

INTERINSTITUTIONAL ARTICULATION AGREEMENT

The School Board of Palm Beach County, Florida

and

The District Board of Trustees of
Palm Beach Community College, Florida

and

Florida Atlantic University

2008-2009 School Year

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Acronym Definitions

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

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

SECTION 1007.235 (1)-(2)(a), FLORIDA STATUTES

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

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

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

COMMITTEE RESPONSE TO STATUTE:

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

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

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

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

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

WHEREAS, the District, the College and the University desire to implement Florida Statutes and State Board of Education Rules to enhance articulation among the entities to improve educational opportunities for students who are served by the entities;

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

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

- Palm Beach County Articulation Coordinating Committee: The District, the College and the University agree to utilize the Articulation Coordinating Committee with membership as shown on Pages 3 and 4 to monitor the activities established by this Agreement, to recommend enhancements and other changes, and to generally promote articulation.
- Agreement as to Responsibilities: The District and the College agree to assume specific responsibilities for Postsecondary Vocational Education, Postsecondary Adult Vocational Education, Adult Basic Education, Adult Secondary Education, and Education for Disabled (Handicapped) Adults as detailed on Page 5.
- Acceleration Programs: Pursuant to Section 1007.235 (2)(b) 1-11, Florida Statutes, it is the intent of the District, the College and the University that a variety of articulated acceleration mechanisms be made available for secondary and postsecondary students. It is intended that articulated acceleration serve to shorten the time necessary for students to complete the requirements associated with the conferring of a degree, broaden the scope of curriculum options available to students, or increase the depth of study available for a particular subject. Articulated acceleration mechanisms shall include, but not be limited to, dual enrollment, early admission, advanced placement, CLEP, the International Baccalaureate Program or other institutional credit by exam, and the several Academy/Magnet Programs. Details of the agreements of the programs are provided on Pages 7-9.
- CAREER PATHWAYS (TECH PREP): Pursuant to Section 1007.235(d), Florida Statutes, the District, the College and the University agree to cooperate in the advancement of the TECH PREP Program. Working with District personnel, the College has identified courses and programs that can articulate from the District to the College to help prepare students for Associate degrees and baccalaureate studies. Details of the CAREER PATHWAYS (TECH PREP) Education agreement are on Page 29.
- Florida Department of Education Dual Enrollment Course List
- Other Articulation Understandings:
 - (1) Institutional Responsibilities. The District and the College shall review, agree to and report on the responsibilities for providing Adult, Postsecondary Adult Vocational (PSAV) and Continuing Workforce Education in the District.
 - (2) Delineation of Programs and Courses That Are Not a Part of the Agreement. The District, the College and the University agree that the Postsecondary Leveling List serves as the basic criterion for determining at what level new programs will be offered.
 - (3) General Articulation Efforts. The District, the College and the University agree to work toward articulation agreements that will reduce duplication, share resources, and otherwise enhance the activities and opportunities for each entity in areas such as Staff and Professional Development, Faculty to Faculty Articulation, Counselor to Counselor Articulation; Research and Management Information, and Testing. The Palm Beach County Articulation Coordinating Committee is responsible for exploration of potential areas of cooperation and encouragement of formulation of appropriate agreements.
 - (4) Joint Use Agreements: The District, the College and the University maintain joint-use agreements for facilities used by these entities. Those agreements are neither included in nor affected by this Agreement.
 - (5) Palm Beach County Distance Learning Consortium: The District, the College and the University are committed to working together to provide a K-20 focused and seamless approach to distance learning. This consortium will leverage funding and resources, share expertise, connect networks, link compatible delivery systems, and share technical support and training. (See Appendix A)

PALM BEACH COUNTY ARTICULATION COORDINATING COMMITTEE

SECTION 1007.235 (1), FLORIDA STATUTES

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

COMMITTEE RESPONSE TO STATUTE:

- I. The District, the College and the University agree to utilize the Palm Beach County Articulation Coordinating Committee to monitor the activities established by this Agreement, to recommend enhancements and other changes, and to generally promote articulation.
- II. Members will be appointed, or reappointed, to the Committee during the spring of each year to serve the following Fiscal Year, July 1 to June 30. There are no limitations on the number of terms individuals may serve. The Committee will elect its own chairperson, vice chairperson, and secretary at the last meeting of the year, usually alternating the chairperson among representatives of the District, the College and the University.
- III. Committee members and/or designee shall be as follows:

DISTRICT

High School Principal
High School Guidance Coordinator
Director, K-12 Curriculum
High School Student
Director, Supplemental Educational Services
Career Education Manager
Program Planner, Home Education
Assistant Superintendent, Division of Curriculum
Secondary Guidance Program Planner
Program Planner, Exceptional Student Education
Program Planner, Multicultural Education
Manager, K-12 Curriculum
Middle School Guidance Specialist

COLLEGE

Vice President of Student Services
Vice President of Academic Affairs
Dean of Academic Affairs
Dean of Student Services
Outreach Services/Recruitment Director
Associate Dean of Academic Affairs
Dual Enrollment Coordinator
College Registrar

UNIVERSITY

Director of Admissions and Community College and Transfer Student Relations
University Registrar

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

AGREEMENT AS TO RESPONSIBILITIES

SECTION 1007.235 (1), FLORIDA STATUTES

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

COMMITTEE RESPONSE TO STATUTE:

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

Responsibility Matrix

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

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

ACCELERATION PROGRAMS
[Section 1007.235 (2)(b) 1 - 10], Florida Statutes

SECTION 1007.235 (2)(b) 1, FLORIDA STATUTES

1007.235 (2) (b) 1.

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

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

COMMITTEE RESPONSE TO STATUTE:

Courses and Programs

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

The College, the District, and the University will encourage the high schools to approve appropriate dual enrollment courses for inclusion in the Major Areas of Interest (MAI) sections by: 1) providing information on dual enrollment courses offered at the College and the University which are included in the state approved MIA list (<http://www.fldoe.org/APlusPlus/>); and 2) discussing the topic at a minimum of one District counseling meeting per year.

