

DUAL ENROLLMENT ARTICULATION AGREEMENT  
BETWEEN  
THE SCHOOL BOARD OF BREVARD COUNTY  
AND  
EASTERN FLORIDA STATE COLLEGE

**WHEREAS**, the School Board of Brevard County, Florida and Eastern Florida State College have a long history of cooperation, and

**WHEREAS**, Section 1007.271 (21) and SB1514 Florida Statutes specify that superintendents of schools and Florida College System Institution presidents are responsible for the development and implementation of a comprehensive articulated acceleration program for the students enrolled in their respective school districts and service areas, and

**WHEREAS**, it is the intent of the Legislature that a variety of articulated acceleration mechanisms be available for students attending public educational institutions, and

**WHEREAS**, Sections 1011.62, 1011.80(10), 1007.271, and SB1514 of Florida Statutes specify the availability of funding with respect to instruction by Florida College System Institutions, and

**WHEREAS**, the School Board of Brevard County and Eastern Florida State College desire to implement applicable state statutes, code provisions and rules pertaining thereto to enhance articulation between the two entities and improve educational opportunities for students who are served by the two entities; now therefore be it

**RESOLVED** that the School Board of Brevard County, hereafter referred to as the Board or the District, and the District Board of Trustees of Eastern Florida State College, hereafter known as the College, agree to the following assignment of programmatic responsibility for delivery of programs in the following areas:

#### **A. RATIFICATION OF AGREEMENTS**

The signing of this Agreement supersedes existing Articulation Agreements by and among the parties and shall remain in effect until modified or terminated by either party upon ninety (90) days written notice prior to the end of a term or by mutual consent of the College president and the Board superintendent.

#### **B. ASSIGNMENT OF RESPONSIBILITIES**

The Board and the College agree to the specific assignments of responsibility for K-12 Postsecondary Vocational Education, Vocational Certificate Programs, Lifelong Learning, Continuing Workforce Education, Adult Basic Education, Adult Secondary Education, GED Prep, GED Testing, and Education for Disabled Adults as detailed in **Exhibit A**. However, either agency may request from the other agency authority to offer a course not assigned to them through the Board superintendent or designee, and the College president or designee.

#### **C. ACCELERATION PROGRAMS**

The Board and College agree to provide acceleration opportunities for eligible Brevard County public high school students through the dual credit (Academic and Vocational/Technical Dual Enrollment, Collegiate High School and Early Admissions), Advanced Placement, Advanced International Certificate of Education, Advance Standing, and International Baccalaureate programs. Details of the agreements for the acceleration programs are provided in **Exhibit B**.

#### **D. OTHER ARTICULATION EFFORTS**

The Board and the College agree to work toward other articulation agreements that will share resources, enhance educational activities, enhance outreach efforts (**Exhibit C**), teach advanced skills, and limit unnecessary duplication of instruction across the two entities.

#### **E. JOINT USE AGREEMENTS**

The Board and the College presently maintain Joint Use Agreements for facilities used by both entities and those Agreements are not included in or affected by this Agreement.

#### **F. TRANSFERABILITY OF CREDIT**

As applicable, the College and Board agree to permit students to transfer credit between institutions. For courses to which common course numbers have been assigned, such numbers shall provide the basis for transferability of credit.

#### **G. ACCOUNTABILITY**

The provisions contained in this agreement shall not prevent whichever party is assigned responsibility for one or more of these programs from developing joint programs or contracting for specific instructional services with another entity or agency.

All related enrollment projections, FTE reports, cost analyses, and other elements required for the allocation of funds shall be the sole responsibility of the assigned party unless indicated herein.

**H. ARTICULATION COMMITTEE**

- a. The Board and the College agree to establish the Brevard Education Articulation Committee with representative membership from each entity. This committee will monitor the activities established within this agreement, recommend enhancements and changes, and generally promote articulation between the Board and the College. The committee will select a Chairperson from its membership, alternating between representatives of the Board and the College.
  
- b. Articulation Committee Membership shall consist of equal representation from the Board and from the College. The superintendent shall appoint those members who represent the School Board of Brevard County. The College president shall appoint those members who represent Eastern Florida State College.

BE IT FURTHER RESOLVED THAT this Agreement shall be effective upon execution, but shall be implemented before registration for the fall term of the following school year and shall continue until June 30, 2016. If any part(s) of the Agreement is in conflict with any law, statute or rule of a higher governing body, then such part(s) shall be deemed inoperative to the extent it conflicts therewith and shall be modified to conform to such law, statute, or rule.

IN WITNESS THEREOF, the parties hereto have adopted this Agreement, effective as of the last date set forth below.

