

**FOLLOW ALL PROCEDURES ON BACK OF THIS FORM**

250197

Contract #

~~2550797~~

Number Assigned by Purchasing Dept.



# **CONTRACT REVIEW**

BOARD MEETING DATE:

WHEN BOARD APPROVAL IS REQUIRED DO  
NOT PLACE ITEM ON AGENDA UNTIL  
REVIEW IS COMPLETED

☐ Must Have Board Approval over \$100,000.00

Date Submitted: 5/23/25

Name of Contract Initiator: Treasure Pickett

Telephone #: 904-336-6918

School/Dept Submitting Contract: K12 Academic Services

Cost Center # 9007

Vendor Name: Florida State College at Jacksonville

Contract Title: 2025-2027 Dual Enrollment Articulation Agreement between CCSD and FSCJ

Contract Type: New ☐ Renewal ☒ Amendment ☐ Extension ☐ Previous Year Contract # 240244

Contract Term: Continual

Renewal Option(s):

Contract Cost: 2000.00 (depending on enrollment numbers)

☒ **BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

Funding Source: Budget Line # 100-5100730-9007-1385-0000-000-0

Funding Source: Budget Line #

☐ **NO COST MASTER (COUNTY WIDE) CONTRACT - SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

☐ **INTERNAL ACCOUNT - IF FUNDED FROM SCHOOL IA FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO SBAO**

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (when applicable):

**RECEIVED**

By Elaine at 12:43 pm, May 27, 2025

Completed Contract Review Form

SBAO Template Contract or other Contract (NOT SIGNED by District / School)

SIGNED Addendum A (If not an SBAO Template Contract) - When using the Addendum A, this Statement **MUST BE** included in the body of the Contract:

*"The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."*

Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements:

COI must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.

General Liability = \$1,000,000 Each Occurrence & \$2,000,000 General Aggregate.

Auto Liability = \$1,000,000 Combined Single Limit (\$5,000,000 for Charter Buses).

Workers' Compensation = \$100,000 Minimum

[If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].

State of Florida Workers Comp Exemption (<https://apps.fldfs.com/bocexempt/>) (If Applicable)

Release and Hold Harmless (If Applicable)

**\*\*AREA BELOW FOR DISTRICT PERSONNEL ONLY \*\***

**CONTRACT REVIEWED BY:**

**COMMENTS BELOW BY REVIEWING DEPARTMENT**

Purchasing Department

FLDOE 6A-1.012 (11)(b) Educational Services FLDOE 6A-1.012 (11)(a) Professional Services

**REVIEWED**

By Bertha Staefe at 1:52 pm, May 28, 2025

School Board Attorney

JPS

Approved.

6/6/25

Review Date

Other Dept. as Necessary

Review Date

PENDING STATUS: ☐ YES ☐ NO

**IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR**

FINAL STATUS

**TENTATIVELY  
APPROVED**

Pending Signatures

**2025-2027 DUAL ENROLLMENT ARTICULATION AGREEMENT**  
**BETWEEN CLAY COUNTY SCHOOLS AND**  
**FLORIDA STATE COLLEGE AT JACKSONVILLE**

THIS AGREEMENT, hereinafter referred to as ("the Agreement"), is entered into by and between The School Board of Clay County, Florida, a body politic and corporate, hereinafter referred to as ("SBCC") and The District Board of Trustees of Florida State College at Jacksonville, a public body corporate of the State of Florida, hereinafter referred to as ("the College or FSCJ"); 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 College and SBCC have a long history of cooperation;

WHEREAS, Section 1007.271, Florida Statutes, specifies that articulation agreements pertaining to acceleration programs (dual enrollment) shall be executed between Florida College System institution presidents and District school superintendents in their respective school districts and Florida College System Institutions and defines specific eligibility requirements for participating students, defines the types of courses which can be taken by dual enrollment students, defines curriculum standards for dual enrollment courses taught on the high school campus, defines credentialing standards for secondary school faculty teaching dual enrollment courses on the secondary school campus, defines criteria for the participation of home and private school students in dual enrollment, defines the mandatory components of dual enrollment articulation agreements to include funding provisions for partners in dual enrollment articulation agreements, and provisions to provide support for students with disabilities who wish to participate in dual enrollment;

WHEREAS the State Board of Education must establish by rule the minimum test scores a student must achieve to demonstrate readiness; and

WHEREAS, Florida Statute 1007.23 (4) requires each student who is seeking an associate in arts degree to indicate a baccalaureate degree program offered by an institution of interest by the time the student earns 30 semester hours and that the institution in which the student is enrolled shall inform the student of the prerequisites for the baccalaureate degree program offered by an institution of interest; and

WHEREAS, the 2014 Legislature enacted HB 5101 amending 1007.271 F.S. requiring school districts to pay public postsecondary institutions tuition for courses offered on the college campus (including virtual campus) in the fall and spring terms, requiring school districts to pay only the costs of salary and benefits when instruction on the high school site is offered by a postsecondary instructor, but not requiring school districts to reimburse costs to the postsecondary institution for instruction on the high school sites delivered by high school instructors; and

WHEREAS, the 2014 Legislature enacted SB 850 creating 1007.273 F.S. requiring a Florida College System institution to work with each district school board in its designated service area to establish collegiate high school programs; providing options for participation in a collegiate high school program; requiring a local Florida College System institution to execute a contract with a district school board to establish the program; requiring the contract to be executed by a specified date for the purpose of implementation and components of the contract; requiring student performance contracts and specifications for participating students; requiring the State Board of Education to enforce compliance; and

WHEREAS, the 2012 Legislature enacted HB 7135 amending 1007.25 FS, mandating that all students entering state colleges and universities in the Fall semester of 2015 must have 15 credits identified as “core” general education as part of their Associate of Arts or Bachelor degree to be universally accepted by said institutions; and

WHEREAS, the 2016 Legislature enacted CS/HB 837 mandating that all postsecondary institutions participating in dual enrollment shall include in its dual enrollment articulation agreement, services and resources that are available to students with disabilities who register in a dual enrollment course at an eligible institution and provide information regarding such services and resources to the Florida Center for Students with Unique Abilities and that the Center will disseminate that information to students with disabilities and their parents or guardians; and

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

WHEREAS, the College and SBCC acknowledge the changes in federal and state law that demand secondary to postsecondary career training pathways linked to requirements in postsecondary Workforce Development.

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

- A.** The Agreement is a modification of all existing articulation agreements.
- B.** The Agreement may be further amended or modified only on written consent of SBCC or FSCJ consistent with all State and Federal statutes, rules and regulations.
- C.** The College and SBCC agree to continue to be committed to the activities established by this Agreement, to recommend enhancements and other changes, and to generally promote collaboration between the public schools and the college in furtherance of this Agreement.

- D. Assignment of Responsibilities for Acceleration Programs:** The College and SBCC agree to provide acceleration opportunities for Clay County students through the Dual Enrollment (Traditional Dual Enrollment, Career Dual Enrollment, Early Admission), Advanced Placement, and International Baccalaureate and articulation of industry certifications or other jointly approved curricula. The College and SBCC agree to abide by the terms and assignments of responsibilities as detailed in Exhibit A. The College and SBCC shall create systems and policies that align with the terms and assignments of responsibilities. These systems and policies may be adjusted when agreed to by both parties. Information about available programs, advising, and counseling services will be provided to students and their parents in order for them to take advantage of acceleration opportunities for which they are qualified.
- E. Career Academies:** Where applicable, SBCC and the College agree to cooperate in the advancement of Career Academies to promote better preparation of all Clay County students for postsecondary education. Agreements of this type will be developed under separate cover but are to be considered ratified under this Agreement.
- F. Charter Schools and Home Schools:** The College and SBCC agree that students of Charter Schools in Clay County and Clay County private schools registered with SBCC are not covered by the provisions of this Agreement, and must seek individual articulation with the college. Clay County home education program students who are officially registered with SBCC Superintendent of Schools and the State of Florida, per Florida Statute 1002.41, may participate in dual enrollment under and according to the terms of separate individual articulation agreements and after formal release from Clay River State College Dual Enrollment Office.
- G. Technical Program Articulation:** SBCC and the College agree to develop program by program agreements that provide opportunities to receive college credit or advanced standing for appropriate work completed in courses and programs completed at the high schools and technical education centers. These agreements will be developed under separate cover but are to be considered ratified under this Agreement.
- H. Faculty Certification:** The College will authorize qualified instructors who are employed by SBCC to teach the College's approved curriculum to dual enrollment students pursuant to the guidelines set forth in Exhibit A and which are agreed to by the parties.
- I. Independent Contractor:** The relationship of the parties hereunder shall be an independent contractor relationship, and not an agency, employment, joint venture or partnership relationship. Neither party shall have the power to bind the other party or contract in the name of the other party. All persons employed by a party in connection with this Agreement shall be considered employees of that party and shall in no way, either directly or indirectly, be considered employees or agents of the other party.
- J. Insurance of College:** SBCC acknowledges that the College is self-insured for worker's compensation, general liability, and other coverage, with said protection being

applicable to officers, employees, servants, and agents while acting within the scope of their employment by the College. Its self-insured fund and various policies are authorized pursuant to Florida Statutes and the District Board of Trustees.

Furthermore, nothing contained herein shall be construed or interpreted as: (i) denying to either party any remedy or defense available to such party under the laws of the State of Florida; (ii) the consent of the College to be sued; or (iii) a waiver of sovereign immunity of the College beyond the waiver provided in Section 768.28, Florida Statutes. Subject to the limits of Section 768.28, Florida Statutes, the College agrees to indemnify, hold harmless and defend SBCC from and against any and all claims, suits, actions, damages, or causes of action arising out of the negligent acts of College and/or sub-contractors arising out of or in connection with the provisions of this Agreement.