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

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

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

Dual Enrollment Program shall be the enrollment of an eligible secondary student in a postsecondary course creditable toward a vocational certificate or an associate or baccalaureate degree. Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollments. Students shall be permitted to enroll in dual enrollment courses conducted during school hours, after school hours and during the summer term. High school seniors will not be eligible at the College and/or the University for dual enrollment/early admission for summer A and C terms. Any student so enrolled shall be exempt from the payment of registration, tuition and laboratory fees. The postsecondary institution and the District shall earn FTE funds as prescribed by law. When dual enrollment courses are taught on the high school campus by a high school teacher in adjunct status with the postsecondary institution, the faculty member will meet the postsecondary institution qualification requirements and the postsecondary institution will compensate the instructor.

Dual-enrolled high school students with disabilities: In the event that a dual-enrolled high school student wants to request accommodations for a disability (based on an Individualized Educational Plan or a 504 Plan), the following procedures will apply:

*The District will provide the student with copies of the documentation verifying the disability and facilitate contact with Disability Support Services (DSS) at the College or the Office for Students with Disabilities (OSD) at the University.

*The student will meet with postsecondary staff from the departments listed above so documentation can be reviewed and reasonable accommodations arranged.

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

Student qualifications must demonstrate readiness for vocational-level course work if the student is to be enrolled in vocational courses. Qualifications for PSAV dual enrollment courses must include a 2.0 cumulative (Section 1007.271, Florida Statutes) grade point average. Exceptions to the required cumulative grade point averages may be granted if the educational entities agree and the terms of the agreement are contained within the dual enrollment interinstitutional articulation agreement.

Early Admission shall be a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis (12 or more credit hours) in courses that are creditable toward the high school diploma or associate or baccalaureate degree. Students seeking enrollment under Early Admission status must meet all requirements for Dual Enrollment listed on Pages 12-14 and meet college or university admission requirements. Public school students enrolled pursuant to this subsection shall be exempt from the payment of registration, tuition and laboratory fees for a period of up to two academic semesters or high school graduation.

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

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

SECTION 1007.235 (2)(b) 2, FLORIDA STATUTES

1007.235 (2) (b) 2.

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

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

COMMITTEE RESPONSE TO STATUTE:

College Guidance Services

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

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

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

SECTION 1007.235 (2)(b) 3, FLORIDA STATUTES

1007.235 (2) (b) 3.

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

A delineation of the process by which students and their parents exercise their option to participate in an articulated acceleration program.

COMMITTEE RESPONSE TO STATUTE:

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

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

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

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

SECTION 1007.235 (2)(b) 4, FLORIDA STATUTES

1007.235 (2) (b) 4.

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

A delineation of high school credits earned for completion of each dual enrollment course.

COMMITTEE RESPONSE TO STATUTE:

See Appendix B

SECTION 1007.235 (2)(b) 5, FLORIDA STATUTES

1007.235 (2) (b) 5.

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

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

COMMITTEE RESPONSE TO STATUTE:

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

SECTION 1007.235 (2)(b) 6, FLORIDA STATUTE

1007.235 (2) (b) 6.

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

An identification of eligibility criteria for student participation in dual enrollment courses and programs.

COMMITTEE RESPONSE TO STATUTE:

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

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

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

College Credit Course Eligibility

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

Palm Beach Community College Dual Enrollment Eligibility Requirements

- A) Demonstrate readiness for college-level coursework - all students must take the ACT, SAT or FCELPT. Early Admission candidates must achieve passing scores in all areas as specified in the College Catalog. In order to be enrolled in a Gordon Rule course a student must pass the section

associated with the course via the SAT, ACT, or FCELPT as specified in FAC 6A-10.0315 (or see the College Catalog) that is appropriate for successful student participation in the course. Testing must be completed prior to enrollment. The student or guardian is responsible for all testing fees.

AND

- B) Complete the high school freshman year (9th grade) and achieve a 3.0 cumulative high school grade point average, HPA or GPA

Other Criteria at Palm Beach Community College

Fees

The following are not eligible for dual enrollment at the College, unless through a separate agreement as identified in this document:

- All ATF prefix courses
- All CDO prefix courses
- All Limited Access programs

Early admission eligibility requires that students achieve a 3.0 cumulative high school grade point average.

Florida Atlantic University Dual Enrollment Eligibility Requirements

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

AND

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

Other Criteria at Florida Atlantic University:

Students may not register for directed independent study courses, study abroad courses, graduate level course or courses for which prerequisites have not been met. Students may only register for three Business courses – ECO 2013 Macroeconomic Principles, ECO 2023 Microeconomic Principles, and GEB 2011 Introduction to Business. All courses must be at least three (3) credits and be taken for a letter grade, not Pass/Fail or Satisfactory/Unsatisfactory, unless noted as exceptions for dental assisting.

Criteria for both Palm Beach Community College and Florida Atlantic University

Students participating in these programs must maintain a 3.0 cumulative grade point average in other high school academic work and must earn a grade of "C" or better in each college level course in order to continue in the program. However, for early admission, students must maintain a 2.0 cumulative grade point average in college level work (18-credit option students must meet GPA/letter grade requirements of their selected graduation option.). Course credit earned in these courses with a grade of "C" or better shall transfer as college level credit to the College and the University. Semester hours by dual enrollment will be limited to 8 semester hours in each full fall term and spring term, and not to exceed a total of 8 semester hours in the summer term with the exception of programs listed in Appendix C-2 - Dental Assisting.

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

Palm Beach Community College Exceptions:

SLS Enrollment

An exception to the eligibility requirements will be granted to 12th grade students with a minimum cumulative GPA/HPA of 2.5, to permit enrollment in the course "Strategies for College Success," SLS-1501.