THE SCHOOL BOARD OF  
BREVARD COUNTY, FLORIDA

By *Barbara A. Murky*  
Chair, School Board Date 7-23-13  
of Brevard County

*com* *B T Binggeli* 7/23/13  
Brian T. Binggeli, Date  
Superintendent

THE DISTRICT BOARD OF TRUSTEES  
EASTERN FLORIDA STATE COLLEGE

By *[Signature]* 7/23/13  
Chair, Board of Trustees Date  
Eastern Florida State College

*[Signature]* 7-24-13  
James H. Richey, Date  
President

**EXHIBIT A**

**DELIVERY OF VOCATIONAL EDUCATION AND ADULT GENERAL EDUCATION**

- I. In the spirit of cooperation and clarification, the Board and the College agree to the assignment of responsibilities for Postsecondary Vocational Education (PSV), Postsecondary Adult Vocational Education (P.S.A.V.), and Continuing Workforce Education. Lifelong Learning, Adult Basic Education, Adult Secondary Education, GED Prep and GED Testing, and Education for Disabled Adults as shown in the following Responsibility Matrix and discussion.

A. Responsibility Matrix:

Delivery Systems

<b>PROGRAM AREAS</b>	<b>BREVARD DISTRICT SCHOOLS</b>	<b>COLLEGE</b>	<b>COMMENTS</b>
K-12 CAREER & TECHNICAL PROGRAMS Programs Courses	X X		
POSTSEC. ADULT VOCATIONAL (PSAV) Programs Courses	X X	X X	
POSTSEC. VOCATIONAL (PSV) Programs Courses		X X	
CONTINUING WORKFORCE EDUCATION	X	X	
LIFELONG LEARNING	X	X	
ADULT BASIC EDUCATION	X		
ADULT SECONDARY	X		
DISABLED ADULT	X	X	
GED PREP	X		
GED TESTING	X		

Upon agreement with the College, the District may offer selected courses/programs.

B. Delivery Responsibilities:

1.	Career and Technical Education (Secondary & Below) a. Primary responsibility b. Shared arrangement	School Board of Brevard County None
2.	Postsec. Adult Vocational (PSAV) a. Primary responsibility b. Shared arrangement	Eastern Florida State College Upon agreement, the District may offer selected courses/programs
3.	Postsec. Vocational (PSV) a. Primary Responsibility b. Shared arrangement	Eastern Florida State College Upon agreement, the District may offer selected courses/programs
4.	Continuing Workforce Education a. Primary responsibility b. Shared arrangement	Eastern Florida State College Upon agreement, the District may offer selected courses/programs
5.	Lifelong Learning Shared arrangement	The College and the Board have a shared responsibility for these programs
6.	Adult Basic Education a. Primary responsibility b. Shared arrangement	School Board of Brevard County None
7.	Adult Secondary a. Primary responsibility b. Shared arrangement	School Board of Brevard County None
8.	Disabled Adults Shared arrangement	The College and the Board have a shared responsibility for these programs
9.	GED Prep a. Primary responsibility b. Shared responsibility	School Board of Brevard County None
10.	GED Test a. Primary responsibility b. Shared responsibility	School Board of Brevard County None

II. The Board and the College agree that if there is an unmet Postsecondary Adult Vocational Certificate (PSAV) program or Continuing Workforce Education need identified in Brevard County, the College will meet the need or will assign the Board the authority to deliver that program or course. The assignment of PSAV Certificates or Continuing Workforce Education programs or courses provided by the Board may return to the College upon mutual agreement by the Board superintendent and College president.

III. Programs may be added or deleted from this Agreement at any time if mutually approved by the Board superintendent or designee, and the College president or designee.

## EXHIBIT B

### ARTICULATED ACCELERATION PROGRAMS

The Board and the College agree to offer a variety of articulated acceleration mechanisms for eligible secondary students. It is the intent of the Legislature that articulated acceleration serves to shorten the time necessary for students to complete the requirements associated with the conference of a high school diploma and postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. Articulated acceleration mechanisms and programs shall include, but not be limited to, Dual Enrollment, Early Admission, Advanced Placement (AP), Collegiate High School, Credit by Examination, Advanced International Certificate of Education (AICE), Statewide Articulation Agreement for Industry Certification of Postsecondary Credit, International Baccalaureate Program (IB), and advanced standing.

#### I. DUAL CREDIT PROGRAMS

##### 1. DUAL ENROLLMENT PROGRAM

The dual enrollment program shall be the enrollment of an eligible secondary student in a postsecondary course creditable toward a high school diploma and a vocational certificate or an associate degree or a baccalaureate degree. Eligibility for dual enrollment shall be reviewed each semester.

To be eligible to enroll in postsecondary academic and technical courses under this Agreement, a student must:

1. Be a Brevard County public school student in grades 10 through 12;
2. Meet testing requirements in effect at the College for the selected program;
3. Have a high school record of good attendance, appropriate conduct and responsible behavior;
4. Have a state cumulative unweighted high school GPA of:
  - 3.0 for college credit academic courses leading to an Associate in Arts (A.A.) Degree.
  - 2.5 for college technical courses leading to an Associate in Science (A.S.) or Associate in Applied Science (A.A.S.) Degree.
  - 2.5 for college technical courses leading to a College Credit Certificate (C.C.C.) for Applied Technology Diploma (A.T.D.).
  - 2.0 for vocational credit courses leading to a postsecondary adult vocational certificate (P.S.A.V.).
5. Complete the application process to the college, including attendance at a dual enrollment orientation and submission of:
  - a. The EFSC Application for Admission
  - b. A current high school transcript
  - c. Testing information if enrolling in a college credit program, and
  - d. Any other required paperwork.

