

**COLLEGIATE HIGH SCHOOL  
AT  
NORTHWEST FLORIDA STATE COLLEGE**

**PUPIL PROGRESSION PLAN  
2011-2012**

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at  
NORTHWEST FLORIDA STATE COLLEGE  
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**COLLEGIATE HIGH SCHOOL at Northwest Florida State College (NWFSC)**  
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**I. MISSION AND EDUCATIONAL PRINCIPLES**

The purpose of the Collegiate High School at NWFSC is to provide academic and technical education for serious high school students who desire to undertake college-level study. The three-year curriculum will enable students to complete a high school diploma and an associates degree, simultaneously, in either academic transfer or technical education options, the high school will be distinguished by an application of varied instructional delivery and learning styles, a culture promoting the joy and value of reading, a technology-across-the-curriculum approach and incorporation of an integrated, academic seminar series at each grade level.

Five Essential Educational principles provide the foundation on which the Collegiate High School at NWFSC is based.

- Students should develop the capacity to think critically, solve problems, and communicate effectively through mastery of academic courses with emphasis on language and mathematics.
- Students should learn about themselves, their heritage, and the interdependent world through academic courses.
- Students should prepare for further education and work through elective academic and technical courses.
- Students should learn to fulfill their civic obligations through school and community service.
- Students should experience the joy and value of reading to enhance their ability to be independent learners, critical thinkers, lovers of language, and life-long learners

**II. ADMISSIONS**

**A. Open Admission Policy**

The Collegiate High School at NWFSC is open to any tenth, eleventh, or twelfth grade Okaloosa County public, private, or home-schooled student or to any tenth, eleventh, or twelfth grade public, private, or home-schooled student from other Florida school systems with which the Okaloosa County School System maintains an inter-district agreement. Students will be considered for admission without regard to race, religion, national origin, gender or physical disability.

The school has an open admissions procedure using a “first-come, first-served” policy. However, if the number of eligible applicants exceeds the capacity of a program, grade level, class or building, all students shall have an equal chance of admission through a

random lottery selection process. The Collegiate High School Governing Board determines the capacity for each admission period.

Once an applicant has been admitted to the school and has accepted the invitation to enroll, he/she is not required to reapply to the school for admission for future enrollment periods unless the student has officially declined to enroll or has officially withdrawn from the school.

## **B. Eligible Applicants**

An eligible applicant is a student who meets the elements of paragraph II(A) above and who has submitted a completed application packet by the established deadline. A completed application packet includes the following items, with appropriate signatures.

- Collegiate High School Participation Agreement
- Student Information Data Entry Form
- Northwest Florida State College Application for Admission
- Northwest Florida State College Residency Classification Form
- Student Health Information Form
- Social Security Number Verification Form
- English for Speakers of Other Languages/ Intensive English Education Form
- Report of Previous Expulsions, Arrests, Juvenile Justice Actions
- Official High School Transcripts from all high schools attended.
- Official College Transcripts from all colleges attended (if applicable)
- Official ACT, SAT or PERT Placement Scores within the past two years.

## **C. Medical Examinations**

Florida Statute requires that each student who is entitled to pre-kindergarten, kindergarten or any other initial entrance into a Florida public school must present certification of a school entry medical examination performed within the twelve months prior to enrollment in school. Without such certification, a medical appointment slip from a licensed physician signifying that the student will in fact have the physical examination within a thirty-day period must be presented to the school. A student may then be allowed to register and enter school. If the student fails to present evidence of a medical examination within the thirty-day period, the director will temporarily exclude the student for ten days or less, until the requirement is met. Failure to comply may result in the student's referral to the director or his/her designee.

A student shall be exempt from the requirements upon written request of the parent or guardian of such student stating objections on religious grounds. Documentation certifying the same, signed by a parent/guardian must be entered into the student's record.

#### D. Immunization Requirements for Entrance

A student who is entering a Florida school for the first time must present one of the following:

1. certificate of immunization for poliomyelitis, diphtheria, rubella, pertussis, Tetanus, and mumps; all 7<sup>th</sup> and 8<sup>th</sup> graders are required to have Hepatitis B series, a tetanus-diphtheria booster, and the second measles vaccine;
2. certificate of exemption for religious reasons;
3. certificate of exemption for medical reasons;
4. a written exemption issued by authorized school official, not to exceed thirty (30) school days, to permit a student who transfers into the district to attend classes until his/her records can be obtained. At the end of the thirty-day exemption period, if the parent or the student fails to present a proper immunization certificate, the director will temporarily exclude the student and instruct the parent to present proper immunization certification to the director or designee before the student will be allowed to re-enter school.

#### E. Admission to Programs

The school offers two programs of study, Pre-collegiate and Collegiate/Dual Enrollment. Once a student has been admitted and enrolled at the school, he/she may move between programs (as appropriate per the program eligibility criteria) without repeating the full admission application process. A home-schooled student wishing to graduate and earn a diploma from the Collegiate High School must meet all graduation requirements of the Collegiate High School and must provide evidence that they have notified the appropriate school district in which they would normally attend that they will withdraw their status as a home schooled student. A student may not be both a home-schooled student and enrolled and graduate from the Collegiate High School

PRE-COLLEGIATE PROGRAM	COLLEGIATE PROGRAM
<ul style="list-style-type: none"><li>▪ Completed Collegiate High School at NWFSC Application received by the established deadline</li><li>▪ Eligibility for grade level of 10, 11 or 12 at the close of the previous semester</li></ul>	<ul style="list-style-type: none"><li>▪ Completed Collegiate High School at NWFSC Application received by the established deadline</li><li>▪ Ability for grade level of 10, 11 or 12 at the close of the previous semester</li><li>▪ Minimum unweighted high school GPA of 3.00 for all credits earned as of the close of the previous semester<ul style="list-style-type: none"><li>▪ Minimum college level placement scores in English, Math and reading as documented by valid ACT, SAT and/or PERT scores. (Eligibility will be determined by using the highest scores from the subtests of any ACT, SAT or PERT exams taken within the last two years.)</li></ul></li></ul>

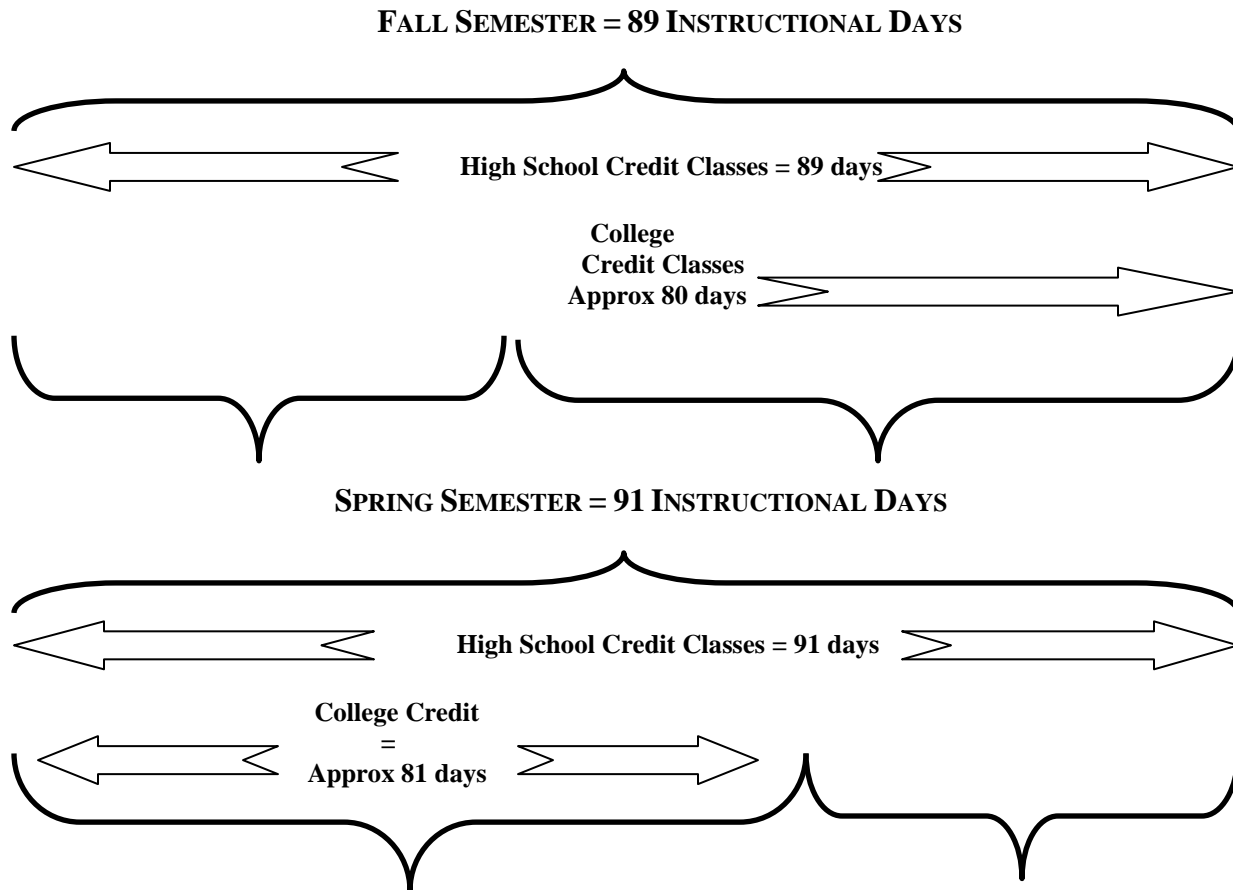
### III. SCHOOL OPERATIONS

The Collegiate High School at NWFSC is a public secondary school established and operated pursuant to Florida Statutes, the terms of the school's charter, the policies and procedures established by the Collegiate High School Governing Board and applicable Northwest Florida State College policies and procedures.

#### A. Length of School Day and Year

The school year is at least 180 days in length, with specific beginning and ending dates established by the school's governing board and published in the *Student Handbook*. Like the college calendar, the CHS year is divided into two long semesters with an optional short summer term. Regular college credit classes run for sixteen weeks through the full college semester (approximately 80 instructional days); college credit mini-term classes vary in length and may be compressed into as few as two weeks, but more often are scheduled from four to eight weeks. High school credit classes run 89 days in the fall term and 91 days in the spring term. In order to provide all CHS students with a full 180 days per year of credit-earning instruction, the Collegiate High School semesters are divided into one sixteen-week segment and one two-week segment. Accordingly, students are enrolled in classes for the full 180 days and will be engaged in instructional activities for 1500 minutes each week.

The following graphic illustrates the two-semester format.



Students attending the school have access to a minimum of 1500 minutes of instruction per week. The normal school day is 9:15 a.m. to 3:15 p.m. Monday through Friday. Student schedules may vary from this time frame to accommodate course preferences and student activities. When appropriate the student bell schedule may be adjusted to assure adequate seat time to meet requirements for earning .5 credits or 1.0 credit as appropriate to the course and the requirements of Florida Statutes. In all cases the required seat time necessary for a student to earn credit for a high school course is assured at 135 hours for a year course or 67.5 for a semester course. Most student and co-curricular activities occur outside the 9:15 – 3:15 period.

## **B. Attendance, Withdrawal and Make-up Assignments**

Attendance is a fundamental requirement for success in college and high school classes; students should not view missing all or any part of a class as a simple lapse. Consequences to a grade or enrollment status may be serious. The college attendance policy applies to all Collegiate High School students. Students are expected to attend all of their scheduled classes. The effect of absences on a grade is determined by the instructor.

The official daily attendance record for students is the electronic record captured by scanning a student's NWFSC identification card. For safety assurance and official attendance students who fail to record their absence electronically for seven consecutive days will be required to replace the official identification card in order to register their official attendance and be counted present for the school day.