Palm Beach Community College Career and Technical Course Eligibility

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

- A) TABE test scores must be submitted within the first six weeks of entering a PSAV program and student or guardian is responsible for all testing fees.

AND

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

The eligible courses and programs are listed in Appendix C.

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

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

SECTION 1007.235 (2)(b) 7, FLORIDA STATUTES

1007.235 (2) (b) 7.

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

A delineation of institutional responsibilities regarding student screening prior to enrollment and monitoring student performance subsequent to enrollment in dual enrollment courses and programs.

COMMITTEE RESPONSE:

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

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

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

SECTION 1007.235 (2)(b) 8, FLORIDA STATUTES

1007.235 (2) (b) 8.

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

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

COMMITTEE RESPONSE TO STATUTE:

Institutional Responsibility for Quality of Instruction

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

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

Guidelines for Dual Enrollment Courses Taught on the High School Campus

Payment of Instructors Teaching Dual Enrollment Courses on High School Campuses

Payment of Instructors will be as follows: 1) If the instructor is a teacher from the high school teaching the course as a part of their regular teaching load, the instructor will be paid by the District, 2) If the instructor is an adjunct teacher from the College, the College will pay the instructor according to their policies, and 3) If the instructor is a full-time staff member of the College, the College will pay the instructor according to their policies.

Staffing of Instructors

All dual enrollment courses will be staffed by the College whether at their site (s) or on a high school campus. This will ensure that all credentials required by the College are met and that appropriate staff is selected and hired.

Monitoring and Observing Instructors

The College department chairs will observe and monitor all dual enrollment instructors who are employees of the District to ensure they are adhering to the requirements set forth in this checklist:

1. The course outline and curriculum is being followed.
2. The instructor is using the College required textbook(s).
3. The course syllabus that follows the College templates has been submitted by the end of the drop/add period.
4. The class roster is submitted by the established deadline(s).
5. The final examination is administered by the established deadline.
6. The students' grades are submitted by the established deadline.

The College chair will share information about the observation of the instructor.

Extra Responsibilities outside of the Classroom

All dual enrollment instructors, unless a District teacher required to do so, will not be expected to participate in extracurricular high school activities.

Calendar Alignment

If the school year calendar for the District does not align with that of the College, classes that start before the College term begins will be under the supervision and responsibility of the District. The College will make every attempt to provide useful curriculum to assist the school where appropriate and possible.

The College and the University will follow the requirements as set forth by the Jessica Lunsford Act and the District.

SECTION 1007.235 (2)(b) 9, FLORIDA STATUTES

1007.235 (2) (b) 9.

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

A delineation of institutional responsibilities for assuming the cost of dual enrollment courses and programs that includes such responsibilities for student instructional materials.

COMMITTEE RESPONSE TO STATUTE:

Responsibility for Cost of Dual Enrollment Courses and Programs (Section 1007.271, Florida Statutes)

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

Instructional Material and Fees Procedure

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

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

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

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

SECTION 1007.235 (2)(b) 10, FLORIDA STATUTES

1007.235 (2) (b) 10.

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

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

COMMITTEE RESPONSE TO STATUTE:

Student Transportation

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

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

SECTION 1007.235 (2)(c) 1 -4, FLORIDA STATUTES

1007.235 (2) (c)

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

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

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

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

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

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

COMMITTEE RESPONSE TO STATUTE:

The committee examined the data from the 2005-2006 Performance on the Common Placement Test report (formerly known as the School Readiness for College Report), which was released by the Florida Department of Education in July 2007, as required by statute. The report indicates that 8,378 standard diplomas were awarded by the District in 2005-2006. Of the graduates, 2,455 (29.3%) were enrolled as degree-seeking students in a Florida community college, and 2,006 (23.9%) were enrolled as degree-seeking students in a State University System institution, accounting for 53.2% of the total high school graduates. The remaining 3,917 graduates (46.7%) either did not attend college, were non-degree seeking at a Florida public college or university, were attending a private college or university in Florida, or were attending a college/university in another state or country.

Of the 4,461 PBCSD degree-seeking students attending a Florida public community college or university, the following was observed:

TABLE 1									
Category	2005-06		2004-05		2003-04		2002-03		Improvement/Decrease PBCSD 2004-05 to 2005-06
	PBCSD	State Average	PBCSD	State Average	PBCSD	State Average	PBCSD	State Average	
Percent Ready in Mathematics	69.1%	67.0%	69.7%	69.4%	68.7%	65.8%	69.4%	65.0%	-0.6%
Percent Ready in Reading	76.8%	74.1%	75.8%	76.9%	75.3%	74.3%	74.3%	72.8%	+1.0%
Percent Ready in Writing	82.7%	82.9%	82.7%	81.6%	80.1%	81.1%	79.3%	80.0%	0.0%

Of the 2,006 PBCSD degree-seeking students enrolled in a State University for 2005-06:

TABLE 2					
Category	2005-06	2004-05	2003-04	2002-03	Improvement/Decrease 2004-05 to 2005-06
Percent Ready in Mathematics	95.5%	95.0%	93.3%	94.8%	+0.5%
Percent Ready in Reading	97.6%	97.0%	96.4%	96.5%	+0.6%
Percent Ready in Writing	96.9%	95.2%	94.4%	95.6%	+1.7%

Of the 2,455 PBCSD degree-seeking students enrolled in a Florida community college for 2005-06:

TABLE 3					
Category	2005-06	2004-05	2003-04	2002-03	Improvement/Decrease 2004-05 to 2005-06
Percent Ready in Mathematics	40.9%	44.0%	43.8%	48.5%	-3.1%
Percent Ready in Reading	59.7%	55.9%	55.7%	56.3%	+3.8%
Percent Ready in Writing	71.1%	67.0%	66.8%	66.1%	+4.1%

Of the 2,455 PBCSD degree-seeking students enrolled in a Florida community college, 2,119 (86.3%) enrolled at the College:

TABLE 4					
Category	2005-06	2004-05	2003-04	2002-03	Improvement/Decrease 2004-05 to 2005-06
Percent Ready in Mathematics	44.4%	44.1%	43.2%	48.2%	+0.3%
Percent Ready in Reading	59.9%	55.5%	55.7%	55.9%	+4.4%
Percent Ready in Writing	70.8%	68.7%	67.2%	65.6%	+2.1%

In interpreting these data, the committee observes that the majority of high school graduates who attend state universities are college-ready (Table 2). However, those students who attend community colleges are in need of remediation (Table 3). In Table 4, we observe that the goal of a 3% improvement in these percentages was not achieved in mathematics and writing, but was achieved in reading. All three of the measures improved, but not to the degree set forth in this Agreement.