6. Submit a completed Accelerated Education Programs Application when registering for an EFSC campus-based course and a completed EFSC course registration form for EFSC classes at the high school.

Students must complete the EFSC admission process prior to registering for an EFSC course offered either at the college or at the high school campus. Students taking a high school dual enrollment class must meet all prerequisites for the course prior to registration. All required paperwork must be submitted by the college designated deadlines. Students not fully qualified for the class may not participate in the course under a high school number. Exceptions will be considered on a case by case basis using a standard waiver process, and will require approval by both institutions.

Eligible students, including those in a Career Academy or Small Learning Community at their high school, shall be permitted to dual enroll in EFSC courses conducted during and after school hours and during fall, spring and summer terms. They may also enroll in courses offered through distance learning. Schools may not require students to register for dual enrollment courses offered at the high school. Schools may not prohibit students from registering for a course at the college if the same course is available at the high school.

Students may not enroll in the same course more than one time through dual enrollment unless the student meets the established criteria for re-taking the course for purposes of grade forgiveness. Seniors may not register under dual enrollment for courses that conclude after their high school graduation.

Students may dual enroll in up to three postsecondary courses or 11 postsecondary credits per semester. Any exceptions must be approved by both institutions using the administrative procedure specified in the most recent Early College Programs Manual.

Early admission and full-time dual enrollment students must take four or more courses totaling at least 12 credit hours each semester. During the EFSC summer term, students may dual enroll in a total of two courses.

Students must meet with a high school counselor and an EFSC advisor for scheduling and advisement prior to registration and, once registered, meet Dual Enrollment Conduct Standards and Dual Enrollment Academic Standards to maintain eligibility each term. Staff at both institutions shall assist students in identifying their educational/career goals and the coursework needed to reach those goals.

**DUAL ENROLLMENT/EARLY ADMISSION CONDUCT STANDARDS:** Dual enrollment and early admission students are expected to adhere to the policies and procedures, including attendance requirements, at the institution where the dual enrollment course is offered and to exhibit appropriate conduct at all times. Inappropriate and disruptive behavior will not be tolerated and may result in administrative withdrawal by the College and/or Board from college coursework. The College and School Board shall consider the offending student ineligible for dual enrollment for one or more terms following the withdrawal action.

The School Board shall notify the College when an accelerated education student is expelled from the school district or expelled from the regular school program and assigned to an expulsion abeyance center. That student shall be considered ineligible for acceleration and shall be administratively withdrawn from all coursework by the College. The student will remain ineligible for dual enrollment for one term following completion of the expulsion penalty or assignment to an abeyance center.

Dual enrollment in EFSC courses may not be considered as an alternative or as an additional placement to the Abeyance Program during the expulsion period.



**DUAL ENROLLMENT ACADEMIC STANDARDS:** Students must continuously meet all dual enrollment admission standards for their selected degree or certificate program to maintain eligibility. In addition, students are expected to complete and achieve an overall GPA of 2.00 in college coursework taken during a term.

A student whose EFSC's term GPA falls below a 2.00 and/or the student withdraws from a dual enrollment course after the college designated add/drop date may remain eligible for dual enrollment for one subsequent term so long as his/her unweighted state cumulative high school GPA, including the grades earned in dual enrollment coursework, meets the degree or certificate admission criteria. The student's dual enrollment status, however, will be considered provisional and the student must achieve in the subsequent term at least a cumulative college GPA of 2.00 and a term GPA of 2.00 and complete all coursework to maintain eligibility.

A student who fails to meet the above requirements will be ineligible for dual enrollment for a period of one term after which time the student may again be considered for eligibility if all admission criteria are met.

**WITHDRAWAL FROM A DUAL ENROLLMENT COURSE:** Students wishing to withdraw from a dual enrollment course(s) by the college-designated withdrawal date must first consult with their parent/legal guardian and a counselor at their high school of attendance, then follow all college withdrawal procedures. The parent/legal guardian will be expected to co-sign the withdrawal form along with the student.

The student who withdraws or is withdrawn by the College or Board from dual enrollment coursework and returns during the term to the home high school of attendance will be subject to school board policies relating to the instructional hours and transfer of grades required for earning a high school credit. The College, by law, must count a course "withdrawal" for any reason after the add/drop date as an "attempt" on the student's college transcript.

**TRANSPORTATION, TUITION, FEES, AND INSTRUCTIONAL MATERIALS:** Students attending dual enrollment classes at a location other than their public high school shall provide their own transportation. Students shall be exempt from payment of registration, matriculation, textbook and laboratory fees.