If a student is absent from class without permission or is absent from class with excessive excused or unexcused absences the Collegiate High School Office will counsel with the student and will contact the student's parent/guardian.

### **1. Excused Absences**

Absences may be excused for the following reasons if appropriate documentation is received from the parent/guardian. It is the responsibility of the parent/guardian to provide written documentation for all absences. The students have five (5) days, including the day they return, to bring written verification for an excused absence. The absence will be considered unexcused and remain unexcused if the written verification is not received within the required time.

- Illness
- Medical Emergency
- Natural Disaster (hurricane, etc.)
- Death in the Family
- Family Hardship
- Religious Holiday
- Participation in an Approved School/College Activity (e.g. Forensics, Show Choir, field trip, etc.)
- Other valid reason as determined by the Collegiate High School Director

In general, optional activities such as travel or family celebrations will *not* be considered excused absences. Routine medical appointments should be scheduled outside of normal school hours; where conflict is unavoidable, advance arrangements must be made with the Collegiate High School Office to ensure the absence is excused. **The primary purpose of differentiating between excused and unexcused absences is to adhere to the State criteria for revocation of a student's driver's license.**

## **2. Making Up Work Missed for An Excused Absence**

Whether the student is permitted to make-up work for an excused absence is a function of the type of excuse and the instructor's course policies. **According to college policy, enrollment in a college class assumes attendance in order to receive credit for taking a class. Provisions are allowed for high school students to withdraw without penalty when extenuating circumstances prohibit a student from attending the minimum number of hours to receive credit.** Most instructors will work with the student to ensure continuing course progress if the student plans in advance and does not abuse the instructor's flexibility. If the student knows in advance, or makes timely arrangements with the instructor, he/she is more likely to be allowed to make-up work missed due to an excused absence. However, students should not assume that they will automatically be permitted to make-up missed work or complete extra credit work, even if the absence is excused. A student will not be permitted to make-up work missed during unexcused absences, regardless of the situation. The student is responsible for contacting the instructor in a timely manner to arrange for making up missed work. The instructor's course policies govern the timeline for making up work missed. The college voluntary withdrawal policy for dual enrollment students is designed to mitigate the detrimental effect of excessive absences whether excused or unexcused unless a student is withdrawn by the instructor for excessive absences.

## **3. Instructor Withdrawal Based on Absences**

Excessive absences may be grounds for withdrawal from class and may impact a final course grade. Generally, an instructor will report excessive student absences to the Collegiate High School Office and/or to the Office of Enrollment Services if the student accumulates three consecutive day class absences, two consecutive evening absences from class or three absences in a month. Excessive absences for Fast-track, weekend, blended classes and similar formats are determined on a proportionate basis. Further, each time a student has accumulated three late arrivals to a class, it will count as one full absence. In distance learning classes, course progress is equated to attendance for purposes of withdrawal. If the student fails to complete assignments and/or exams in a timely manner, the instructor may withdraw the student from a distance learning class. A student may be withdrawn from a college or high school course based on excessive *excused or unexcused* absences.

## **4. Withdrawal from College Class for Excessive Excused Absences**

An instructor may withdraw the student from a college class if the number of excused absences exceeds that allowable under school and course policies. Depending upon the timing and circumstances of the withdrawal, the student may lose the course credits, may remain enrolled in the high school version of the course, or may be enrolled in an alternate course for the remainder of the

semester. Whether the student is permitted to make-up work for an excused absence is a function of the type of excuse and the instructor's course policies.

If withdrawal from a college course is unavoidable and is based on excused absences, efforts will be made to provide alternate high school level study so that the student does not fall behind in earning credits toward completion of the high school diploma.

#### **5. Withdrawal from a College or High School Course for Excessive Unexcused Absences**

A student may be withdrawn from a college or high school course based on excessive *unexcused* absences and/or suffer a negative impact on the final course grade. A student will not be permitted to make-up work missed during unexcused absences, regardless of the situation. In addition, excessive unexcused absences may be grounds for disciplinary action under the Collegiate High School at NWFSC Code of Conduct.

#### **6. Voluntary Student Withdrawal from a College Course**

A student may voluntarily withdraw from a college class through the last scheduled day of the course. **However, the student must meet with a Collegiate High School Guidance staff member to obtain prior approval for such a withdrawal.** A student-initiated withdrawal will not be processed until such consultation. The student must continue attending classes until a decision regarding the withdrawal is determined. Parental permission is also required. If the student elects to withdraw, a grade of "W" will show on the student's records. The "W" will not be included in the computation of the student's GPA, however he/she will earn no credits for the course. If the student re-enrolls in the course during a future term, the grade for the most recent attempt in the course will be counted in the GPA. (Also refer to the College Catalog for additional information regarding grade forgiveness and repeating college courses.)

Depending upon the timing and circumstances of the withdrawal, the student may lose the course credits, may remain enrolled in the high school version of the course, or may be enrolled in an alternate course for the remainder of the semester. A grade or "W" may not be processed if the student fails to follow the established withdrawal procedures.

#### **7. Limitations to Course Withdrawal Options**

A student may withdraw from certain co-requisite courses, (e.g. applied music and the co-requisite special topics course, etc) until the date published in the college catalog for mid-term advisory grades to be due in the registrar's office. Students must withdraw from **both** courses in a co-requisite sequence.

A student may withdraw from specific required courses in the sophomore year, (e.g. College Success, Reading Across the Genres, and College Biology) only during the week before the final exam and must repeat the course the following semester of enrollment.

A student who is withdrawn from certain college credit core courses (e.g. English, economics, science) required for high school graduation may be assigned to equivalent high school credit courses to maintain progress toward graduating high school on time.

A student who falls below the full-time equivalent of 1500 minutes per week of instruction due to voluntary or instructor withdrawal from college classes may be enrolled in a high school course to replace college credits and to maintain full-time enrollment.

Exceptions to the above policies may be granted for extenuating circumstances by the director or designee.

A student who is withdrawn by an instructor from an applied course for excessive absences before the midterm advisory deadline will also be withdrawn from the co-requisite courses.

## **B. Transcripts and Records**

The Collegiate High School participates in Florida's FASTER transcripts system and maintains current program and student records through Florida's FACTS program. However, as student attendance, performance, grades and other related high school information must be submitted to the Florida Department of Education (FLDOE) through the Okaloosa School District, all high school records are maintained using the district's TERMS software system. Due to differences between selected requirements and policies of the Collegiate High School at NWFSC and the Okaloosa County School District, the TERMS software cannot accommodate certain CHS needs. Accordingly, technical "workarounds" have been instituted to accurately reflect CHS student curriculum and performance. Among the some of the specific differences which must be accommodated are the following.

- Different GPA calculations (e.g. the district uses a weighted system, CHS does not)
- Different course requirements for graduation (e.g. (CHS requires an Academic Seminar Senior Project for graduation, other schools may not)
- Different dual enrollment course lists (e.g. CHS allows access to all college credit classes permitted under Florida statute for dual enrollment; the district articulation agreement is limited to the state list with selected additions)
- Different subject area designations for selected courses (e.g. CHS recognizes the college credit classes of "Creative Writing", "Writing and Grammar" and "Contemporary Literature" as meeting high school English requirements; the district does not.)
- Use of Co-requisite Courses in certain subject areas (e.g. college credit science classes may be structured as four-credit lecture with a one-credit co-requisite lab; TERMS will not recognize this structure)
- TERMS software cannot accommodate a variable class schedule for a given course (i.e. TERMS assumes all classes meet one 50-minute period each day Monday through Friday; college classes may meet 1 ½ hours two days a week and 2 hours on a third day or one hour for two days a week and three hours on a third day.)

Workarounds may include individual transcript adjustments, hard-copy and computerized student schedule differences and course suffix designators to accommodate course credits and structures outside the three-credit norm. In all cases, source documentation is maintained to support the software accommodations.

All incomplete (I) grades must be satisfied to result in a final grade in a course by the beginning of the spring semester of the senior year in order to complete the high school transcript to satisfy high school graduation timeline requirements. Students who undertake a college course during the final semester of their senior year and who receive an incomplete must satisfy the course requirements prior to the end of the semester in order to graduate from high school if the course is required for high school graduation. **An incomplete grade will not be posted to the high school transcript in the final semester and a college degree will not be awarded with an outstanding incomplete grade.**

#### IV. EDUCATIONAL PROGRAM

##### A. Curriculum

##### 1. Programs of Study

###### a. Pre-Collegiate and Collegiate Programs of Study

The Collegiate High School at NWFSC offers two curricular avenues to graduation, the Collegiate/Dual Enrollment Program and the Pre-Collegiate Program. Both programs provide the opportunity for attainment of the standard Florida High School Diploma, and both programs provide the opportunity to earn college credits. Collegiate students will be eligible to enroll in the full set of college and vocational credit courses offered at the college per Florida Statute and the dual enrollment practices at the Collegiate High School. Pre-collegiate students may enroll in selected college credits for which minimum placement scores are not prerequisites and/or for which other college courses requiring minimum placement scores are not prerequisites. Both programs provide the opportunity for students to meet the requirements of the Florida Bright Futures Scholarship Program. Most Collegiate High School students will complete their high school graduation requirements using a combination of high school credits and college credits. In order to assist in the transition from the more structured tradition high school setting, tenth grade students in both programs enroll in a combination of high-school credit classes (primarily honors classes) and college credit classes.

Students dually enrolled in college classes will use the equivalent college courses to meet the high school diploma requirements. The Collegiate High School at NWFSC graduation requirements for the standard high school diploma and the Associate of Arts, Associate of Science, and Associate of Applied Science Degrees conform to Florida statutes.

b. Classification of Students by Program

Students are categorized as pre-collegiate or collegiate at the time of entry, but once the student meets the collegiate eligibility standards, he/she may enter that program. The pre-collegiate student is eligible for evaluation as a collegiate student once he/she satisfies placement score requirements. If the student also has an unweighted GPA of 3.00 or higher, he/she is reclassified as a collegiate student. If the student meets the placement score requirements and has a cumulative unweighted GPA of 2.00 – 2.99, he/she may be reviewed for eligibility to enter the collegiate program on an exception basis. (*Note: this GPA exception is available only after the student has completed at least one semester at the Collegiate High School and is NOT available at the time of admission.*) The Director or Associate Director may grant the GPA exception which is based upon the following factors.

- Teacher assessment of student progress
- Grades earned at the Collegiate High School
- Nature of courses taken at the Collegiate High School
- Nature of courses taken at previous school
- Performance on standardized exams
- Overall academic record and GPA trends
- Demonstrated ability to adhere to college policies & procedures

## 2. Innovative Activities

In addition to the accelerated credit components of the curriculum, both programs incorporate five additional instructional innovations, 1) an academic seminar component, 2) technology-across the curriculum, 3) an enhanced credits option, 4) student internship program and 5) READ THIS!, a culture-of-reading environment. Students enroll in at least one college or high school credit academic seminar course each year. The seminars may be counted as elective credits for both the high school diploma and the associate degree as appropriate according to rules governing high school and college dual enrollment credits. Students use laptop computers as an integral part of their learning experiences in English, history, and academic seminar courses, as well as in support of other college and high school work. Students wishing to accrue additional high school credits in a manner that combines traditional, block-time and performance-based approaches to course format may elect to pursue “enhanced studies” in selected subject areas such as English, natural science, physical fitness and the performing arts. A creative internship program incorporating both work-based and research-oriented options is available to qualifying students, and a school-wide “culture of reading” supports the school’s dedication to the joy and value of reading.

a. Academic Seminar

Students complete an Academic Seminar requirement each year through dual enrollment and/or high school credit. The format of the seminar varies by grade level, but in general the seminar will involve activities during mini-mesters, as well as instructional components throughout the year. Courses taken as part of the seminar requirement may meet elective credits for both the high school diploma and the associate degree. The tenth grade seminar is met through either the “College Success”, “Reading Across the Genres”, or Research classes. The junior seminar requirement is partially met through

Research V; senior Academic Seminar requirement is partially met through Advanced Interdisciplinary Thesis Production (0500970). The eleventh and twelfth grade seminar requirement is completed through a combination of instructional activities and seminars held during the fall and spring mini-mesters. Supplemental seminar activities continue throughout the regular semester, some as co-requisites to other college classes. The topic choices and student schedule selections for the seminar are published each year in the *CHS Student Handbook* and/or the *Winter/Spring Mini-mester Student Manual*.

b. Technology-Across-the Curriculum

Technology is incorporated in the high school and college curricula at all grade levels. Technology-Across-the-Curriculum component addresses the following skills/content:

- Understanding of and adherence to the ethical use of technology, including application of the NWFSC/CHS Computer Resources Use policy;
- Basic troubleshooting of personal computers from a user perspective;
- Word processing software for use in building, transmitting and storing routine documents and projects created to meet college credit course requirements;
- Effective use of electronic communications; and
- Using the Internet for research and information as a lifelong learning strategy.

