>Program Contact</u>	<u>Phone</u>
Nancy Zinser	(561) 868-3759

Suggested Course Sequence

<u>Term One</u>		<u>Hours</u>
DES 1020	Dental Anatomy	3/0
DES 1200	Dental Radiology	2/0
DES 1200L	Dental Radiology Lab	1/0
DES 1600	Office Emergencies	1/0
DES 1800	Introduction to Clinical Procedures	3/0
DES 1800L	Introduction to Clinical Procedures Lab	1/0
Total		11/0

<u>Term Two</u>		<u>Hours</u>
DEA 0130	Related Dental Theory	0/1
DEA 0800	Clinical Practice I	0/1
DEA 0800L	Clinical Practice I Lab	0/4
DEA 0940L	Dental Practicum I Lab	0/1
DES 1100	Dental Materials	2/0
DES 1100L	Dental Materials Lab	1/0
Total		3/7

<u>Term Three</u>		<u>Hours</u>
DEA 0153	Dental Psychology and Communication	0/1
DEA 0801	Clinical Practice II	0/1
DEA 0801L	Clinical Practice II Lab	0/8
DEA 0850	Clinical Practice III	0/1
DES 1830	Expanded Functions Lecture	1/0
DES 1830L	Expanded Functions Lab	1/0
DEA 0941L	Dental Practicum II Lab	2/0
DES 1840	Preventive Dentistry	2/0
DES 2502	Office Management	1/0
Total		5/14

Total Program Credit Hours	19/21
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Appendix D

Tech Prep Articulation Agreement between The School District of Palm Beach County and Palm Beach Community College



BUSINESS TECHNOLOGY EDUCATION

School District Course	Assessment	Palm Beach Community College Credit Course	Palm Beach Community College Credit Programs (CCC, AAS and AS)
Accounting Applications I (8203310) Accounting Applications II (8203320)	Challenge Exam - to be passed with 80%	APA 1111 Bookkeeping I 3 Semester Hours	Accounting Technology, Hospitality Management, Professional Pilot
Accounting Applications III (8203340) Accounting Applications IV (8203340)	Challenge Exam - to be passed with 80%	APA 1121 Bookkeeping II 3 Semester Hours	Accounting Technology
Administrative Office Tech I (8209020) Business Software Applications I (8212120)	Challenge Exam – to be passed with 70%	OST1100C Beginning Keyboarding 3 Semester Hours OST 1831 Microsoft Windows 1 Semester Hour OST2714C Word Processing 3 Semester Hours	Office Management Technology
Administrative Office Tech I, Business Software Applic. I (8212110, 8212120)	Challenge Exam – to be passed - 70%	OST1100C Beginning Keyboarding 3 Semester Hours	Office Management Technology
AP Computer Science (0200320)	None	COP 2334 Programming in C++ 3 Semester Hours	Computer Information Systems Analysis, Office Management Technology

School District Course	Assessment	Palm Beach Community College Credit Course	Palm Beach Community College Credit Programs (CCC, AAS and AS)
Business & Entrepreneurial Princ. (8215130)	None	GEB 1011 Introduction to Business 3 Semester Hours	Accounting Technology, Business Administration & Management, Industrial Management Technology, Office Management Technology, Professional Pilot
Business Computer Prgmng II (8206020)	Challenge Exam - to be passed with 80%	COP 1332 Visual BASIC Programming 3 Semester Hours	Computer Information Systems Analysis, Office Management Technology
Business Co-op Ed OJT (8200410)	Portfolio	MNA 1949A Business Co-op I 3 Semester Hours	Business Administration & Management
Business Co-op Ed Org & Mgmt (8200420)	Portfolio	MNA 1949B Business Co-op II 3 Semester Hours	Business Administration & Management
Business Software Applicat. I (8212120)	Pass MOUS Expert Word	OST 2714C Word Processing 3 Semester Hours	Computer Information Systems Analysis, Office Management Technology
Business Software Applications I (8212120)	Pass MOUS Expert Excel	CGS 1513 Electronics Spreadsheets 3 Semester Hours	Computer Information Systems Analysis, Office Management Technology
Business Systems & Technology (8209020) OR Introduction to Computers, Applications I (0100300, 0100310) OR Computer Applications I, II (8200220, 8200210)	Pass MOUS Core in Word, Excel and PowerPoint	CGS 1570 Microcomputer Applications 3 Semester Hours	Accounting Technology, Business Administration & Management, Computer Information Systems Analysis, Electronics Engineering Technology, Emergency Medical Services, Environmental Science, Hospitality Management, Fire Science Technology, Industrial Management Technology, Paralegal, Marketing Management, Professional Pilot, Office Management Technology
Keyboard & Document Process. (8209010)	None	OST1141 Keyboarding for Microcomputers 1 Semester Hour	Office Management Technology