Students shall be responsible for purchasing:

1. Personal tools used by the student in a selected vocational or technical program.
2. Access Fee (Currently \$10/semester).
3. Parking decal fee and other user fees.

**WAIVER OF GRADE-LEVEL ELIGIBILITY REQUIREMENT:** Participation in Dual Enrollment may be made only with the recommendation of the high school principal and the approval of the Director of Secondary Programs and the Vice President Academic Affairs/Chief Learning Officer or designee. The applicant and/or parent of the applicant must submit a written waiver request, including the reasons for wishing to participate to the high school principal. The applicant must also include evidence of ability to master postsecondary courses including at a minimum:

1. An unweighted state cumulative GPA of 3.85 in secondary coursework.
2. Appropriate college placement test scores, and
3. A record of good attendance, appropriate conduct and responsible behavior.

The high school principal or designee will inform the student of the final decision by the Board and the College.

**ACADEMIC DUAL ENROLLMENT LEADING TO AN ASSOCIATE IN ARTS (A.A.) DEGREE:** Eligible high school students in grades 10 through 12 may apply to enroll in college credit courses leading to an Associate in Arts or Baccalaureate Degree by first completing the application process to the college, including submission of required documents and testing information, and attendance at a dual enrollment orientation.

Once accepted to the college, students enrolling in a course on an EFSC campus must submit a completed Accelerated Programs Application each term of enrollment; if the class is offered at the high school, the student must submit the EFSC registration form each enrollment term. Students must meet all course prerequisites including test score requirements and present a state cumulative unweighted high school GPA of at least 3.0.

**TECHNICAL DUAL ENROLLMENT:**

The purpose of technical dual enrollment is to provide a curricular option for secondary students who wish to earn credits toward a high school diploma and a degree or certificate from a complete job preparatory program. Students may not take isolated vocational courses.

Students seeking to complete a technical program in a career that requires ownership of personal tools, e.g. Cosmetology, shall be responsible for the purchase of these items.

**LEADING TO AN ASSOCIATE IN SCIENCE (A.S.) OR AN ASSOCIATE IN APPLIED SCIENCE (A.A.S.) DEGREE, A COLLEGE CREDIT CERTIFICATE (C.C.C.) OR AN APPLIED TECHNOLOGY DIPLOMA (A.T.D.):**

Eligible high students in grades 10 through 12 may apply to enroll in college credit courses leading to an A.S. or A.A.S. Degree, C.C.C. or A.T.D. by first completing the applications process to the college, including submission of required documents and testing information, and attendance at a dual enrollment orientation.

Once accepted to the college, students enrolling in a course on an EFSC campus must submit a completed Accelerated Programs Application each term of enrollment; if the class is offered at the high school, the student must submit the college registration form each enrollment term. Students must meet all course prerequisites and present a state cumulative unweighted high school GPA of at least 2.5.

Students with a state cumulative GPA below 3.0: Students with a state cumulative GPA below 3.0 may enroll only in technical courses that are a part of their selected program of study. Students enrolled in an A.S. or A.A.S. degree program must take at least one course each term of enrollment from the list of "major" and/or "core" courses in the same program. They may not enroll in general education, academic, and/or foreign language/sign language courses identified as part of their selected program.

Students with a state cumulative GPA of 3.00 or above may also enroll in general education courses required in their program of study or in college courses leading to an A.A. degree.

**LEADING TO A POSTSECONDARY ADULT VOCATIONAL CERTIFICATE:**

Eligible high school students in grades 10 through 12 may apply to enroll in vocational credit courses leading to a Postsecondary Adult Vocational Certificate by first completing the application process to the college, including submission of required documents and attendance at a dual enrollment orientation.

Once accepted to the college, students enrolling in a course on an EFSC campus must submit a completed Accelerated Programs Application each term of enrollment; if the class is offered at the high school, the student must submit the college registration form each enrollment term.

To remain enrolled in good standing in a program requiring the TABE, the student must take the TABE within the first six weeks of the term unless the student has passing scores on a college placement test. In addition, students must have a state cumulative unweighted GPA of a least 2.0 or higher and meet age and any other prerequisites specified by the College.

On a case by case basis, exceptions to the GPA requirement for a high school technical dual enrollment course in an A.S., A.A.S., A.T.D., C.C.C., or P.S.A.V. program may be granted for a student who has demonstrated an interest in the specific technical program and the ability to successfully master the course content. The waiver process shall include a written recommendation from the high school principal and review of the student transcript and other appropriate information. Upon approval of the District's Associate Superintendent for Curriculum and Instruction or designee, the waiver and the supporting documentation will be submitted to the EFSC Vice President for Academic Affairs/Chief Learning Officer for consideration. Upon approval by both institutions, the student may register for the class.