Implementation of Technology-Across-the-Curriculum occurs through classroom instruction and outside assignments. Students will encounter this technology component in a variety of courses throughout the college and high school curricula. The list below presents those courses in which the student will encounter specific technology competencies. Those indicated with the double asterisk (\*\*) are common to all student programs of study. Those with the single asterisk (\*) are common to most student programs of study. All other courses bearing the college “Technology-Across-the-Curriculum” designation are available to CHS students as well. Those courses are listed in the *NWFSC College Catalog and Student Handbook*.

**College Credit Courses**

**High School Courses/Activities**

**ENC 1101 English Composition I	**American History Honors
**ENC 1102 English Composition II	**English II – Honors
*CGS1100Microcomputer Applications	Journalism – Honors
**SLS 1101 College Success	*Algebra II – Honors
BSC 1086 Anatomy and Physiology I	Geometry – Honors
BSC 1086 Anatomy and Physiology II	LIS Skills Workshop
* BSC 1005 Biology	* Technology Tools Workshop
BSC 1010 College Biology	Technology Challenge Workshop
	Research IV, V, and VI
	Advanced Interdisciplinary Thesis Production

c. Enhanced Instruction

Under the enhanced instruction option, a student may earn a full year (1.0) of high school credit in an augmented version of a three or four-credit college course that usually generates one-half (.5) high school credit. Through this option, the student enhances the regular college credit class with complementary skills and content sufficient to earn additional high school credit. The student enrolls in and attends the regular college credit course as a dual enrollment student. Under the joint supervision of the course instructor and the STAR Lab instructional staff, the student completes an additional, supplemental curriculum in that subject under a performance-based format that involves a variety of learning activities such as computer-assisted instruction through PLATO, additional reading assignments, presentations, projects, discussion groups and/or other assignments. Additional coursework is completed on site in the Student Academic Resource Center (STAR Lab) or the Resource for Academics, Technology and Science (RATS Lab) except where specific assignments occur in the LRC or other appropriate college location.

For example, the student enrolled in ENC1101 can “enhance” that course with the additional assignments and receive credit for both ENC1101 (three college credits/0.5 high school credits) and 0.5 credits in English IV at the high school level for a full year of English to meet high school requirements.

Some college classes earn 1.0 credit on high school transcripts.

The course work is reflected on the student’s permanent record as follows.

High School Transcript	College credit course with college credit number and title – College credits vary as determined by state guidelines issued through the Florida Department of Education	0.5 credits or 1.0 credits
	Appropriate school credit course with high school course number and title	0.5 credits
Total		1.0 credits

College Transcript	College credit course with college credit number and title for 3 or 4 college credits (as appropriate)	3 college credits (or 4 as appropriate)
Total		3-4 college credits

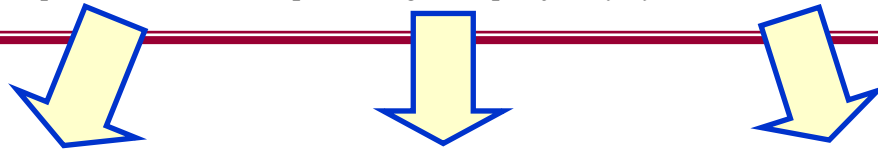
d. Internship Program

The CHS Internship Program provides students with the opportunity to develop career-related skills and knowledge through a variety of formats. The program is designed for

seniors in their last semester of high school, but is available to other students by exception based upon the student’s GPA, class schedule, educational/career goals and progress toward graduation. Depending on the student’s academic history, participants may enroll in a 0.5 high school credit internship or a three-credit college level internship through dual enrollment. Each internship is customized to reflect the circumstances and needs of the individual student. In all cases, the student works directly with a CHS faculty/staff member or a college faculty/staff member, who serves as a combined mentor, professional consultant and guide to the student. All internships result in “new” learning, through acquisition of additional skills and content knowledge.

### THE CHS INTERNSHIP PROGRAM

Depending on the student’s situation and goals, he/she will pursue one of three internship formats. The specific duties and requirements are developed and agreed upon jointly by the student and faculty member.



#### **Personal/ Career Development Format**

- Student works on campus with a faculty member on a custom designed program
- The program may involve researching careers, job shadowing, investigating the job and educational market, or a combination of similar activities
- The student may assist the faculty member in a variety of projects including action research, or may complete a special interest project (reading list, science fair project, etc.) under the guidance of the faculty member
- Student submits progress reports during the semester and a final report at the end

#### **Community Service or Volunteer Format**

- Student volunteers off-campus for an organization or agency, or on-campus for the college or the high school
- Regardless of the setting, the student’s duties form the basis of the “new” learning; depending on the nature of the duties, there may also be a small project or portfolio involved
- The student’s site-based supervisor must agree to the internship and will have a limited support role
- Student submits progress reports during the semester and a final report at the end

#### **Work-based Format**

- Student works off-campus or on-campus at an existing or new job
- If the student is at an existing job, the internship will involve new or additional duties or a job-related project or research to ensure “new” learning takes place
- If the student is at a new job, the new duties provide the “new” learning
- The student’s on-the-job supervisor must agree to the internship and will have a limited support role
- Student submits progress reports during the semester and a final report at the end

Each term, the Collegiate High School Staff will identify candidates for the Internship Program after consideration of the following student factors:

- Grade Level
- Educational Program
- Progress toward Associate Degree Graduation
- Class Schedule
- GPA
- Career Goals
- Progress toward High School Graduation
- Employment Status
- Volunteer Work

Students will be contacted by staff members for a conference regarding internship opportunities. Students interested in the program may also request an internship conference. The conference will include discussion of the activities involved in the internship, as well as the advantages. Advantages include the opportunity to:

- capitalize on an existing job to earn credit toward graduation;
- expand an existing job into a broader career experience;
- improve a GPA through non-traditional learning activities;
- develop or refine a future career or educational goal;
- add a professional experience to job, college and scholarship applications; and
- provide additional focus and structure to the final high school semester.

The appropriate type of internship, Personal/Career Development, Community Service/Volunteer, or Work-based format, will be determined at the conference.

If the student and the CHS staff member agree that an internship is desirable, parental approval will be requested. If the parent(s) approve the internship, the student will be enrolled in GEB 1940 Business Internship through dual enrollment. Depending on the circumstances, a student may be enrolled in a high school credit internship instead; however, the college credit course is preferable.

e. **READ THIS!**

The Collegiate High school is dedicated to the joy and value of reading. Accordingly, the school has adopted a “culture-of-reading” approach to its innovative reading program. A description of its five main components follows.

<b>Reading Curriculum and Courses</b>	10 <sup>th</sup> grade students enroll in a required three-credit college course entitled “Reading Across the Genres”. The course is structured to include sustained reading time, a common novel read by all students, class activities involving periodicals and short stories, comprehension skill-building, and reading for pleasure. Students help to select the common novel and make their pleasure reading selections from the READ THIS! listing. All students are eligible for voluntary enrollment in the spring mini-mester course entitled “So Many Books, So Little Time”. In this seminar style course students read a common book and participate in various plot, character, theme, and setting discussions and projects. 10 <sup>th</sup> grade American History and English Honors (with American literature
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	focus) classes are offered in collaborative manner, with the instructors coordinating literature assignments and coverage of historical periods and events.
<b>Summer Reading Program</b>	10 <sup>th</sup> , 11 <sup>th</sup> and 12 <sup>th</sup> grade students all participate in the Summer Reading Program. Each student is required to read at least one new book from the READ THIS! listing and one book from a list of classics and be prepared to discuss and write about the book in focus groups held throughout the fall opening week/mini-mester.
<b>Guest Readers Program</b>	The Guest Readers Program is designed to celebrate and encourage reading. During 2010-2011 high school and college staff members, community leaders, authors and students themselves shared readings from their favorite books, gave tips on how to select a good book or presented mini-reviews of books or an author's body of work. Adult presenters serve as traditional role models, while student presenters supply powerful peer modeling of the joy and value of reading. During 2011-2012, this program will continue to bring in "celebrity readers" and to coordinate with student book club activities.
<b>Lending Library</b>	Immediate, free and easy access to a variety of books is the key element of the CHS Lending Library. Prominently stowed and displayed in various manners throughout the CHS facility, donated and purchased books can be borrowed by students at any time for use at home or at school. Over 600 volumes of fiction and non-fiction, increased and replenished throughout the year, are readily available for pleasure reading. Titles are chosen through a variety of methods, including student and staff recommendations, selections from various book award lists and suggestions of local book dealers. Checkout is easy – we ask only that students inform us of their choices so that we can ensure replacement.

### 3. Programs of Study for Exceptional Students

All students have equal access to the general education curriculum as determined by the Individual Education Plan (IEP). Students will follow the same program of study as general education students. In addition, as documented on the IEP, students may have accommodations and/or modifications as appropriate. Students may also participate in specially designed courses for orientation and mobility, study skills, etc. The IEP shall guide the academic program of the student and all educational opportunities and activities shall conform to applicable laws.

a. The CHS offers a full inclusion curriculum requiring the school to be determined to be an appropriate placement for meeting exceptional students' needs for initial or continued

placement. As soon as is feasible upon acceptance for admission to CHS a transitional Individual Education Plan (IEP) will be developed to establish whether CHS is the appropriate placement to meet the student's needs.

b. Students needing modifications/accommodations/programs beyond those available at the Collegiate High School are assured those services by the Okaloosa County School District (LEA) as required by state and federal law.

#### **4. Voluntary Service Credits**

Per F.S. 1003.33, CHS students may earn up to one-half high school social studies credit and/or one-half high school elective credit for student completion of non-paid voluntary community or school service work. Arrangements and approvals for such service and credits must be made in advance through the Director, Associate Director, Coordinator of Curriculum or Coordinator of Instructional Services.

#### **5. Applied Performing Arts/Dance Classes**

Students wishing to enroll in one- or two-credit performing arts/dance classes may do so according to the following provisions:

- a. Students may opt to "enhance" the one/two-credit applied classes with a co-requisite course which would bring the full instructional experience to three college credits, thus qualifying the experience for dual enrollment and credit toward both the high school and college graduation requirements.
- b. Students may enroll in one-credit or two-credit classes through the concurrent enrollment option, without waiver of fees. **Concurrent enrollments are reflected ONLY on the college transcript and may not be used to satisfy high school graduation requirements.**
- c. The enhanced applied classes will be counted in the total credit restrictions established by the school each term and included in each student's STEPS Plan. Exceptions **must** be approved by the director or designee.