A disparity continues to exist between students who attend a state university system (Table 2) and those who attend a community college (Table 3). This finding is not surprising, given that admission to a state university system institution is competitive, while all community colleges in Florida, by nature of mission, have an open-door admission policy. This open-door admission policy requires that the student have a high school diploma, following a curriculum as prescribed by the State of Florida, attain a minimum 2.00 grade point average while in high school and earn passing scores on the FCAT examination.

A concordance study commissioned by the Florida Legislature (2003) concluded that the minimum FCAT passing scores equate to scores on the SAT and ACT that would place the student in remedial level courses at a community college. A research study is currently underway by the Department of Education to use FCAT scores to place students in lieu of the common placement test, and the college is participating in that study. Community colleges must also admit students who have been awarded a “Certificate of Completion”, given to those students who have met all requirements for high school graduation except passing the FCAT. Students receiving “Certificates of Completion” cannot attend state universities; universities in general are increasing admissions standards for all students so that more students will have to attend a community college prior to admission to a university.

The challenge of students not being prepared for college-level studies is one of national importance and discussion for it occurs in all 50 states. An Alliance for Excellent Education (2006) study estimates that community college remediation costs the nation \$3.7 billion dollars in lost wages, government costs, tuition cost and other costs. The study concludes that the key to reducing remediation can only occur by improving high schools and increasing the rigor of courses that students take while enrolled in high school “...reforming the nation’s high schools will not be an easy process, and the kind of comprehensive school reform needed to assure that all students have the opportunity to succeed and graduate prepared for the future is not simple.” West Virginia and Florida are commended in the report for having statewide performance standards that most states lack.

A recent article published in the Community College Times also points to the importance of remedial education. Lawrence Cox writes “Students enter our colleges with hopes of success. We should make sure that students succeed. We should commit to remediation at all costs. Students’ futures depend

upon successful outcomes, and so do ours. As we assist students in their success, we also assist in our success and that of society.” (Community College Times, August 17, 2007).

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

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

GOAL: REDUCE NUMBER OF HIGH SCHOOL GRADUATES WHO REQUIRE REMEDIATION ONCE ENROLLED IN COLLEGE

STRATEGIES	ACTION PLAN	ARTICULATION COORDINATING COMMITTEE ANTICIPATED OUTCOME	EXPECTED RESULT IF OUTCOME IS NOT ACHIEVED
<p>Ensure that all students meet District graduation requirements within four years.</p>	<ol style="list-style-type: none"> 1. Implement Progress Monitoring Plan 2. Provide tutorials/SES tutorials 3. Provide intensive classes in math and reading 4. Require 8th grade students choose a Major Area of Interest 5. Implement School Based Teams 6. Expand virtual learning opportunities 7. Require four mathematics credits for graduation 8. Require Algebra credit for graduation 9. Encourage cooperative agreements between postsecondary grant programs including College Reach Out Program, Talent Search, Upward Bound, Go Higher Get Accepted Program and the District 10. Utilize School Based Teams for all students who are truant, failing or behaving poorly, or have social/emotional needs in order to develop individualized learning plans for support 11. Provide students in grades 10-12 who have failed the FCAT the opportunity to receive immediate feedback on their strengths and weaknesses by taking the 10th grade diagnostic 12. Analyze the data from EDW and other District assessments 	<p>Contribution to the goal of reducing by 3.0% the number of students who require remediation in mathematics, reading and writing</p>	<ol style="list-style-type: none"> 1. Enrollment in prep courses will increase. 2. District and College personnel will evaluate process/activity to find improved mechanism for decreasing number of FTIC students requiring remediation.

GOAL: REDUCE NUMBER OF HIGH SCHOOL GRADUATES WHO REQUIRE REMEDIATION ONCE ENROLLED IN COLLEGE

STRATEGIES	ACTION PLAN	ARTICULATION COORDINATING COMMITTEE ANTICIPATED OUTCOME	EXPECTED RESULT IF OUTCOME IS NOT ACHIEVED
<p>Ensure implementation of the Accelerated Academic Achievement for High Needs Schools- Assistance and Intervention Plan (AAA Plan) and the Academic Business Plan.</p>	<ol style="list-style-type: none"> 1. Ensure high need schools receive funding for literacy “coaches” and learning team facilitators 2. Participate in common assessments in reading, writing, mathematics and science 3. Provide services for low performing students in all content areas K-12 4. Provide on-going research-based professional development to teachers, school and district staff 5. Require all 10th graders to take the PSAT 6. Encourage all 11th graders to participate in the PSAT 7. Provide school district support services to high need schools (i.e., restructuring teams, area support teams, etc.) 8. Encourage all seniors who have not applied to college to apply to the College 9. Provide students with information about scholarship opportunities and annually report scholarship awards 10. Provide standards-based curriculum for all core subjects 11. Ensure intensive mathematics classes will be available in high schools 12. Analyze the data from EDW and other District assessments 	<p>Contribution to the goal of reducing by 3.0% the number of students who require remediation in mathematics, reading and writing</p>	<ol style="list-style-type: none"> 1. Enrollment in prep courses will increase. 2. District and College personnel will evaluate process/activity to find improved mechanism for decreasing number of FTIC students requiring remediation.