**Insurance of SBCC:** The College acknowledges that SBCC is self-insured for worker's compensation, general liability, and other coverage, with said protection being applicable to officers, employees, servants, and agents while acting within the scope of their employment by SBCC. Its self-insured fund is authorized pursuant to Florida Statutes and the School Board of Clay County, Florida. Furthermore, nothing contained herein shall be construed or interpreted as: (i) denying to either party any remedy or defense available to such party under the laws of the State of Florida; (ii) the consent of SBCC to be sued; or (iii) a waiver of sovereign immunity of SBCC beyond the waiver provided in Section 768.28, Florida Statutes. SBCC maintains the responsibility to ensure that its employees comply with all state and federal laws, including but not limited to mandatory reporting requirements set forth in Chapter 39 of Florida Statutes pertaining to child abuse, abandonment, or neglect. Subject to the limits of Section 768.28, Florida Statutes, SBCC agrees to indemnify, hold harmless and defend the College from and against any and all claims, suits, actions, damages, or causes of action arising out of the negligent acts of SBCC and/or sub-contractors arising out of or in connection with the provisions of this Agreement. Under no circumstances does SBCC agree to pay attorney's fees.

**K. Joint Use Agreements:** Any joint use agreements for facilities used by both entities and those agreements are not included in or affected by this Agreement.

**L. Strategies for Ensuring College Readiness of Dual Enrollment Students:** The College and SBCC will initiate the following strategies to assist in ensuring dual enrollment students are prepared for college-level coursework, thereby promoting postsecondary enrollment:

1. **Faculty Collaboration:** The College offers on-going professional development for SBCC teachers involved in the Dual Enrollment program and other purposes by mutual agreement. This professional development includes:

- a. access to the courses and programs offered by the College's Academy for Professional Development (AFPD) at no charge to SBCC,
- b. training in pedagogy associated with the Canvas course shell,
- c. ongoing faculty mentoring,
- d. inclusion of dual enrollment faculty in professional development activities of academic departments.

2. School Counseling Collaboration: The College offers annual workshops for School Counselors for updates on College policies and procedures.

**M. Delineation of Programs and Courses Not Part of Agreement:** The College and SBCC agree that either institution may offer new programs authorized under current legislation or administrative rule. However, both parties agree to notify the other prior to implementation of any new programs. Grants and any program that references/uses dual enrollment as a mechanism must be reviewed and approved by SBCC and the College's Office of Articulation.

**N. General Collaboration Efforts:** The College and SBCC agree to work toward initiatives 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, Student Assessment, Counselor to Counselor Articulation, Research and Management Information, and Testing.

**O. Student Records:** The College and SBCC agree to share student data consistent with the restrictions imposed by state and federal laws and statutes. The purpose of this sharing will be to inform students of educational opportunities, monitor academic achievement and college readiness, measure program effectiveness and facilitate on-going research. Each organization agrees to treat such shared student information as confidential, and agrees not to release personally identifiable information to third parties, except as permitted by law. Technical details of data sharing will be determined by mutual agreement of the data processing departments of both the College and SBCC. The parties may provide personally identifiable student records to each other in the performance of this Agreement, including, but not limited to, academic transcripts and disciplinary records. Such records are provided pursuant to Section 1002.221 and 1002.225 Florida Statutes, Family Education Rights Act, FERPA, 20 U.S.C.A.1232g, and all other applicable laws and regulations governing student privacy as it relates to the services provided pursuant to this Agreement. Each party further agrees to comply with Section 1002.221 and 1002.225 Florida Statutes, Family Education Rights Act, FERPA, 20 U.S.C.A.1232g, and all other applicable laws and regulations governing student privacy as it relates to the services provided pursuant to this Agreement including but not limited to provisions related to confidentiality, access, consent, length of retention and security of student records. A Committee, composed of representatives of both organizations will monitor, control and review all data sharing. All related enrollment projections, FTE reports, cost analyses and other elements required for the

allocation of funds shall be the sole responsibility of the assigned party unless indicated otherwise herein.

- P. Faculty Records:** For initial screening and review of high school instructors who apply to teach college dual enrollment courses, SBCC agrees to allow the College access, copying, and review of faculty transcripts already on file with SBCC. It is understood that after initial screening, faculty who meet Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC) credentialing standards must provide FSCJ with an official copy of their undergraduate and graduate transcripts prior to encoding of their dual enrollment classes.
- Q. Non-exclusivity:** The provision contained in this agreement shall not prevent whichever party is assigned responsibility for one or more of these programs from developing joint programs or contracting for specific instructional services with another entity or agency.
- R. Amendments and Modifications:** This agreement may be amended at any time through a Memorandum of Understanding signed, dated, and consented to by both parties and consistent with state and federal statutes, rules, and regulations. Amendments to any Exhibit included in this Agreement may be executed at any time with the signed consent of both parties and shall reflect the date of the amendment.
- S. Term:** The Agreement shall commence on the effective date and shall continue in full force until it is terminated, modified, or renewed by the parties. Pursuant to Section 1007.235(2), Florida Statutes, this dual enrollment articulation Agreement shall be reviewed each year for required modifications prior to high school registration for the fall term of the following year. The parties shall cooperate to renew this Agreement annually. The renewal of this Agreement shall be executed before the fall term of the following school year. If any part(s) of the Agreement is in conflict with any law, statute, or rule of a higher governing body, then such part(s) shall be deemed inoperative to the extent it conflicts therewith and shall be modified to conform to such law, statute, or rule.
- T. Compliance:** The Parties agree to comply with all State and Federal laws applicable to this Agreement, including those set forth by the U.S. Department of Education, Program Integrity Rules. Further, SBCC will comply with the College's requirements to ensure its continued Accreditation by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC). The College agrees to establish specific training and minimum standards to ensure compliance in these areas, as outlined in Exhibit A, and to monitor ongoing compliance. SBCC agrees to comply with all compliance mandates set forth in Exhibit A and to require compliance of all SBCC staff and employees.
- U. Notice:** All notices under this Agreement shall be in writing and sent via hand delivery or overnight delivery (with a receipt) or United States mail, certified return receipt requested, directed to the other party at its address provided below or such

other address as either party may designate by notice from time to time in accordance herewith:

If to College:

Dr. Heather Kenney  
Florida State College at Jacksonville  
501 West State Street  
Jacksonville, FL 32202

With copy to:

Office of General Counsel  
Florida State College at Jacksonville  
501 West State Street, Suite 403  
Jacksonville, FL 32202

If to District:

Clay County Public Schools  
900 Walnut St.  
Green Cove Spring, FL 32043  
Attn: Mr. Wyatt Milton, Superintendent

**V. Background Screening:** College and SBCC agree that all of their respective employees providing instructional services on the high school sites under this Agreement will meet the Level 2 background screening requirements described in Florida Statute §1012.32. If it is found that a person who is providing instructional services under this Agreement does not meet the Level 2 requirements, that person shall be immediately suspended from working in that capacity and shall remain suspended until final resolution of any appeals.

**W. Facsimile and Counterpart Signatures:** The parties agree that this Agreement may be executed via counterpart and facsimile signature, the counterparts and facsimiles of which, when taken together, shall be deemed to constitute an entire and original Agreement.

[Signature Page Immediately Follows]



[Signature Page to 2025-2027 Dual Enrollment Articulation Agreement  
Between The School Board of Clay County, Florida and  
Florida State College at Jacksonville]

IN WITNESS THEREOF, the Parties hereto have adopted this Agreement, together with the incorporated Exhibit A (Dual Enrollment Acceleration Programs: Overview and Requirements) effective \_\_\_\_\_ 2025.

Florida State College at Jacksonville

By \_\_\_\_\_  
Dr. John Avendano, President

The School Board of Clay  
County, Florida

By \_\_\_\_\_  
Mr. Wyatt Milton, Superintendent

## **Exhibit A. Dual Enrollment Acceleration Programs: Overview and Requirements**

### **I. Dual Enrollment: Traditional, Career, Early Admission, Early College, Collegiate Career High School**

#### **A. Program Definitions**

The dual enrollment program is the enrollment of an eligible secondary student or home education student pursuant to s.1007.271(2) in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student. (s.1007.271 F.S.)

Traditional dual enrollment refers to coursework offered for dual enrollment that meets both high school graduation requirements and requirements for the Associate of Arts taken by eligible students enrolled on a part-time basis.

Career dual enrollment refers to coursework in college credit career programs and non-credit workforce certificates based upon state-approved frameworks that lead to industry certifications.

Early Admission is a form of dual enrollment in which eligible senior level high school students are permitted to enroll on the college campus on a full-time basis in fall and spring terms of the senior year, earning both college and high school graduation credit.

#### **B. Process for Informing Students and Parents about Opportunities for Student Participation in Dual Enrollment**

SBCC will inform students and parents about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, and Early Admission through presentations at middle and high school sites, on SBCC website, and SBCC-wide events for high school choice and acceleration mechanisms.

FSCJ will inform students about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, and Early Admission through presentations at high school sites, on the FSCJ Dual Enrollment website, and College Open House events.

#### **C. Location and Scheduling**

With the approval of the College and SBCC, eligible dual enrollment students may take the courses described herein during regular class periods at SBCC school sites in fall or spring terms, in approved times in fall or spring terms outside of the regular class periods at SBCC school sites, or during any scheduled fall or spring term on the College campus.