#### **6. Credit by Examination**

Students may receive credit toward high school and college graduation requirements through completion of certain approved examinations. There is no cost to the exams, however students should be aware that credits earned through examination may be treated differently on the high school and college transcripts and the transfer of such credits may vary with the receiving institution.

Exam	High School Credit and Transcript	College Credit and Transcript	Comments
College Level Examination Program (CLEP)	NO	YES	<ul style="list-style-type: none"> <li>▪ Specific credits/course awarded and minimum acceptable scores are determined by the FLDOE</li> <li>▪ Details are available from NWFSC Office of Enrollment Services or the CHS Office of Student Services</li> </ul>
Advanced Placement (AP)	Successful completion of the course earns h.s. credit whether or not the student passes the exam	YES	<ul style="list-style-type: none"> <li>▪ Specific credits/course awarded and minimum acceptable scores are determined by the FLDOE</li> <li>▪ Details are available from NWFSC Office of Enrollment Services or the CHS Office of Student Services</li> <li>▪ Students do not need to enroll in the AP course to sit for the AP exam</li> </ul>
International Baccalaureate (IB)	Successful completion of the course earns h.s. credit whether or not the student passes the exam	YES	<ul style="list-style-type: none"> <li>▪ Specific credits/course awarded and minimum acceptable scores are determined by the FLDOE</li> <li>▪ Details are available from NWFSC Office of Enrollment Services or the CHS Office of Student Services</li> <li>▪ IB examinations are not available at CHS</li> </ul>
NWFSC Course Challenge Exam	NO	YES	<ul style="list-style-type: none"> <li>▪ Challenge exams are not available in all college courses</li> <li>▪ Students must meet specific eligibility requirements</li> <li>▪ Successful completion of the Course Challenge Exam will be recorded on a student's college transcript as a P with no affect on the GPA. Failure to pass the exam will not be recorded on the transcript and will have no affect on the GPA</li> <li>▪ Details are available from NWFSC Office of Enrollment Services or the CHS Office of Student Services</li> </ul>

## **B. Credits and Grade Levels**

### **1. Credits**

For purposes of grade level determination, for calculation of grade point averages on the high school transcript and for class ranking, high school and college credits shall be equated in the following manner.

<u>CREDITS IN THE COLLEGE COURSE</u>	<u>HIGH SCHOOL CREDITS AWARDED</u>
3.0 – 5.99 college credits	0.5 high school credits 1.0 high school credits
3.00- 5.99 college credits in selected college classes as determined by state guidelines issued through the Florida Department of Education	1.0 high school credits

In certain core courses, where the breadth, depth, rigor and content of the college course meets or exceeds that of the 1.0 high school credit course, or where enhanced educational activities are completed concomitantly with the college course as part of a structured performance-based learning plan, a full year credit (1.0) may be awarded for a college credit class that carries 5.99 or fewer college credits. In certain other courses, where the breadth, depth, rigor and content of the college course meets or exceeds that of the .5 high school credit course, or where enhanced educational activities are completed concomitantly with the college course as part of a structured performance-based learning plan, one-half (.5) high school credit may be awarded for a college credit class that carries fewer than three (3) college credits.

## 2. Grade Level

The Collegiate High School at NWFSC offers a flexible approach to the pursuit of high school and college credits. Grade level designations are used primarily for determination of school capacities and for coordination of class and student activities. At the time of entry into the school, grade level designations are based upon accumulation of high school credits as follows. *A student must have completed appropriate credits prior to admission to qualify for the courses offered at the intended Collegiate High School grade level, e.g. English II must be completed before being eligible for English III at tenth grade.* After initial entry into the school, grade designations will be determined on both a chronological and credit basis, but the primary indicator of grade level for purposes other than pupil organization and management is the number of credits earned. For purposes of pupil organization and management, a student may be classified in a different grade level than he/she has attained academically.

Tenth Grade Level (High School Sophomore)	5.0 – 9.9 high school credits
Eleventh Grade Level (High School Junior)	10.0 – 16.9 high school credits
Twelfth Grade Level (High School Senior)	17.0 or more high school credits

At the discretion of the Director of the Collegiate High School, determination of the student’s grade level for the subsequent year may be delayed while the student pursues original credits during the summer semester (see below.)

## 3. Original Credits Earned During Summer

Collegiate High School students have the opportunity to earn a limited number of original credits applicable to the high school diploma and/or the associate degree during the summer months. Students must get approval from a CHS Coordinator of Student Services prior to registering for summer classes. The number of summer classes may be limited after consideration of a student’s academic history, graduation timeline, subsequent

course load the following year and pre-requisites needed for transferring to a university. No more than one course may be taken in a summer fast track session without approval of the Director or designee. The following courses are not permitted during the summer term: LIN 1670, ENC 1101, ENC 1102. No online courses are permitted during the summer term.

## **C. High School Diploma Requirements**

### **1. Minimum Requirements**

Minimum requirements to receive a Collegiate High School diploma are as follows:

- a. A student must attend and receive credit in both semesters of the 12<sup>th</sup> grade year at Collegiate High School.
- b. A student must acquire a minimum of 8 credits if attending only the senior year and a minimum of 15 credits if attending two or more years.
- c. A student must meet all school and Florida graduation requirements.

### **2. Options for Earning High School Diploma**

**Per Florida Statute 1003.43, the Collegiate High School offers three options for attaining the standard high school diploma.** Students must select one of the 18 credit programs **before** admission to the Collegiate High School in order to graduate under the 18 credit options. Students who have not chosen an 18 credit program will be required to complete the traditional twenty-four credit diploma.

If one of the 18-credit options is selected, the student will be graduated upon attainment of the appropriate course credits, completion of three full years of high school and satisfaction of minimum GPA and state exit test requirements. Students who opt for one of the 18-credit options will not have the choice to earn a certificate of completion. Note as well that courses used for computation of the GPA needed for graduation may differ across the three options.

Only career and technical courses may be used for electives in the 18-credit career prep option.

In order to promote success in college credit classes and to ease the transition from high school level workload, standards and grading practices to those of college level classes, CHS students enrolled in LIN 1670, ENC 1101 or ENC 1102 may be required to complete additional co-requisite classes. Similarly, students enrolled in ECO 2013, AMH 2020, AMH 2010, WOH 1022 and/or POS 1041 may be required to enroll in certain co-requisite courses as part of the academic seminar requirement. The co-requisites will appear on the college transcript with a grade and earn elective credit toward the associate degree. They will appear on the high school transcript as well, but may not impact the high school GPA or use up high school elective options. Schedule adjustments may be made during any term when a student fails to meet the Standards of Academic Progress, including low GPA or loss of credit, such as to put a student at risk of failing to graduate from high school. Adjustments may consist of alternate methods of demonstrating competency in meeting Sunshine State Standards such as adding guided study in a currently enrolled course or enhancing a student's schedule with additional courses for credit. Adjustments will be made in accordance with a student's STEPS plan and may exceed the normal 1500 minutes of instructional time.

A detailed comparison of the options, as well as advising issues associated with each, is published in the current issue of the Collegiate High School at NWFSC Handbook and is also available on the CHS website.

The GPA for a 3-year graduation program is calculated using the specific 18 credits required to graduate. If more than 18 credits are earned all credits will be calculated to determine the cumulative GPA.

### **3. Notice of Ineligibility for 18 Credit Options**

If, at the end of grade 10, a student is not on track to meet the credit, assessment, or grade-point-average requirements of the accelerated graduation option selected, the school shall notify the student and parent of the following:

- (a) The requirements that the student is not currently meeting.
- (b) The specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements
- (c) The right of the student to change to the 4-year program set forth in s. 1003.45.

A student who selected one of the accelerated 3-year graduation options shall automatically move to the 4-year program if the student:

- (a) Exercises his or her right to change to the 4-year program;
- (b) Fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10;
- (c) Does not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment; or
- (d) By the end of grade 11 does not meet the specific course and grade point requirements of the specific 3-year option.

Selection of one of the graduation options must be completed by the student prior to the end of ninth grade if enrolled in a Florida school by the end of the second semester of ninth grade. If enrolling in the Collegiate High School as a first time in Florida public school student, the student and parent will select a graduation option upon enrolling the first semester of tenth grade. If a student and parent fail to select a graduation option, the student will be assigned the 24-credit graduation program.

A student who selected one of the accelerated three-year graduation options shall automatically be assigned to the 24-credit program if the student:

- Exercises his or her right to change to the 4-year program
- Fails to earn 11 credits by the end of tenth grade; and
- Does not achieve a score of 3 or higher on the Grade 10 FCAT writing assessment; or
- Does not meet requirements of s. 1003.429(8), F.S. by the end of eleventh grade.



## HIGH SCHOOL GRADUATION COURSE/CREDIT REQUIREMENTS – THREE OPTIONS

<b>OPTION ONE TWENTY-FOUR CREDIT TRADITIONAL DIPLOMA</b>	<b>OPTION TWO ② EIGHTEEN CREDIT COLLEGE PREPARATORY DIPLOMA</b>	<b>OPTION THREE EIGHTEEN CREDIT CAREER PREPARATORY DIPLOMA</b>
<ul style="list-style-type: none"> <li>• 4.0 Credits in English (major concentration in composition, reading for information, and literature)</li> <li>• 4.0 Credits in Math (Algebra I or higher)</li> <li>• 3.0 Credits in Science (2.0 with lab)</li> <li>• 0.5 Credit in LMS (Not required after 2010)</li> <li>• 1.0 Credit in P.E. to include the integration of health</li> <li>• 1.0 Credit in American History</li> <li>• 1.0 Credit in World History</li> <li>• 0.5 Credit in Economics</li> <li>• 0.5 Credit in American Government</li> <li>• 1.0 credit in performing arts, or fine arts or speech &amp; debate or practical arts.</li> <li>• 8.0Electives ①</li> </ul>	<ul style="list-style-type: none"> <li>• 4.0 Credits in English (major concentration in composition, and literature)</li> <li>• 3.0 Credits in Math (Algebra I or higher)</li> <li>• 3.0 Credits in Natural Science (2.0 with lab)</li> <li>• 1.0 Credit in American History</li> <li>• 1.0 Credit in World History</li> <li>• 0.5 Credit in American Government</li> <li>• 0.5 Credit in Economics</li> <li>• 2.0 Credits in the same Foreign Language (unless the student is a native speaker of or can demonstrate competency in a language other than English.)③</li> <li>• 3.0 Electives④</li> </ul>	<ul style="list-style-type: none"> <li>• 4.0 Credits in English</li> <li>• 3.0 Credits in Math (1.0 must be Algebra I or equivalent)</li> <li>• 3.0 Credits in Natural Science (2.0 with lab)</li> <li>• 1.0 Credit in American History</li> <li>• 1.0 Credit in World History</li> <li>• 0.5 Credit in American Government</li> <li>• 0.5 Credit in Economics</li> <li>• 3.0 credits in single vocational or career education program, 3 credits in career and technical certificate dual enrollment or 5 credits in vocational or career technical course</li> <li>• 2.0 Electives unless 5 credits are earned as above.④</li> </ul>
<b>24 Credits</b>	<b>18 Credits ②</b>	<b>18 Credits</b>
<ul style="list-style-type: none"> <li>▪ <b>Minimum GPA of 2.0</b></li> <li>▪ <b>Satisfaction of Florida Accountability Requirements including FCAT and End of Course Exam (EOC) requirements</b></li> <li>▪ <b>Satisfaction of Academic Seminar/Senior Capstone Project</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Three years of high school</b></li> <li>▪ <b>Minimum GPA of 3.0</b></li> <li>▪ <b>Minimum GPA of 3.5 on courses used to meet graduation requirements</b></li> <li>▪ <b>Satisfaction of Florida Accountability Requirements including FCAT and End of Course Exam (EOC) requirements</b></li> <li>▪ <b>Satisfaction of Academic Seminar/Senior Capstone Project</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Three years of high school</b></li> <li>▪ <b>Minimum Cumulative GPA of 3.0 on a 4.0 scale</b></li> <li>▪ <b>Minimum GPA of 3.0 on courses used to meet course requirements for graduation option.</b></li> <li>▪ <b>Satisfaction of Florida Accountability Requirements including FCAT and End of Course Exam (EOC) requirements</b></li> <li>▪ <b>Satisfaction of Academic Seminar/Senior Capstone Project</b></li> </ul>

① The Collegiate High School designates 1 elective high school credit in transferable college credit courses, including a three-credit reading course and 3 credit College Success course. An additional 2 credits of high school electives are required and designated as 1.0 credit in Research and 1.0 credit in Academic Integrated Thesis Production (AITP). All such designated

electives are classified as “Academic Seminars” to meet this requirement in accordance with the school charter; (see pages 17-22).

