Developing Educational Pathways: An Ecosystem Model for Connecting Passion to Profession

May 7-8, 2019
Rosen Centre Orlando
Using a collective impact model of collaboration, LEAP Tampa Bay promotes a community-wide commitment to college access and completion. LEAP’s network of cross-sector partners carry out and support coordinated strategies to align with an overall vision to have 60% of Tampa Bay’s working age adults (age 25-64) holding high-quality college degrees and workforce relevant credentials by 2025.

Officially launched May 2016
SPC FACTS

WORKFORCE CERTIFICATIONS AWARDED

<table>
<thead>
<tr>
<th>Year</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>546</td>
<td>711</td>
<td>731</td>
<td>754</td>
</tr>
</tbody>
</table>

WORKFORCE DEGREES AWARDED

<table>
<thead>
<tr>
<th>Year</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>3,069</td>
<td>3,590</td>
<td>3,723</td>
<td>3,882</td>
</tr>
<tr>
<td>Increase</td>
<td></td>
<td></td>
<td>26%</td>
<td></td>
</tr>
</tbody>
</table>

BY THE NUMBERS

1. **18** Baccalaureate degree programs
2. **34** Associate in Science degree programs
3. **63** Certificate programs

STUDENT PROFILE

- **47,000** Students
- **74%** Attend part time
- **72%** Work while attending school
- **47%** Age 25 and older
- **37%** Minorities
- **35%** Have children
- **76%** Pell eligible
THE UNDERLYING PROBLEM

Under-education and Under-employment

- 64,000 annual job openings in Pinellas (SPC trains for most)
- 45% of Floridians are income constrained
- Studies show 90% of students do not have the clarity nor confidence to make adequate educational decisions

WORKFORCE PROFILE

60% of the jobs in Florida will require a degree or credential by 2025

2.1 MILLION adults in Florida have some college, but no degree - 109,000 in Pinellas

Those with a degree earn more than double those with only a high school diploma

- Less than High School: $22,344
- High School diploma: $28,027
- Total, all training levels: $34,883
- Postsecondary adult vocational: $38,097
- Associate degree: $63,583
- Bachelor’s degree: $69,177
- Master’s or high degree: $113,997

66% of Pinellas County high school graduates say they want to go on to college or get a certification after high school (down from 70% five years ago)

430,000 working-aged men in Florida have stopped looking for work and don’t count against the unemployment rate

Data Source: Pinellas County Community Indicator Report, 2018 and the Tampa Bay Times
We have an ethical responsibility to serve all student populations.

WHY IMPLEMENT PATHWAYS

Too many students wander because they are:

- Undecided in regard to career goals
- Unaware of the elements of a chosen career
- Disconnected regarding the initial curriculum and their career choice

We have an ethical responsibility to serve all student populations.
GUIDED PATHWAYS AT SPC
WHAT DO YOU THINK?

WHAT’S THE FIRST THING THAT COMES TO YOUR MIND WHEN YOU THINK ABOUT GUIDED PATHWAYS?

Text COLABS to 22333 once to join, then text your one word response.
SPC CONTRIBUTING FACTORS

- Avg. # of credits completed for AA degree = **81 hrs**
- Avg. # of credits completed for AS degree = **93 hrs**
- University Excess Hours Fees 100% Increase over 110% credit hours
- New Financial Aid language
- 2,500 Students Enrolled in Fall 2015 and did not return Spring 2016 (Good Academic Standing)

Focus on completion, while maintaining access.
Since 2010 SPC has focused its strategic efforts on **student success** using an intentional data-driven way to help students “**Finish What They Start**”.
10 YEAR TIMELINE - PATHWAYS AT SPC

2010
- Mandate to “Move the Needle”

2011
- Started The College Experience Support Initiatives

2012
- Established Curriculum Philosophy and Values

2013
- Developed Program Outcomes
- Mapped PLOs to Course Outcomes

2014
- Developed Academic Pathways
- 9 weeks to complete the process
- 6 months to review and implement