School District Course	Assessment	Palm Beach Community College Credit Course	Palm Beach Community College Credit Programs (CCC, AAS and AS)
Legal Aspects of Business (8215130)	None	BUL 2241 Business Law I 3 Semester Hours	Accounting Technology, Business Administration & Management, Environmental Science, Industrial Management Technology, Paralegal, Marketing Management, Office Management Technology, Professional Pilot
Networking I and II (8207020, 8207030)	Network+ Certifications	CEN 2522 Network Technologies 3 Semester Hours	Computer Information Systems Analysis, Office Management Technology
Programming Language I (0201300) OR Business Computer Program. I (8206010)	Challenge Exam – to be passed with 80%	COP 1002 Structured Programming 3 Semester Hours	Computer Information Systems Analysis, Office Management Technology
Programming Language II (0201310) OR IB Computer Studies (0200800)	Challenge Exam – to be passed with 80%	COP 1220 – Intro. to Programming in C 3 Semester Hours	Computer Information Systems Analysis, Office Management Technology
Digital Design I, II (8209510, 8209520)	None	GRA1190C Graphic Design I 3 Semester Hours	Graphic Design Technology

COMPUTER GRAPHICS AND ART

School District Course	Assessment	Palm Beach Community College Credit Course	Palm Beach Community College Credit Programs (CCC, AAS and AS)
Computer Graphics & Design (0200370)	None	FIL 2281 Intro to Digital Animation 3 Semester Hours	Motion Picture Production Technology

DIVERSIFIED EDUCATION

School District Course	Assessment	Palm Beach Community College Credit Course	Palm Beach Community College Credit Programs (CCC, AAS and AS)
Diversified Tech Principles, Diversified Tech Applications, Diversified Career OJT (8303010, 8303020, 8300410)	Portfolio	MNA 2345 Principles of Supervision 3 Semester Hours	Business Administration & Management, Emergency Medical Services, Environmental Science, Industrial Management Technology, Management Technology, Marketing Management

FAMILY & CONSUMER SCIENCES

School District Course	Assessment	Palm Beach Community College Credit Course	Palm Beach Community College Credit Programs (CCC, AAS and AS)
Food Management Prod. 4-7, (8515110, 8515111, 8515112, 8515113) Culinary Operations 8 (8515114)	Challenge exam or a portfolio review.	FSS 1220 Professional Cooking 2 Semester Hours FOS1201 Food Service Sanitation 2 Semester Hours FSS1221C Quantity Food Production I 3 Semester Hours	Hospitality Management
Food Production & Services I, II, III (8515210, 8515220, 8515230)	Challenge exam or a portfolio review.	FSS 1220 Professional Cooking 2 Semester Hours FOS 1201 Food Service Sanitation 2 Semester Hours	Hospitality Management