② At least 6 of the 18 credits required for this program must be received in classes that are offered pursuant to the International Baccalaureate (IB) Program, the Advanced Placement (AP) Program, dual enrollment, Advanced International Certificate of Education or specifically identified by the Department of Education as rigorous pursuant to section 1009.531(3), Florida Statutes.

Note: In order to promote success in college credit classes and to ease the transition from high school level workload, standards and grading expectations to that of college level, CHS students enrolled in LIN 1670, ENC 1101 and/or ENC 1102 may also be required to enroll in certain co-requisite courses; similarly, students enrolled ECO 2013, AMH 2020, WOH 1022 and/or POS 1041 1102 may be required to enroll in certain co-requisite courses. These college credit co-requisites will appear on the college transcript with a grade and earn elective credit toward the associate degree. They will appear on the high school transcript as well, but will not impact the high school GPA or use up high school elective options.

③ If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses.

④ The Collegiate High School designates 1 elective high school credit in transferable college credit courses, including a three-credit reading course and three- credit College Success course. An additional 1 credit high school elective is required and designated as 1.0 credit in Academic Integrated Thesis Production (AITP). Research V may not be required according to a student’s individual STEPS plan.

#### **4. Explanation of Credits Earned**

In awarding credit for high school graduation, the Collegiate High School shall maintain a one-half (1/2) credit earned system which shall include courses provided on a full-year basis. A student will earn one-half (1/2) credit for each semester of the high school course he/she successfully completes. The two semester grades will not be averaged for a full year grade.

#### **D. Associate of Arts Degree Graduation Requirements**

Official degree requirements are detailed in the college catalog, which should be used for course selection and graduation planning. Charter students are subject to the same graduation requirements and policies as other college students seeking an associate degree and enjoy the same articulation rights as other dually enrolled students. The following summary provides an overview of the associate degree curricula.

- Complete at least 36 credits of AA general education courses in the appropriate subject categories
- Complete at least 24 credits of AA elective courses
- Maintain an overall cumulative GPA of at least 2.00

- Satisfy the Speaking-Across-the-Curriculum requirement
- Satisfy the Technology-Across-the-Curriculum requirement
- Satisfy Gordon Rule writing requirements
- Satisfy minimum grade requirements in all Gordon Rule courses
- Complete at least 15 of the degree credits in courses completed at NWFSC
- Satisfy all outstanding NWFSC obligations (financial obligations, etc.)

Collegiate High School students whose overall college grade point average falls below a 2.0 are subject to the NWFSC Board of Trustee's rules governing probation and suspension per the provisions of the college catalog.

Students whose grade point average falls below a 2.0 in any given term may have their STEPS plan amended to restrict access to college classes with the exception of those college classes needed for a forgiveness grade in order to improve the student's GPA. In such cases, students may be limited to enrollment in high school credit classes only in order to enhance the student's ability to earn sufficient high school credits to complete high school diploma requirements on time.

#### **E. Associate of Science and Associate of Applied Science Degrees**

Official degree requirements are detailed in the college catalog, which should be used for course selection and graduation planning. Charter students are subject to the same graduation requirements and policies as other college students seeking an associate degree. The following summary provides an overview of the associate degree curricula.

- Complete at least 18 credits of AA/AS/AAS general education courses in the appropriate subject categories and per the catalog requirements for the program
- Complete at least 42 credits of technical courses per the catalog requirements for the program
- Maintain an overall cumulative GPA of at least 2.00 in all courses used to meet degree requirements
- Satisfy the Speaking-Across-the-Curriculum requirement
- Satisfy the Technology-Across-the-Curriculum requirement
- Complete at least 15 of the degree credits completed at NWFSC
- Satisfy all outstanding NWFSC obligations (financial obligations, etc.)

**F. Early/Delayed Graduation**

**1. High School Graduation**

Students may be permitted to graduate and receive the high school diploma upon satisfaction of the appropriate graduation requirements prior to the chronological completion of the twelfth grade. However, the student must make a written request for early graduation and the student's parent/guardian, as well as the Collegiate High School Director, must approve.

Once graduated, students are no longer eligible to participate in the dual enrollment program with NWFSC, but may continue to enroll in college courses as traditional college students.

Students are not permitted to postpone high school graduation beyond the point at which they have completed graduation requirements and the twelfth grade solely to qualify for the tuition benefits of the dual enrollment program.

Students who successfully complete additional credits required for high school graduation during the summer following the eighth semester may apply those credits to high school requirements as appropriate. In such cases the student may be deemed to have graduated on track with his/her grade level peers.

**2. Associate Degree Graduation**

Students may be permitted to graduate from the college with an associate degree simultaneously with high school graduation; however, a student may not be awarded the associate degree prior to graduating from high school.

**G. Course Structure and Delivery Options**

**1. Course Structure and Format**

The primary structure for high school and college credits is the traditional classroom/lab format. Students attend class and/or lab under the direct supervision of an instructor at a specific location for a designated period of time. Learning activities span the full spectrum of accepted academic practice, including, but not limited to written and oral tests, presentations, group projects, field trips, specialized projects and presentations, demonstrations, original compositions, research papers, reports and directed study.

**2. Non-traditional Options**

When necessary and appropriate considering the student's goals, program progress, current course and workload, past academic record and other relevant criteria, the student may enroll in high school and/or college credits through a variety of non-traditional delivery methods including text-based distance learning, online distance learning, independent study (college classes), internships, Florida Virtual High School, and

performance-based individualized study. In all cases such learning shall be under the guidance of a qualified instructional professional. Performance-based individual study will be validated by an appropriate set of assessment activities to determine the course grade.

Enrollment in non-traditional options, especially college credit distance learning classes, is subject to extensive review and advising prior to approval. Whether these non-traditional options are appropriate is determined on an individual student basis, after consideration of the following factors.

- Current GPA
- GPA Trend
- Assessment of study skills
- Student attendance pattern
- PERT and FCAT scores
- Grade level
- Nature of the course/subject
- Performance in prerequisite and/or comparable courses
- Student's educational goals
- Course/workload for the term

### **3. Combined Delivery/Format Courses**

Some courses, especially in the college setting, are structured in combined delivery format, where students spend a portion of the time in the traditional classroom and a portion of the time in performance-based or individualized instruction. Both the Academic Seminar (Research V and Advanced Interdisciplinary Thesis Production) and the College Success classes scheduled for CHS students are normally structured in this manner.

### **4. Instructional Providers**

Unless otherwise approved in advance by the Collegiate High School Director and the Vice President of Academic Affairs, all credits earned during enrollment at the school shall be through instruction provided by the Collegiate High School at NWFSC, the Florida High School Online, the College Level Examination Program, the Okaloosa County School District, the Walton County School District or Northwest Florida State College. **Students are required to schedule all courses on the Niceville main campus in the traditional classes format unless the course is not offered on the main campus or through the traditional face-to-face class structure or unless special permission is granted by the Collegiate High School Director. Distance learning classes are not considered traditional, thus, a student may not register for a distance learning class unless the above conditions are met.**

Students who have completed at least one year of a foreign language course at another high school, (not offered at the Collegiate High School) may enroll in the same course at the previous school in order to complete a sequence of courses required for Bright Futures, a declared major, or pre-requisite for college entrance or degree program acceptance. The courses must be included in the student's STEPS Plan.

## **H. Grading and Course Policies**

### **1. Instructor Authority**

The instructor has final authority in all matters relating to course content, grading practices, and classroom procedures, so long as those decisions are consistent with school policy. The school yearbook is part of the school curriculum and not a public forum; as such, student submissions must align with course policies and the school mission. Instructors have the responsibility to keep students informed of their class policies and of the student's progress in each course. The student has the right to a course grade that represents the instructor's professional judgment of the student's performance in the course without personal prejudice. The student bears the responsibility for knowing and observing course policies.

### **2. Syllabus Requirements**

The course syllabus/outline represents an agreement between the student and the instructor regarding their responsibilities in the course. The student should review the syllabus carefully to be sure he/she understands the expectations, paying special attention to attendance, grading, testing, and missed work policies. The student should keep a copy of the syllabus with the rest of the course materials.

### **3. Grading Scale**

There is no one standard grading scale for the college or the Collegiate High School. In some classes a 90% may be a "B" and in other classes it may be an "A". Each instructor determines the grading scale which best fits his/her classroom practices and course content. Details will appear in the course syllabus/outline provided to the students.

Letter grades awarded in courses indicate the following levels of academic achievement.

<u>Letter Grade</u>	<u>Definition</u>
A	Outstanding, Excellent
B	Good
C	Average
D	Poor but passing
F	Failure
I	Incomplete
W	Withdrawn

### **4. Grades and Credits for Year Long (1.0) High School Courses**

Per Florida Statute, a student enrolled in a full year (1.0) credit course shall receive one-half (0.5) credit if the student successfully completes either the first half or the second half of the full-year course, but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full year (1.0) credit course shall receive one

(1.0) credit if the student successfully completes either the first half or the second half of the full-year course, but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade, provided that the following conditions are also satisfied.

- a) The instructor of the course in which the student has been unsuccessful attests that the student has attempted/completed a majority of the homework and other class assignments and has actively and appropriately participated in classroom activities.
- b) The student has been regularly attending the class.
- c) The student has participated in tutorial activities designed to improve his/her chances of success in the course or has been excused from such effort, in advance, by the Director of the Collegiate High School.

Separate grades will be awarded in each half of the course unless otherwise approved in advance by the Director of the Collegiate High School in consultation with the appropriate instructor. In such cases, the same grade will be awarded for both halves of the course and will be determined by averaging the grades for the two halves of the course.

## **5. Recording Dual Enrollment Grades on the High School and College Transcripts**

Except where additional grade options exist for college level enrollments (e.g. pass/fail, audit, and co-requisite courses) the same grades for a given course shall appear on both the high school and college transcripts. Where there is no equivalent grade available in the high school grading system, the Director, in consultation with the Vice President of Academic Affairs, shall determine the appropriate grade to be reflected on the high school transcript. However, in all cases, if the grade in the college course is an A, B, C, D, or F, the same grade shall appear on the high school transcript.

## **6. Grade Forgiveness and Repeat Enrollments**

### **a. College Courses**

Repeat enrollments and grade forgiveness shall be available for college and vocational credit courses and shall be reflected on the college transcript according to the policies specified in the college catalog and Florida Administrative Code.

In general, a student may elect to repeat a course for which he/she has been awarded a grade of D, F, W, U, or X and has not exceeded the allowable number of repeat enrollments. Courses in which a grade of A, B, C, P, or S has been earned may not be repeated for grade forgiveness. Credits shall apply toward graduation only one time. The grade(s) for all attempts in a given course shall remain on the college transcript, however, only the most recent grade received will be used in GPA calculations. *Note that grade forgiveness may be reflected differently on the high school transcript.*

In no case may a high school course enrollment be used for grade forgiveness in a college course.

