

2013-2014 Dual Enrollment Articulation Agreement
Between Duval County Public Schools and
Florida State College at Jacksonville

THIS AGREEMENT, hereinafter referred to as (“the Agreement), is entered into by and between The School Board of Duval County, Florida, a body politic and corporate, hereinafter referred to as (“DCPS”) and Florida State College at Jacksonville, hereinafter referred to as (“the College or FSCJ”); and

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

WHEREAS, the College and the District have a long history of cooperation;

WHEREAS, Section 1007.271 (21), Florida Statutes, specifies that articulation agreements pertaining to acceleration programs (dual enrollment) shall be executed between Florida College System institution presidents and District school superintendents in their respective school districts and Florida College System Institutions; and

WHEREAS, the 1992 Legislature repealed Sections 228.073, 228.074, 228.075, and 228.076. F.S., which related to regional coordinating councils; and

WHEREAS, the 1997 Legislature enacted SB 1688, recommending implementation procedures for adult vocational programs in conjunction with the repeal of the dual enrollment articulation agreements pursuant to section 239.109, Florida Statutes; and

WHEREAS, the 1998 Legislature enacted SB 1124, further clarifying SB 1688 and recommending establishment of the applied technology diploma (ATD), limiting college credit ATD to colleges or through articulation with vocational center students, defining performance as the basis for funding for workforce development and establishing a formula and base for funding, establishing an articulation agreement to include the applied technology diploma and the associate in applied science degree, creating the category of continuing workforce education (instruction for licensure renewal or certification, new or expanding business, retraining, or upgrade training); and legislation providing proviso language on implementation of K-16 measures that would continue reforms designed to create a seamless system of educational success; and

WHEREAS, the 2008 Legislature enacted SB 1908, which amended F.S. 1008.30 to require the Department of Education to purchase or develop assessments to be used by high schools in evaluating the college readiness of selected students prior to grade 12, beginning with the 2008-2009 school year; and WHEREAS the State Board of Education must establish by rule the minimum test scores a student must achieve to demonstrate readiness; and WHEREAS students achieving the minimum scores, and enrolling in a community college within 2 years, will not be

required to enroll in remediation courses; and WHEREAS high schools, to the extent practicable, must provide 12th grade students scoring below the minimum scores with access to remedial instruction prior to graduation; and

WHEREAS, the 2011 Legislature enacted HB 1255 to further strengthen and amend F.S. 1008.30 by requiring broader college readiness assessment of selected students prior to grade 12 and mandating districts to provide, and students demonstrating need per assessment to enroll in, 12th grade remediation coursework in reading, writing, and/or mathematics courses that encompass Florida's Postsecondary Readiness Competencies; and

WHEREAS the 2012 Legislature enacted HB 7059 amending s. 1007.271 F.S. clarifying student eligibility criteria for continued enrollment in dual enrollment courses, providing requirements for faculty members providing instruction in college credit dual enrollment courses, providing curriculum standards for college credit dual enrollment courses, authorizing participation at a Florida College System institution based upon capacity, as specified in the dual enrollment articulation agreement, establishing the college credit hours for participation in an early admission program, providing home education student eligibility criteria, providing requirements for developing a school district and Florida College System institution dual enrollment articulation agreement. Additionally repeals a provision providing for school districts and postsecondary institutions to conduct Advanced Placement instruction within dual enrollment courses; and requires the Department of Education to develop an electronic system for submitting dual enrollment articulation agreements for compliance review. Finally, eliminates an exemption from the Florida College System institution admission requirements for secondary students who are not participating in dual enrollment, i.e., students who are enrolled in college level instruction creditable toward an associate degree but not toward a high school diploma, e.g., "banked" credit or credit held in "escrow"; and

WHEREAS, the 2013 Legislature enacted SB 1514 amending 1007.271 F.S. requiring school districts to pay the standard tuition rate per credit hour from funds provided in the Florida Education Finance Program to a public postsecondary institution delivering dual enrollment instruction on its campus, providing for cost reimbursement to the postsecondary institution for instruction occurring on the high school site, and eliminating the capacity-based limitations on dual enrollment participation by a Florida College System institution; and

WHEREAS, Florida Statute 1007.23 (3) requires each student who is seeking an associate in arts degree to indicate a baccalaureate degree program offered by an institution of interest by the time the student earns 30 semester hours and that the institution in which the student is enrolled shall inform the student of the prerequisites for the baccalaureate degree program offered by an institution of interest; and

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

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

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

- A. The Agreement is a modification of all existing articulation agreements.
- B. Pursuant to Section S., the Agreement may be further amended or modified only on written consent of DCPS or FSCJ consistent with all State and Federal statues, rules and regulations.
- C. The College and the District agree to continue be committed to the activities established by this Agreement, to recommend enhancements and other changes, and to generally promote collaboration between the public schools and the college in furtherance of this Agreement.
- D. **Assignment of Responsibilities for Acceleration Programs:** The College and the District agree to provide acceleration opportunities for Duval County students through the Dual Enrollment (Academic Dual Enrollment and Technical Dual Enrollment, and Early Admission, and the Early College Program), Advanced Placement, and International Baccalaureate. The College and the District agree to abide by the terms and assignments of responsibilities as detailed in Exhibit A. Advising and counseling services will be provided to students in order for them to take advantage of acceleration opportunities for which they are qualified.
- E. **Career Academies:** The District and the College agree to cooperate in the advancement of Career Academies to promote better preparation of all Duval County students for postsecondary education. Agreements of this type will be developed under separate Memoranda of Understanding.
- F. **Charter Schools and Home Schools:** The College and the District agree that students of Charter Schools in Duval County may participate in dual enrollment under and according to the terms of this articulation Agreement. Any additional policy for Pathways Academy, a Duval County charter school created in partnership with Florida State College at Jacksonville, shall be covered in a separate Memorandum of Understanding and comply with guidelines pertaining to DCPS course adoptions and dual enrollment procedures. Duval County private schools registered with the district are not covered by the provisions of this Agreement, and must seek individual articulation with the college. Duval County home education program students who are officially registered with the District Superintendent of Schools and the State of Florida, per Florida Statute 1002.41, may participate in dual enrollment under and according to the terms of separate individual articulation agreements, and will be established for a period of time not to exceed the date of graduation on the initial application, and not to exceed a maximum of two years.