Research by the College has demonstrated that students are most successful in full term face-to-face classes. Consequently, student will be preferentially scheduled in those classes rather than a short term or hybrid classes when at all possible.

SBCC may not require students to register for only those dual enrollment classes offered at SBCC school sites, but may limit students from taking a course at an FSCJ campus if that same course is also offered at their home SBCC school.

If the College is physically closed or limiting on-campus class sizes through unexpected circumstances, courses which were originally scheduled as face-to-face or hybrid may be converted to online. In such circumstances, students and faculty members affected will be given all possible support to ensure students have the greatest chance of success.

#### **D. Course Selection**

College courses selected for this program shall meet and satisfy the requirements of s.1007.271 F.S. for awarding both high school credit and college credit. SBCC shall advise interested students and their parents or guardians of the application of the college credits earned to the credit required for a high school diploma, the ramifications, and responsibilities of initiating a permanent college transcript.

In accordance with s.1007.271 F.S., students may not earn dual enrollment credit for pre-collegiate instruction (including career/technical-preparatory instruction and college-preparatory courses), recreation or leisure, or physical education courses focusing on the physical execution of a skill.

Dual enrollment students may only enroll in those courses approved by SBCC and FSCJ. Courses offered at SBCC sites will be those exclusively available through FSCJ and will not duplicate courses offered through SBCC and their dual enrollment agreement with Gateway College.

Students entering dual enrollment must complete the State-mandated 15 credit hours of "Core" General Education courses prior to earning 24 total hours of college credit. "Core" General Education courses are indicated in the advising guide listed in Exhibit B.

In accordance with HB1735 amending 1007.25 FL students entering a Florida College system institution or state university must demonstrate competency in civic literacy by achieving a passing score on an assessment and by successfully completing a civic literacy course.

The guide for courses to be offered through Dual Enrollment is the Dual Enrollment Course-High School Subject Area Equivalency List approved by the State Articulation Coordinating Committee which can be found on the State Articulation website at <https://www.fldoe.org/core/fileparse.php/5421/urlt/AcademicList.pdf>

The request for new courses and programs to be offered for dual enrollment will be made by SBCC, to the Executive Director of Articulations, FSCJ. Faculty certification, sufficient student enrollments, instructional materials, and appropriate classroom facilities must be available for the courses to be offered.

Dual enrollment courses offered at the high school site may not be stacked with any non-dual enrollment high school course. SBCC may not assign any non-dual enrollment students to class periods designated for dual enrollment students.

### **E. Course Equivalency**

In general, three (3) college credit hours are equivalent to a 0.5 high school credit, with six (6) college credit hours equating to one (1) full high school credit. There are exceptions, however:

1. Florida Department of Education's articulation committee maintains a list of dual enrollment courses identified to meet high school graduation requirements. This list contains certain semester-length postsecondary courses deemed of sufficient rigor to earn a full high school credit. The current list can be found on the Florida Department of education website at <https://www.fldoe.org/core/fileparse.php/5421/urlt/AcademicList.pdf>
2. High school credits shall be awarded per the status of the list at the time of student enrollment.
3. One (1) credit hour college music courses are equivalent to 0.5 high school credit.
4. Most two (2) hour college credit courses are equivalent to 0.5 high school credit.
5. College certificate program workforce credit courses are equivalent to a 0.5 high school career education credit.

### **F. Eligibility for Traditional Dual Enrollment**

1. Dual Enrollment programs are designed for secondary students who demonstrate the ability to conduct themselves as mature, responsible students in a collegiate environment, and who understand the consequences of establishing a permanent college transcript. Students taking individual Traditional Dual Enrollment courses who are not part of an Early Admission program must establish a qualifying cumulative unweighted GPA of 3.0 calculated based upon at least four (4) full high school credits.
2. For enrollment in Dual Enrollment courses, students who enroll in Traditional Dual Enrollment courses must demonstrate readiness for college-level work with scores on a

common placement test adopted by the State Board of Education under s.1007.27(5) F.S. such as the ACT, SAT, Classical Learning Test (CLT) or Postsecondary Education Readiness Test (PERT), that exempts them from remedial work in reading and writing. If the PERT is used for this purpose, students must present for review scores in all three areas of reading, writing, and mathematics. This includes students wishing to take dual enrollment courses in Humanities or the Social and Behavioral Sciences. Students wishing to take dual enrollment courses in mathematics or science must also present test scores that exempt them from remedial work in mathematics. Qualifying PERT test scores in the areas of Writing and Math must be dated within two (2) calendar years prior to the first day of the dual enrollment class. Students may also use Alternative Assessment options as outlined in Assessment Services on pg. 21.

3. Exception: Placement for SLS1103 or an acceptable SLS alternative course only may be achieved through the following:
  - a. senior and junior level students who have no posted college-ready reading scores may qualify with a cumulative unweighted 3.0 high school GPA calculated based upon at least four (4) full high school credits.
4. Students must meet all prerequisite requirements for any dual enrollment course prior to registration. Students using courses from another accredited postsecondary institution or test scores (such as AICE, AP, IB, or CLEP scores) must submit official documentation to FSCJ at least three (3) weeks prior to registration for courses on the college campus or at least three (3) weeks prior to the first day of class for courses offered on the high school campus.
5. Schools may schedule high school Level 3 world language classes as dual enrollment for qualified secondary students (including minimum GPA requirements based upon at least four full high school credits and college ready test scores) who have previously completed the competencies of the Level I and II classes in the same language, with a grade of "C" or better. The courses in which these students enroll must consist of only dual enrollment students.
6. Dual enrollment students may only enroll in 12 credit hours before achieving assessment scores that place them into college level courses in all three areas of reading, writing, and mathematics. This requirement pertains to all established assessment placement instruments: PERT, ACT, SAT, CLT, and any subsequent functional equivalents. A special exception to the 12 credit hour rule may be available to students who have met placement requirements in reading and writing, and are enrolled in an academic course in mathematics at their high school or have completed a college level math course at another accredited postsecondary institution. Exceptions must be approved by SBCC and FSCJ's Office of Articulations and are valid for one semester only, after which appropriate test scores must be presented.
7. General Education Requirement: Students must complete the State-mandated 15 credit hours of "Core" General Education courses prior to earning 24 total hours of college credit. Students must complete the 36 hours of General Education for the

Associate of Arts degree prior to earning 50 total hours of college credit. General Education courses including those designated as "State Core" are indicated in the advising guide listed in Exhibit B.

8. Maximum course enrollments will be as follows:  
Fall and spring terms: Traditional Dual Enrollment students (those who are not participating in an Early Admission program) may enroll in no more than three (3) courses (11 credit hours) per 15-week semester.
9. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a cumulative unweighted 3.0 high school GPA.
10. A grade of W, D, or F in a single term, regardless of cumulative unweighted high school or college GPA, will remove student eligibility to participate in dual enrollment.
11. Students who have lost eligibility by earning a single grade of W, D, F may apply for probationary status. Application for probationary status does not guarantee acceptance. Probationary status limits the number and location of courses the student is eligible to take. Successful completion of courses while on probation will return the student to full status as a traditional dual enrollment student. Students who do not successfully complete their probation courses will not be able to take any further coursework while a high school student but may apply to FSCJ after high school graduation.
12. Students who did not participate in probation may re-apply to take dual enrollment courses after the completion of two (2) consecutive semesters (including fall or spring) taking only high school coursework, if meeting all other eligibility requirements.
13. If a student posts a grade of W, D, or F in the same course on two attempts, the student will not be permitted to attempt the course a third time while a dual enrollment student.
14. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and SBCC Student Code of Conduct. Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and SBCC Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including SBCC and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.
15. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.

16. Dual enrollment students may not perform any online change of registration status—dropping, adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to apply for probationary status described in # 13.

## **G. Eligibility for Career Dual Enrollment—College Credit Courses**

1. Dual Enrollment programs are designed for secondary students who demonstrate the ability to conduct themselves as mature, responsible students in a collegiate environment and who understand the consequences of establishing a permanent college transcript. Students taking individual Career Dual Enrollment courses who are not part of an Early College or Collegiate Career High School program must establish a qualifying cumulative unweighted GPA of 3.0 calculated based upon at least four (4) full high school credits.
2. Students who enroll in Career Dual Enrollment courses must demonstrate readiness for college-level work with scores on a common placement test adopted by the State Board of Education under s.1007.27(5) F.S. such as the ACT, SAT, CLT, or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading and writing. If the PERT is used for this purpose, students must present for review scores in all three areas of reading, writing, and mathematics. This includes students wishing to take dual enrollment courses in Humanities or the Social and Behavioral Sciences. Students wishing to take dual enrollment courses in mathematics or science must also present test scores that exempt them from remedial work in mathematics. Qualifying PERT test scores in the areas of Writing and Math must be dated within two (2) calendar years prior to the first day of the dual enrollment class. Students may also use Alternative Assessment options as outlined in Assessment Services on pg. 21.
3. Exception: Placement for SLS1103 or an acceptable SLS alternative course only may be achieved through the following:
  - senior and junior level students who have no posted college-ready reading scores may qualify with a cumulative unweighted 3.0 high school GPA calculated based upon at least four (4) full high school credits.
4. Students must meet all prerequisite requirements for any Career Dual Enrollment courses prior to registration.
5. Career Academy students who meet eligibility requirements based upon a qualifying cumulative unweighted GPA calculated on the successful completion of 1-3 full high

school credits may enroll in dual enrollment courses identified as part of their career academy pathway approved by District and FSCJ.