Students may appeal the award of a “W” or “X” grade in a dually enrolled college or vocational credit course and request such be removed from the transcript as an attempt by written appeal to the Vice President of Academic Affairs.

b. High School Courses

A student may elect to re-take a high school credit core or elective course only if he/she has been awarded a grade of D, F, W, U, or X in the course. The original grade will be forgiven only if the same course is repeated or, with special permission, through enrollment in a similar or comparable course (FS1003.413(3)(e)). With advance approval from the Collegiate High School Director an equivalent college course may be used to achieve grade forgiveness in a comparable high school course. In no case may a high school course enrollment be used for grade forgiveness in a college course.

The student will receive the higher of the two grades when the course is repeated under the forgiveness policy. The lower grade for the forgiven course will be deleted from the high school transcript and the attempt will not be included in the GPA calculations. Credit will be awarded only once for courses which are repeated under this forgiveness policy. *Note that grade forgiveness may be reflected differently on the college transcript.*

c. Repeat Enrollments

Unless a course is approved by the Collegiate High School Curriculum Committee or the NWFSC Curriculum Committee for repeat enrollments, a student will be awarded credit in a given course only one time.

## 7. Grade Point Averages

The Collegiate High School at NWFSC maintains grade point averages (GPA’s) for both the high school transcript and the college transcript. The method for calculation of those GPA’s follows.

Note: The Florida Bright Futures Scholarship Program and the admissions offices of upper division institutions may compute the high school GPA using alternate methods. Information on the procedures for Bright Futures may be obtained by contacting the Collegiate High School Office.

a. High School Grade Point Average

The Collegiate High School at NWFSC uses an unweighted grade point average calculation based on a 4.0 scale. The GPA is determined as follows.

$$\frac{\text{Total Grade Quality Points Earned}}{\text{Total Credits Pursued}}$$

Total credits pursued is defined as all high school and college credits appearing on the high school transcript and for which the student has been awarded a grade of A, B, C, D, or F.

Total quality points is defined as the number total points awarded for each grade awarded in all credits pursued. Quality Points are awarded as follows.

<u>Grade Awarded</u>	<u>Quality Points</u> <u>Assigned</u>
A	4
B	3
C	2
D	1
F	0

*Note: The GPA appearing on the college and high school transcripts may differ depending on the number and type of credits pursued. The college transcript will show all college or vocational credit courses. The high school transcript will show all high school credit courses, but only those college courses in which the student was dually enrolled.*

b. College Grade Point Average

The college uses an unweighted grade point average calculation based on a 4.0 scale. The GPA is determined as follows.

$$\frac{\text{Total Grade Quality Points Earned}}{\text{Total Credits Pursued}} = \text{GPA}$$

Total credits pursued is defined as all college credits appearing on the college transcript and for which the student has been awarded a grade of A, B, C, D, or F. High school credits are not included in the college GPA computations.

Total quality points is defined as the number total points accumulated for each grade awarded in all college credits pursued. Quality Points are awarded as follows.

<u>Grade Awarded</u>	<u>Quality Points</u> <u>Assigned</u>
A	4
B	3
C	2
D	1
F	0

Additional grades that may be awarded by the college for college or vocational credit course work are defined in the college catalog. Only those grades listed above are used to compute the student's GPA.

*Note: The GPA appearing on the college and high school transcripts may differ depending on the number and type of credits pursued. The college transcript will show all college or vocational credit courses. The high school transcript will show all high school credit courses, but only those college courses in which the student was dually enrolled*

## 8. Issuance of Grade Reports

Official grade reports (report cards) are issued according to the following schedule. Information provided on the grade reports conforms to F.S. 1003.33. Separate grade reports corresponding to the separate transcripts are prepared for high school and college grades. Grade reports will be emailed to parents or mailed to the student's permanent mailing address. College course grades are also available on an individual student basis online at [www.FACTS.org](http://www.FACTS.org) and on "Raidernet" using a student's access password.

Fall Semester	Spring Semester	Summer Semester
Mid-October: Midterm Advisory grades	Mid-March: Midterm Advisory Grades	Mid-June: First Session Final Grades
Mid-December: Semester Final Grades	Mid-May: Final Semester Grades	Early August: Second Session/Long Session Final Grades

Grade reports are prepared on a quarterly basis and submitted to the CHS Office for distribution as appropriate to parents and students. These reports include instructor feedback on attendance, class participation, overall student engagement, and suggestions for academic assistance.

## 9. Academic Performance and Attendance

Per F.S. 1003.33(2), CHS students are not excused from any academic performance standards based upon attendance, nor may waiver of any academic requirement be used as an inducement for attendance. Attendance is crucial to success in both high school and college credit classes, but is not a substitute for demonstrated performance.

## **I. Transfer of Credits**

The procedures for transfer of credits shall conform to the Florida Administrative Code 6.A-1.09941 as follows.

Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period.

Validation of credits shall be based on performance in classes at the Collegiate High School. A student transferring into CHS shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure as outlined in section I(2) Home Educated Students.

### **1. Public and Private Schools**

All evidence of work or credits earned at another school, community college or university offered for acceptance shall be based on an official transcript authenticated by the NWFSC Dean of Enrollment Services, serving in the capacity of the school registrar. Transfer credits shall be accepted according to the provisions of Florida Administrative Code. If validation is deemed necessary by the Director of Enrollment Services, the procedures specified in the NWFSC College Catalog for review of credits from non-accredited institutions shall serve as the validation process.

If a yearly course grade is transferred to the school, the grade shall be posted for the two semesters of that year.

### **2. Home Educated Students**

All evidence of dually enrolled college credits offered for acceptance by students in a home education program shall be based on an official transcript authenticated by the NWFSC Dean of Enrollment Services, serving in the capacity of the school registrar. Transfer credits shall be accepted according to the provision of Florida Administrative Code. If validation is deemed necessary by the Dean of Enrollment Services, the procedures specified in the NWFSC College Catalog for review of credits from non-accredited institutions shall serve as the validation process. . A home-schooled student wishing to graduate and earn a diploma from the Collegiate High School must meet all graduation requirements of the Collegiate High School and must provide evidence that they have notified the appropriate school district in which they would normally attend that they will withdraw their status as a home schooled student. A student may not be both a home-schooled student and enrolled and graduate from the Collegiate High School

All evidence of work or credits earned in a home education program offered for acceptance based on presentation of evidence provided by the home educator without documentation from a home education transcribing entity shall be evaluated on an individual basis by the Collegiate High School Director in consultation with the NWFSC

Dean of Enrollment Services, the NWFSC Vice President of Academic Affairs, or designee, and appropriate school subject area experts. Final acceptance of credits may be based upon one or more of the following criteria as outlined in Florida Administrative Code 6A-1.09941

- Demonstrated academic performance in the classroom
- Portfolio evaluation
- Written recommendation by a Florida certified teacher selected by the parent and approved by the Collegiate High School Director
- Demonstrated performance in courses taken at other public or private accredited schools
- Demonstrated proficiencies on nationally-normed standardized subject area assessments
- Demonstrated proficiencies on the FCAT or EOC
- Demonstrated proficiencies on the PERT
- Demonstrated proficiency through college-based assessment examination
- Written review of the criteria utilized for a given subject provided by a school at which a specific course was taken.

Validation of credits from a home school transcript shall be based on performance in classes at the Collegiate High School. A student transferring into CHS shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedures, as outlined above.

## **J. Recognition of Academic Achievement**

### **1. President's and Dean's List**

When the quality of a student's work is outstanding, the school will honor such work with formal recognition at the end of the semester. A letter is sent to the student to document the achievement.

#### President's List

Any student with nine (9) or more college credits or the equivalent college and/or high school credits in the semester and a semester grade-point-average of 3.80 – 4.00 in college level courses is placed on the President's List.

#### Dean's List

Any student with nine (9) or more college credits or the equivalent college and/or high school credits in the semester and a semester grade-point-average of 3.50 – 3.79 in college level courses is placed on the President's List.

### **2. Honors Recognition at High School Graduation**

At the time of high school graduation, a student's total academic record for the ninth through twelfth grade is reviewed to determine eligibility for recognition of outstanding academic achievement. If the student's cumulative grade point average for all high school and college credits completed in the ninth through twelfth grades and recorded on the *high school transcript* meets the standards listed below and if the student meets all other graduation requirements, he or she will be graduated from the Collegiate High School with the appropriate level of recognition.

Highest Honors	Cumulative Unweighted GPA of 4.00
High Honors	Cumulative Unweighted GPA of 3.8 – 3.99
Honors	Cumulative Unweighted GPA of 3.5 – 3.79

The student's cumulative GPA at the end of the seventh semester shall be used to determine honors recognition for inclusion in the graduation program and for wearing cords or other honors regalia during commencement ceremonies. The student's cumulative GPA at the end of the final semester of enrollment shall be used to determine honors recognition as printed on the diploma and final transcript.

At the time of college graduation, the student will be eligible for recognition of outstanding academic achievement according to the college standards as defined in the college catalog.

### **3. Honors Recognition at College Graduation**

Honors recognition upon completion of the associate degree, shall conform to the policies in the applicable *NWFSC College Catalog and Student Handbook*.

#### **K. Acceleration Mechanisms – Dual Enrollment**

Students may participate in those accelerated mechanisms defined in Florida Statute and available at NWFSC.

The parameters of the Northwest Florida State College and the Collegiate High School at NWFSC Dual Enrollment Program, per the Inter-district Articulation Agreement, are determined by the Collegiate High School Governing Board. Eligibility to participate in the dual enrollment program is defined in the school charter.

The courses available to Collegiate High School students may be different for other Okaloosa County School District secondary students. All college credit courses offered at NWFSC, except for those with fewer than three credits and for physical education activity courses, are eligible for dual enrollment by Collegiate High School students. CHS students must meet all placement testing requirements associated with the course and unless exempted by the appropriate NWFSC administrator, must also meet all course prerequisites and co-requisites.

Tenth, eleventh and twelfth grade collegiate students may participate fully in all dual enrollment options available under Florida Statute. Tenth, eleventh and twelfth grade pre-collegiate charter

students may participate in dual enrollment classes on a limited basis depending on GPA and placement scores.

Unless otherwise stipulated by the State Articulation Coordinating Committee, the Collegiate High School at NWFSC Curriculum Committee, upon recommendation to the NWFSC Vice President of Academic Affairs, determines the manner in which specific college courses may be applied to high school graduation requirements.

## **L. Standards of Academic Progress and Participation in Student Activities**

### **1. Standards of Academic Progress**

Dually enrolled students are subject to the Standards of Academic Progress specified in the college catalog with respect to their standing at the college. If a student's cumulative or semester GPA falls below 2.00 or if the student's accumulation of credits falls below the number necessary to reach timely attainment of the diploma/degree, his/her parent/guardian will be contacted by the Collegiate High School staff as soon as feasible. The student and parent/guardian will be counseled regarding remediation and improvement. Depending on the severity of the situation, a customized remediation plan may be developed as part of the STEPS planning process. A collegiate student who fails to make appropriate progress in college courses may be reassigned to the pre-collegiate program until he/she attains an improved GPA. The student will be enrolled in high school credit classes in lieu of dual enrollment until it is determined that the student has a reasonable expectation of success in a college class or until the college GPA improves by taking courses for forgiveness.

### **2. Participation in Student Activities/Extracurricular/Co-curricular**

Students must maintain an overall GPA of at least 2.00 in all coursework in order to participate in extra-curricular or co-curricular student activities. If the student is showing improvement, the director may grant an exception based on special circumstances or may approve limited participation in a reduced number of activities. Eligibility requirements for honor clubs may be determined by their respective national or local charters. Florida Statutes 1006.15 guarantees charter school students access to participation in extracurricular activities at the public school where they are normally assigned to attend according to their residence or district policy.