## **2. EARLY ADMISSION PROGRAM**

Early Admission is a form of dual enrollment through which eligible first semester seniors may enroll at the College instead of their high school of attendance in courses that are creditable toward the high school diploma and the associate or baccalaureate degree or a vocational certificate. Students are expected to adhere to Dual Enrollment/Early Admission Conduct Standards as a condition of participation in this program. Early admission students remain eligible to participate in all extracurricular and graduation activities at their high school of attendance in accordance with school district rules.

Participation in the Early Admission Program will be limited to students who have completed their junior year. In addition, students must:

1. Present a minimum unweighted state cumulative GPA of 3.00 or higher.
2. Submit a high school transcript with 11<sup>th</sup> grade high school grades and the EFSC Early Admission Application.
3. Meet state-mandated minimum test score requirements on all parts of the ACT, PERT, SAT and the State Assessments including end of course exams.
4. Complete the application process to the college if a first-time dual enrollment student, including attendance at a dual enrollment orientation and submission of the following:
  - a. EFSC Application for admission,
  - b. Test score information, if required, and
  - c. Any other required paperwork
5. Have a record of good attendance, appropriate conduct and responsible behavior as verified by the high school.
6. Have completed all required courses for graduation with the exception of up to 1.0 high school credit each in English, Science, Social Studies and Math.
7. Complete any additional requirements established by the College and meet the Early Admission Application deadline.

Early admission students must meet with an EFSC advisor for advisement, scheduling and registration purposes. Students must enroll in a least four courses totaling 12 credit hours or more per term and may enroll in only those courses that are creditable toward the high school diploma and an associate or baccalaureate degree or a vocational certificate. Students must earn a sufficient number of credit hours in appropriate courses each term to meet high school graduation requirements by the end of the spring term of their senior year.

**EARLY ADMISSION ACADEMIC STANDARDS:** Early admission students are expected to complete sufficient credits to meet high school graduation requirements and achieve an EFSC term GPA of at least 2.00. Early admission students who fail a course and are in jeopardy of earning sufficient credits to graduate or do not maintain an overall EFSC term GPA of 2.0 or higher may not continue in Early Admission the following semester. These students, however, may participate in dual enrollment on a part-time basis, taking up to three courses or full-time dual enrollment if all required credits for graduation have been met along with other admission requirements.

**WITHDRAWAL FROM A COURSE AND/OR THE EARLY ADMISSION PROGRAM:** Early admission students wishing to withdraw from a dual enrollment course(s) by the college-designated withdrawal date must first consult with their parent/legal guardian and home high school, then follow all college withdrawal procedures. The parent/legal guardian will be expected to co-sign the withdrawal form along with the student.

If, as a result of the withdrawal, the student no longer meets the Early Admission requirement of enrollment in at least four courses, the student's status may change to part-time dual enrollment and the student will be required to return to the home high school. The student returned to the home high school will be subject to School Board policies relating to the instructional hours and transfer of grades required for earning a high school credit. The College, by law, must count a course "withdrawal" for any reason after the add/drop date as an "attempt" on the student's college transcript.

**WAIVER OF GRADE-LEVEL ELIGIBILITY REQUIREMENT:** Exceptions to the grade level requirement for participation in Early Admission may be made only with the recommendation of the high school principal and the approval of the Director of Secondary Programs and the Vice President for Academic Affairs/Chief Learning Officer or designee. Applicants must submit the waiver request in writing identifying the reasons for wishing to participate to the high school principal. Students must also provide evidence of ability to master advanced courses and successfully complete at least four courses totaling 12 or more credit hours each term.

At minimum, students seeking an exception to the grade level requirement for Early Admission must:

1. Have an unweighted state cumulative GPA of at least 3.85 in secondary coursework.
2. Meet minimum score requirements on all sections of the PERT, ACT or SAT.
3. Be able to complete graduation requirements by the end of the spring term.
4. Have a record of good attendance, appropriate conduct and responsible behavior.
5. Completed all required courses for graduation with the exception of up to 1.0 high school credit each in English, Science, Social Studies and Math and a .5 credit in Performing Arts.

The high school principal or designee will inform the student of the final decision by the Board and the College.

### **3. FULL-TIME HIGH SCHOOL DUAL ENROLLMENT (SECOND SEMESTER SENIORS)**

Second semester seniors who have only elective high school credits remaining for graduation may dual enroll at the college as a full-time student taking at least 12 credit hours provided they have:

1. Completed all specific course requirements for high school graduation except a .5 credit in social studies and/or in science and two rigorous course credits.
2. Completed the application process, including attendance at a Dual Enrollment Orientation and have been accepted by the College.
3. Met the prerequisites, including test scores, for EFSC courses to be used to meet subject-area graduation requirements.

Second semester seniors with a state cumulative unweighted GPA below 3.0 may participate in a C.C.C. program provided they have:

1. Met all high school graduation requirements except elective high school credits and two rigorous course credits.
2. Completed the application process, including attendance at a Dual Enrollment Orientation and been accepted by the College.