School District Course	Assessment	Palm Beach Community College Credit Course	Palm Beach Community College Credit Programs (CCC, AAS and AS)
Course# 8503211 Early Childhood Education 1 Course# 8503212 Early Childhood Education 2 Course# 8503213 Early Childhood Education 3 Course# 8503124 Early Childhood Education 4 and Verification of a completed Child Development Associate (CDA). and, Completed First Aid/CPR Instruction	None	EEC 1601 Observation and Assessment in Early Childhood 3 Credits EEC 2710 Conflict Resolution 3 Credits EEC 2731 Health, Safety and Nutrition for Young Children 3 Credits	Early Childhood Education

HEALTH SCIENCE EDUCATION

School District Course	Assessment	Palm Beach Community College Credit Course	Palm Beach Community College Credit Programs (CCC, AAS and AS)
Health Science I/II (8417100, 8417110)	None	HSC1000/1000L Intro to Health Care/Lab 2/1 Semester Hours	Dental Hygiene, Dietetic Technician, Nursing, Radiography, Respiratory Care
<p>And one of the following:</p> <p>Allied Health</p> <p>Assisting 3 (8417131)</p> <p>Dental Aide 3 (8417161)</p> <p>Dental Laboratory Assisting 3 & 4 (8417151, 8417152)</p> <p>Electrocardiograph Aide 3 (8417161)</p> <p>or</p> <p>First Responder 3 (8417171) or</p> <p>Health Unit Coordinator 3 (8417181) or</p> <p>Home Health Aide 3 (8417181) or</p> <p>Nursing Assistant 3 (8417211) or</p> <p>Practical Nursing I (8418310) or</p> <p>Medical Laboratory Assisting 3 (8417201) or</p> <p>Vision Care Assisting 3 (8417231)</p> <p>Health Occupations Education Directed Study (8400100)</p> <p>Health Occupations Cooperative Education OJT (8400410)</p>	<p>RN Assessment Criteria: LPN's may take the following exams for validation of competence:</p> <p>Exempt PBCC Nursing I after passing NLN Mobility (ACE) Book I-Fundamentals</p> <p>Exempt PBCC Nursing II after passing NLN Mobility (ACE) Book II-Maternal Child</p>		Entrance to RN program

School District Course	Assessment	Palm Beach Community College Credit Course	Palm Beach Community College Credit Programs (CCC, AAS and AS)
Practical Nursing 1, 2, 3, 4, 5, 6, 7, 8 & 9 (8418310, 8418320, 8418330, 8418340, 8418350, 8418360, 8418370, 8418380, 8418390)	All courses must be passed. Licensed LPN may enter after meeting all prerequisites and passing (ACE I) or (ACE I and ACE II).		Entrance to RN Program.

INDUSTRIAL EDUCATION

School District Course	Assessment	Palm Beach Community College Credit Course	Palm Beach Community College Credit Programs (CCC, AAS and AS)
Screenwriting (1009340)	None	FIL2100 Writing for Motion Pictures & TV 3 Semester Hours	Motion Picture Production Technology
Television Prod. I, II and III (8772110, 8772120, 8772130) OR Mass Media I, II, III, IV (1006340, 1006350, 1006360, 1006370)	None	RTV 2000C Television Studio Production 3 Semester Hours	Motion Picture Production Technology
Eligible students in the Environmental Research & Field Studies Academy at Jupiter High School will dual enroll.	None	ORH 1010 Introduction to Horticulture 3 Semester Hours PLS 2220 Plant Propagation 3 Semester Hours BSC 1050 Environmental Conservation 3 Semester Hours ORH 2241 Arboriculture 3 Semester Hours ORH 2800 Intro. to Landscape Design 3 Semester Hours	Environmental Horticulture Technology

