

DUAL ENROLLMENT ARTICULATION AGREEMENT BETWEEN
THE DISTRICT BOARD OF TRUSTEES OF NORTH FLORIDA COMMUNITY COLLEGE
and
THE DISTRICT SCHOOL BOARD OF MADISON COUNTY

This agreement is entered into by and between the District Board of Trustees of North Florida Community College, Madison, Florida, hereinafter referred to as the “College,” and the District School Board of Madison County, hereinafter referred to as the “School Board,”

WHEREAS, pursuant to section 1007.271, Florida Statutes, each school district and the community college which serves it must enter into a dual enrollment articulation agreement; and

WHEREAS, the State Board of Education has promulgated SBE Rule 6A-10.024 providing for inter alia, the establishment of joint articulation programs and agreements for college-level instruction for high school students; and

WHEREAS, the parties hereto believe that the adoption of an articulation plan will provide enhanced learning opportunities for qualified students through the efficient use of the College’s programs and resources;

NOW, THEREFORE,

The College and the School Board do hereby agree as follows:

I. EFFECTIVE DATE AND EFFECT OF AGREEMENT

This agreement shall be in effect from the date of entering into this agreement – July 31, 2014. It shall replace all previous dual enrollment articulation agreements between the parties.

II. THE INTENT OF THE LAW

It is the intent of the Legislature that a variety of articulated acceleration mechanisms be available to secondary and postsecondary students attending public educational institutions. The purpose of these acceleration mechanisms is to shorten the time necessary for a student to complete the requirements for obtaining a degree, to broaden the scope of curricular options available to students, to increase the depth of study available for a particular subject, and to better utilize faculty, facilities, and equipment. The articulation mechanisms include (but are not limited to) dual enrollment, early admission, advanced placement, and credit by examination.

III. PARTIES TO THE AGREEMENT

North Florida Community College and the District School Board of Madison County.

IV. ARTICULATED PROGRAMS

The programs articulated under this agreement include:

- A. College credit dual enrollment;
- B. Career dual enrollment;
- C. College credit early admissions;

- D. Career early admissions;
- E. Advanced placement
- F. Career Pathways

The following are included with this agreement:

- A. College Calendar for 2013 - 2014 (Appendix A);
- B. State Board of Education Rule 6A-14.064, College Credit Dual Enrollment (Appendix B);
- C. How to access the Dual Enrollment Course-High School Subject Area Equivalency List (Appendix C)
- D. Methodology for determining dual enrollment student cost per credit hour (Appendix D)

V. COURSES

- A. Any course that is contained within the common course numbering system shall be eligible if not specifically excluded by Florida Statute, State Board of Education Rule, District Board of Trustees Policy, or District Board of Education Policy. College-level courses including mathematics, English, science, foreign language, social sciences and social studies, vocational courses, and such other courses as may be mutually agreed upon shall be offered by the College for high school students participating in the program. To ensure transferability of credits, students' educational plans should be closely evaluated when utilizing specialty courses for dual enrollment. To further ensure transferability, North Florida Community College encourages students to concentrate on general education courses. Students who intend to earn an associate in arts or baccalaureate degree should carefully evaluate each course to determine its applicability to meeting degree requirements.
- B. Eligible secondary school students shall be permitted to enroll in postsecondary courses conducted during school hours, after regular day school hours, and during summer terms. In addition, eligible secondary school students shall be permitted to enroll in distant learning courses or a combination (hybrid) course. The College shall assume responsibility for the maintenance of instructional quality.

VI. ARTICULATION COUNCIL

There shall be an Articulation Council composed of no fewer than four members. The College representatives shall be the Director of Curriculum and Instruction, the Dean of Enrollment and Student Services and the Dual Enrollment Coordinator. The Madison County School Board representatives shall be the high school Guidance Counselors and the Curriculum Supervisor.