- G. **Technical Program Articulation:** The District and the College agree to develop program by program agreements that provide opportunities to receive college credit or advanced standing for appropriate work completed in courses and programs completed at the high schools and technical education centers. These agreements will be developed under separate Memoranda of Understanding.
- H. **Faculty Certification:** The College will authorize qualified instructors who are employed by the District to teach the College's approved curriculum to dual enrollment students pursuant to the guidelines set forth in Exhibit A, and which are agreed to by the parties.
- I. **Independent Contractor:** The relationship of the parties hereunder shall be an independent contractor relationship, and not an agency, employment, joint venture or partnership relationship. Neither party shall have the power to bind the other party or contract in the name of the other party. All persons employed by a party in connection with this Agreement shall be considered employees of that party and shall in no way, either directly or indirectly, be considered employees or agents of the other party.
- J. **Insurance of College:** The District acknowledges that the College is self-insured for worker's compensation, general liability, and other coverage, with said protection being applicable to officers, employees, servants, and agents while acting within the scope of their employment by the College. Its self-insured fund and various policies are authorized pursuant to Florida Statutes and the District Board of Trustees. Furthermore, nothing contained herein shall be construed or interpreted as: (i) denying to either party any remedy or defense available to such party under the laws of the State of Florida; (ii) the consent of the College to be sued; or (iii) a waiver of sovereign immunity of the College beyond the waiver provided in Section 768.28, Florida Statutes.
- K. **Insurance of District:** The District shall maintain, at its own cost and expense, general and professional liability insurance covering its employees against any and all claims. The District maintains the responsibility to ensure that its employees comply with all state and federal laws, including but not limited to mandatory reporting requirements set forth in chapter 39 of Florida Statutes pertaining to child abuse, abandonment, or neglect and will indemnify the College from any penalty or claim against the action of any of the District's employees subject to the limits of Section 768.28, Florida Statutes, DCPS shall indemnify and hold harmless its officers, directors and employees from and against any and all losses, liabilities, claims, damages, costs and expenses arising out its own negligence related to this Agreement." Under no circumstances does DCPS agree to pay attorney's fees.
- L. **Joint Use Agreements:** Any joint use agreements for facilities use by both entities and those agreements are not included in or affected by this Agreement.
- M. **Strategies for Enhancing College Readiness:** The College and the District will initiate the following strategies to assist in ensuring the success of students participating in dual enrollment opportunities:

1. Faculty Collaboration: The College offers on-going professional development for DCPS teachers involved in dual enrollment courses, including the SLS initiative, and other purposes by mutual agreement. This professional development includes:
 - a. Access to the Online Faculty Certificate Program at no charge to DCPS
 - b. Training in pedagogy associated with the SLS 1103 course and its Blackboard course shell
 - c. Ongoing faculty mentoring
 - d. Inclusion of dual enrollment faculty in professional development activities of academic departments
 - e. Adjunct faculty access to the International Conference on Teaching and Learning hosted by the College

2. Guidance Collaboration: The College offers annual workshops for Guidance Counselors for updates on College policies and procedures. There is also ongoing collaboration between high school counselors and campus dual enrollment coordinators for the SLS initiative.

3. Programs to enhance readiness of underserved groups: The College collaborates with DCPS on multiple programs to enhance college and career readiness of middle and high school students both during the school year and in summer bridge programs including, but not exclusive to:
 - a. College Reach Out Program (CROP)—Downtown Campus
 - b. Gaining Resources and Developing Skills (GRADS)—Kent Campus
 - c. TRIO—South Campus, North Campus
 - d. Gear Up—North Campus
 - e. 21st Century Academy—Downtown Campus
 - f. TIES—Downtown Campus

N. Delineation of Programs and Courses Not Part of the Agreement. The College and the District agree that either institution may offer new programs authorized under current legislation or administrative rule. However, both parties agree to notify the other prior to implementation of any new programs. Grants and any program that references/uses dual enrollment as a mechanism must be reviewed and approved by the DCPS Office of High School Programs, Executive Director/Articulation Officer.

O. General Collaboration Efforts. The College and the District agree to work toward initiatives that will reduce duplication, share resources, and otherwise enhance the activities and opportunities for each entity in areas such as Staff and Professional Development, Faculty to Faculty Articulation, Student Assessment, Counselor to Counselor Articulation, Research and Management Information, and Testing.

P. Student Records. The College and the District agree to share student data consistent with the restrictions imposed by state and federal laws and statutes. The purpose of this sharing

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

- Q. **Faculty Records:** For initial credentialing of high school instructors who apply to teach college dual enrollment courses, the District agrees to allow the College access, copying, and review of faculty transcripts already on file with DCPS, as needed, for compliance with SACS requirements.
- R. **Non Exclusivity:** The provision contained in this agreement shall not prevent whichever party is assigned responsibility for one of more of these programs from developing joint programs or contracting for specific instructional services with another entity or agency.
- S. **Amendments and Modifications:** This agreement may be amended at any time through a Memorandum of Understanding signed, dated and consented to by both parties a; consistent with state and federal statutes, rules and regulations. Amendments to any Exhibit included in this Agreement may be executed at any time with the signed consent of both parties, and shall reflect the date of the amendment.
- T. **Term:** The Agreement shall be effective upon being signed by both parties and shall continue in full force until it is terminated, modified, or renewed by the parties. Pursuant to Section 1007.235(2), Florida Statutes, this dual enrollment articulation Agreement shall be reviewed each year for required modifications prior to high school registration for the fall term of the following year. The parties shall cooperate to renew this Agreement annually. The Renewal of this Agreement shall be executed before registration for the fall term of the following school year. If any part(s) of the Agreement is in conflict with any law, statute or

rule of a higher governing body, then such part(s) shall be deemed inoperative to the extent it conflicts therewith and shall be modified to conform to such law, statute, or rule.

- U. **Compliance:** The Parties agree to comply with all State and Federal laws applicable to this Agreement, including those set forth by the U.S. Department of Education, Program Integrity Rules. Further, the District will comply with the College's requirements to ensure its continued Accreditation by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC). The College agrees to establish specific training and minimum standards to ensure compliance in these areas, as outlined in Exhibit A, and to monitor ongoing compliance. The District agrees to comply with all compliance mandates set forth in Exhibit A and to require compliance of all District staff and employees.

- V. **Signatures.** This Agreement may be executed via counterpart and facsimile signatures, the counterparts and facsimiles of which, when taken together, shall be deemed to constitute one entire and original Agreement.

IN WITNESS THEREOF, the Parties hereto have adopted this Agreement, together with the incorporated Exhibits A (Dual Enrollment Acceleration Programs: Overview and Requirements) effective September 1, 2013.