GOAL: REDUCE NUMBER OF HIGH SCHOOL GRADUATES WHO REQUIRE REMEDIATION ONCE ENROLLED IN COLLEGE

STRATEGIES	ACTION PLAN	ARTICULATION COORDINATING COMMITTEE ANTICIPATED OUTCOME	EXPECTED RESULT IF OUTCOME IS NOT ACHIEVED
Utilize Mathematics Preparation Efforts.	<ol style="list-style-type: none"> 1. Strengthen, beginning in 5th grade, the mathematics curriculum to prepare students for Algebra I in 8th grade 2. Implement mathematics remediation, as required by Florida DOE, for all non-proficient students in grades 3-10 3. Suggest that Level 1 and 2 students (based on 7th grade FCAT scores) in grade 8 will take a two-block period of 8th grade mathematics (M/J 3) with the same teacher 4. Increase research-based professional development for teachers. 5. Provide on-going technology (graphing calculator, Texas Instruments Navigator, Geometer's Sketchpad, Riverdeep, Holt technology) 6. Provide hands-on manipulative professional development for all 8th grade and Algebra I teachers 6. Analyze the data from EDW and other District assessments 	Contribution to the goal of reducing by 3.0% the number of students who require remediation in mathematics, reading and writing	<ol style="list-style-type: none"> 1. Enrollment in prep courses will increase. 2. District and College personnel will evaluate process/activity to find improved mechanism for decreasing number of FTIC students requiring remediation.
Encourage students to enroll in honors courses, Advanced Placement courses, dual enrollment, the International Baccalaureate Program, and the Advanced International Certificate of Education Diploma Program.	<ol style="list-style-type: none"> 1. Analyze district-wide participation rates data 2. Encourage articulation between high and middle school staff 3. Partner with College Board (i.e., Spring Board) 4. Promote awareness of Choice Programs 5. Utilize AP predictors 6. Require all 10th graders to take the PSAT 7. Encourage all 11th graders to participate in the PSAT 8. Analyze the data from EDW and other District assessments 	Contribution to the goal of reducing by 3.0% the number of students who require remediation in mathematics, reading and writing	<ol style="list-style-type: none"> 1. Enrollment in prep courses will increase. 2. District and College personnel will evaluate process/activity to find improved mechanism for decreasing number of FTIC students requiring remediation.

GOAL: REDUCE NUMBER OF HIGH SCHOOL GRADUATES WHO REQUIRE REMEDIATION ONCE ENROLLED IN COLLEGE

STRATEGIES	ACTION PLAN	ARTICULATION COORDINATING COMMITTEE ANTICIPATED OUTCOME	EXPECTED RESULT IF OUTCOME IS NOT ACHIEVED
Develop an action plan to bridge the gaps between graduation standards and college readiness expectations.	<ol style="list-style-type: none"> 1. Articulation Coordinating Committee members will analyze the correlation between graduation standards and college readiness expectations. 2. Data from EDW and other District assessments will be analyzed. 	Contribution to the goal of reducing by 3.0% the number of students who require remediation in mathematics, reading and writing	<ol style="list-style-type: none"> 1. Enrollment in prep courses will increase. 2. District and College personnel will evaluate process/activity to find improved mechanism for decreasing number of FTIC students requiring remediation.
Utilize Florida Partnership College Board Tutoring Initiative at selected middle and high schools (grant funded program).	Teachers will receive pre-A.P. and A.P. training in selected courses to provide tutoring opportunities that would assist students in achieving higher test scores on FCAT, AP, SAT and /or other college placement tests.	Contribution to the goal of reducing by 3.0% the number of students who require remediation in mathematics, reading and writing	<ol style="list-style-type: none"> 1. Enrollment in prep courses will increase. 2. District and College personnel will evaluate process/activity to find improved mechanism for decreasing number of FTIC students requiring remediation.

SECTION 1007.235 (2)(c) 5, FLORIDA STATUTES

1007.235 (2) (c) 5.

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

An analysis of costs associated with the implementation of postsecondary remedial education and secondary-level corrective actions.

COMMITTEE RESPONSE TO STATUTE:

During the 2006/2007 academic year, the College spent \$8,262,965 on both direct and indirect costs associated with postsecondary remedial education. During the 2006/2007 academic year, the District spent 30,405,619 on both direct and indirect costs associated with secondary level remedial education.

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

COSTS ASSOCIATED WITH REMEDIAL EDUCATION					
Institution	2006-2007	2005-2006	2004-05	2003-04	2002-03
Palm Beach Community College	\$8,262,965	\$8,034,234	\$7,967,873	\$8,208,459	\$7,500,000
School Board of Palm Beach County	\$30,405,619	\$28,600,000	\$31,168,325	\$14,493,907	\$9,557,980

SECTION 1007.235 (2)(c) 6, FLORIDA STATUTES

1007.235 (2) (c) 6.

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

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

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

COMMITTEE RESPONSE TO STATUTE:

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

For example, if a student decides to seek remediation through a private vendor such as Sylvan Learning Center, the student pays the full cost of instructional services to the private vendor. Had that same student remediated through the college, their out-of-pocket expense for student tuition and fees would

only pay about 30% of the actual cost on instruction (assuming instate tuition rates). The remaining 70% of the instructional cost for remediation is funded through state appropriations, supported by tax collections.