2015
- Embedded Industry Certifications

2016
- Career & Academic Communities
- Milestones & Common 1st 15

2017
- Revised Periodic Course Review

2018
- Revised Career & Academic Community Milestones

2019
- Under Embedding Strategic Plan
- Defining Academic Excellence
"The Pathways Model is an **integrated, institution-wide** approach to student success based on **intentionally designed, clear, coherent and structured educational experiences.**"

**SPC’s goal is to “help students finish what they start.”**
PATHWAYS DIMENSIONS

There are 4 Dimensions of the Pathways Model:

1. Clarify paths to student end goals
2. Help students choose and enter a pathway
3. Keep students on path
4. Ensure that students are learning

Support students beginning “with the end in mind”
from first contact at SPC until employment or transfer.
DIMENSION 1: CLARIFYING THE PATH

- Mapping programs “with the end in mind”
- Aligning course content and student learning outcomes
- Identifying milestone courses
- Identifying the right math
- Review pathway curriculum for coherence
- Select recommended elective courses

Source: Pathways Institute #2 PowerPoint by Kay McClennen
DIMENSION 1: THE “WHY”

PATHWAYS FEATURES INCLUDE:

- **Flexibility in scheduling** courses for students who are enrolled in a part-time or full-time basis
- Determine the current “health” of your curriculum by documenting a baseline snapshot of how students move through a program
- **Streamlined** course options
- Identification of hidden pre-requisites
- Identification of courses that may overlap requirements
- Identification of new certificates and stacked credentials

CHECK IT OUT
Academic Pathways are SPC’s solution to taking the guesswork out of planning a college career.

Simply put, Academic Pathways are chronological listings of all specific courses in a degree-program in the recommended order in which a student should complete them.
# PATHWAY EXAMPLE