Florida State College at Jacksonville

By 
Dr. Willis Holcombe
President

The School Board of Duval County, Florida

By: */Signature not required per Board Policy 7.41/*
Fred E. Lee, Jr., Chairman

[See attached signature page]

By _____
Nikolai P. Vitti, Ed.D.
Superintendent of Schools and
Ex-Officio Secretary to the Board

Form Approved for Duval County Public
Schools:

By: _____
Office of Legal Services

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Florida State College at Jacksonville

[see attached signature page]

By _____

Dr. Willis Holcomb
President

The School Board of Duval County, Florida

By: *Signature not required per Board Policy 7.411*

Fred E. Lee, Jr., Chairman

By _____

Nikolai P. Vitti, Ed.D.
Superintendent of Schools and
Ex-Officio Secretary to the Board

Form Approved for Duval County Public
Schools:

By: *Karen M. Chastain*
Office of Legal Services

Exhibit A. Dual Enrollment Acceleration Programs: Overview and Requirements

I. Dual Enrollment: Academic, Career, Early Admission, Early College

A. Program Definitions

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

Academic dual enrollment refers to coursework offered for dual enrollment that meets both high school graduation requirements and requirements in the College of Arts and Sciences at FSCJ toward the Associate in Arts degree.

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

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

Early College is a DCPS/FSCJ collaborative program utilizing dual enrollment to offer students the opportunity to complete up to 60 hours of college credit during their high school years with the goal of achieving an Associate in Arts degree.

B. Location and Scheduling

With the approval of the College, eligible dual enrollment students may take the courses described herein during regular class periods at DCPS high schools in fall, spring or summer terms, in approved times in fall or spring terms outside of the regular class periods at the DCPS high schools, or during any scheduled term (including summer term) in FSCJ facilities or online.

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

Dual Enrollment in classes offered on Military base sites is limited to dependents of military personnel with active IDs and prior base access.

C. Course selection

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

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

Dual enrollment students may only enroll in those courses approved by DCPS and FSCJ. To ensure greatest relevancy toward a postsecondary degree, in academic dual enrollment, emphasis will be placed on courses within the general education core curriculum. Individual elective courses may be evaluated for relevance to intended college major. Those deemed pertinent may be granted dual enrollment credit.

The request for new courses and programs to be offered for dual enrollment will be made by the Director/Articulation Officer of High School Acceleration Programs, DCPS, to the Executive Dean for Liberal Arts, FSCJ. Faculty certification, sufficient student enrollments, instructional materials, and appropriate classroom facilities must be available for the courses to be offered.

Dual enrollment courses offered at the high school site may not be stacked with any non-college credit high school course.

D. Course Equivalency

In general, 3 college credit hours are equivalent to a .5 high school credit, with 6 college credit hours equating to 1 full high school credit. There are exceptions, however:

1. Florida Department of Education's articulation committee maintains a list of dual enrollment courses identified to meet high school graduation requirements. This list contains certain semester-length postsecondary courses deemed of sufficient rigor to earn a full high school credit. The current list can be found on the Florida Virtual Campus Network, www.flvc.org. High school credits shall be awarded per the status of the list at the time of student enrollment.
2. One credit hour college music courses are equivalent to .5 high school credit.
3. Most 2 hour college credit courses are equivalent to .5 high school credit.
4. College certificate program workforce credit courses are equivalent to a .5 high school career education credit

E. Eligibility for Academic Dual Enrollment

Note: Students who have dual enrolled prior to Fall Term 2013 (with the exception of those whose sole enrollment was SLS 1103) may continue with the GPA eligibility requirements articulated at the time of their initial registration. Students who submit their first dual enrollment application as of Fall Term 2012 and students whose only dual enrollment prior to Fall Term 2013 has been SLS 1103 are subject to the requirements as iterated herein.

1. Students who enroll in academic dual enrollment courses must demonstrate readiness for college-level work with a 3.0 unweighted high school grade point average and scores on a common placement test adopted by the State Board of Education under s. 1007.27(5) F.S. such as the ACT, SAT, or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading and writing. This includes students wishing to take dual enrollment courses in Humanities or the Social and Behavioral Sciences. Students wishing to take dual enrollment courses in mathematics or science must also present test scores that exempt them from remedial work in mathematics. A minimum FCAT 2.0 tenth grade Reading Test score of 262 may be used for reading and writing placement.

Exception: Junior and Senior students may qualify to take SLS 1103 with a 2.5 cumulative unweighted GPA if they have placed into college level reading on any of the established college placement tests. If students have no posted college-ready reading scores, they will qualify with a 3.0 unweighted high school cumulative GPA.

2. Students must meet all prerequisite requirements for dual enrollment courses prior to registration.
3. State law requires that dual enrollment students may only enroll in 12 credit hours before achieving assessment scores that place them into college level courses in all three areas of reading, writing, and mathematics. This requirement pertains to all established assessment placement instruments: PERT, ACT, SAT, FCAT and any subsequent functional equivalents. A special exception to the 12 credit hour rule may be available to students who have met placement requirements in reading and writing, and are enrolled in an academic course in mathematics. Exceptions must be approved by Office of High School Acceleration Programs and the FSCJ Dual Enrollment Office.
4. Status as a junior or senior and a minimum age of fifteen years old is the standard for participation in dual enrollment courses. In special circumstances for individual students (not entire course sections), eligibility of a sophomore level or under-aged high school student may be considered if:
 - a. All other applicable eligibility requirements are met.
 - b. The high school principal provides written approval with the dual enrollment application

Exception: Schools may schedule tenth grade high school Level 3 world language classes as dual enrollment for qualified sophomores (including minimum GPA requirements and college ready test scores) who have previously completed the competencies of the Level I and II classes in the same language, with a grade of “C” or better. The courses in which these students enroll must consist of only dual enrollment students.

5. Maximum course enrollments will be as follows:
 - a. College campus locations and college online courses: Students enrolled in dual enrollment courses who are not part of an Early College or Early Admission program are limited to no more than two dual enrollment courses offered on the College campus or through the College’s Distance Learning per semester, unless special permission is approved by DCPS.
 - b. Students enrolled in dual enrollment courses who are not part of an Early College or Early Admission program must take the courses on their home high school sites if they are available there during the Fall or Spring semesters. Only courses not available at the home high school site location can be taken on the FSCJ campus or online.
 - c. Combination of college, online, and high school site enrollments:
 - i. Fall and Spring terms: Students may enroll in no more than courses per 16 week semester. This maximum includes all courses taken as dual enrollment, including the college site, online, or at a high school location. Note: if a science course requires a concurrent one credit hour lab course, resulting in a term maximum of 5 courses, this exception will be permitted.
 - ii. Summer term: Dual enrollment is offered at FSCJ campuses or online and may be offered at high school locations during summer term, Students may enroll in no more than 2 summer term courses.
6. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a 3.0 unweighted high school cumulative GPA. If a student posts any combination of 2 or more grades of W, D, FN, or F in a single term, regardless of cumulative high school or college GPA, that student will not be permitted to take dual enrollment classes in a subsequent term.
7. Students must adhere to the college Expectations for Student Conduct and the DCPS Student Code of Conduct (“the Code”). Students who disrupt the educational process shall be referred to the appropriate program manager for discipline in accordance with the Code. Discipline may include ineligibility for further dual enrollment participation as decided by a disciplinary committee comprised of DCPS and FSCJ personnel.

8. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.
9. Exceptions to eligibility requirements will be considered on a case by case basis using a standard waiver process and will require prior approval from both DCPS and FSCJ. Exceptions will include both academic and behavioral considerations. All exceptions must be submitted 2 weeks prior to the beginning of the term and will be approved prior to the first day of class.

IMPORTANT NOTE: Students who have dropped below the required 2.0 minimum GPA on the college transcript will not be permitted to continue dual enrollment in the subsequent semester. Reinstatement in the dual enrollment program can be achieved through the following mechanism:

Two consecutive semesters (composed of any two terms, including fall, spring, or summer), after a student has dropped below the 2.0 college GPA, a student may again apply to take a dual enrollment course if meeting all other eligibility requirements.

F. Eligibility for Career Dual Enrollment: Credit

Note: Students who have dual enrolled prior to Fall Term 2013 (with the exception of those whose sole enrollment was SLS 1103) may continue with the GPA eligibility requirements articulated at the time of their initial registration. Students who submit their first dual enrollment application as of Fall Term 2012 and students whose only dual enrollment prior to Fall Term 2013 has been SLS 1103 are subject to the requirements as iterated herein.

1. Students who enroll in college credit career dual enrollment courses must demonstrate readiness for college-level work with a 3.0 unweighted high school grade point average and scores on a common placement test adopted by the State Board of Education under s. 1007.27(5) such as the ACT, SAT, or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading and writing. Students wishing to take dual enrollment courses in mathematics or science must also present test scores that exempt them from remedial work in mathematics. A minimum FCAT 2.0 tenth grade Reading Test score of 262 may be used for reading and writing placement in lieu of acceptable ACT, SAT or PERT scores.

Exceptions: Junior students may qualify to take SLS 1103 with a 2.5 cumulative unweighted GPA if they have placed into college level reading on any of the established college placement tests. Senior students may qualify to take SLS 1103 with a 2.5 cumulative unweighted GPA if they have placed into college level reading on any of the established college placement tests or have achieved a Level 3 on the FCAT 2.0 as

defined by the current year's standards. If students have no posted college-ready reading scores, they will qualify with a 3.0 unweighted high school cumulative GPA. Tenth grade students at Darnell-Cookman may qualify to take SLS 1103 with a 3.0 unweighted high school GPA and a passing score on the ninth grade FCAT reading as defined by the current year's standards.

2. Students must meet all prerequisite requirements for dual enrollment courses prior to registration.
3. State law requires that dual enrollment students may only enroll in 12 credit hours before achieving assessment scores that place them into college level courses in all three areas of reading, writing, and mathematics. This requirement pertains to all established assessment placement instruments: PERT, ACT, SAT, and FCAT. A special exception to the 12 credit hour rule may be available to students who have met placement requirements in reading and writing, and are concurrently enrolled in an academic course in mathematics. Exceptions must be approved by Office of High School Acceleration Programs and the FSCJ Dual Enrollment Office prior to the beginning of the intended semester of enrollment.
4. Status as a junior or senior and a minimum age of fifteen years old is the standard for participation in dual enrollment courses. In special circumstances for individual students (not entire course sections), eligibility of a sophomore level high school student may be considered if:
 - a. All other applicable eligibility requirements are met.
 - b. The high school principal provides written approval with the dual enrollment application
5. Ninth and tenth grade Career Academy students may enroll in dual enrollment courses identified as part of their career academy pathway approved by DCPS and FSCJ.
6. Maximum course enrollments will be as follows:
 - a. College campus locations and college online courses: Students enrolled in dual enrollment courses who are not part of an Early College or Early Admission program are limited to no more than two dual enrollment courses offered on the College campus or through the College's Distance Learning per semester, unless special permission is approved by DCPS.
 - b. Students enrolled in dual enrollment courses who are not part of an Early College or Early Admission program must take the courses on their home high school sites if they are available there during the Fall or Spring semesters. Only courses not available at the home high school site location can be taken on the FSCJ campus or online.
 - c. Combination of college, online, and high school site enrollments:

- i. Fall and Spring terms: Students may enroll in no more than 4 courses per 16 week semester. This maximum includes all courses taken as dual enrollment, including the college site, online, or at a high school location. Note: if a science course requires a concurrent one credit hour lab course, resulting in a term maximum of 5 courses, this exception will be permitted.
 - ii. Summer term: Dual enrollment is offered at FSCJ campuses or online and may be offered at high school locations during summer term, Students may enroll in no more than 2 summer term courses.
7. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a 3.0 unweighted high school cumulative GPA. If a student posts any combination of 2 or more grades of W, D, FN, or F in a single term, regardless of cumulative high school or college GPA, that student will not be permitted to take dual enrollment classes in a subsequent term.
8. Students must adhere to the college Expectations for Student Conduct and the DCPS Student Code of Conduct (“the Code”). Students who disrupt the educational process shall be referred to the appropriate program manager for discipline in accordance with the Code. Discipline may include ineligibility for further dual enrollment participation as decided by a disciplinary committee comprised of DCPS and FSCJ personnel.
9. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.

Exceptions to eligibility requirements will be considered on a case by case basis using a standard waiver process and will require prior approval from both DCPS and FSCJ. Exceptions will include both academic and behavioral considerations. All exceptions must be submitted 2 weeks prior to the beginning of the term and will be approved prior to the first day of class

G. Eligibility for Career Dual Enrollment: Non-Credit Certificate Programs

1. Students who enroll in a non-college credit certificate program must demonstrate readiness with a 2.0 unweighted high school grade point average.
2. Students enrolling in non-credit career/technical courses must take the Test of Adult Basic Education (TABE) within the first six weeks of the first term of enrollment or achieve FCAT scores as designated in the dual enrollment section of this document. Students must also meet other requirements established by the career program in which they wish to enroll.
3. Status as a junior or senior and a minimum age of fifteen years old is the standard for participation in dual enrollment.

4. Ninth and tenth graders may enroll in freshman and sophomore non-credit dual enrollment courses identified as part of a career academy pathway approved by both the DCPS and FSCJ chief academic officers.
5. Maximum course enrollments will be as follows:
 - a. College campus locations and college online courses: Students enrolled in dual enrollment courses who are not part of an Early College or Early Admission program are limited to no more than two dual enrollment courses offered on the College campus or through the College's Distance Learning per semester, unless special permission is granted by FSCJ.
 - b. Combination of college, online, and high school site enrollments:
 - i. Fall and Spring terms: Students may enroll in no more than 3 courses per 16 week semester. This maximum includes all courses taken as dual enrollment, including the college site, online, or at a high school location.
 - ii. Summer term: Dual enrollment is offered at FSCJ campuses or online and may be offered at high school locations during summer term, Students may enroll in no more than 2 summer term courses.
 - c. Exception: Project Transition Instruction and Employment Support (TIES) program personnel may exceed the 2 course per term college campus limitation for their students, due to the inherent purpose and design of those programs. Fall and Spring course maximums will not exceed 4 courses per term and Summer will be limited to 3 courses.
6. Students must adhere to the college Expectations for Student Conduct and the DCPS Student Code of Conduct ("the Code"). Students who disrupt the educational process shall be referred to the appropriate program manager for discipline in accordance with the Code. Discipline may include ineligibility for further dual enrollment participation as decided by a disciplinary committee comprised of DCPS and FSCJ personnel.
7. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.
8. Exceptions to eligibility requirements will be considered on a case by case basis using a standard waiver process and will require prior approval from both DCPS and FSCJ. Exceptions will include both academic and behavioral considerations. . All exceptions should be submitted 2 weeks prior to the beginning of the term and will be approved prior to the first day of class.