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

Current Activities:

- Continue the implementation the planned activities of the Title III Grant, especially the emphasis on success in college preparatory mathematics to improve the retention of college prep students.
- The recommendation of College mathematics faculty to raise the cut-off score for Prep Math I has been implemented and results will be first measured in Fall 2006.
- Conduct “combo courses” where students take two mathematics prep classes in one semester or a combination of one college prep math class and one intermediate algebra class. Preliminary results indicate a significant increase in pass rate and subsequent success in the next level course.
- Programming has been requested from the Florida Community College Software Consortium (FCCS) to add additional programming to allow for an additional diagnostic test for math prep students to assist with proper placement for increasing student success.
- The Strategic Planning committees Quality Enhancement Plans are being implemented; such plans emphasize student success.
- Conduct Fast Break and Summer Bridge programs and preparatory sessions for incoming high school graduates.

CAREER PATHWAYS (TECH PREP)

SECTION 1007.235 (2)(d), FLORIDA STATUTES

1007.235 (2) (d)

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

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

COMMITTEE RESPONSE TO STATUTE:

- I. Pursuant to Section 1007.235(d), Florida Statutes, the District, the College and the University agree to cooperate in the advancement of the CAREER PATHWAYS (TECH PREP) Program. Working with District personnel, the College has identified courses and programs that can articulate from the District to the College to help prepare students for Associate degrees and baccalaureate studies.
- II. Promotion of CAREER PATHWAYS (TECH PREP) Programs – The District, the College and the University shall design a marketing plan for the promotion of CAREER PATHWAYS (TECH PREP) to students, parents and counselors. The strategies shall include, but not be limited to:
 - Web site for CAREER PATHWAYS (TECH PREP) Information
www.palmbeach.k12.fl.us/careered/pbcareerpathways
 - Marketing materials, such as brochures and posters
 - Training and awareness sessions for District and College personnel
 - Special efforts to orientate parents towards the value of career academies
- III. CAREER PATHWAYS (TECH PREP) course of studies shall include:
 - A. A planned program of study that will be taught in the high schools providing a transition from secondary career programs and academies to College, leading to certificates or associate degrees;
 - B. Higher level mathematics, English, science and technology courses at the high schools utilizing applied, integrated teaching techniques;
 - C. Expanded opportunities for students to participate in academic and technical dual credit opportunities to accelerate student progress toward completion of certificate and degree requirements leading to a high-demand and high-wage career.
 - D. Opportunities for earlier exposure to technical preparation in high skill areas such as business, health, graphic design, and computer technology.
 - E. The courses found at www.palmbeach.k12.fl.us/careered/pbcareerpathways can be applied to the following programs:
 - **Accounting Applications**
 - **Administrative Assistant**
 - **Aerospace Technology**
 - **Allied Health Assisting**
 - **Automotive Service Technology**
 - **Business Co-op Ed. OJT**
 - **Business Supervision & Management**
 - **Communications Technology**
 - **Commercial Art**
 - **Computing for College and Careers**
 - **Construction/Construction Technology**
 - **Criminal Justice Operations**

- Culinary Operations
- Dental Aide
- Digital Design
- Diversified Career Technology (DCT)
- Drafting & Illustrative Design
- Early Childhood Education
- Electrocardiograph Aide (EKG)
- Engineering Technology (PLTW)
- Entrepreneurship Academy
- Finance
- First Responder
- Health Unit Coordinator
- Home Health Aide
- Hospitality & Tourism
- HVAC
- Interior Design Services
- International Business
- Marketing Management
- Medical Lab Assisting
- Nursing Assistant
- PC Support Services
- Practical Nursing
- Production Technology
- Network Support Services
- New Media Technology
- Secondary School Age Certification
- Technology Studies
- Television Production
- Web Design Services

- IV. Expanded opportunities for students to continue their education in technical fields of their choice will be further enabled by the establishment of clearly defined course by course or course to pathway articulation agreements among the District, the College and the University. The agreements will make clear enhanced opportunities for admission to College programs and the award of credit or Advanced Placement of students in those programs because of their successful work in the CAREER PATHWAYS (TECH PREP) Program. **To be eligible for the award of college credit, the student must complete the appropriate sequence of high school CAREER PATHWAYS (TECH PREP) courses with a cumulative grade point average specified in the agreement to receive credit for identified college courses.** College credit shall be awarded through articulation. Through successful work in the CAREER PATHWAYS (TECH PREP) Program, students will receive credit for college courses, as found at www.palmbeach.k12.fl.us/careered/pbcareerpathways, which saves them time and money. These credits can assist students in graduating earlier at the postsecondary level.
- V. CAREER PATHWAYS (TECH PREP) Articulation Agreements revisions and amendments will be submitted annually. All courses in a pathway will be reviewed and new pathways will be developed as appropriate.
- VI. Procedures for development of individual program agreements will be established by the Vice President of Academic Affairs of the College and the Associate Superintendent for the District, who will work with appropriate faculty, program directors, deans, directors and other key individuals and groups.
- VII. Articulation Agreements between the District, College and University are to be consistent and equitable. Individuals from the District, College and/or University interested in creating new

agreements must present such interest to the individuals responsible for articulation agreements to present to the Interinstitutional Articulation Coordinating Committee for consideration and approval.

- VIII. The website www.palmbeach.k12.fl.us/careered/pbcareerpathways contains the CAREER PATHWAYS (TECH PREP) courses.