**Current BUS-AS Pathway**

### ACADEMIC PATHWAY
Computer Networking Associate in Science Degree

<table>
<thead>
<tr>
<th>Seq #</th>
<th>Course</th>
<th>Course Title</th>
<th>Credit</th>
<th>Type</th>
<th>Term Offered</th>
<th>Pre-Reqs</th>
<th>Options Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CGS 1070</td>
<td>Basic Computer and Information Literacy</td>
<td>1</td>
<td>Gen Ed</td>
<td>F, Sp, Su</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>PHI 1600</td>
<td>Studies in Applied Ethics</td>
<td>3</td>
<td>Gen Ed</td>
<td>F, Sp, Su</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>COP 1000</td>
<td>Introduction to Computer Programming</td>
<td>3</td>
<td>Core 1,2</td>
<td>F, Sp, Su</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>MAT 1033</td>
<td>Intermediate Algebra</td>
<td>3</td>
<td>Core 1,2</td>
<td>F, Sp, Su</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>CET 1171C</td>
<td>Computer Repair Essentials</td>
<td>3</td>
<td>Core 1,2</td>
<td>F, Sp, Su</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>MAC 1105</td>
<td>College Algebra</td>
<td>3</td>
<td>Gen Ed</td>
<td>F, Sp, Su</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>CNT 1000</td>
<td>Local Area Network Concepts</td>
<td>3</td>
<td>Subplan 1,2</td>
<td>F, Sp, Su</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>CET 1172C</td>
<td>Computer Support Technician</td>
<td>3</td>
<td>Core 1,2</td>
<td>F, Sp, Su</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>ENC 1101</td>
<td>Composition I</td>
<td>3</td>
<td>Gen Ed</td>
<td>F, Sp, Su</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>SPC 1055</td>
<td>Business and Professional Speaking</td>
<td>3</td>
<td>Gen Ed</td>
<td>F, Sp, Su</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>CTS 1327</td>
<td>Configuring and Administering MS Windows Client</td>
<td>3</td>
<td>Subplan 1,2</td>
<td>F, Sp, Su</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>CTS 1328</td>
<td>Installing and Configuring Windows Server</td>
<td>3</td>
<td>Subplan 1,2</td>
<td>F, Sp, Su</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>CTS 2106</td>
<td>Fundamentals of the Linux/Unix Operating Environment</td>
<td>3</td>
<td>Subplan 1,2</td>
<td>F, Sp, Su</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>POS 2041</td>
<td>American National Government</td>
<td>3</td>
<td>Gen Ed</td>
<td>F, Sp, Su</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>CTS 2321</td>
<td>Linux System Administration I</td>
<td>3</td>
<td>Subplan 1,2</td>
<td>F, Sp, Su</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>CTS 2322</td>
<td>Linux System Administration II</td>
<td>3</td>
<td>Subplan 1,2</td>
<td>F, Sp, Su</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>HUM 2270</td>
<td>Humanities (East-West Synthesis)</td>
<td>3</td>
<td>Gen Ed</td>
<td>F, Sp, Su</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>CTS 1334</td>
<td>Administering Windows Servers</td>
<td>3</td>
<td>Subplan 1,2</td>
<td>F, Sp, Su</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>CTS 1303</td>
<td>Configuring Advanced Windows Server Services</td>
<td>3</td>
<td>Subplan 1,2</td>
<td>F, Sp, Su</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>CTS 2321</td>
<td>Systems Analysis and Design</td>
<td>3</td>
<td>Core</td>
<td>F, Sp, Su</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>CTS 1411</td>
<td>Fundamentals of Information Storage and Management</td>
<td>3</td>
<td>Core</td>
<td>F, Sp, Su</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>CTS 2370</td>
<td>Configuring and Managing Virtualization</td>
<td>3</td>
<td>Core</td>
<td>F, Sp, Su</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>CTS 2940</td>
<td>Computer Networking Internship</td>
<td>3</td>
<td>Core</td>
<td>F, Sp, Su</td>
<td>Y</td>
<td></td>
</tr>
</tbody>
</table>

**COMPUTER SUPPORT CERTIFICATE COMPLETED**

**LINUX SYSTEM ADMINISTRATOR CERTIFICATE COMPLETED**

**MICROSOFT CERTIFIED IT PROFESSIONAL: SERVER ADMINISTRATOR CERTIFICATE COMPLETED**

**Total program credits: 67**

(Includes MAT 1033 & Computer Competency)
DIMENSION 2: HELP STUDENTS CHOOSE A PATH

- Embed intrusive advising in pathways
- Align advising with critical student choices and milestones
- Strengthen and clarify student-facing information about jobs/careers/transfer options

Source: Pathways Institute #2 PowerPoint by Kay McClenny
DIMENSION 2: UNDERLYING VALUES

- Students, who can connect with their passion, will work harder and work through obstacles.

- Students often come to college for a career, not for a piece of paper.

- It is just as important to know what students don’t want to do as it is to know what they want to do.

- Students are more likely to respond to college messaging from faculty and staff that they know and feel better connected.
DIMENSION 2: STUDENT ONBOARDING

1. Map your processes with collaboration across departments
2. Review all communications with students – website, emails, letter, and texts
3. Gather information about your processes
   1. Talk with front line staff
   2. Talk with Faculty
   3. Talk with students – Focus groups
   4. Mystery shoppers
   5. Complete your own processes
4. Walk through your process from the perspective of a student. How are students impacted by the processes?
Students who are career-focused and engaged at the college are more successful.

**Integrated Career and Academic Advising**
FTIC students who have identified a career are 10% more successful* in their classes than students who have not.

*Success is defined as earning a grade of A, B or C in a class

**Out-of-Class Support**
The more often students visited the learning centers, the more successful they were in their courses.