H. Eligibility for Early Admission

1. Early Admission is a senior year program, allowing full time enrollment in fall and spring terms of a student's senior year. Students who wish to enroll in early admission must

demonstrate readiness for college-level work with a 3.25 unweighted high school grade point average at time of initial college enrollment and scores on a common placement test adopted by the State Board of Education under s. 1007.271 such as the ACT, SAT, or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading, writing, and mathematics. A minimum FCAT 2.0 tenth grade Reading Test score of 262 may be used for reading and writing placement.

2. Student eligibility must be approved by both the high school counselor and college campus dual enrollment coordinator during the spring semester of their junior year for full-time dual enrollment registration during their senior year. Students must be enrolled and maintain continuous enrollment in DCPS by November 1 of the junior year.
3. Students must enroll in at least 12 credit hours of college credit courses that meet high school graduation requirements per term of the fall and spring terms of senior year. Students must be advised in writing by DCPS that failure in, or withdrawal from dual enrollment courses may jeopardize their high school graduation and their acceptance to a selective admission postsecondary institution.
4. Students may enroll in no more than 15 semester hours per 16 week semester. This maximum includes all courses taken as dual enrollment, including the college site, online, or at a high school location. Note: if a science course requires a concurrent one credit hour lab course, resulting in a term maximum of 16 hours, this exception will be permitted.
5. Students must meet all prerequisite requirements for dual enrollment courses prior to registration.
6. Students must maintain an FSCJ transcript reflecting a minimum 2.0 GPA for continuing eligibility for the second semester of the senior year. If a student posts any combination of 2 W, D, FN, or F grades in a single semester regardless of cumulative high school or college GPA, that student will not be allowed to take dual enrollment courses in a subsequent term.
7. Students must adhere to the college Expectations for Student Conduct and the DCPS Student Code of Conduct ("the Code"). Students who disrupt the educational process shall be referred to the appropriate program manager for discipline in accordance with the Code. Discipline may include ineligibility for further dual enrollment participation as decided by a disciplinary committee comprised of DCPS and FSCJ personnel.
8. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.

9. Exceptions to eligibility requirements will be considered on a case by case basis using a standard waiver process and will require prior approval from both DCPS and FSCJ. Exceptions will include both academic and behavioral considerations. All exceptions must be submitted 2 weeks prior to the beginning of the term and will be approved prior to the first day of class.

I. Eligibility for Early College

1. Students who wish to enroll in Early College dual enrollment courses must demonstrate readiness for college-level work with a 3.0 unweighted high school grade point average. No exception is provided for SLS 1103 for Early College students.
2. Students must successfully complete the SLS 1103 course during their 9th grade spring term of Early College enrollment for continued eligibility in the program. Students who enter Early College in 10th grade must take SLS 1103 as their sole dual enrollment course in summer/fall semester prior to continuation in the program.
3. Students must be assessed with a common placement test adopted by the State Board of Education under s. 1007.271 F.S. such as the ACT, SAT, or Postsecondary Education Readiness Test (PERT) during their freshman year and achieve college-level placement scores in reading and writing for continuing eligibility.
4. Students must achieve college-level placement scores in reading, writing, and mathematics by the time 12 credit hours have been earned for continuing eligibility.
5. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a 3.0 unweighted high school cumulative GPA. If a student posts any combination of 2 or more grades of W, D, FN, or F in a single term, regardless of cumulative high school or college GPA, that student will not be permitted to take dual enrollment classes in a subsequent term.
6. Maximum course enrollments will be as follows:
 - a. During the 10th grade year in the Early College program, students will take dual enrollment classes on the high school site only. Participation in the Early College program during the Junior and Senior years will occur primarily on the College campus.
 - b. Combination of college, online, and high school site enrollments:
 - i. Fall and Spring terms: Students may enroll in no more than 15 semester hours per 16 week semester. This maximum includes all courses taken as dual enrollment, including the college site, online, or at a high school location. Note: if a science course requires a concurrent one credit hour

lab course, resulting in a term maximum of 16 hours, this exception will be permitted.

- ii. Summer term: Dual enrollment is offered at FSCJ campuses or online and may be offered at high school locations during summer term, Students may enroll in no more than 2 summer term courses.
7. In the 2013-14 academic year, a special pilot program will allow the Robert E. Lee Early College program to vary from the standard course progression in 10th grade of high school, by enrolling students in three yearlong dual enrollment courses conducted at the high school.
 8. Students must adhere to the college Expectations for Student Conduct and the DCPS Student Code of Conduct (“the Code”). Students who disrupt the educational process shall be referred to the appropriate program manager for discipline in accordance with the Code. Discipline may include ineligibility for further dual enrollment participation as decided by a disciplinary committee comprised of DCPS and FSCJ personnel.
 9. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.
 10. Exceptions to eligibility requirements will be considered on a case by case basis using a standard waiver process and will require prior approval from both DCPS and FSCJ. Exceptions will include both academic and behavioral considerations. All exceptions must be submitted 2 weeks prior to the beginning of the term and will be approved prior to the first day of class.
 11. Students must satisfy all high school graduation requirements in order for the Associate in Arts (AA) degree to be conferred.

II. RESPONSIBILITIES OF EACH INSTITUTION

A. Assessment Services

In all assessment activities, Duval County Public Schools and Florida State College at Jacksonville agree to adhere to the State policy regarding the number of times a student may attempt the PERT test

DCPS SHALL:

1. Conduct PERT testing for all appropriate prospective dual enrollment and Early College students at the high school site.