VII. DEFINITIONS OF METHODS OF ACCELERATION

For purposes of the dual enrollment articulation agreement, the following definitions based on law shall be adhered to:

- A. Dual Enrollment, §1007.271, Florida Statutes
 - 1. The dual enrollment program is the enrollment of an eligible secondary student in a post-secondary course creditable toward a career certificate or an associate degree.
 - 2. Students are permitted to enroll in these programs during school hours, after school hours and during the summer term. In addition, eligible secondary school students shall be permitted to enroll in distant learning courses or a combination (hybrid) course. Any student

so enrolled shall be exempt from the payment of registration, matriculation, and laboratory fees.

B. Career Dual Enrollment, §1007.2711, Florida Statutes

1. Career dual enrollment was established by the Legislature as a positive measure to expand the scope of the dual enrollment program.
2. This type of dual enrollment shall be provided as a curricular option for secondary students who wish to earn a series of elective credits toward the high school diploma and shall be available for eligible secondary students seeking a degree or certification from a complete job preparatory program, rather than enrollment in isolated vocational courses.

C. Early Admission, §1007.271(10), Florida Statutes

Early admission is a form of dual enrollment through which eligible secondary students enroll in a post-secondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate degree.

D. Career Early Admission, §1007.271(11), Florida Statutes

Career early admission is a form of career dual enrollment through which eligible secondary students enroll full-time in courses that are creditable toward the high school diploma and the certificate or advanced technical diploma.

E. Advanced Placement, §1007.27(5), Florida Statutes

Advanced placement shall be the enrollment of an eligible secondary student in a course offered through the Advanced Placement Program administered by the College Board. Post-secondary credit for an advanced placement course shall be awarded on the basis of Rule 6A-10.024 F.A.C.

F. Career Pathways, §1007.235(2)(d), Florida Statutes

The high school and the College agree to cooperate in the advancement of the Career Pathways Program. Working through a Career Pathways partnership, the high school and College personnel have identified courses and programs that can articulate from the high school to the College to help prepare students for certificates or associate degrees. The high school and College will promote the Career Pathways Program to students, parent, and counselors through the website, posters, brochures, and email. The high school and College will establish clearly defined course-by-course or course -to -pathway articulation agreements. The agreements will provide opportunities for admission to College programs and the award of credit for students in those programs because of their successful work in the Career Pathways Program. To be eligible for the award of college credit, the student must complete the appropriate sequence of high school Career Pathway courses with a cumulative grade point average and assessment stated in the agreement. Through successful work in the Career Pathways Program, students will receive credit for college courses, which saves them time and money. These credits can assist them in graduating earlier at the postsecondary level. Revisions and amendments to Career Pathways Articulation Agreements will be submitted annually. All courses in a pathway will be reviewed and new pathways developed as appropriate.