<table>
<thead>
<tr>
<th># of visits</th>
<th>Course success rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>75%</td>
</tr>
<tr>
<td>3-4</td>
<td>77%</td>
</tr>
<tr>
<td>5-9</td>
<td>78%</td>
</tr>
<tr>
<td>10+</td>
<td>83%</td>
</tr>
</tbody>
</table>

**My Learning Plan**
FTIC students with a My Learning Plan had higher success rates and were less likely to withdraw.

20% higher success rate

8% lower withdrawal rate
“Difference for successful groups of students? Someone monitors their progress, not letting them fall through the cracks.”

Rob Johnstone
Virginia Student Success Leadership Institute 2016
DEVELOPMENT OF THE ADVISOR ROLE

Diagram showing interactions between students, advisors, career advising, and systems like the New Smart Start Orientation, Early Alert System, Learning Support, and My Learning Plan.
A holistic approach where Career and Academic Advisors, Faculty, and Learning Resources help students navigate through college life by promoting positive behaviors and connecting them to internal and external resources that support academic success.

**CASE MANAGING THROUGH COMMUNITIES**

<table>
<thead>
<tr>
<th>FTIC Students</th>
<th>Students are assigned an advisor at the time of application.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Students</td>
<td>Students are assigned an advisor based on home campus and current program.</td>
</tr>
</tbody>
</table>
Career Development Facilitator (CDF)

- CDF training introduces an ecosystem that fosters a learning community among staff, faculty, and employers, cultivating internship and employment opportunities alike.

- Advisors are now equipped with the knowledge and confidence to identify students’ career needs and ask students the right questions to assist them with career guidance.

- Integrate career exploration into advising sessions.
COMMUNICATING WITH STUDENTS

- Students are besieged with communications through social media
- Students are resistant to communications that are:
  - General and “One size fits all”
  - Not speaking to them about their specific situation
  - From someone they do not know
- College communications Need to be “Timely, Relevant, and Personal”
DIMENSION 3: KEEP STUDENTS ON A PATH

- Define appropriate communication milestones, encouragement, and intervention
- Embed meaningful career and/or transfer skills
- Set policies for completing college level Math and English requirements

Source: Pathways Institute #2 PowerPoint by Kay McClenny
DIMENSION 3: CAREER & ACADEMIC COMMUNITIES

Triad Leadership Model
CONNECTING COMMUNITIES

Arts, Humanities, and Design

Ceramics Program Holds Third Annual Empty Bowls

At St. Petersburg College, the Ceramics Program held its third annual Empty Bowls event on November 3, 2018. The event, which raises funds for local food banks, featured artists and students from the college's art programs. Attendees were able to purchase bowls created by the students and enjoy a meal of donated food. The event was a success, raising over $10,000 for local charities.

Florence A. Noshay - Student of Veterinary Technology

School of Veterinary Technology

Physical Therapist Assistant

Radiography

Nursing

Jeffrey Briggs, DNP, RN

Respiratory Care

Jeffrey Briggs, DNP, RN
Industry Engagement

2017 Job Fairs

St. Petersburg College Job Fair

Internship Expo 2018
ORIGINAL MILESTONES

Enrollment 0-25%
- Focus 2
- Community/Major Changes
- My Learning Plan
- Smart Start Orientation
- Academic Standing
- Success Rates
- Learning Support visits
- Registered for next term
- Program Eligibility

Retention 26-75%
- Transfer institution
- Optimal Resume
- Burning Glass
- Registered for next term
- Civic Engagement
- Career Services Hub
- Industry Site Visit
- LinkedIn/Portfolio

Completion 76-100%
- Internship
- Portfolio
- Resume
- Attend Job Fair/ Job search
- Apply to transfer
- Graduation check
Current Structure
Course requirements are displayed in groupings:
- General Education
- Major Core Courses
- Subplan Courses

New Pathway Structure
Course requirements are listed in sequence order, mirroring the academic pathway Excel sheets:
- Course 1
- Course 2
- Course 3, etc.
MY LEARNING PLAN

• Course list displayed is based on the program/plan.