B. Program Planning

DCPS SHALL:

1. Present the Office of Dual Enrollment, FSCJ, with the list of proposed dual enrollment courses and instructors for the entire academic year by May 1st of the previous academic year to ensure appropriate credentialing and training of faculty before the beginning of the academic term. The list should specify any prospective courses offered for the first time at any high school site, since it is necessary to ensure college compliance with the notification/permission policies of its accrediting body.
2. Submit credentialing paperwork that includes official college transcripts for all dual enrollment teachers no later than 1 month prior to the start of each academic term to the Dual Enrollment Coordinator/Campus Academic Dean.
3. Use the standard electronic syllabus template for all syllabi for proposed dual enrollment courses offered on the high school sites and submit them electronically to the appropriate Campus Academic Dean and the Office of Dual Enrollment prior to the start of classes each term.
4. Restrict high school instructors from teaching more than 50% of their load in dual enrollment courses.
5. Ensure that dual enrollment courses offered at the high school site are not combined with any non-college credit high school course and that all students enrolled in those courses meet eligibility requirements for dual enrollment.
6. Ensure that all scheduled dual enrollment courses adhere to a minimum number of 10 students and a maximum number that coincides with that on the College's Master Outline for each course, housed in Curriculum Services.
7. Comply with the College's efforts to ensure compliance with the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), standards regarding the quality of courses offered by the DCPS teachers.

THE COLLEGE SHALL:

1. Send preliminary approval of the proposed course list back to DCPS within 3 weeks of receipt in the office of Dual Enrollment. Courses offered for the first time at any high school site may require notifications or permissions from the college's accrediting body, and therefore may not receive approval from the college for the immediate term requested.
2. Send notification of final approval of courses to DCPS within 2 weeks of credential verification of faculty and receipt of course syllabi.

3. Encode only those courses which appeared on the proposed course list and received final approval of faculty and course syllabi.
4. Offer appropriate training and mentoring for dual enrollment faculty to be completed prior to the beginning of the academic term.

C. Student Registration

DCPS SHALL:

1. Provide dual enrollment and early admission applications to students
2. Provide guidance and approval for specific course requests, documented on the application forms.
3. Check applications for completion, including signatures from parents or guardians and high school counselors.
4. Forward applications to the FSCJ designated campus by the established deadline each term. Student registration deadlines will be strictly enforced.
5. Inform students of the relevant requirements and conditions for enrollment outlined in Exhibit A, including but not limited to their adherence to the FSCJ "Expectations for Student Conduct," and provide information to students about access to this manual.

THE COLLEGE SHALL:

1. Provide a list aligning each college campus with specified area high schools for the purposes of coordination of all dual enrollment processes.
2. Designate campus dual enrollment coordinators to handle all dual enrollment and early admission applications.
3. Develop processes to ensure Dual enrollment students will not be permitted to independently perform any registration activity with college enrollment services offices or on-line.
3. Ensure that once the dual enrollment application has been submitted, any changes in enrollment including dropping and adding classes, must be done through the campus dual enrollment coordinator in collaboration with the high school counselor.
4. Give students information on their full collegiate web access, including FSCJ e-mail accounts on completion of registration.

D. Faculty

DCPS SHALL:

1. Submit dual enrollment certification applications to the College for only those high school faculty members who meet the following SACSCOC accreditation standards.
 - a. Faculty members selected to teach general education core courses or courses in a transferable Associate degree program must have, at a minimum, a Master's degree and 18 graduate semester hours (may be included in the Master's curriculum or may have been acquired independently from the Master's degree) from a regionally accredited institution in the discipline they propose to teach.
 - b. Faculty teaching SLS 1103 must have a Master's degree from a regionally accredited institution; however, it may be in any discipline and they must complete all 3 components of the SLS Professional development training provided by the College prior to teaching the course.
 - c. The minimum academic degree required for faculty teaching in professional, occupational, and technical areas (non-transfer) will correspond to the standard set for each instructional program offered by the College. While the standard for associate degree level is a Master's degree, in areas for which this degree is not offered, certification may include work experience, professional certification or licensure, and education in a discipline-specific field.
2. Submit an official set of transcripts for each proposed instructor.
3. Provide DCPS principals and prospective DCPS faculty with the requirements which must be satisfied in order for high school instructors to teach dual enrollment courses, including:
 - a. Participation in yearly orientation sessions and course specific training (via face to face instruction, video or other media presentation) provided by FSCJ
 - b. Submission of credentialing documentation including official transcripts
 - c. Submission of course syllabi containing all required elements prior to the start of an academic term to FSCJ
 - d. Submission of required assignments and assessments (including final exams) pertinent to the course being taught to FSCJ
 - e. Participation in the electronic submission of grades according to the schedule set for the academic term. Instructors who fail to submit their grades to FSCJ during the established online grading window will receive a written warning for the first offense. Any subsequent offenses, they will not be permitted to teach dual enrollment

Submission of a copy of the gradebook for each dual enrollment class demonstrating how the final grade for the course was calculated. Instructors who fail to submit their gradebook to FSCJ during the established window will receive a written warning for the first offense. Any subsequent offenses, they will not be permitted to teach dual enrollment

f. Submission to periodic classroom observation by College representatives who will provide feedback to instructors for self-improvement.

g. Familiarity and compliance with all policies and procedures set forth in the College's Adjunct Faculty Handbook, and all Faculty related College Policies and Procedures including FERPA.

4. Provide DCPS dual enrollment faculty with access to/training in the appropriate technology to perform expected classroom management activities including:
 - a. Artemis system to check classroom rosters for accuracy
 - b. Electronic submission of grades
 - c. FSCJ e-mail for updates, information, and communication
5. Provide DCPS dual enrollment faculty with appropriate instructional materials to teach each dual enrollment course offered at the high school site.
6. Provide a high school dual enrollment code only to those courses whose faculty have met all appropriate credentialing requirements.
7. Inform the College within a week if a faculty member teaching dual enrollment courses on the high school site has an extended absence (more than 2 classes) requiring another instructor to teach the course.
8. Remove the high school dual enrollment code from classes whose credentialed faculty member is unable to complete instruction if another appropriately credentialed faculty member is not approved by the College.

THE COLLEGE SHALL:

1. Review the educational credentials of each proposed first-time dual enrollment instructor and inform DCPS within 2 weeks of document submission if the proposed candidate meets credential standards.
2. Provide a yearly orientation for all dual enrollment faculty, high school dual enrollment contacts, appropriate high school counseling and advising staff, appropriate DCPS administrators, campus dual enrollment and Early College coordinators, and appropriate College administrators including College academic deans.

3. Provide appropriate course specific training for dual enrollment faculty and conduct evaluations of performance.
4. Encode for dual enrollment college credit only those courses whose faculty have met all appropriate credentialing, course documentation, and orientation requirements.
5. Provide a College faculty mentor for each DCPS dual enrollment faculty member
6. Provide access to the online current College faculty handbook and student handbook to each DCPS dual enrollment faculty member.
7. Perform an immediate credential review of any DCPS faculty member proposed as a substitute for a teacher on extended absence for a high school dual enrollment course.
8. Assist DCPS in finding an appropriately credentialed instructor in the event of an extended absence of a high school dual enrollment faculty member.
9. Remove the dual enrollment college credit status for any course whose initial credentialed instructor has an extended absence and for which another appropriately credentialed instructor cannot be found.