6. Dual enrollment students may only enroll in 12 credit hours before achieving assessment scores that place them into college level courses in all three areas of reading, writing, and mathematics. This requirement pertains to all established assessment placement instruments: PERT, ACT, SAT, CLT, and any subsequent functional equivalents. A special exception to the 12-credit hour rule may be available to students who have met placement requirements in reading and writing, and are enrolled in an academic course in mathematics at their high school. Exceptions must be approved by the Office of High School Acceleration and FSCJ's Office of Articulations three (3) weeks prior to May 1 for fall registration and three (3) weeks prior to December 1 for spring registration.
7. General Education Requirement: Students entering dual enrollment must complete the State-mandated 15 credit hours of "Core" General Education courses prior to earning 24 total hours of college credit. Students must complete the 36 hours of General Education for the Associate of Arts degree prior to earning 50 total hours of college credit. General Education courses including those designated as "State Core" are indicated in the advising guide listed in Exhibit B.
8. Maximum course enrollments will be as follows:
  - a. Fall and spring terms: Traditional Dual Enrollment students (those who are not participating in an Early Admission program) may enroll in no more than three courses (11 credit hours) per 15-week semester.
9. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a cumulative unweighted 3.0 high school GPA.
10. A grade of W, D, or F or assignment of NA in a single term, regardless of cumulative unweighted high school or college GPA, will remove student eligibility to participate in dual enrollment.
11. Students who have lost eligibility by earning a single grade of W, D, F or having been assigned NA, may apply for probationary status. Application for probationary status does not guarantee acceptance. Probationary status limits the number and location of courses the student is eligible to take. Successful completion of courses while on probation will return the student to full status as a traditional dual enrollment student. Students who do not successfully complete their probation courses will not be able to take any further coursework while a high school student but may apply to FSCJ after high school graduation.
12. Students who did not participate in probation may re-apply to take dual enrollment courses after the completion of two (2) consecutive semesters (including fall or spring) taking only high school coursework, if meeting all other eligibility requirements.



13. If a student posts a grade of W, D, or F in the same course on two attempts, the student will not be permitted to attempt the course a third time while a dual enrollment student.
14. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and SBCC Student Code of Conduct. Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and SBCC Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including SBCC and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.
15. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.
16. Dual enrollment students may not perform any online change of registration status—dropping, adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to apply for probationary status described in #12.

#### **H. Eligibility for Career Dual Enrollment: Non-Credit Certificate Programs**

1. Dual Enrollment programs are designed for secondary students who demonstrate the ability to conduct themselves as mature, responsible students in a collegiate environment and who understand the consequences of establishing a permanent college transcript. Students taking individual Non-Credit Career Dual Enrollment courses must establish a qualifying cumulative unweighted GPA of 2.0 calculated based upon at least 4 full high school credits. The deadline to apply is May 1 for fall and December 1 for spring.
2. Students enrolling in non-credit career/technical courses must take the Test of Adult Basic Education (TABE) within the first six (6) weeks of the first term of enrollment. Students must also meet other requirements established by the career program in which they wish to enroll.
3. Students must meet all prerequisite requirements for any non-credit Career Dual Enrollment courses prior to registration.

4. Career Academy students taking non-credit Career Dual Enrollment courses who meet eligibility requirements based upon a qualifying cumulative unweighted GPA calculated on the successful completion of 1-3 full high school credits may enroll in dual enrollment courses identified as part of their career academy pathway approved by District and FSCJ.
5. Non-Career Academy students eligible to take non-credit Career Dual Enrollment courses who meet eligibility requirements based upon a qualifying cumulative unweighted GPA calculated on the successful completion of 1-3 full high school credits may enroll in one (1) or two (2) dual enrollment courses at the college but may not participate in non-credit Career Dual Enrollment programs that require students to complete a certain number of contact (clock) hours.
6. Maximum course enrollments will be as follows:
  - a. College campus locations courses: Students enrolled in non-credit certificate programs are limited to no more than two dual enrollment courses offered on the College campus per semester.
  - a. Combination of college and high school site enrollments:
    - i. Fall and spring terms: Traditional Dual Enrollment students taking non-credit certificate program courses may enroll in no more than the clock equivalent of 11 credit hours per 15-week semester. This maximum includes all courses taken as dual enrollment for any postsecondary institution, including the college site or at a District school location.
7. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a cumulative unweighted 2.0 high school GPA.
8. A grade of W, D, or F in a single term, regardless of cumulative unweighted high school or college GPA, will remove student eligibility to participate in dual enrollment.
9. Students who have lost eligibility by earning a single grade of W, D, F, may apply for probationary status. Application for probationary status does not guarantee acceptance. Probationary status limits the number and location of courses the student is eligible to take. Successful completion of courses while on probation will return the student to full status as a traditional dual enrollment student. Students who do not successfully complete their probation courses will not be able to take any further coursework while a high school student but may apply to FSCJ after high school graduation.
10. Students who did not participate in probation may re-apply to take dual enrollment courses after the completion of two (2) consecutive semesters (including fall or spring) taking only high school coursework, if meeting all other eligibility requirements.
11. If a student posts a grade of W, D, or F in the same course on two attempts, the student will not be permitted to attempt the course a third time while a dual enrollment student.

12. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and SBCC Student Code of Conduct. Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and SBCC Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including SBCC and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.
13. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.
14. Dual enrollment students may not perform any online change of registration status—dropping, adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to apply for probationary status described in #9.

## **I. Eligibility for Early Admission**

1. Early Admission is a senior year program, allowing full time enrollment in fall and spring terms of a student's senior year. Students will be considered eligible to participate in Early Admission with a 3.5 unweighted cumulative high school grade point average at time of registration and scores on a common placement test adopted by the State Board of Education under s.1007.271 such as the ACT, SAT, or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading, writing, and mathematics. Students may also use Alternative Assessment options as outlined in Assessment Services on pg. 21.
2. Student eligibility must be approved by both the high school counselor and college campus dual enrollment coordinator during the spring semester of their junior year for full-time dual enrollment registration during their senior year. Students must be enrolled and maintain continuous enrollment in SBCC by November 1 of the junior year. The deadline to apply for Early Admission status is May 1 of the student's junior year.
3. Students whose cumulative unweighted high school grade point average falls below the required cumulative unweighted 3.5 GPA between application and start of Early Admission in the fall semester will not be permitted to participate in the program.

4. Students in Early Admission must take four courses per term (fall and spring) enrolling in a minimum of 12 credit hours and a maximum of 14 credit hours per 15-week semester. Any courses required for high school graduation must be taken in the fall semester.
5. Students must be advised in writing by SBCC that failure in or withdrawal from dual enrollment courses may jeopardize their high school graduation and their acceptance to a selective admission postsecondary institution.
6. Students must meet all prerequisite requirements for dual enrollment courses prior to registration.

General Education Requirement: Students entering dual enrollment must complete the State-mandated 15 credit hours of “Core” General Education courses prior to earning 24 total hours of college credit. Students must complete the 36 hours of General Education for the Associate of Arts degree prior to earning 50 total hours of college credit. General Education courses including those designated as “State Core” are indicated in the advising guide listed in Exhibit B.

7. Students must successfully complete all college courses attempted (as defined by a final course grade of A, B, or C) and maintain an FSCJ transcript reflecting a minimum 2.0 GPA and a cumulative unweighted high school GPA of 3.0 for continuing eligibility for the second semester of the senior year. If a student posts any grades of W, D, F or has an assignment of NA in a single term, regardless of cumulative high school or college GPA, that student will not be permitted to continue as an early admission student, but may apply for probationary status to continue as a traditional dual enrollment student.
8. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and SBCC Student Code of Conduct. Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and SBCC Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College’s policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including SBCC and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.
9. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.
10. Dual enrollment students may not perform any online change of registration status—dropping, adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes

in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to apply for probationary status.

## **II. RESPONSIBILITIES OF EACH INSTITUTION**

### **A. Marketing of Dual Enrollment Acceleration Mechanisms and Expectations:**

**Students** of SBCC and their parents or guardians will be informed about opportunities for Dual Enrollment including credit Dual Enrollment courses leading to an Associate of Arts degree, Career Credit and Non-credit Dual Enrollment courses leading to degrees and certificates, as well as the option of Early Admission. Included will be information on academic rigor of Dual Enrollment programs, benefits of acceleration mechanisms, academic and behavioral expectations of Dual Enrollment students, and application processes and deadlines. In addition, students of SBCC and their parents or guardians who have documented disabilities will be sent information on services available for those students who choose to participate in Dual Enrollment.

#### **SBCC Shall:**

1. Inform students and parents about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, and Early Admission and services available for students with disabilities through presentations at middle and high school sites, on SBCC website, and District-wide events for high school choice and acceleration mechanisms.

#### **The College Shall:**

1. Inform students about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, and Early Admission and services available for students with disabilities through presentations at middle and high school sites, on the FSCJ Dual Enrollment website, College Open House events, and through other collaborative mechanisms with SBCC.

### **B. Assessment Services**

In all assessment activities, SBCC and Florida State College at Jacksonville agree to adhere to the State policy regarding PERT administration.

Alternative methods to common placement tests. Pursuant to Section 1008.30, F.S., Florida College System institutions may use alternative methods in lieu of the common placement tests to assess student readiness for college-level work in communication and computation. Institutions shall recognize scores and grades on alternative methods specified and are valid for placement purposes for a minimum of two years. Alternative Assessments that can be used include: PSAT/NMSQT (PSAT10), PreACT, General Educational Development (GED) Test, Test Assessing Secondary Completion (TASC), High School Equivalency Test (HiSET), End of Course Assessment Algebra 1 and Geometry, Aleks PPL Mathematics.