• Courses that have been used to satisfy a requirement are listed first with a green check mark.

• The recommended course will display for requirements that have not yet been satisfied, in the order they are recommended to be taken.

• Courses planned that are not in major are flagged.
## FTEIC Gateway Math and English Completion

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed College Math in year 1</td>
<td>33.9%</td>
<td>36.8%</td>
<td>35.1%</td>
<td>38.6%</td>
<td>41.3%</td>
<td>45.2%</td>
<td>42.8%</td>
<td>45.0%</td>
</tr>
<tr>
<td>Completed College English in year 1</td>
<td>55.6%</td>
<td>56.7%</td>
<td>58.0%</td>
<td>60.7%</td>
<td>61.3%</td>
<td>65.8%</td>
<td>60.2%</td>
<td>61.6%</td>
</tr>
<tr>
<td>Completed both College Math and English in year 1</td>
<td>29.4%</td>
<td>32.3%</td>
<td>31.0%</td>
<td>34.5%</td>
<td>37.3%</td>
<td>40.6%</td>
<td>37.8%</td>
<td>40.0%</td>
</tr>
</tbody>
</table>
DIMENSION 4: ENSURE STUDENTS ARE LEARNING

- Map program learning outcomes to career and academic pathway courses.
- Strengthen assessment by identifying where learning outcomes are introduced, practiced, reinforced and finally mastered with supporting documentation.
- Faculty review how program learning outcomes should change along the pathway to align their course and assessment protocols.
- Promote discipline-appropriate strategies for active & collaborative learning (e.g., service learning, group projects).
- Align discipline-appropriate co-curricular learning.

Source: Pathways Institute #2 PowerPoint by Kay McClenney
### PERIODIC COURSE REVIEW

#### The Essential Review Buckets

<table>
<thead>
<tr>
<th>MLOs &amp; Objectives</th>
<th>Learning Activities</th>
<th>Resources</th>
<th>Assessment Strategies</th>
<th>Program Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can MLOs/COs be measured?</td>
<td>Are assignments clearly identified?</td>
<td>Are resources clearly identified</td>
<td>Are assessment strategies clearly identified</td>
<td>How does this course fit into the bigger picture?</td>
</tr>
<tr>
<td>Do COs align with MLOs and course description?</td>
<td>Is there evidence of active learning?</td>
<td>Are resources relevant?</td>
<td>Do assessments have appropriate rigor (Introduce, reinforce, evaluate; Bloom’s)?</td>
<td>Does the course align to PLOs?</td>
</tr>
<tr>
<td>Do course assessments align with MLOs/COs (rubrics/checklist/criteria/tests)?</td>
<td>Are instructions clear?</td>
<td>Are out-of-classroom resources identified (i.e. tutoring, IT, clubs, library)?</td>
<td>Are assessments authentic, varied &amp; aligned to MLOs?</td>
<td>Does the course add value within the structure of the program?</td>
</tr>
<tr>
<td>SME review</td>
<td>Are learning activities flexible?</td>
<td>Are accessible resources user friendly, inexpensive, diverse?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industry expert involvement</td>
<td>Do activities support MLOs/COs?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reversed the model – Graduation traditionally student initiated, effective Spring 2016, completely college-initiated

Degree candidates identified at beginning of term, notified of eligibility for both primary degree sought and any embedded credentials

Graduation application and fee eliminated

Automatically awarded degree or credentials at end of term
ENGAGE COLLEGE STAKEHOLDERS

- Students
- Employers
- Board of Trustees
- K-12
- University Partnerships

Key Outcome: Better collaboration between Academic and Student Affairs!
### Pinellas County Schools or Pinellas Technical College to St. Petersburg College