E. Curriculum

DCPS SHALL:

1. Ensure the use of only College established and approved curriculum by all dual enrollment faculty.
2. Ensure that in accordance with State Board Rule 6A-14.064, dual enrollment courses taught on the high school campus meet all postsecondary standards.
3. Ensure that all syllabi for dual enrollment courses meet all competencies and student learning outcomes specified in the Course Master Outlines in the College's Curriculum services website and that they are submitted for review on the standard electronic syllabus template for review by the appropriate Campus Academic Dean and the Office of Dual Enrollment.
4. Ensure that textbooks and instructional materials used in dual enrollment courses on the high school site have been selected from the list of materials on the College's Course Master Outline unless approved by an appropriate college dean through review.
5. Submit for review any proposed instructional materials not on the College's Course Master outline to the College at least 1 month prior to the beginning of the academic term.

6. Ensure that faculty teaching General Education dual enrollment classes taught at the high school site participate fully in any College-wide assessment activities including assignments that will generate student artifacts. Student and faculty identifiers will be redacted from the scores and artifacts prior to assessment and results will be reported at a programmatic level. Instructors who fail to submit their scores and artifacts to FSCJ by the established deadlines will be given a warning on the first offense and not be permitted to teach dual enrollment if the offense is repeated.

7. Ensure that faculty teaching dual enrollment courses administer the standard final exams or other mutually agreed upon assessments or activities and use them toward the calculation of the final course grade in accordance with current standards of end of course examinations.

8. Return completed final exams or end of course assessments to the Executive Dean of Liberal Arts and Sciences to be held for a period of one year. Instructors who fail to submit their final exams or end of course assessments to FSCJ during the established window will receive a written warning for the first offense. Any subsequent offenses, they will not be permitted to teach dual enrollment

THE COLLEGE SHALL:

1. Provide access to the Course Master Outlines on the College's Curriculum Services website to all DCPS dual enrollment faculty.

2. Provide all DCPS dual enrollment faculty with the College's list of required elements for all syllabi including expected student learning outcomes.

3. Review submitted syllabi and report approval status back to DCPS within two weeks of submission.

4. Provide assistance to DCPS faculty teaching dual enrollment courses in syllabus revision if initial submission does not meet current standards.

5. Review any proposed textbooks or instructional materials not on the College's Course Master Outline submitted by DCPS for equivalency to current standards within 2 weeks of submission.

6. Facilitate the development and implementation of common final exams for each dual enrollment college course taught on high school sites. High school teachers will have the opportunity to collaborate on the development of the exams with FSCJ faculty. Provide the exams and answer keys to the instructors prior to the period of administration, as well as contact information for the faculty leader of the test development team.

7. Hold final exams returned to the College for a period of one year.

F. Supervision

DCPS SHALL:

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

THE COLLEGE SHALL:

1. Monitor adherence to dual enrollment faculty submission of required syllabi, final exams, and other required assignments.
2. Evaluate submitted documents and return feedback/approval within 2 weeks for syllabi and 4 weeks for other submitted documents.
3. Perform classroom visitations and conduct dual enrollment evaluations which conform to standards for adjunct faculty on the College campus.
4. Provide feedback to the instructor on classroom visitations/evaluations within 4 weeks following the date of visitation.
5. Provide information on classroom visitation to the Office of Dual Enrollment for purposes of program level evaluation and improvement.
6. Provide mentoring to dual enrollment faculty.

7. Provide DCPS with information on the process for student submission of online instructional evaluation.

G. Student Performance, Grades, and Appeals

DCPS SHALL:

1. Ensure that student performance is monitored and evaluated in accordance with FSCJ college credit and non-credit grading and academic standards:
 - a. For classes offered at the high school site, the grading may include a mid-term grade consistent with the Duval County Schools nine weeks reporting schedule for the participating high schools
 - b. There is to be no grade recovery strategy for any dual enrollment course offered on the high school or College site.
2. Ensure grading in courses is consistent with the grading system approved on the course syllabus.
3. Ensure any changes to grading standards for dual enrollment courses are submitted to the appropriate College academic dean for approval before institution.

Ensure dual enrollment faculty electronically post grades in the College's Artemis system by the designated dates for each academic term. Grades shall be consistent with the applicable college credit and non-credit grading system. Instructors who fail to submit their grades to FSCJ during the established online grading window will receive a written warning for the first offense. Any subsequent offenses, **will end their eligibility** to teach dual enrollment.

4. Ensure the grades entered into the FSCJ and DCPS permanent record systems are the same. If a grading discrepancy is noted, it will be corrected within a period of 3 months.
5. Ensure that students who have earned a grade of D,F, FN, or W in a dual enrollment course, and their parents, are provided with full information regarding the consequences of withdrawals, multiple retakes, including the possibility of paying out-of-state tuition rate, GPA implications for transcripts and potential impacts on financial aid eligibility, and acceptance to selective admission postsecondary institutions.
6. Provide the College with information on any student who must be withdrawn from a dual enrollment course for reasons beyond their control (transfer to another school, move out of the area) within 3 weeks of the withdrawal.
7. Ensure no students submit an application to retake a dual enrollment course more than once. Students who wish to retake a math course must retake the PERT to ensure proper advising and placement.

8. Provide students on the high school site with information on how to appeal a grade through the College's student appeal process as outlined in the catalog. To ensure a collaborative effort, student appeals will be routed through the Office of High School Acceleration Programs and FSCJ Dual Enrollment Office before being sent to the appropriate campus dean.

THE COLLEGE SHALL:

1. Evaluate grading processes to ensure compliance with College procedures and stated guidelines on course syllabi.
2. Review submitted gradebooks from DCPS faculty to ensure alignment with submitted grades.
3. Develop a secure electronic file transfer protocol to send grades from the Artemis system to DCPS.
4. Provide students enrolled in dual enrollment courses information on the student appeals procedure outlined in the college catalog if they wish to appeal a grade.
5. Process dual enrollment student grade appeals in a timeframe consistent with other College students.

H. Student Advising

DCPS SHALL:

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

- a. Encourage each dual enrollment student to identify a postsecondary educational objective that includes course selection leading to a technical certificate, associate degree or baccalaureate degree, rather than a random selection of courses.
- b. Assist students and parents who wish to select courses which meet degree requirements for a specific course of study at another postsecondary institution, which may have different numbers of elective credit.
- c. Advise students who are undecided about their postsecondary major to take courses which meet General Education requirements.