**SBCC and the College Shall**

1. Collaborate to ensure all appropriate prospective dual enrollment and Early Admission students including registered home school students have access to PERT testing either through their home high school sites or through a referral to one of the College's Assessment and Certification Centers.

**C. Program Planning****SBCC Shall:**

1. Present the Office of Dual Enrollment, FSCJ, with the list of proposed dual enrollment courses and instructors for the entire academic year by May 1 of the previous academic year to ensure appropriate credentialing and training of faculty before the beginning of the academic term. The list must specify courses offered for the first time at any high school site, since it is necessary to ensure college compliance with the notification/permission policies of its accrediting body.
2. Submit credentialing paperwork that includes official college transcripts for all dual enrollment teachers and syllabi for proposed dual enrollment courses no later than two (2) months prior to the start of each academic term to the Dual Enrollment Program Coordinator/Executive Director, Articulations.
3. Restrict high school instructors from teaching more than 50% of their course load (four courses) in dual enrollment courses.
4. Ensure that dual enrollment courses offered at the high school site are not combined with any non-college credit high school course.
5. Ensure that all scheduled dual enrollment courses adhere to a minimum number of 10 students and a maximum number that coincides with that on the College's Master Outline for each course, housed in Curriculum Services.
6. Support the College's efforts to ensure compliance with the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), standards regarding the quality of courses offered by SBCC teachers
7. Collaborate with the College on the development of new Dual Enrollment sites and programs, to include the development of any Collegiate Career High School programs.

**The College Shall:**

1. Send preliminary determination of the proposed course list back to SBCC within three (3) weeks of receipt in the office of Dual Enrollment. Courses offered for the first time at any high school site may require notifications or permissions from the college's

accrediting body, and therefore may not receive approval from the college for the immediate term requested.

2. Review faculty credentials and course syllabi in a timely manner to facilitate final approval of proposed course list.
3. Send notification of final approval of courses to SBCC within two (2) weeks of credential verification of faculty. The newly credentialed teacher will be provided information on when he/she will be provided access to myFSCJ, when Canvas training is available, textbook information, a list of contact for curriculum support, provided a sample syllabus, and advised to submit his/her course syllabus for review and approval.
4. Encode only those courses which appeared on the proposed course list and received final approval of faculty.
5. Offer appropriate training and mentoring for dual enrollment faculty to be completed prior to the beginning of the academic term.
6. Collaborate with SBCC on the development of new Dual Enrollment sites and programs.
7. Prepare and submit prospectus documents for high school sites that wish to expand on-site Dual Enrollment offerings, pending verification of appropriately credentialed faculty.

#### **D. Student Registration**

##### **SBCC Shall:**

1. Provide dual enrollment and early admission applications to students which will include the annual contract of understanding of expectations and requirements.
2. Provide guidance and approval for specific course requests, documented on the application forms in collaboration with the college.
3. Check applications for completion, including signatures from parents or guardians and high school counselors, as well as ensuring eligibility criteria are met each term.
4. Provide original applications to the FSCJ designated campus by the established deadline and the designated method each term. Student registration deadlines will be strictly enforced.
5. Inform students of the relevant requirements and conditions for enrollment outlined in Exhibit A-C, including but not limited to their adherence to the FSCJ "Expectations for

Student Conduct," SBCC "Code," and provide information to students about access to the online Student Handbook.

**The College Shall:**

1. Provide a list aligning each college campus with specified area high schools for the purposes of coordination of all dual enrollment processes.
2. Provide the eligibility criteria for SBCC use to ensure students meet eligibility requirements. This information shall be updated to align with changes as needed.
3. Designate campus dual enrollment coordinators to handle all dual enrollment and early admission applications. These coordinators will provide advisement, review applications, and eligibility criteria prior to registering students in classes each term, with SBCC and high school being notified of any ineligible students within two (2) weeks.
4. Provide verification of student registration for all courses taken at the high school sites with student ID numbers and College course numbers to SBCC, the high school instructor, and the high school dual enrollment coordinator.
5. Develop processes to ensure dual enrollment students will not be permitted to independently perform any registration activity with college enrollment services offices or on-line.
6. Ensure that once the dual enrollment application has been submitted, any changes in enrollment including dropping and adding classes, must be done at the approval of the high school counselor through the campus dual enrollment coordinator.
7. Provide copies of student schedules with any schedule changes to SBCC and high school dual enrollment coordinator at the time of registration.
8. Give students information on their full collegiate web access, including FSCJ e-mail accounts on completion of registration.

**E. Faculty**

**SBCC Shall:**

1. Submit dual enrollment certification applications to the College for only those high school faculty members who meet the following SACSCOC accreditation standards.
  - a. Faculty members selected to teach general education core courses or courses in a transferable Associate degree program must have, at a minimum, a Master's degree from a regionally accredited institution in addition to 18 graduate semester hours in the discipline they propose to teach.
  - b. Faculty teaching SLS1103 or an alternative must have a Master's degree from a regionally accredited institution; however, it may be in any discipline and they



must complete all three (3) components of the SLS Professional development training provided by the College.

- c. The minimum academic degree required for faculty teaching in professional, occupational, and technical areas (non-transfer) will correspond to the standard set for each instructional program offered by the College. While the standard for associate degree level is a Master's degree, in areas for which this degree is not offered, certification may include work experience, professional certification or licensure, and education in a discipline-specific field.

2. Submit official transcripts for each proposed instructor.

3. Provide SBCC principals and prospective SBCC faculty with the requirements which must be satisfied in order for high school instructors to teach dual enrollment courses, including but not limited to:

- a. participation in yearly orientation sessions and course specific training provided by FSCJ.
- b. submission of credentialing documentation including official transcripts.
- c. use of the standard electronic syllabus template for all proposed dual enrollment courses offered on the high school sites to be submitted electronically to the appropriate Campus Academic Dean and the Office of Dual Enrollment prior to the start of classes each term, typically August 1 for fall term classes and December 1 for spring term classes.
- d. verification of class rosters to the College dual enrollment coordinators:
  - i. prior to the date of drop without penalty,
  - ii. prior to the date of Withdrawal from the course, and
  - iii. prior to the date of submission of final grades.
- e. submission of required assignments and assessments (including final exams) pertinent to the course being taught to FSCJ.
- f. submission of all course grades including assignments and tests in the gradebook component of the Canvas course shell for each section being taught.
- g. participation in the electronic submission of grades through the myFSCJ portal according to the schedule set for the academic term. Instructors who fail to submit their grades to FSCJ during the established online grading window will receive a written warning for the first offense. For any subsequent offenses, they will not be permitted to teach dual enrollment.
- h. submission to periodic classroom observation by College representatives who will provide feedback to instructors for self-improvement.
- i. familiarity and compliance with all policies and procedures set forth in the College's Adjunct Faculty Handbook, and all Faculty related College Policies and Procedures including FERPA.

4. Provide SBCC dual enrollment faculty with access to training provided by FSCJ in the appropriate technology to perform expected classroom management activities including:

- a. myFSCJ system to check classroom rosters for accuracy;
- b. electronic submission of grades; and

- c. FSCJ e-mail for updates, information, and communication.
5. Provide SBCC dual enrollment faculty with appropriate instructional materials to teach each dual enrollment course offered at the high school site in collaboration with the College.
6. Provide a high school dual enrollment code only to those courses whose faculty have met all appropriate credentialing requirements.
7. Provide the College with the name and credentials of any instructor who will be substituting for an approved dual enrollment faculty member who takes a planned leave of absence during the term with an understanding that the course will not be encoded as a dual enrollment course if the substitute fails to meet credentialing standards.
8. Inform the College within a week if a faculty member teaching dual enrollment courses on the high school site has an extended absence (more than one week) requiring another instructor to teach the course.
9. Remove the high school dual enrollment code from classes whose credentialed faculty member is unable to complete instruction if another appropriately credentialed faculty member is not approved by the College.

**The College Shall:**

1. Review the educational credentials of each proposed first-time dual enrollment instructor and inform SBCC within two (2) weeks of document submission if the proposed candidate meets credential standards.
2. Provide a yearly orientation for all dual enrollment faculty, high school dual enrollment contacts, appropriate high school counseling and advising staff, appropriate SBCC administrators, campus dual enrollment and appropriate College administrators including College academic deans.
3. Provide faculty, particularly newly credentialed faculty or those teaching a course for the first time with sample syllabi and additional support.
4. Provide appropriate course specific training for dual enrollment faculty to include requirements for assessments.
5. Conduct evaluations of performance for dual enrollment faculty and provide feedback of observations within 3-4 weeks.
6. Encode for dual enrollment college credit only those courses whose faculty have met all appropriate credentialing, course documentation, and orientation requirements.
7. Provide discipline-specific contacts to serve as resources and mentors for each SBCC dual enrollment faculty member.

8. Provide access to the online current College faculty handbook and student handbook to each SBCC dual enrollment faculty member.
9. Perform an immediate credential review of any SBCC faculty member proposed to teach a high school dual enrollment course as a substitute for a teacher on extended absence.
10. Assist SBCC in finding an appropriately credentialed instructor in the event of an extended absence of a high school dual enrollment faculty member.
11. Remove the dual enrollment college credit status for any course whose initial credentialed instructor has an extended absence and for which another appropriately credentialed instructor cannot be found.
12. Provide appropriate training to faculty in myFSCJ and Canvas to facilitate instruction.