#### Computer Programming and Analysis AS

<table>
<thead>
<tr>
<th>SPC Computer Programming and Analysis AS^4</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CGS 1309 Computer and Information Technology Concepts</td>
<td>3</td>
</tr>
<tr>
<td>2. ENC 1101 Composition I</td>
<td>3</td>
</tr>
<tr>
<td>3. SPC 1065 Business and Professional Speaking</td>
<td>3</td>
</tr>
<tr>
<td>4. MAT 1033 Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>5. COP 1000 Introduction to Computer Programming</td>
<td>3</td>
</tr>
<tr>
<td>6. MAC 1105 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>7. CGS 3560 Computer Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>8. CGS 1831 Web Foundations/Essentials</td>
<td>3</td>
</tr>
<tr>
<td>9. COP 2402 Programming in C++ for Business</td>
<td>3</td>
</tr>
<tr>
<td>10. COP 2222 Advanced C++ Programming for Business</td>
<td>3</td>
</tr>
<tr>
<td>11. PHI 1600 Studies in Applied Ethics</td>
<td>3</td>
</tr>
<tr>
<td>12. COP 2250 Java Programming I</td>
<td>3</td>
</tr>
<tr>
<td>13. COP 2360 C# Programming I</td>
<td>3</td>
</tr>
<tr>
<td>14. CTS 2433 SQL Database Design &amp; Programming</td>
<td>3</td>
</tr>
<tr>
<td>15. COP 2251 Java Programming II</td>
<td>3</td>
</tr>
<tr>
<td>16. COP 2362 C# Programming II</td>
<td>3</td>
</tr>
<tr>
<td>17. HUM 2270 Humanities (East-West Synthesis)</td>
<td>3</td>
</tr>
<tr>
<td>18. COP 2839*, ASP.NET Programming with C# / VB.NET</td>
<td>3</td>
</tr>
<tr>
<td>19. COP 2950* Introduction to Android Programming</td>
<td>3</td>
</tr>
<tr>
<td>20. POS 2041 American National Government</td>
<td>3</td>
</tr>
<tr>
<td>21. COP 2940 Computer Programming Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Program Credits: 60

Total Pathway Credits: 63 (including MAT 1033 & Computer Competency)

### Pinellas County Schools Programs

- **Web Application Development and Programming**: 1 Credit
- **.NET Application Development and Programming**: 1 Credit
- **Java Development and Programming**: 1 Credit

**OR**

- **Intro to Information Technology (8207310)**: 1 Credit

Total: 3 Credits

^1 Applies towards these credit hours for the AS degree (shown in light blue)

**CGS 1831 Web Foundations/Essentials**: 3 Credits

Students can also receive free college credit if they achieve a B or higher in:

### Pinellas Technical College Program^2

<table>
<thead>
<tr>
<th>Course</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Development (V700100)</td>
<td>1605</td>
</tr>
</tbody>
</table>

^3 Applies towards these credit hours for the AS degree (shown in gold)

**CGS 1831 Web Foundations/Essentials**: 3 Credits

Students in the Dual Enrollment program may also receive credit for...

### Dual Enrollment^5

^5 Courses for Dual Enrollment are always offered on an SPC campus, but offerings at each high school may vary (Courses shown in green)
## Future Opportunities – University

**USFSP Courses**

### Traditional Delivery (In Class, On-Line, and/or Hybrid)

### Year 3 Fall USFSP
- ACG 3103 Intermediate Financial Accounting I
- ACG 3341 Cost Accounting & Control I
- ISM 3011 Information Systems in Organizations
- MAR 3023 Basic Marketing

**Total:** 12

### Year 3 Spring USFSP
- ACG 3113 Intermediate Financial Accounting II
- ACG 3401 Accounting Information Systems
- QMB 3200 Business & Economics Statistics II
- BUL 3320 Law & Business I

**Total:** 12

### Year 3 Summer USFSP
- FIN 3403 Principles of Finance
- XXX XXXX Non-Business Exit Major Works/Major Issues Course

**Total:** 6

### Year 4 Fall USFSP
- ACG 4622 Auditing II
- TAX 4001 Federal Taxes
- MAN 3025 Principles of Management
- ENC 3250 Professional Writing
- XXX XXXX Non-Business Contemporary International Topics Course