## **M. Academic Advising and Student Educational Planning**

### **1. Student Educational Planning System**

Student advising is a crucial element of student success. To that end, the Collegiate High School at NWFSC uses the Student Educational Planning System (STEPS) to develop an individualized educational plan for each student. The plan, which includes long term and semester goals, is both an ongoing process and a dynamic written document. The STEPS process ensures that the student meets with a member of the school advising team

at least three times during each semester. Parent conferences are convened as needed, but a joint session between parent/guardian, student and school advising team member is scheduled at least once each academic year.

**STEPS PLANNING DOCUMENTS**

- High School Transcripts
- High School Diploma Program Plan
- Associate Degree Program of Study
  
- Midterm Advisory and Semester Grades
  
- Mid-course Instructor Feedback and Progress Reports
- Results of State-mandated Assessment Activities (PERT, FCAT, EOC, etc.)
- Results of Learning Styles Inventory as available
  
- PLAN, PSAT, ACT, SAT Scores (as applicable)
- Learning Support Services Referrals
- STAR/RATS Lab Referrals and Activities
- Summary of Sunshine Standards Learning Activities (Courses, workshops, customized learning, etc.)
- Florida Bright Futures Scholarship Program Plan (as applicable)
- Other student-specific planning aids
- Individual Academic Performance Contract

**STEPS ACTIVITIES**

- Parent Conferences
- Student Conferences
- Teacher Conferences
- Student Led Conferences
- Assessment Activities (inventories, academic assessments, etc.)
- Group Orientation Activities
  
- Individual Orientation Activities
- STAR Lab Observation and Activities
  
- Workshops and Mini-mester classes
- Targeted skill-building activities
  
- Peer Tutoring
- Peer Advising
  
- Group/Peer Problem Solving
  
- Florida Bright Futures and other scholarship research
- Other student-centered support activities
- Standards of Academic Progress Strategies

**2. Student Progress, Intervention and Improvement Planning**

**a. Monitoring Progress**

Student progress is monitored throughout the semester. The CHS Office requests monthly progress reports for all students from all teachers. Reports are reviewed by the CHS staff and, if needed, forwarded to parents. Midterm advisory grades are also mailed or emailed to parents.

Students with excessive absences from the school or from a specific course(s) may be required to complete an Individualized Academic Performance Contract designed to improve the student’s chances of success and to remedy unsatisfactory behaviors. Such contracts may limit the student’s access to co-curricular activities or course enrollments not needed to meet graduation requirements and/or may establish specific performance objectives and/or study commitments.

An individualized remediation plan with goals and learning strategies will be developed for students whose progress is consistently less than desired or who demonstrate a sudden decline in progress. Among the indicators that progress is insufficient are excessive absence report(s), unsatisfactory midterm/advisory grades, instructor referral for remediation or tutoring, low assessment scores, unsatisfactory course grades, unsatisfactory instructor feedback report, overall or semester GPA below 2.00 and/or instructor/student/parental concern.

b. Specific Intervention Indicators/Points

Students whose unweighted cumulative GPA falls below a 2.0 or whose individual semester grades fall below a 2.0 are targeted for immediate at-risk interventions. Parents of students whose cumulative high school GPA is less than 2.5 at the end of the 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grades, receive special information regarding the student's progress toward high school completion, including the need to maintain the minimum statutory GPA requirements for graduation.

In consultation with the parents, CHS staff will develop an Academic Improvement Plan (AIP) for any student who does not achieve minimum passing scores on the FCAT in one or more of the subtests. The plan will clearly identify the skills/content targeted for improvement and the specific strategies designed to encourage increased student achievement.

**3. Course and Schedule Planning**

a. Advising and Schedule Priorities

Although completion of the associate degree serves as an ongoing goal for all Collegiate High School students, satisfaction of high school graduation requirements shall be the priority in all program and schedule decisions. The number of courses and credits in which the student enrolls shall be determined with an eye to the student's educational goals, the breadth, depth and rigor of the courses under consideration, placement scores and the student's past academic record.

b. Registration

The student's schedule is developed on a semester-by-semester basis, with an eye to both the entire school year and the student's ultimate educational goals. The semester schedule plan is developed through a cooperative effort involving the student, the parent and a member of the school advising team. Schedules are developed in advance of the opening day of each major college registration period. In order to increase the odds of obtaining an advantageous mix of college and high school classes for the individual, Collegiate High School students are permitted to register as a special group of students near the beginning of the registration appointment process; schedules may be adjusted as needed throughout the college's add/drop period.

c. Limits on Credit Enrollment for a Given Term

Normally, a student will not be permitted to enroll in more than 18 college credits or the equivalent number of high school and/or college credits during a single semester. Advance approval of the Collegiate High School Director or designee is needed to enroll in more than 18 credits. Approval will be based upon several factors, including but not limited to past academic performance, the nature and outside workload of the desired courses, the student's educational goals, availability of courses, and the student's outside activities.

**N. Tutoring and Learning Support Services**

The Collegiate High School is committed to student success. Students enrolled in the Collegiate High School have access to all of the college's tutorial and learning support services, as well as to the resources of the Collegiate High School.

**1. Learning Labs**

The **STudent Academic Resource (STAR)** and **Reading and Technology Studies (RATS)** Labs are the hub of Collegiate High School instructional activities. Lab facilities, which are staffed at all times during student hours, include individual and group study tables, network and internet connections for student laptops, individual PC stations, VCR's and numerous other traditional resource materials. Computer stations are networked to a variety of information databases and instructional software, as well as to the college web page and related resources. Students will use these learning lab facilities for the following types of individualized activities.

- Completion of course requirements for performance-based courses and for the performance-based components of courses offered in combined format
- Learning activities associated with the "enhanced credit option"
- FCAT Preparation
- Skill building in specific courses
- Research and other academic requirements for the Academic Seminar
- Individualized instruction in core subjects
- College credit courses in the independent study format
- "Classroom" or other academic components of internship and other work-based courses
- Accessing online instructional and tutorial resources
- PSAT, PLAN, ACT, SAT and PERT preparation

- Pursuit of AIP assignments and related instruction

## 2. Individual and Group Tutoring Services

The school will provide individual and group tutoring sessions on an as-needed basis. Most tutors are also part-time (associate) instructors with the college; all tutors are screened for subject area expertise and tutoring skills prior to providing services. Tutoring is provided during school hours, but is not an alternative to attending regular class sessions.

## 3. College Resources Available to CHS Students

NWFSC has a variety of tutoring services available to Collegiate High School students including online, and local individual and group services. Detailed information locations, and operating schedules are available on the NWFSC Web Site and in the college catalogue. Support services available to students include the following:

- The Academic Success Center (ASC)
- Math Labs
- Academic Success Keys (ASK)
- Open-Access Computer Labs
- Smart Thinking On line Tutorial Service

<h2>V. STUDENT ASSESSMENT</h2>
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Student progress at the Collegiate High School at NWFSC is assessed through a variety of strategies outlined in the school's charter. Typical assessment strategies are listed below.

### A. All students, each year

- Verification of college ready skills in mathematics, writing, and reading as measured by the Florida College Placement Test (students are pre-tested as part of the admissions process and are re-tested on an annual basis to gauge progress)
- Verification of Sunshine State Standards as documented through successful completion of credits/courses addressing those standards
- Success/completion rates in dual enrollment courses compared to statewide dual enrollment success rates
- Success/completion rates in dual enrollment English, math and selected subject areas
- Attainment of next sequential grade level

### B. Selected students depending on grade level and program

- PSAT and SAT and/or PLAN and ACT scores
- State-mandated assessment activities including FCAT

- Test of Adult Basic Education (TABE) for students in vocational credit programs
- College Level Academic Skills Test (CLAST)
- Attainment of honors recognition (high school and college)
- High school graduation rate
- Associate degree completion rates
- Bright Futures eligibility rates
- Adequate Yearly Progress under No Child Left Behind Act

<b>VI. FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM</b>
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The Florida Bright Futures Scholarship Program offers students the opportunity to pursue college studies under various levels of state scholarship support to pursue postsecondary studies in the state of Florida. The Collegiate High School at NWFSC curriculum incorporates all courses necessary to provide students with the opportunity to meet Bright Futures eligibility requirements, including community service and the accelerated mechanisms requirement.

Revised 7/8/08; Revised 7/21/09; Revised 7/21/10; Revised 6/7/11

# APPENDICES

## COLLEGIATE HIGH SCHOOL at Northwest Florida State College

### PRINCIPLES OF PARTICIPATION

As an element of the admissions process, each parent and student of the Collegiate High School must sign an agreement committing their adherence to the following principles of participation.

The Collegiate High School at Northwest Florida State College (NWFSC) exists for the purpose of educating students in a rigorous academic environment. We are pleased that you have made this academic choice and encourage your participation to the fullest in this educational experience. To assure understanding of policies and procedures regarding conduct, curriculum, and communication you are asked to read the following and indicate your understanding and acceptance.

1. I understand that as a Collegiate High School at NWFSC Student (Dual Enrollment/Collegiate or Pre-collegiate) I will be enrolled for some or all of my classes in college credit courses and that the depth, breadth, rigor and pace of these courses will be at the college level.
2. I understand that Collegiate High School students in college level courses are subject to the same standards, policies, and responsibilities as other college students unless otherwise restricted by federal, state or local requirements.
3. I understand that curriculum content, evaluation, and selection of appropriate instructional materials are the prerogative of the college instructor and will not differ for dually enrolled Collegiate High School students from that presented for traditional college students.
4. I understand that NWFSC is an open campus and that I will be attending classes with non-high school aged students and that I may encounter students of a variety of ages and backgrounds while on the NWFSC Campus.
5. I understand that the Collegiate High School Director or the Associate Director is the first point of contact for parents who wish to discuss academic progress in a course, schedule a conference, or request information about school or classroom activities.
6. I understand that attendance at an orientation session is required for each new student.
7. I understand that attendance at an orientation session is required for the parent(s)/guardian(s) of each new student.
8. I understand that parent and student will attend all Student-Led Conferences.
9. I understand that, if selected for admission to the Collegiate High School, I must agree to abide by all Collegiate High School at NWFSC policies and procedures including but not limited to the Student Code of Conduct, Pupil Progression Plan, attendance policies and discipline policies.
10. I understand that completion of high school graduation requirements does not guarantee completion of an AA or AS degree. To receive an AA or AS degree I understand that a student must meet all program requirements identified in the NWFSC College Catalog at the time of the student's initial admission.
11. I understand that I will be expected to sign an agreement outlining my responsibility for all instructional materials, textbooks, and equipment issued to me.

12. I agree to attend school regularly (see that my child attends regularly) and while present expect to be treated and to treat fellow students, faculty and staff with respect.
13. I understand that registering my daily attendance at school in accordance with my official Collegiate High School schedule is my responsibility and that I may be counted absent if I fail to register my attendance daily in accordance with the prescribed attendance plan. Official daily attendance is recorded when I swipe my Student ID card upon arriving and leaving campus. If the Student ID card is unavailable attendance must be registered manually through the front office. The ID card must be replaced at my cost within one week after the first failure to use the automated system.
14. I understand participation in an Academic Seminar is required for every student each year and that successful completion of a Capstone Project is the Academic Seminar component required of every senior to meet CHS high school graduation requirements.
15. I understand that while the mission and purpose of the Collegiate High School is to provide accelerated instruction and college level curriculum to motivated students, that if my overall grade point average falls below 2.0 or if I fail to make adequate progress on the path to graduating from high school on time, I will be enrolled in courses for high school credit only or college classes to achieve grade forgiveness in order to improve my GPA and my progress toward the high school diploma.
15. I agree to release liability and claims of damage or loss to student or parent in connection with my or my student's action when upon arriving and leaving campus when the arrival or departure is the student's choice.
16. I understand that certain "directory information" may be disclosed without student or parent consent and that military recruiters and institutions of higher education are entitled to certain information about public school student. I understand that I may notify the school of any information not to be disclosed within a week following the first day of the school year.