## **F. Curriculum**

### **SBCC Shall:**

1. Ensure the use of only College established and approved curriculum by all dual enrollment faculty.
2. Ensure that in accordance with State Board Rule 6A-14.064, dual enrollment courses taught on the high school campus meet all postsecondary standards.
3. Ensure that all syllabi for dual enrollment courses meet all competencies and student learning outcomes specified in the Course Master Outlines in the College's Curriculum services website.
4. Ensure that textbooks and instructional materials used in dual enrollment courses on the high school site have been selected from the list of materials on the College's Course Master Outline unless approved by an appropriate college dean through review.
5. Submit for review any proposed instructional materials not on the College's Course Master outline to the College at least one (1) month prior to the beginning of the academic term.
6. Ensure that faculty teaching General Education dual enrollment classes taught at the high school site participate fully in any College-wide assessment activities including assignments that will generate student artifacts. Student and faculty identifiers will be redacted from these artifacts prior to assessment and results will be reported at a programmatic level. Instructors who fail to submit their artifacts to FSCJ by the established deadline will receive a written warning for the first offense. If there is any

additional offense, they will not be permitted to teach dual enrollment in the subsequent term.

7. Ensure that faculty teaching dual enrollment courses administer the standard final exams or other mutually agreed upon assessments or activities and use them toward the calculation of the final course grade in accordance with current standards of end of course examinations.
8. Return completed final exams or end of course assessments to the executive director to be held for a period of one year. Instructors who fail to submit their final exams or end of course assessments to FSCJ during the established window will receive a written warning for the first offense. Any subsequent offenses, they will not be permitted to teach dual enrollment

**The College Shall:**

1. Provide access to the Course Master Outlines on the College's Curriculum Services website to all SBCC dual enrollment faculty.
2. Provide all SBCC dual enrollment faculty with the College's list of required elements for all syllabi including expected student learning outcomes through an electronic syllabus template.
3. Review submitted syllabi and report approval status back to SBCC within two (2) weeks of submission.
4. Provide assistance to SBCC faculty teaching dual enrollment courses in syllabus revision if initial submission does not meet current standards.
5. Review, within two (2) weeks of submission by SBCC, any proposed textbooks or instructional materials not on the College's Course Master Outline submitted by SBCC for equivalency to current standards.
6. Facilitate the development and implementation of common final exams for each dual enrollment college course taught on high school sites. For any exams for which a standard does not yet exist, high school teachers will have the opportunity to collaborate on the development of the exams with FSCJ faculty.
7. Provide the exams and answer keys to the instructors prior to the start of the semester, as well as contact information for the faculty leader of the test development team.
8. Review and approve any alternate final assignments for those courses in which a cumulative final exam is not administered.

**G. Supervision**

**SBCC Shall:**

1. Ensure all SBCC faculty teaching dual enrollment courses adhere to required standards designated in State Board Rule 6A-14.064, including, but not exclusive to, syllabus submission, submission of final exams and other required assignments, and adherence to College grading policies.
2. Offer access to the high school site for appropriate College personnel, including, but not exclusive to, campus dual enrollment coordinators, Executive Director of Articulations, College-wide and academic deans conducting classroom visitations.
3. Ensure dual enrollment students on the high school campus have instructions for, and access to technology to enable them to submit online instructional evaluations.
4. Conduct formal performance appraisal of the dual enrollment instructor according to the current District contract and Florida state law.
5. Coordinate with the College for formal program assessment and evaluation to include a yearly evaluative report describing student performance, student progression, and operational benchmarks of process.

**The College Shall:**

1. Monitor adherence to dual enrollment faculty submission of required syllabi, final exams, and other required assignments.
2. Evaluate submitted documents and provide feedback/approval within two (2) weeks for syllabus submissions and four (4) weeks for other submitted documents.
3. Perform classroom visitations and conduct dual enrollment evaluations which conform to standards for adjunct faculty on the College campus. Newly credentialed dual enrollment faculty will be observed in the fall.
4. Provide feedback to the instructor on classroom visitations/evaluations within four (4) weeks following the date of visitation.
5. Provide information on classroom visitation to the Office of Dual Enrollment for purposes of program level evaluation and improvement.
6. Provide mentoring to dual enrollment faculty.
7. Provide SBCC with information on the process for student submission of online instructional evaluation.

**H. Student Performance, Grades, and Appeals**

**SBCC Shall:**

1. Ensure that student performance is monitored and evaluated in accordance with FSCJ college credit and non-credit grading and academic standards:
  - a. for classes offered at the high school site, the grading may include a mid-term grade consistent with the Clay County Schools nine (9) weeks reporting schedule for the participating high schools and
  - b. there is to be no grade recovery strategy for any dual enrollment course offered on the high school or College site.
2. Ensure grading in courses is consistent with the grading system approved on the course syllabus.
3. Ensure any changes to grading standards for dual enrollment courses are submitted to the appropriate College academic dean for approval before institution.
4. Ensure dual enrollment faculty electronically post course gradebook items in the Canvas course shell provided for each course section and post final course grades in the College's student information management system by the designated dates for each academic term. Instructors who fail to post course gradebook items or submit final course grades to FSCJ during the established online grading window will receive a written warning for the first offense. Should there be a subsequent offense, they will not be permitted to continue to teach in the dual enrollment program.
5. Ensure the grades entered into the FSCJ and SBCC permanent record systems are the same. If a grading discrepancy is noted, it will be corrected within a period of two (2) weeks.
6. Ensure that students who have earned a grade of D, F, or W in a dual enrollment course, and their parents, are provided with full information regarding the consequences of withdrawals, multiple retakes, including the possibility of paying out-of-state tuition rate, GPA implications for transcripts and potential impacts on financial aid eligibility, and acceptance to selective admission postsecondary institutions.
7. Ensure that students who have earned a grade of D, F, or W in dual enrollment courses in a single semester and their parents are provided with full information regarding the student's ineligibility to take further dual enrollment courses.
8. Provide the College with information on any student who must be withdrawn from a dual enrollment course for reasons beyond their control (transfer to another school, move out of the area) within one (1) week of the withdrawal.
9. Ensure no students submit an application to retake a dual enrollment course more than once. Students who wish to retake MAT1033, MGF1130, MGF1131, and MAC1105 must retake the PERT to ensure proper advising and placement.

10. Provide students on the high school site with information on how to appeal a grade through a written request to SBCC, who will then review the appeal with the FSCJ Executive Director of Articulations for joint determination of further action. Students may need to submit an appeal in accordance with the college's student appeal process as outlined in the catalog.

**The College Shall:**

1. Evaluate grading processes to ensure compliance with College procedures and stated guidelines on course syllabi.
2. Review submitted gradebooks in the Canvas course shells from SBCC faculty to ensure alignment with submitted grades.
3. Ensure the Campus Dual Enrollment Coordinators securely deliver grades for courses taken on the College Campus to SBCC.
4. Develop a secure electronic file transfer protocol to send grades from the College system to SBCC.
5. Provide students enrolled in dual enrollment courses information on the student appeals procedure outlined in the college catalog if they wish to appeal a grade.
6. Process dual enrollment student grade appeals in a timeframe pursuant to College policy and procedure.

**I. Student Advising**

**SBCC Shall:**

1. Inform all secondary students and their parents of dual enrollment as an educational option and mechanism for acceleration. Students and their parents shall be informed of:
  - a. student eligibility requirements criteria;
  - b. the option for taking dual enrollment courses beyond the regular school year;
  - c. the minimum academic credits required for graduation;
  - d. the fact that dual enrollment grades are posted to a permanent college transcript;
  - e. the consequences of grades of D, F, and W on a college transcript regarding future eligibility for selective access programs at colleges and universities, financial aid, and continuation in dual enrollment courses; and
  - f. the availability of services for students with disabilities who wish to participate in Dual Enrollment.
2. Provide academic advising to dual enrollment students regarding program and course selection:

- a. encourage each dual enrollment student to identify a postsecondary educational objective that includes course selection leading to a technical certificate, associate degree or baccalaureate degree, rather than a random selection of courses.
- b. assist students and parents who wish to select courses which meet degree requirements for a specific course of study at another postsecondary institution, which may have different numbers of elective credit.
- c. advise students who are undecided about their postsecondary major to take courses which meet General Education requirements.
- d. advise students taking college credit courses including those in Early Admission programs of the requirement to complete the 15-hour State mandated General Education "Core" courses prior to earning 24 total college credit hours and the 36 hours of AA General Education prior to the completion of 50 total college credit hours

#### **The College Shall:**

1. Provide all dual enrollment students with access to the College Catalog and Student Handbook.
2. Provide academic advising to dual enrollment students regarding program and course selection:
  - a. assist students in identifying and declaring a postsecondary educational objective that includes course selection leading to a technical certificate, associate degree, or baccalaureate degree.
  - b. assist students pursuing an Associate of Arts degree in declaring their intended transfer degree program and institution prior to attaining 30 credit hours toward the AA degree.
  - c. advise students who are undecided about their postsecondary major to take courses which meet General Education requirements.
  - d. advise students taking college credit courses including those in Early Admission and Early College programs of the requirement to complete the 15-hour State mandated General Education "Core" courses prior to earning 24 total college credit hours and the 36 hours of AA General Education prior to the completion of 50 total college credit hours.
3. Provide access to advisement throughout the year with campus dual enrollment coordinators and Student Success advisement staff.
4. Provide information to students regarding the requirement for self-identification of disabilities to the College's Disabilities Office in order to obtain services and accommodations.