**Total:** 15

### Year 4 Spring USFSP
- GEB 4890 Strategic Management & Decision Making
- XXX XXXX Accounting Major Elective
- XXX XXXX Accounting Major Elective
- XXX XXXX Exit Literature & Writing
- XXX XXXX Elective to 120 Hours

**Total:** 15

---

**Notes:**
- **Course Sequence:** The following course sequence is a suggested semester-by-semester plan for completion of requirements of the A.A. and pre-requisite courses. A unique plan developed in consultation with an advisor at both SPC and USFSP may differ depending on student circumstances. See your advisor for options in general education or elective requirements.

**Year 1 – SPC**

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC 1191 GE Communication REQUIRED 3</td>
<td>ENC 1192 GE Communication 3</td>
</tr>
<tr>
<td><strong>MAC 1105 GE Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>Prerequisite to MAC 2233</td>
<td>BUL 2241 Elective 3</td>
</tr>
<tr>
<td>ECO 2013 GE Social Science REQUIRED 3</td>
<td>ECO 2002 REQUIRED 3</td>
</tr>
<tr>
<td>EVR 1320 GE Natural Science 3</td>
<td>GEB 1011 Elective 3</td>
</tr>
<tr>
<td>HUM 2270 GE Humanities 3</td>
<td>BSC 1005C GE Natural Science 3</td>
</tr>
</tbody>
</table>

**Total:** 15

**Notes:**
- **Students have three options to substitute placement into MAC 1105:** ACT/SAT scores, Accuplacer scores, or Calculus AP credit.

**Year 2 – SPC**

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 2021 REQUIRED 3</td>
<td>ACG 2071 REQUIRED 3</td>
</tr>
<tr>
<td>MAC 2223 REQUIRED 3</td>
<td>PHC 1600 SPH Ethics Requirement REQUIRED 3</td>
</tr>
<tr>
<td>HUM 1020 GE Humanities 3</td>
<td>SPC 1610 SPH Speech Requirement 3</td>
</tr>
<tr>
<td>POS 2041 GE Social Science REQUIRED 3</td>
<td>REQUIRED (or SPC 1017) 3</td>
</tr>
<tr>
<td>CGS 1100 SPC Computer Requirement REQUIRED 3</td>
<td>STA 2023 GE Mathematics REQUIRED 3</td>
</tr>
</tbody>
</table>

**Total:** 15

**Notes:**
- Graduate with A.A. from SPC
- The USF Supplemental Form should be submitted to USFSP by early spring of year 2 (or spring of year leading into intended transfer) to ensure timely review.

---

**Titan Today**

**Bull Tomorrow**
IT TAKES A VILLAGE

- **Educational Ecosystem:** Continue to facilitate partnerships with Pinellas County School Principals and SACs to ensure the alignment with career and academic communities.

- **Workforce Ecosystem:** Establish new partnerships with industry sectors to allow for connections to local industry needs as well as job engagements for students (e.g., job exploration, job shadowing, internships, and apprenticeships).

- **Higher Ed Ecosystem:** Continue to expand the number of FUSE programs with the University of South Florida, establishing defined 2+2 paths from high school to career.
“A system of schools and community partnerships that share a single strategic focus on the success of its students.”

In the City of Seminole, 3,500 5th graders have visited the Seminole SPC Campus since 2013-14
WHAT DO YOU THINK?

AFTER HEARING THE PRESENTATION, WHAT CHALLENGES, BARRIER OR CONCERNS DO YOU HAVE ABOUT LEVERAGING EDUCATIONAL PATHWAYS TO SUPPORT ECONOMIC MOBILITY OF OUR COMMUNITIES?

Text COLABS to 22333 once to join, then text your one word response.
QUESTIONS