School District Course	Assessment	Palm Beach Community College Credit Course	Palm Beach Community College Credit Programs (CCC, AAS and AS)
Eligible students in the Environmental Research & Field Studies Academy at Jupiter High School will dual enroll.	None	ORH 1010 Introduction to Horticulture 3 Semester Hours PLS 2220 Plant Propagation 3 Semester Hours BSC 1050 Environmental Conservation 3 Semester Hours ORH 2241 Arboriculture 3 Semester Hours ORH 2800 Intro. to Landscape Design 3 Semester Hours	Environmental Horticulture Technology
Successful completion of heating, ventilation, air conditioning & refrigeration certificate programs.	None	BCN1272 Plans Interpretation 3 Semester Hours BCN 2941 Building Construction Exper. 4 Semester Hours ETD 1100C Intro. To Technical Drawing 3 Semester Hours	Building Construction Technology

MARKETING EDUCATION

School District Course	Assessment	Palm Beach Community College Credit Course	Palm Beach Community College Credit Programs (CCC, AAS and AS)
Intro to Hospitality & Tourism (8850110) Computer Tech for Travel & Tourism (8845140) Hospitality & Tourism Internship (8845130) Travel & Tourism Marketing (8845120)	None	CGS 1570 Microcomputer Applications 3 Semester Hours HFT1000 Intro to the Hospitality Business 3 Semester Hours	Hospitality Management

PUBLIC SERVICE EDUCATION

School District Course	Assessment	Palm Beach Community College Credit Course	Palm Beach Community College Credit Programs (CCC, AAS and AS)
Criminal Justice Course (8918010)	None	CJE 1301 Police Administration II 3 Semester Hours	Criminal Justice Technology
Criminal Justice Operations 2 (8918020)	None	CJT 2100 Criminal Investigation 3 Semester Hours	Criminal Justice Technology
Criminal Justice Operations 3 (8918030)	None	CJT 2140 Introduction to Criminalistics 3 Semester Hours	Criminal Justice Technology

TECHNOLOGY EDUCATION

School District Course	Assessment	Palm Beach Community College Credit Course	Palm Beach Community College Credit Programs (CCC, AAS and AS)
Drafting Design II (8600820)	None	ETD 1320C Intro to Computer Drafting 3 Semester Hours	Building Construction Technology, Drafting & Design Technology, Environmental Horticulture, Industrial Management Technology
Drafting Design III (8600830)	None	ETD 1110 Intro to Technical Drafting 3 Semester Hours	Drafting & Design Technology, Industrial Management Technology
Drafting Illus. Design I Tech (8600810)	None	EGS 1111C Engineering Graphics 3 Semester Hours	Drafting & Design Technology, Industrial Management Technology

REQUIREMENTS

To be eligible for award of post-secondary credits Palm Beach County High School TECH PREP students must:

- ❖ Complete the above high school courses with a “C” or better
- ❖ Successfully complete upper level academics and all requirements for graduation

Procedures for implementation of articulation

Students will present evidence (transcripts) of a “C” average or better on completion of the above mentioned high school courses

AND BE IT FURTHER RESOLVED that this agreement shall commence on July 1, 2005 and shall continue through June 30, 2006. The Presidents and the Superintendent may by mutual consent implement and change procedures and operational details specified in the exhibits and attachments as necessary to carry out the intent of this agreement. Such changes will be reviewed by the respective boards at the next annual review of this agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year first above written.

**DISTRICT BOARD OF TRUSTEES
OF PALM BEACH COMMUNITY
COLLEGE, FLORIDA**

**THE SCHOOL BOARD OF
PALM BEACH COUNTY, FLORIDA**

FLORIDA ATLANTIC UNIVERSITY

BY:

BY:

BY:

James Watt, Chair

Thomas Lynch, Chair

Albert N. Colom, Articulation Officer

ATTEST:

ATTEST:

ATTEST:

Dennis P. Gallon, President

Arthur C. Johnson, Superintendent

Frank T. Brogan, President

**APPROVED AS TO FORM AND
LEGAL SUFFICIENCY**

APPROVED AS TO FORM

**APPROVED AS TO FORM AND
LEGALITY**

Legal Counsel for PBCC

Attorney for the District

General Counsel for FAU