#### **J. Student Costs and Fees**

Consistent with provisions of Florida Statute s.1007.271 F.S., properly enrolled high school students receiving dual enrollment or early admission instruction under the provisions of



this plan shall not be charged registration, tuition, technology, or laboratory fees for the college courses in which they enroll.

Students will be responsible for payment of other special course or program fees, including, but not exclusive to:

1. art supplies;
2. aviation flight fees;
3. automotive tools;
4. culinary equipment;
5. health care uniforms;
6. fees for dissection or other science consumables required for science courses; and
7. other consumables which will be identified by the college in collaboration with District prior to student enrollment.

Students will be responsible for paying the transcript request fee standard for all students of the College (charged per transcript) if they wish to have a copy of their College transcript or wish to have a transcript sent from the College to other postsecondary institutions.

#### **K. Instructional Materials**

In accordance with s.1007.271 F.S., instructional materials, including digital integrated course materials, for dual enrollment courses shall be made available to public high school students free of charge. Payment for course textbooks shall be made in accordance with the following guidelines set forth below. Tangible instructional materials shall be the property of the governing board of the purchaser.

To reduce cost of instructional materials, use of open resource materials will be encouraged, followed by textbook rental options where available.

#### **SBCC Shall:**

1. Pay for textbooks and other instructional materials required for dual enrollment students. All tangible textbooks purchased by SBCC are the property of SBCC.
2. Encourage courses taught on the high school sites to use open resource course shells when available.
3. Ensure student access to the technology required to fully use open resource course shells provided by the College.
4. Charter schools: SBCC is not responsible for costs for textbooks or other instructional materials for Charter schools.
5. Home school students will be provided textbooks and other instructional materials through a College process.

**The College Shall:**

1. Make available to SBCC any open resource course shells developed by FSCJ free of cost provided students are guaranteed access to the appropriate technology required to fully use them.
2. Provide course shell orientation to any SBCC faculty using FSCJ open resource shells to maximize effectiveness of resources.

**L. Transportation**

Unless specifically provided for a designated program by SBCC, students attending dual enrollment classes at a location other than their public high school shall provide their own transportation.

**M. Cost Sharing**

In accordance with HB 5101 amending 1007.271 F.S. school districts are required to pay public postsecondary institutions tuition for courses offered on the college campus (including virtual campus) for the fall and spring terms, to pay only the costs of salary and benefits when instruction at the high school site is offered by a postsecondary instructor, but are not required to reimburse costs to the postsecondary institution for instruction on the high school sites delivered by high school instructors.

**SBCC Shall:**

1. Compensate SBCC personnel acting as dual enrollment adjunct faculty for FSCJ as part of their regular teaching load at the high school campus.
2. Compensate FSCJ per the current cost of adjunct faculty instruction, for the costs of College instructional personnel, who teach at the high school campus at SBCC request.
3. Compensate FSCJ at the current rate of instruction, for any college campus class specifically requested by SBCC for targeted groups of dual enrollment students.
4. Remit payment for college campus tuition.

**The College Shall:**

1. Compensate FSCJ faculty teaching a combination of regular FSCJ students and dual enrollment students on a college campus course if there are more than 16 SBCC dual enrollment students and the course was not specifically requested by SBCC.

2. Provide SBCC with rates of instruction on an annual basis.
3. Invoice SBCC for any class taught on the high school site by an FSCJ faculty member (full-time or adjunct) at the request of SBCC.
4. Submit to SBCC an invoice for tuition at the rate of \$71.98 per credit hour for all college credit courses Dual Enrollment and Early Admission students take through an FSCJ Campus/Center during the fall or spring term.
5. Submit to SBCC an invoice for tuition at the rate of \$2.33 per contact hour for all non-credit courses in programs leading to a career certificate or an applied technology diploma (Career Certificate) taken by Dual Enrollment students on the college campus during the fall or spring semesters.

#### **N. Teacher Preparation and In-Service Training**

FSCJ and SBCC will partner to provide teacher preparation and in-service training to District teachers and counselors to assist them in increasing the success of students in postsecondary education.

##### **SBCC Shall:**

1. Designate a day during the fall term professional development period for a comprehensive dual enrollment orientation/training for all prospective dual enrollment teachers.
2. Support SBCC teachers participating in required professional development training offered by FSCJ.
3. Support school counselors and other dual enrollment support personnel attendance at professional development activities offered by the College.

##### **The College Shall:**

1. Offer collaborative workshops between college and high school faculty to develop curriculum and instructional methodologies and cumulative final exams.
2. Offer SBCC teachers and guidance staff access to workshops on the use of technology in instruction as well as other courses offered by the Academy for Professional Development.
3. Offer recertification courses for SBCC teachers.
4. Offer in-service for SBCC school counselors that delineates the diverse career education options available to students and the basic skill levels necessary for success.

## **O. Data Sharing and Program Evaluation**

The FSCJ Executive Director of Articulations and SBCC shall provide overall leadership for the implementation of this articulation agreement and shall be responsible for sharing data for the purpose of state reporting and program improvement. Each party agrees to protect the rights of students with respects to records created, maintained and used by each Party in accordance with state and federal law.

Shared data will be used to produce an annual evaluation report on implementation. The report shall include:

1. number and percentage of high school student participants by school, program type, and course;
2. agreed-upon demographic data;
3. student course performance; and
4. program improvement actions.

In alignment with the 2007 Council of Presidents' Statement of Standards, the following assessment and accountability measures will be established:

1. FSCJ will share statewide and specific research on dual enrollment student progression and
2. FSCJ will conduct follow-up research on dual enrollment courses to ensure grading standards and outcomes are comparable to non-dual enrollment sections. Results are to be shared with the principals, local district, and the division.

**Dual Enrollment Academic Advising Associate in Arts Degree  
(Spring 2023 and later)**

Name: \_\_\_\_\_ EMPL ID: \_\_\_\_\_ High School: \_\_\_\_\_  
 High School Graduation Date: \_\_\_\_\_ High School GPA: \_\_\_\_\_ College GPA: \_\_\_\_\_  
 Credits: \_\_\_\_\_ as of \_\_\_\_\_ World Language Requirement met: \_\_\_\_\_ FCLE Score: \_\_\_\_\_  
 Anticipated Major: \_\_\_\_\_  
 Potential Transfer Colleges/Universities: \_\_\_\_\_

- Note: 1. Students must earn qualifying scores in Reading and Writing on a College Readiness Assessment to participate in the DE program. Students must earn qualifying scores in Math on a College Readiness Assessment to take Math courses and to continue beyond 12 credit hours in the DE program.
2. Students in an AA program must complete the General Education requirements and any prerequisite course(s) needed to transfer into their intended bachelor's degree program before taking elective courses. One course from each of the five discipline areas must be successfully completed in the student's first 24 credit hours.
3. At least one course from each of the five discipline areas must come from the **State Core (bold type and denoted with \*)**.
4. A grade of C or better is required in all General Education courses. Courses where a C or better has been earned, may not be retaken. Students who earn a D, F, W, or NA in a course in a single semester, but still meet the GPA requirement for both high school and college, may apply for probation to continue in the program. Students who earn more than one D, F, W, or NA in a course in a single semester or a combination of semesters, are ineligible to continue in the DE program.
5. AA degree-seeking students must demonstrate competency in a foreign language. Competency is demonstrated by the completion of a minimum of eight semester hours at the college level OR by the completion of two high school credits in the same foreign language.
6. Students are required to demonstrate competency in civic literacy by completing AMH 2020 OR POS 2041 AND by achievement of a passing score on the FLCE Assessment.
7. Students must take **SLS1103** in the first semester of their DE program.
8. Students must complete 60 credits (36 General Education + 24 Elective) to earn an AA Degree.
9. Students may not register themselves or make any changes to their schedules. All scheduling actions must go through the student's Dual Enrollment Coordinator.
10. Students must adhere to all deadlines, rules, and policies of FSCJ as well as those outlined in the articulation agreement with the student's school.

Term	Year	Grade	I. COMMUNICATIONS (9 credit hours - 3 credit hours from each category)		Credits	Prerequisites
Category A						
			*ENC 1101	English Composition I	3	
			*ENC 1101C**	English Composition I Enhanced	4	D or F in ENC1101
Category B						
			ENC 1102	Writing About Texts	3	ENC 1101
Category C						
			SPC 2017	Introduction to Speech Communications	3	ENC 1101
			SPC 2065	Speech Communication for Business	3	ENC 1101
			SPC 2608	Fundamentals of Public Speaking	3	ENC 1101
**This course includes one credit hour of supplemental lab instruction that will count toward the 24 hours of AA electives.						