### **4. INELIGIBLE COURSES:**

Postsecondary courses that may not be taken through dual enrollment include:

1. Vocational preparatory, developmental education instruction and other forms of pre-collegiate instruction.
2. Physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity.
3. Applied music courses that focus on the development of basic proficiency with a specific instrument.
4. Non-credit courses.
5. Courses with activities that presume an adult level of maturity and personal responsibility. Course examples include, but may not be limited to, Criminal Justice Defensive Tactics, Criminal Justice Weapons, Vehicle Operations and study Abroad in the Humanities.
6. Courses within selected limited access programs.
7. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

### **5. FEES:**

Students enrolled in dual enrollment instruction shall be exempt from the payment of registration, matriculation, textbook, and laboratory fees.

### **6. QUALIFICATIONS OF DUAL ENROLLMENT INSTRUCTORS**

School Board teachers who wish to teach an EFSC course must:

1. Have an online EFSC application for Employment and official transcripts from all attended postsecondary institutions on file with the EFSC Human Resources Department at 1519 Clearlake Road, Cocoa, Florida 32922.

2. Meet faculty qualifications as established by EFSC and by the Southern Association of Colleges and Schools in Comprehensive Standard 3.7.1 of the Principles of Accreditation.

## **II. OTHER ARTICULATED ACCELERATION MECHANISMS:**

### **1. ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION (AICE)**

EFSC shall award credit toward a college degree to those high school students who have completed an AICE exam and earned a score that meets the state designated minimum requirement. The number of credit hours is awarded according to the score earned on the corresponding AICE exam. The specific courses for which students may receive credit is determined by the College.

### **2. ADVANCED PLACEMENT**

Credit toward a college degree is offered to those high school students with advanced placement test scores of 3, 4, or 5. The number of credit hours is awarded according to the score earned on the corresponding Advanced Placement Examination. The specific courses for which students may receive credit is determined by the College.

### **3. ADVANCE STANDING CREDIT**

Students may earn postsecondary credit by completing high school CTE courses in selected job preparatory areas that have an articulated advance standing credit program agreement between the College and the Board. Postsecondary credit will be awarded in accordance with separately negotiated EFSC/SBBC agreements.

### **4. STATEWIDE ARTICULATION AGREEMENT**

Students may earn postsecondary credit based on the Gold Standard Career Pathways Statewide Articulation Agreements. The specific courses for which students may receive credit is determined by the College.

### **5. CREDIT BY EXAMINATION**

The College shall award credit to students who satisfactorily meet the minimum required scores on College Level Examination Program (CLEP) examinations or institutionally developed subject area examinations. Students shall be responsible for payment of examination fees.

### **6. INTERNATIONAL BACCALAUREATE PROGRAM**

Students who submit an official transcript of examination scores from the International Baccalaureate Office shall be awarded college credit in equivalent courses offered by the College in accordance with SBE Rule 61-10.024 (8). The College shall identify the equivalent courses that may be used for this purpose.

## **III. RESPONSIBILITIES OF EACH INSTITUTION:**

### **A. THE SCHOOL BOARD SHALL:**

1. Incorporate dual enrollment courses into the Student Progression Plan and award a .5 high school credit for each eligible three semester hour course unless otherwise indicated on the Florida Department of Education Dual Enrollment Course List or by mutual consent of both institutions.
2. Post the grade earned in a dual enrollment course on the high school transcript in accordance with F.S.1007.271(20).
3. Permit qualified students to satisfy subject-area graduation requirements through dual enrollment in postsecondary courses identified by the Florida Department of Education as equivalent in accordance with F.S. 1 007.271 (6). However, completion of required science sequence through dual enrollment is limited to the following:
  - a. Students in the high school biology, chemistry and physics sequence may satisfy up to three required science credits through successful completion of an equivalent postsecondary biology, chemistry and/or physics course.
  - b. Students in the Integrated Science sequence may satisfy one required science credit by substituting an equivalent postsecondary biology, chemistry or physics course for Integrated Science III with the permission of the Associate Superintendent of Curriculum and Instruction or designee. Other science courses identified on the Dual Enrollment Course List shall count as science elective credits toward graduation. A student may be awarded credit toward meeting the science graduation requirement for a science elective only with the approval of the Director of Secondary Programs.
4. Permit qualified students to satisfy high school identified elective-credit requirements through dual enrollment in postsecondary courses contained in the statewide course numbering system and considered "eligible" by statute and by this Agreement.
5. Permit qualified students to satisfy the graduation requirements, including the rigorous course requirements for BPS graduation requirements, through dual enrollment in postsecondary academic courses and/or technical programs/courses.
6. Require that students meet all dual enrollment requirements in order to register for an EFSC course offered at the high school and shall not permit ineligible students to participate in the course under a high school number. Exceptions will be considered on a case by case basis using a standard waiver process, and will require approval by both institutions.
7. Provide college-required textbooks for all students enrolled in dual enrollment courses. Textbooks will be the property of the Brevard County School Board.
8. Provide each teacher/instructor employed by the Board or the College with the Teacher's Edition of the textbook used in the assigned dual enrollment course offered at a high school site and shall require each instructor to adhere to EFSC's attendance and grading policies.
9. Provide required accommodations to disabled students dual enrolled in a postsecondary course offered at a high school site.