## ACADEMIC SEMINAR



The academic seminar requirement at the Collegiate High School is part of the school's innovative mission defined in the contract with the Okaloosa School District. It is intended to provide students with an additional perspective on general education, current world and local issues, the interdisciplinary nature of the subjects studied at the Collegiate High School and connections to careers and education beyond secondary school. Participation is designed not only to add knowledge, but also to strengthen the student's ability to participate in structured discussions, Socratic exchanges, problem-solving, critical thinking and informal debate and personal development. Research and projects associated with the seminar provide students the opportunity to study their own interests in greater depth and breadth and to assume responsibility for their own learning through active involvement in collecting, selecting, and reflecting on their educational experiences at the Collegiate High School.

Satisfaction of a seminar experience is required each year for the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades, although the structure of the experience will vary for each grade level. Academic seminar instruction is offered through a combination of college and high school credit and may be used to meet elective requirements for the associate degree and high school diploma. Depending on the student's graduation option, credits will also meet selected high school diploma requirements. The seminar requirement will be met as indicated on the following charts. Students who began CHS in previous years may have met seminar requirements in prior years through different courses.

### SOPHOMORE YEAR ACADEMIC SEMINAR



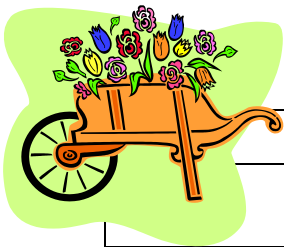
- **Fall and Spring Semesters**
- Six college credits in two college courses completed during the school year
- SLS 1101 "College Success"
- REA 1205 "Reading Across the Genres I"
- Courses will satisfy 6 elective credits for the Associate Degree and 0.5 high school electives credits each (1.0 electives total) for the high school diploma

*Note: Students who choose the three-year standard college preparatory program or the three year career preparatory program requiring 18 credits for graduation will be provided alternate means of meeting the Academic Seminar requirement. Students should contact the Student Services Department for advising.*

# JUNIOR YEAR ACADEMIC SEMINAR



<b>FALL SEMESTER</b>		
<b>Components</b>	<b>Junior Year</b>	<b>NOTES</b>
	<b>Research V .5 hs credits</b>	
	<b>Point Value</b>	
<p><b>Research Class</b></p> <ul style="list-style-type: none"> <li>➤ Each semester student will participate in a variety of assignments as a part of the Academic Seminar Research Class The assignments will focus on:                             <ul style="list-style-type: none"> <li>➤ College and Career Planning</li> <li>➤ Academic Performance</li> <li>➤ “Read This”</li> </ul> </li> <li>• The Juniors will begin developing a portfolio that will reflect significant progress toward completion each semester. Guidelines will be given for students through Research Class, D2L, and directed study as appropriate.</li> </ul>	<b>4000 points</b>	
<p><b>Organizational Skills &amp; Time Management</b></p> <ul style="list-style-type: none"> <li>• A portion of the Academic Seminar will incorporate assessment of a student’s time management and organizational skills including use of a daily planner, adherence to and progress toward completion of the components of the Seminar, and participation and attendance in learning labs.</li> </ul>	<b>1000 points</b>	
<b>TOTAL POINT VALUE FOR SEMESTER</b>	<b>5000 points</b>	



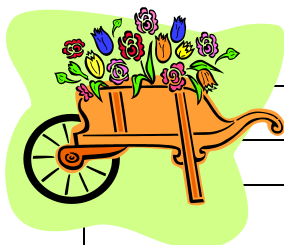
## Spring Semester-Junior Academic Seminar

Components	Junior Year	NOTES
	Research V .5 hs credits	
<p><b>Research Class</b></p> <ul style="list-style-type: none"> <li>• Students will add to their <b>portfolio begun in the fall term</b> as a part of the Academic Seminar Research Class. The three components of the portfolio are:               <ul style="list-style-type: none"> <li>○ College and Career Planning</li> <li>○ "Read This"</li> <li>○ Academic Performance</li> </ul> </li> <li>• Student Led Conferences—A minimum of one time per year students will prepare for and conduct a formal conference with parents to include:               <ul style="list-style-type: none"> <li>✓ "Processing My Progress"-a reflection and review of study habits, academic progress, and adjustments needed to perform at a student's potential.</li> <li>✓ Review of "Comprehensive Graduation Plan" and "Graduation Checklist"</li> </ul> </li> <li>• Samples of work from core classes.</li> </ul>	<p><b>4000 points</b></p>	
<p><b>Organizational Skills &amp; Time Management</b></p> <p>A portion of the Academic Seminar will incorporate assessment of a student's time management and organizational skills including use of a daily planner, adherence to and progress toward completion of the components of the Seminar, and class participation and attendance.</p>	<p><b>1000 points</b></p>	
<p><b>Spring Minimester Session</b></p> <ul style="list-style-type: none"> <li>• Students will satisfy a portion of the Academic Seminar requirements through individual academic seminars, workshops and other academic activities that will earn a proportional number of points as indicated toward the final grade in the semester attempted.</li> <li>• Students are responsible for completion of administrative tasks during this period.</li> </ul>	<p><b>2000 points</b></p>	
<b>TOTAL POINT VALUE FOR SEMESTER</b>	<b>7000 Points</b>	


## SENIOR YEAR ACADEMIC SEMINAR



FALL SEMESTER-Senior Academic Seminar		
Components	Senior Year	NOTES
	<b>Advanced Interdisciplinary Thesis Production</b> .5 hs credit	
<b>Senior Capstone Project</b> <ul style="list-style-type: none"> <li>▪ Seniors are required to select a field project to work on during the fall semester along with an issue based research paper to support the project. Primary components of the Senior Capstone Project are                             <ul style="list-style-type: none"> <li>○ Capstone Project (Field Work)</li> <li>○ Research Paper</li> <li>○ Portfolio</li> <li>○ Oral Presentation</li> </ul> </li> <li>• Students will work with a <b>school advisor</b> and an <b>expert-in-the-field</b> to complete the Senior Capstone Project.</li> <li>• The Senior Capstone Project will be implemented through the Advanced Interdisciplinary Thesis Production class.</li> <li>• Guidelines for the capstone requirements may be found at <a href="http://faculty.nwfsc.edu/chs/rogers">http://faculty.nwfsc.edu/chs/rogers</a> .</li> <li>• Other non-Capstone assignments may be given.</li> </ul>	<b>4000 points</b>  	
<b>Organizational Skills &amp; Time Management</b> <ul style="list-style-type: none"> <li>• A portion of the Academic Seminar will incorporate assessment of a student's time management and organizational skills including use of a daily planner, adherence to and progress toward completion of the components of the Seminar, and <b>participation and attendance in thesis class and learning labs.</b></li> </ul>	<b>1000 points</b>	
<b>Student-Led Conference with Parents</b> <p>A minimum of one time each fall semester each senior will be responsible for preparing for and conducting a scheduled conference with the student's parent(s) to report degree of progress toward goals of the senior project, school attendance record, participation in components of the Academic Seminar, and successes and deficiencies in courses at CHS.</p>	<b>500 points</b>	
<b>TOTAL POINT VALUE FOR SEMESTER GRADE</b>	<b>5500 points</b>	

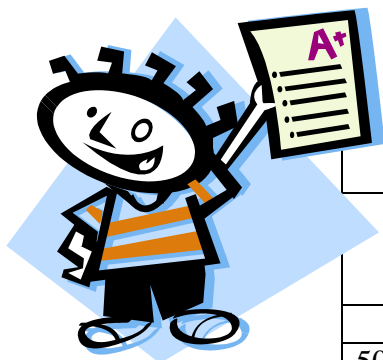


## Spring Semester—Senior Academic Seminar

Components	Senior Year	NOTES
	Thesis .5 hs credits	
<p><b>Senior Capstone Project Portfolio</b></p> <ul style="list-style-type: none"> <li>Students will complete appropriate portions of the portfolio each semester on a schedule provided through the Thesis Class. Portfolio development should reflect adequate progress toward completion each semester, and the final project should be presented this semester.</li> <li>The <b>completed portfolio</b> should be presented for evaluation according to deadlines provided this semester. Guidelines are posted at <a href="http://faculty.nwfsc.edu/chs/rogers">http://faculty.nwfsc.edu/chs/rogers</a>. A school advisor will be assigned to assist students with interpretation and quality assurance.</li> </ul>	<b>3500 points</b>	
<p><b>Senior Capstone Project Oral Presentation</b></p> <ul style="list-style-type: none"> <li>Senior Capstone Project Oral Presentation before a panel of judges is the final step in completing the Senior Project portion of Academic Seminar. The Oral Presentation includes an acceptable practice presentation with your Senior Project Advisor prior to the oral presentation as well as the final presentation as scheduled before a panel of judges.</li> <li>Students are responsible for seeing that all processes are complete before scheduling the oral presentation: forms, letters, portfolio, practice sessions, etc.</li> </ul>	<p><b>1000 Points</b></p> 	
<p><b>Organizational Skills &amp; Time Management</b></p> <ul style="list-style-type: none"> <li>A portion of the Academic Seminar will incorporate assessment of a student's time management and organizational skills including use of a daily planner, adherence to and progress toward completion of the components of the Seminar, and class participation and attendance including formal class attendance and attendance in independent study learning labs including thesis class and STAR lab study.</li> </ul>	<b>1000 points</b>	
<p><b>Spring Minimester Activities</b></p> <ul style="list-style-type: none"> <li>Seniors are exempt from minimester activities except as needed to complete graduation requirements and the responsibilities of the Senior Capstone Project.</li> <li>Student-led conference with parents as deemed needed by CHS staff.</li> <li>Students are responsible for completion of administrative tasks during this period—returning books and laptops, clearing fines, etc. by the date established on the Senior Checklist. Students are responsible for completing all assignments and tasks and reporting completion on the appropriate form to the CHS office to receive credit for the session assignments.</li> </ul>	<b>500 points</b>	
<b>TOTAL POINT VALUE FOR SEMESTER GRADE</b>	<b>6000 points</b>	

## JUNIOR AND SENIOR ACADEMIC SEMINAR-RESEARCH CLASS

The final grade for the Academic Seminar for juniors and seniors is calculated from the sum of the points accumulated in the components identified for juniors and seniors for each term. Academic Seminar grades for juniors and seniors are reported through the respective course numbers for Research V and Advanced Interdisciplinary Thesis Production. The following chart represents the grading scale for each semester for each grade level.



<b>Junior Academic Seminar</b>			
<b>Fall Semester Total Points Available 5000</b>		<b>Spring Semester Total Points Available 7000</b>	
<b>Points</b>	<b>Grade</b>	<b>Points</b>	<b>Grade</b>
5000-4500	A	7000-6300	A
4499-4000	B	6299-5600	B
3999-3500	C	5599-4900	C
3499-3000	D	4899-4200	D
2999-0	F	4199-0	F



<b>Senior Academic Seminar</b>			
<b>Fall Semester Total Points Available 5500</b>		<b>Spring Semester Total Points Available 6000</b>	
5500-4950	A	6000-5400	A
4949-4400	B	5399-4800	B
4399-3850	C	4799-4200	C
3849-3300	D	4199-3,600	D
3299-0	F	3,599-0	F