Term	Year	Grade	II. HUMANITIES (6 credit hours – 3 credit hours from Category A AND 3 credit hours from Category A OR B) At least one course <u>must</u> have an HUM prefix		Credits	Prerequisites
Category A						
			*HUM 2020	Topics in the Humanities	3	
			*ARH 2000	Arts in the Humanities	3	
			*PHI 2010	Philosophy in the Humanities	3	
			*MUL 2010	Music in the Humanities	3	
			*LIT 2000	Literature in the Humanities	3	ENC 1101
			*THE 2000	Theatre in the Humanities	3	
Category B						
			HUM 2210	Humanities: Prehistory to the 15th Century	3	
			HUM 2230	Humanities: Mainstream of Cultures, 15th to 20th Century	3	
			HUM 2250	Humanities: 20th and 21st Century Cultural Perspectives	3	
			HUM 2410	Humanities of Asia	3	
			HUM 2450	Humanities in the Americas	3	
			DAN 2100	Dance in the Humanities	3	
			AML 2010	American Literature: Colonial Times to 1900	3	ENC 1101
			AML 2020	American Literature: 1865 to Present	3	ENC 1101
			ARH 2050	Art History from Prehistory to 15th Century	3	
			ARH 2051	Art History from 15th to 21st Century	3	
			ENG 2100	Film Studies	3	
			ENL 2012	English Literature to 1750	3	ENC 1101
			ENL 2022	English Literature since 1750	3	ENC 1101
			LIT 2100	Great Ideas in World Literature	3	
			PHI 2603	Introduction to Applied Ethics	3	
			PHI 2600	Moral and Political Philosophy	3	
			REL 2000	Religion in the Humanities	3	
			REL 2300	World Religions	3	

Term	Year	Grade	III. MATHEMATICS (6 credit hours - choose any two from the following courses) (see Math Pathways for guidance)		Credits	Prerequisites
			<b>*MAC 1105</b>	College Algebra	3	MAT 1033 or Eligible Scores
			<b>*MAC 1105C</b>	College Algebra Enhanced	5	D in MAT 1033 or D or F in MAC 1105
			MAC 1114	College Trigonometry	3	MAC 1105
			MAC 1140	Precalculus Algebra	4	MAC 1105
			MAC 1147	Precalculus Algebra and Trigonometry	5	B in MAC 1105
			MAC 2233	Calculus for Business and Social Studies	3	MAC 1105
			<b>*MAC 2311</b>	Calculus with Analytic Geometry I	4	MAC 1114 & MAC 1140 or MAC 1147
			MAC 2312	Calculus with Analytic Geometry II	4	MAC 2311
			MAC 2313	Calculus with Analytic Geometry III	4	MAC 2312
			MAP 2302	Differential Equations	3	MAC 2312
			<b>*MGF 1106</b>	Topics in College Mathematics	3	Eligible Scores
			<b>*MGF 1107</b>	Explorations in Mathematics	3	Eligible Scores
			<b>*STA 2023</b>	Elementary Statistics	3	MAC 1105 or MAC 1105C or MGF 1106 or MGF 1107

### MATH PATHWAYS

#### NON-STEM

MGF1106 ↔  
MGF1107  
OR  
MGF1106 →  
STA2023  
OR  
MGF1107 →  
STA2023  
OR

#### STEM A

MAC1105  
↓  
MAC1114 &  
MAC1140  
(any order)  
↓  
MAC2311  
↓  
MAC2312  
↓  
MAC2313 or  
MAP2301

#### STEM B

MAC1105  
↓  
MAC1147  
↓  
MAC2311  
↓  
MAC2312  
↓  
MAC2313 or  
MAP2301

#### BUSINESS

MAC1105  
↓  
MAC2233  
↓  
STA2023

#### NURSING

MAC1105  
↓  
STA2023

Term	Year	Grade	IV. NATURAL SCIENCES (6 - 8 credit hours - choose one course from Category A AND one course from Category B OR one pair of courses from Category C) Students must take at least 1 lab course (designated with a C or L) (see Science Pathways for guidance)		Credits	Prerequisites
Category A (Biological Sciences)						
			BOT 1010C	Botany	4	
			*BSC 1005	Life in its Biological Environment	3	
			BSC 1005L	Biology Laboratory	1	
			*BSC 2010C	Principles of Biology I	4	
			BSC 2011C	Principles of Biology II	4	BSC 2010C
			BSC 2020C	Human Biology	4	
			BSC 2050	Biology of Environmental Systems	3	
			*BSC 2085C	Human Anatomy and Physiology I	4	
			BSC 2086C	Human Anatomy and Physiology II	4	BSC 2085C
			**ISC 1075	Principles of Science and Investigation	3	
			MCB 2010C	Microbiology	4	CHM 1020 or CHM 1025C or CHM 1032 or CHM 2045C
			OCB 2000C	Fundamentals of Marine Biology	4	

			ZOO 1010C	General Zoology	4	
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Category B (Physical Sciences)					
			<b>*AST 1002</b>	<b>Introduction to Astronomy</b>	3
			AST 1002L	Astronomy Laboratory	1
			<b>*CHM 1020</b>	<b>Chemistry for Liberal Arts</b>	3
			CHM 1025C	Introduction to General Chemistry	4
			CHM 1032C	Principles of General Chemistry	4
			<b>*CHM 2045C</b>	<b>General Chemistry and Qualitative Analysis I</b>	4
			CHM 2046C	General Chemistry and Qualitative Analysis II	4
			<b>*ESC 1000</b>	<b>Earth and Space Science</b>	3
			ESC 1000L	Earth and Space Science Laboratory	1
			<b>*EVR 1001</b>	<b>Introduction to Environmental Science</b>	3
			GLY 1010C	Physical Geology and Laboratory	4
			<b>**ISC 1075</b>	<b>Principles of Science and Investigation</b>	3
			OCE 2001	Survey of Oceanography	3
			OCE 2001L	Oceanography Laboratory	1
			<b>*PHY 1020C</b>	<b>Physics for Liberal Arts with Laboratory</b>	3
			<b>*PHY 2048C</b>	<b>Physics I with Calculus</b>	4
			PHY 2049C	Physics II with Calculus	4
			<b>*PHY 2053C</b>	<b>General Physics I</b>	4
			PHY 2054C	General Physics II	4
			PSC 1341	Physical Science	3
Category C (Biological Sciences and Physical Sciences PAIRS)					
			<b>*BSC 2085C</b>	<b>Human Anatomy and Physiology I</b>	4
			BSC 2086C	Human Anatomy and Physiology II	4
			<b>*BSC 2010C</b>	<b>Principles of Biology I</b>	4
			BSC 2011C	Principles of Biology II	4
			<b>*BSC 2010C</b>	<b>Principles of Biology I</b>	4
			BSC 2020C	Human Biology	4
			<b>*CHM 2045C</b>	<b>General Chemistry and Qualitative Analysis I</b>	4
			CHM 2046C	General Chemistry and Qualitative Analysis II	4
			<b>*PHY 2048C</b>	<b>Physics I with Calculus</b>	4
			PHY 2049C	Physics II with Calculus	4
			<b>*PHY 2053C</b>	<b>General Physics I</b>	4
			PHY 2054C	General Physics II	4
**This course may fulfill the requirement for Biological Sciences <u>OR</u> Physical Sciences, but not both.					

## SCIENCE PATHWAYS

### NON-STEM

BSC1005 &  
BSC1005L  
↓  
AST1002 &  
AST1002L OR  
ESC1000 &  
ESC1000L OR  
EVR100  
1 OR  
PSC134  
1 OR  
ISC107  
5

### STEM – ENGINEERING

CHM1025C  
↓  
CHM2045C  
↓  
CHM2046C  
↓  
PHY2048C  
↓  
PHY2049C

### STEM – BIOLOGY

BSC2010C  
↓  
BSC2011C  
↓  
CHM1025C  
↓  
CHM2045C  
↓  
CHM2046C

### NURSING

BSC2085C  
↓  
BSC2086C  
↓  
CHM1020 or  
CHM1025C  
↓  
MCB2010C

Term	Year	Grade	V. SOCIAL AND BEHAVIORAL SCIENCES		Credits	Notes/Prerequisites
			(9 credit hours - complete 3 credit hours from Category A <u>AND</u> 6 credit hours from the other categories: see course notes) Students must take either AMH 2020 <u>or</u> POS 2041 <u>and</u> earn the standard score on the FCLE to demonstrate competency in civic literacy.			
Category A						
			*AMH 2020	US History from 1877 to the Present	3	
				Students who choose this course must take a course from Category C and Category D		
			*ANT 2000	General Anthropology	3	
				Students who choose this course must take a course from Category B and Category D		
			*ECO 2013	Principles of Economics I	3	
				Students who choose this course must take a course from Category B and Category D		
			*POS2041	American Federal Government	3	
				Students who choose this course must take a course from Category C and Category D		
			*PSY 1012	General Psychology	3	
				Students who choose this course must take a course from Category B and Category C		
			*SYG 2000	Introductory Sociology	3	
				Students who choose this course must take a course from Category B and Category C		
Category B						
			AMH 2010	US History to 1877	3	
			*AMH 2020	US History from 1877 to the Present	3	
			*POS 2041	American Federal Government	3	
			WHO 1012	World History to 1500	3	
			WHO 1022	World History since 1500	3	
Category C						
			AMH 2070	History of Florida	3	
			AMH 2092	African American History and Culture to 1877	3	
			AMH 2093	African American History and Culture from 1877	3	
			*ANT 2000	General Anthropology	3	
			ANT 2410	Cultural Anthropology	3	
			ANT 2511	Physical Anthropology	3	
			*ECO 2013	Principles of Economics I	3	
			INR 2002	International Relations	3	
			LAH 2000	History of Latin America	3	
			POS 2112	State and Local Government	3	
			WST 2010	Introduction to Women's Studies	3	ENC 1101
Category D						
			DEP 2004	Human Growth and Development	3	
			INP 1390	Human Relations in Business and Industry	3	
			*PSY 1012	General Psychology	3	
			*SYG 2000	Introductory Sociology	3	
			SYG 2010	Social Problems	3	
			SYG 2430	Marriage and Family	3	

Term	Year	Grade	Electives 24 credit hours		Credits	Notes
			SLS 1103	Strategies for Learning Success	3	