10. Notify disabled students planning to dual enroll in an EFSC campus class and needing accommodations and the parent that it is the student's responsibility to register with the EFSC Office for Students with Disabilities on the selected campus in order to be considered for accommodations and services.
11. Conduct all evaluations relating to a dual enrollment student's disability.
12. Reimburse the College for all college costs (to be calculated by the College) associated with the portion of salary and benefits and other actual costs of the college for instruction to dual enrolled students by college faculty at district locations. (SB1514)
13. Screen high school applicants for acceleration programs in compliance with the Articulation Agreement.
14. Require that school district teachers assigned to teach dual enrollment courses at the high school meet the same minimum qualifications for employment as specified by the Southern Association of Colleges and Schools (SACS) for instructors employed by the College and comply with all requirements of EFSC's credentialing process prior to the first day of class.
15. Ensure that high schools submit their requests for academic and vocational dual enrollment courses in writing including the number of sections in accordance with the administrative procedure specified in the most recent Early College Programs Manual.
16. Provide the grade report for each dual enrolled student to the College by due dates identified on the dual enrollment administrative calendar.
17. Disseminate information yearly to all secondary students regarding dual enrollment as an educational option and mechanism for acceleration. Information will include eligibility requirements, the option for taking dual enrollment courses during and after school hours and during the school year and summer terms, how dual enrollment may be used to meet high school credits required for graduation, and the transfer guarantee statement by the State Articulation Coordinating Committee.
18. Subject to the Dual Enrollment Program Enhancement (defined in subparagraph III (B) 17 below), reimburse the College as follows:
  - a. At the College's then-applicable standard tuition rate per credit hour (\$71.98 or as defined by the Division of Colleges) for all classroom instruction provided to dual enrolled students that takes place on any College campus.
  - b. For all College costs (to be calculated by the College) associated with the portion of salary and benefits and other actual costs of the College for instruction to dual enrolled students by College faculty at District locations.



- c. For only those actual College costs (to be calculated by the College, if any) associated with offering dual enrollment programs that are provided at District locations and taught by District faculty.
19. Payments due the College pursuant to paragraph 18 above shall be detailed on and payable pursuant to the terms of an invoice rendered by the College as soon as reasonably practical after the add/drop date each semester. The invoice will provide sufficient detail including student identifying information and amount billed per student. The district shall pay each properly completed invoice within 45 days of receipt.

**B. THE COLLEGE SHALL:**

1. Award to students who successfully complete a postsecondary course through dual enrollment or another accelerated education option identified in this Agreement the prescribed number of credit hours in accordance with FS 1 007.271.
2. Provide advisement services to accelerated education students in selecting courses that will support completion of their declared postsecondary objective through individual meetings and/or group sessions.
3. Provide the same level of accommodation to disabled dual enrollment students taking courses on an EFSC campus as the College is required by law to provide to disabled "non-dual enrollment" students.
4. Be responsible for ensuring that the curriculum and assessment procedures in dual enrollment courses meet College and SACS standards regardless of whether the dual enrollment courses are taught on the college or the high school campus; provide dual enrollment instructors a copy of course objectives and requirements prior to the beginning of the semester.
5. Apply all credits earned in courses offered in accordance with this Agreement toward an associate degree, college credit certificate, applied technical diploma or vocational certificate for the respective student.
6. Upon request, loan available college instructional support materials, such as audiovisuals, to dual enrollment teachers employed by the Board.
7. Require college instructors teaching dual enrollment courses at the high schools to meet all school board employment screening requirements, including criminal background checks and to return Teacher Edition textbooks to the School Board at the conclusion of the dual enrollment course.
8. Upon request by the high school, administer the PERT and TABE at the high school site at least one time during the spring term.

9. Upon request, provide high schools all information needed for ordering textbooks required for EFSC courses offered at the high school. Whenever possible, the College will approve the use of a textbook for a period of three years.
10. Forward a certified transcript for courses taken through dual enrollment to each student's high school by due dates identified on the dual enrollment administrative calendar.
11. Ensure academic quality by adhering to the Statement of standards, Dual Enrollment/Early College Programs in the Florida State College System.
12. Ensure the appropriate EFSC administrator approves (contingent upon sufficient enrollment and EFSC approval of the instructor's qualifications) or denies each high school dual enrollment course request, including the number of sections, within two weeks of receiving the request.
13. Review the educational credentials of each proposed first-time high school dual enrollment instructor and inform the District promptly if proposed candidate meets mandatory qualifications.
14. In order to minimize the incidents of postsecondary remediation for first-time recent high school graduates, shall:
  - a. Send EFSC staff to secondary schools to discuss college programs and postsecondary readiness expectations with students, parents, faculty and counselors.
  - b. Continue to offer career exploration programs and events to public school students that focus on the connection between careers and postsecondary education.
  - c. Jointly monitor and evaluate postsecondary readiness data.
15. As soon as reasonably practical after the add/drop date each semester, invoice the District for District financial obligations set forth in subparagraph 19 of this section III entitled "The School Board Shall". The invoice shall exclude and the District shall not be responsible for payment of College semester credit hours for dual enrolled students for the summer 2013 term.
16. In February of 2014 acknowledge in favor of the District a one-time Dual Enrollment Program Enhancement not to exceed fifty percent (50%) of the amounts invoiced under subparagraph 18(a) of this section III entitled "The School Board Shall" based solely upon amounts that are due the College from the District for the Fall 2013 and Spring 2014 terms. This acknowledgement by the College shall either take the form of (i) a corresponding credit on the applicable invoice to the District generated in January 2014 such that the District may deduct from the amount reflected on the Invoice the Enhancement sum so calculated OR (ii) after payment in full by the District of the January 2014 invoiced amount in full, a reimbursement by the College to the District of the Enhancement sum so calculated.