TEACHER PREP

SECTION 1007.235 (3), FLORIDA STATUTES

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

COMMITTEE RESPONSE TO STATUTE:

In an effort to improve the preparation of elementary, middle, and high school teachers, the College, the District, and the University have collaborated on the following strategies:

Mechanisms Currently Being Initiated	Focus of Mechanism	When Implemented	Method of Evaluation (if any)	Results of Evaluation	Contact Person Information
FAU/PBCC 2+2 in Science and Mathematics Teacher Education Degree Program.	To increase the number of students enrolling in and graduating from these teacher education programs	This program was approved by SACS in January 2004.	Number of students enrolling in classes, number of students completing programs		Diane Bressner bressned@pbcc.edu 868-3498 Samantha Wallace wallaces@pbcc.edu 561-868-3804
Teacher Certification Program	To assist non-education trained professionals become teacher certified	January 2006	Number of individuals enrolling in program, number completing program, number become state certified, number teaching		Diane Bressner bressned@pbcc.edu 868-3498
Transition to Teaching Program.	To recruit non-teacher trained professionals and recent college graduates holding bachelor degrees into teaching careers and increase the number of highly qualified and prepared teachers in the District	October 2002	Number of individuals who sign program agreements, number of participants who complete the program, and number of participants hired by the District		Diane Bressner bressned@pbcc.edu 561-868=3498 Wally Sherman shermaw@palmbeach.k12.fl.us 561-434-8150

Mechanisms Currently Being Initiated	Focus of Mechanism	When Implemented	Method of Evaluation (if any)	Results of Evaluation	Contact Person Information
Transitioning and Supporting Hispanic Educators (TASHE)	To recruit non-teacher trained Hispanic professionals and recent college graduates holding bachelor degrees into teaching careers and increase the number of highly qualified and prepared teachers in the District	October 2006	Number of individuals who sign program agreements, number of participants who complete the program, and number of participants hired by the District		Susy Martinez-White martines@pbcc.edu 561-868-3807 Wally Sherman shermaw@palmbeach.k12.fl.us 561-434-8150
PRO Program	To help paraprofessionals, CLFs, media clerks, and CDAs in the District obtain associates degrees and increase their ability to work with LEP students	September 2002	Number of paraprofessionals who sign program agreements, enroll in classes, and complete an associate's degree. Feedback from teachers working with paraprofessionals.		Diane Hess hessd@pbcc.edu 561-868-3805 Wally Sherman shermaw@palmbeach.k12.fl.us 561-434-8150
Florida Future Educators of America (FFEA) club partnership: District, College, and University	To streamline the process for education students to articulate from one institution to another-giving them a support system as they articulate	March 2003	Number of members		Nika Coleman-Ferrell ferrelln@pbcc.edu 561-862-4439 Joe DePaolo depaoloj@pbcc.edu 561-207-5037 Susy Martinez-White martines@pbcc.edu 561-868-3807 Tracianne Catto tcatto@fau.edu 561-297-3570

Mechanisms Currently Being Initiated	Focus of Mechanism	When Implemented	Method of Evaluation (if any)	Results of Evaluation	Contact Person Information
FFEA Annual Convention	To offer an opportunity for teacher education students from high schools, College, and University to participate in this jointly sponsored, University developed, event	Annually beginning Spring 2003	Number of students participating		Tracianne Catto tcatto@fau.edu 561-297-3570 Susy Martinez-White martines@pbcc.edu 561-868-3807
Educator Advisor's Annual Meetings	To give an opportunity for advisors from both institutions to discuss articulation and legislative issues regarding teacher education students	Annually beginning 2003	Continuous meetings		Diane Bressner bressned@pbcc.edu 561-868-3498 Lorraine Cross lcross@fau.edu 561-297-2491
Faculty Curriculum Collaboration	To bring together faculty from the College and the University to discuss education course content, field experiences, textbooks and materials, portfolios, course objectives, and standards	Spring 2004	Continuous meetings and collaboration		Susan Caldwell caldwels@pbcc.edu 561-868-3339 Lorraine Cross lcross@fau.edu 561-297-2491
Palm Beach Lakes High School Teacher Academy	To give support, guidance, and experiences to students to help them transition smoothly from high school into a postsecondary teaching program at the College and then on to a university program	Ongoing	Number of students participating		Christine Dansby dansbyc@pbcc.edu
Professional Development	Various CCE workshops offered to prepare teachers for FTCEs and classroom instruction	Ongoing	Number of classes offered, number of participants, participant evaluations		Diane Bressner bressned@pbcc.edu 561-868-3498
Substitute Teacher Training	A CCE curriculum of training to recruit and train substitute teachers for the school district	Spring 2008	Number of classes offered, number of participants, participant evaluations		Diane Bressner bressned@pbcc.edu 561-868-3498

SECTION 1007.235 (4), FLORIDA STATUTES

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

COMMITTEE RESPONSE TO STATUTE:

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

SECTION 1007.235 (2)(b) 11, FLORIDA STATUTES

1007.235 (2) (b) 11.

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

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

COMMITTEE RESPONSE TO STATUTE:

Beginning with students entering grade 9 in the 2006-2007 school year, school districts and community colleges must weigh dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses when honor grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

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

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

Mathematics:

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

Science:

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

English:

ENL 2012, English Literature before 1800
ENL 2022, English Literature after 1800

Economics:

ECO 2013, Principles of Macroeconomics
ECO 2023, Principles of Microeconomics

Chemistry:

CHM 2210, Organic Chemistry I

CHM 2211, Organic Chemistry II

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

AP weight may be awarded for other specific courses upon review and approval of the District and College or University.

MISCELLANEOUS PROVISIONS:

- **GOVERNING LAW:** This Agreement shall be construed in accordance with the laws of the State of Florida.
- **LIABILITY ISSUES:** The parties agree pursuant to Section 768.28, Florida Statutes, to be responsible for their respective liability caused by an act or omission of their respective agents or employees, provided, however, this provision shall not be construed as a waiver of any right of defense that they may possess and they reserve all such rights as against any and all claims that may be brought.

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

The Palm Beach County Consortium meets two times a year headed by the College for a two year term. Every two years the leadership will rotate to another institution.

Goals

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

Objectives

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

APPENDIX B

DUAL ENROLLMENT COURSE EQUIVALENCY LIST

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

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

This list is NOT all inclusive and DOES NOT prohibit the offering of other dual enrollment courses, if agreed upon by the District, the College and the University.

ELECTIVES

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

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

SECTION 1007.235 (2)(b) 4, FLORIDA STATUTES

1007.235 (2) (B) 4.

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

A delineation of high school credits earned for completion of each dual enrollment course.