THE COLLEGE SHALL:

1. Provide all dual enrollment students with access to the College Catalog and Student Handbook.
2. Provide academic advising to dual enrollment students regarding program and course selection:
 - a. Encourage each dual enrollment student to identify a postsecondary educational objective that includes course selection leading to a technical certificate, associate degree or baccalaureate degree, rather than a random selection of courses.
 - b. Assist students and parents who wish to select courses which meet degree requirements for a specific course of study at another postsecondary institution, which may have different numbers of elective credit.
 - c. Advise students who are undecided about their postsecondary major to take courses which meet General Education requirements.
 - d. Require that each student who is seeking an associate in arts degree indicate a baccalaureate degree program offered by an institution of interest by the time the student earns 30 semester hours. Once indicated, students will be informed of the prerequisites for the designated baccalaureate program.
3. Provide access to advisement throughout the year with campus dual enrollment coordinators.

I. Student Costs and Fees

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

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

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

- a. Art supplies
- b. Aviation flight fees
- c. Automotive tools
- d. Culinary equipment
- e. Health care uniforms
- f. Other consumables which will be identified by the college in collaboration with DCPS prior to student enrollment.

DCPS SHALL:

1. Remit payment for on-campus and online tuition by October 15 for fall semester courses; by February 15 for spring semester courses, and by June 15 for any outstanding fall or spring registrations not covered in previous payments.

THE COLLEGE SHALL:

1. Submit to DCPS an invoice for tuition at the rate of \$71.98 per credit hour for all college credit courses dual enrollment and Early College students take online or at an FSCJ Campus/Center during the Fall or Spring term. Invoices will be sent in September for Fall registrations, January for Spring registrations, and May for any registrations not covered in previous invoices.
2. Submit to DCPS an invoice for tuition at the rate of \$2.33 per contact hour for all non-credit courses in programs leading to a career certificate or an applied technology diploma (PSAV), taken by dual enrollment students on the college campus or online during the Fall or Spring terms. Invoices will be sent in September for Fall registrations, January for Spring registrations, and May for any registrations not covered in previous invoices.
3. There will be no charge for Summer term tuition.

Students will be responsible for paying the one-time transcript request fee standard for all students of the College if they wish to have a copy of their College transcript.

J. Instructional materials

In accordance with s. 1007.271 F.S., instructional materials, including digital integrated course materials, for dual enrollment courses shall be made available to public high school student free of charge. Payment for course textbooks shall be made in accordance with the following

guidelines set forth below. Tangible instructional materials shall be the property of the governing board of the purchaser.

Note:

Charter schools: DCPS is not responsible for costs for textbooks or other instructional materials for Charter schools.

Home school students are responsible for paying all costs for textbooks and other instructional materials.

DCPS SHALL:

1. Submit requests for textbook and other instructional material needs for new high school based courses prior to June 15 for fall dual enrollment classes and October 15 for spring dual enrollment classes to the College Office of Dual Enrollment.
2. Use any textbooks purchased through this agreement for a period of no less than 3 years.
3. Inform students of the process for textbook authorizations for classes taken online or on the college campus to include the requirement to provide their FSCJ ID and a schedule of classes in which they are enrolled to bookstore personnel. Students will also be required to use rental options for textbooks if they are available. Students will also be informed that they may only use textbook authorizations for texts for the courses listed on their schedule.
4. Inform students of the process to return all texts to the bookstore at the end of the term at a designated time and that failure to return either rented texts or those purchased with textbook authorizations will produce a registration hold or hold on transcript release.

FSCJ SHALL:

1. Develop a process with Follett for bulk buy of texts to be used on the high school campus for approved dual enrollment courses.
2. Develop a reimbursement process for texts purchased for the 2013-2014 school year prior to the administration of this agreement.
3. Develop a textbook authorization process for dual enrollment and Early College students taking classes online or on the college campus that will cover costs of texts (only) for those designated classes.
4. Place registration and transcript holds on any dual enrollment or Early College student who fails to return texts acquired through the conditions of this agreement.

K. Transportation

Students attending dual enrollment classes at a location other than their public high school shall provide their own transportation.

L. Cost Sharing

DCPS SHALL:

1. Compensate DCPS personnel acting as dual enrollment adjunct faculty for FSCJ as part of their regular teaching load at the high school campus.
2. Compensate FSCJ for the costs of College instructional personnel, per the current cost for adjunct faculty instruction, who teach at the high school campus at DCPS request.
3. Compensate FSCJ for any college campus or online class specifically requested by DCPS for targeted groups of dual enrollment students (e.g. Early College cohort at Ribault) in which enrollment of DCPS dual enrollment students constitutes 16 or more.

THE COLLEGE SHALL:

1. Compensate FSCJ faculty teaching a combination of regular FSCJ students and dual enrollment students on a college campus if there are more than 16 dual enrollment students in the course
2. Provide the District with rates of instruction on an annual basis.

M. Teacher Preparation and In-Service Training

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

DCPS SHALL:

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

THE COLLEGE SHALL:

1. Offer collaborative workshops between college and high school faculty to develop curriculum and instructional methodologies and cumulative final exams
2. Offer access to workshops on the use of technology in instruction
3. Offer recertification courses for DCPS teachers
4. Offer in-service for district counselors that delineates the diverse career education options available to students and the basic skill levels necessary for success

N. Program Evaluation

The FSCJ Executive Dean for Liberal Arts and the DCPS Director/Articulation Officer of High School Programs shall provide overall leadership for the implementation of this articulation agreement and shall be responsible for producing an annual evaluation report on implementation. The report shall include:

1. Number and percentage of high school student participants by school, program type, and course
2. Student course performance
3. Program improvement actions
4. Results achieved through remediation reduction programs

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

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

In order to support your decision, please provide the following information:

PURPOSE / PROBLEM

The signature of the Superintendent is required to execute the articulation agreement between Duval County Public Schools (DCPS) and Florida State College at Jacksonville (FSCJ).

DECISION STATEMENT

The articulation agreement between DCPS and FSCJ will provide acceleration options for students residing in Duval County.

BACKGROUND / DISCUSSION / RESEARCH

This agreement provides acceleration opportunities for Duval County students through Dual Enrollment, Advanced Placement, and International Baccalaureate. DCPS and FSCJ also agree to cooperate in the advancement of district Career Academies, and provide provisions for students in charter schools and home education to participate in Dual Enrollment opportunities. This articulation agreement also revises the prior college entrance requirements that precluded a segment of students from participation in Dual Enrollment.

ALTERNATIVES

This articulation agreement does not limit our ability to enter similar agreements with other colleges and universities, if advantageous to the district.

RECOMMENDATION

Execution of the articulation agreement with Florida State College at Jacksonville.

SOURCE OF FUNDING:

None required.

COORDINATION

Who has signed off and/or reviewed this document?

Signature *Dana Kipe for Andrew Post*
Andrew Post, Chief of Accountability and Assessment

Signature *Karen Chastain*
Karen Chastain, Chief of Legal Affairs