The parties agree that the Dual Enrollment Program Enhancement shall be utilized exclusively for the continuation and betterment of the dual enrollment program as detailed

by this Agreement, and that the Enhancement may be spent by the District on any cost or expense related to the dual enrollment program.

17. Continue to work with the District to reduce District costs for textbooks used by dual enrolled students.

**THE BOARD AND THE COLLEGE SHALL:**

1. Direct instructional personnel for dual enrollment courses to submit final grades to both the College and the School District, including to the high school when the course is taken at the College, by the respective due dates identified on the Dual Enrollment Calendar.
2. Collaborate to identify the postsecondary academic and career/technical programs and courses that students may dual enroll in toward completion of high school graduation requirements.
3. Jointly conduct outreach articulation efforts. (Exhibit C)
4. Monitor the success of students participating in dual enrollment courses offered under this Agreement and use the success rate of students as the primary criterion for judging the quality of dual enrollment courses and programs.
5. Collaborate to ensure that the course content and objectives of high school dual enrollment courses reflect college and SACS standards of rigor.
6. Work collaboratively to assist students to graduate from high school ready for postsecondary coursework. Joint initiatives shall meet the requirements of section (3) Florida Statutes and focus on:
  - a. Identifying 11<sup>th</sup> grade students who lack the skills needed for career and college success, and
  - b. Communicating with students and their parents the importance of addressing academic deficiencies prior to graduation from high school, and
  - c. Implementing appropriate postsecondary readiness courses at the high schools to assist students to graduate “college and career ready”.

The College shall assist in administering a common placement test to students in accordance with s. 1008.30(3) Florida Statute unless this requirement is met by the School Board using an approved testing instrument.

7. Agree that exceptions of an administrative nature may be made to this Agreement with the approval of the Board superintendent or designee and EFSC president or designee.

8. Agree that issues that cannot be resolved within the guidelines of this Agreement shall be referred to the Board superintendent or designee and the EFSC president or designee for resolution.
9. Agree that this Agreement replaces any existing agreement between the institutions regarding dual enrollment and other accelerated education programs.
10. Work together to increase, if not double, the total semester credit hours of College classes taught by District faculty in District classrooms.
11. Work to maintain the following proportions:
  - a. 75% total College semester credit hours being taught by College faculty on College campuses, and
  - b. 25% total District semester credit hours being taught by District faculty in District facilities.
12. Maintain present eligibility criteria for dual enrolled students.

## EXHIBIT C

### OUTREACH ARTICULATION EFFORTS

1. Jointly develop public awareness of the courses and programs recommended for high schools students planning to attend a Florida college and/or university.
2. Jointly agree to share mailing lists across the educational systems.
3. Encourage all levels to coordinate direct mailings to the parents of public school students to help them be familiar with recommended high school courses; college admission and exit requirements; transfer opportunities; financial aid; scholarship and loan opportunities; and the availability of college/high school dual enrollment courses and Early Admission.
4. Encourage the joint provision of visitation opportunities for students within each system (e.g., members of clubs and organizations, attendance at cultural events, participation in field trips, competitions, and internships).
5. Encourage the utilization of various media within the educational systems and the community to transfer information to all (e.g., closed circuit, cable TV, Internet).
6. Encourage joint initiatives to assure that an increased percentage of academically prepared minority students will be admitted to postsecondary institutions.
7. Encourage joint initiatives to facilitate involvement and heighten awareness of ethnic minority students, their parents and the minority community about postsecondary opportunities, including admission and exit requirements (e.g., coordination of announcements by minority radio stations; encouragement of articles by minority newspaper publishers; communication with minority community and church leaders, sororities, fraternities, agencies, local interest groups, and local volunteer organizations such as the PTA).
8. Encourage and promote service learning to dual enrollment students and to provide staff development opportunities to secondary and postsecondary instructors on the benefits and integration of service learning into the curriculum.
9. Encourage the promotion of the Honors Program at EFSC for qualified students.