COMMITTEE RESPONSE TO STATUTE:

The list is available at www.FACTS.org under Advising Manuals.

APPENDIX C

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

PSAV Program Name - PBCC	PSAV Program Objective #	OCP A Hours HS Credit	OCP B Hours HS Credit	OCP C Hours HS Credit	OCP D Hours HS Credit	OCP E Hours HS Credit	OCP F Hours HS Credit	*Total Hrs. **Total elective credits
40-Hour Introductory Child Care Training	5348 and 5362	-----	-----	-----	-----	-----	-----	40 hours

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

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

NOTE: Additional PSAV programs may be available at the Belle Glade location.

Appendix C-2

PSAV and Dental Agreement

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

WITNESSETH

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

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

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

COLLEGE agrees to:

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

CENTER agrees to:

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

BOTH PARTIES agree to:

1. Follow attached Exhibit A regarding Dental Assisting Program Guidelines and the Interinstitutional Articulation Agreement for dual enrollment guidelines.

2. Require that each Dental Assisting student at his/her own expense provide the following:
 - a. Uniforms
 - b. Meals
 - c. Laundry service
 - d. Transportation
 - e. Physical examination and immunization required on enrollment
 - f. Hospital and medical care
 - g. School accident insurance or evidence of such insurance protection
 - h. Special course fees
 - i. Professional liability insurance of not less than \$1,000,000 per occurrence and \$3,000,000 aggregate. Proof of insurance coverage will be provided to CENTER upon request.
3. The Dental Assisting Program is a limited access, combined vocational credit/college credit program accredited by the American Dental Commission on Dental Accreditation and approved by the State Board of Dentistry.
4. The Agreement shall continue for three (3) years from the date hereof unless sooner terminated as hereinafter provided and may be renewed at the end of three (3) years by the mutual consent of the parties hereto. In the event that either party desires to terminate the arrangement prior to the three (3) year period, notice is to be given by the party desiring to terminate to the other party in writing, but such termination shall not be effective until such time as all then enrolled students have had an opportunity to complete their prescribed program, although new enrollees shall not be accepted after receipt of notice of termination.
5. Affirm they do not discriminate based on race, religion, national origin, gender, age or handicap.

EXHIBIT A

Dental Assisting Limited Access:

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

Special Admissions Requirements:

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

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

1. Special Application and Deadline(s)

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

2. Test Scores

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

3. Addition of Points

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

4. Special Notes

- a. Once officially accepted into the Dental Assisting program, the applicant must submit a dental examination and a medical examination on a PBCC Allied Health Medical Examination Form dated within one year prior to the start of the program.

- b. All accepted applicants for the Dental Assisting program are strongly encouraged to be currently immunized against communicable diseases, including Hepatitis B. Documentation of completion of or refusal to obtain Hepatitis B immunization must be provided upon entrance into the program.
- c. The student will be automatically enrolled in the student accident/health insurance coverage program provided by PBCC and assessed as special fees.
- d. All program courses with the prefix DEA plus DES 1800, DES 1800L, DES 1200 and DES 1200L must be passed in sequence with a grade of Pass, or C or higher to continue in the program. A Dual-enrolled Dental Assisting student who receives a grade of D or F is not eligible to continue in the College dual enrollment program.

Program Contact	Phone
Colleen Bradshaw	(561) 868-3196

Suggested Course Sequence

Term One	College Credits/Clock Hours
DES 1020 Dental Anatomy	3/0
DES 1200 Dental Radiology.....	2/0
DES 1200L Dental Radiology Lab	1/0
DES 1600 Office Emergencies	1/0
DES 1800 Introduction to Clinical Procedures.....	3/0
DES 1800L Introduction to Clinical Procedures Lab.....	1/0
Total	11/0

Term Two	College Credits/Clock Hours
DEA 0130 Related Dental Theory.....	0/32
DEA 0800 Clinical Practice I.....	0/32
DEA 0800L Clinical Practice I Lab.....	0/128
DEA 0940L Dental Practicum I Lab.....	0/24
DES 1100 Dental Materials	2/0
DES 1100L Dental Materials Lab	1/0
Total	3/216

Term Three	College Credits/Clock Hours
DEA 0153 Dental Psychology and Communication	0/32
DEA 0801 Clinical Practice II.....	0/32
DEA 0801L Clinical Practice II Lab.....	0/192
DEA 0850 Clinical Practice III	0/16
DES 1830 Expanded Functions Lecture	1/0
DES 1830L Expanded Functions Lab	1/0
DEA 0941L Dental Practicum II Lab	2/0

DES 1840	Preventive Dentistry	2/0
DES 2502	Office Management	1/0
Total	5/272

Total Program Credit Hours..... 19/488

AND BE IT FURTHER RESOLVED that this Agreement shall commence on July 1, 2008 and shall continue through June 30, 2009. The Presidents and the Superintendent may by mutual consent implement and change procedures and operational details specified in the exhibits and attachments as necessary to carry out the intent of this Agreement. Such changes will be reviewed by the respective boards at the next annual review of this Agreement.

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

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

THE SCHOOL BOARD OF PALM BEACH COUNTY, FLORIDA

FLORIDA ATLANTIC UNIVERSITY

DATE: 3/18/08
BY: /

DATE: 6/4/08
BY: /

DATE: 6/13/08
BY: /

Carolyn L. Williams, Chair

William G. Graham, Chair

Barbara Pletcher, Articulation Officer

ATTEST:

ATTEST:

ATTEST:

Dennis P. Gallon, President

Arthur C. Johnson, Superintendent

Frank T. Brogan, President

APPROVED AS TO FORM AND LEGAL SUFFICIENCY

APPROVED AS TO FORM

APPROVED AS TO FORM AND LEGALITY

Legal Counsel for College

Attorney for the District

General Counsel for University

Signed agreement on file in Academic Services