VIII. STUDENT ELIGIBILITY

- A. An eligible secondary student is defined in §1007.271(2), Florida Statutes, as a student who is enrolled in a Florida public secondary school or a Florida non-public secondary school. A non-public secondary school must be in compliance with 1002.42, Florida Statutes and must conduct a secondary curriculum pursuant to §1003.43, Florida Statutes, in order for its students to be eligible to participate in a dual enrollment program. Confirmation of compliance must be provided to the College from the non-public institution. Evidence of compliance can be a letter attesting that the non-public school complies or the receipt of actual documentation, i.e., catalogs, etc.
- B. The College limits dual enrollment to high school sophomores, juniors and seniors.
- C. The high school guidance office is responsible for verifying that the student has earned the required scores on the proper placement test(s) in order to register for a specific course(s). The guidance counselor at the high school will sign the registration form to verify that the student is eligible to take the dual enrollment course(s).
- D. No student shall be enrolled in a college credit mathematics or English course on a dual enrollment basis unless the student has demonstrated adequate pre-collegiate preparation on the basic computational and/or communications skills assessment of the entry-level placement test. Additionally, students enrolling in any college credit course must demonstrate adequate reading preparation through submission of appropriate placement test scores.
- E. Students enrolling in dual enrollment courses must identify a postsecondary education objective. College advising personnel are responsible for appropriate student academic advisement and educational planning. College personnel will work closely with students and high school guidance professionals in the development of student academic and education plans.
- F. The high school is responsible for verifying that the student is eligible to apply for admission as a dual enrolled student. The student is responsible for applying for admission and meeting admission requirements prior to the published deadlines. Students with incomplete applications for admission will not be allowed to register. Spaces in courses and programs may fill quickly. Incomplete applications may cause delays that prevent registration into the desired course or program.
- G. Part-time dual enrolled students may take up to eleven semester hours or 330 vocational contact hours in the fall or the spring term. Up to seven semester hours or 210 vocational contact hours may be taken during a six-week summer term. Full-time dual enrollment early admission student must take a minimum of twelve college credit hours or 360 vocational contact hours but no more than 16 college credit hours or 480 vocational contact hours during the fall or the spring term.
- H. Students who enroll in college courses in the summer of their high school graduation must do so as degree seeking students rather than dual enrolled students unless the college course begins and ends prior to their high school graduation date and contributes to the requirements necessary for high school graduation.
- I. An unweighted 3.0 grade point average (high school) must be achieved and maintained to enroll in college credit courses. An unweighted 2.0 grade point average (high school) must be achieved and maintained for vocational certificate dual enrollment courses. Students must also maintain a 2.0 college grade point average to continue in dual enrollment.

- J. Students may not earn more than twelve (12) college credit hours unless they have demonstrated proficiency in the basic competency areas of reading, writing, and mathematics by a postsecondary readiness assessment *or* are concurrently enrolled in a secondary course(s) in the basic competency area(s) for which they have been deemed deficient by the postsecondary readiness assessment.
- K. If a dual enrolled student receives a grade of “D” or “F” in any college credit course, the student must “sit out” the next term. Meaning, the student cannot register the next available term as a dual enrolled student. If a dual enrolled student withdraws from a college credit course and receives the grade of “W”, the high school guidance counselor makes the determination whether or not the student registers the next term.
- L. Any course with the grade of “D” or “F” cannot be repeated without a written request to the Dual Enrollment Coordinator from the high school guidance counselor. The final decision rests with the College.

IX. FACULTY QUALIFICATIONS AND SACS ACCREDITATION STANDARDS

A. Criteria for Accreditation

1. The selection, development, and retention of competent faculty at all academic levels are of major importance to the educational quality of dual enrollment programs. The Southern Association of Colleges and Schools (SACS) criteria require that NFCC provide evidence that it has employed faculty members qualified to accomplish the purposes of the program and the institution as well as fulfill the intent of SACS accreditation guidelines. Faculty must meet the requirements of SACS criteria for academic and professional preparation.
2. The credentials for all full-time and adjunct instructors in all programs will be maintained in the office of the Chief Academic Officer.

B. North Florida Community College will provide for the orientation, supervision, and evaluation of all full-time and adjunct instructors.

1. The Director of Curriculum and Instruction, with the involvement of the appropriate department chair, will hold an orientation meeting for adjunct faculty. All adjunct faculty teaching dual enrollment courses are required to attend.
2. The Director of Curriculum and Instruction will meet with or email the adjunct faculty at least once each term for the purpose of discussing and clarifying institutional policies and procedures as well as expectations.
3. The Director of Curriculum and Instruction will partner the adjunct faculty member with a full time faculty member in the same discipline who acts as a content “go to” person.
4. The Director of Curriculum and Instruction will conduct periodic evaluations of the performance of adjunct faculty members. Such evaluations may include classroom visitations, assessment of instructional materials including tests and other measures of student progress, and student evaluations of instruction. These evaluations will be maintained in the office of the Chief Academic Officer.

5. The faculty handbook is accessible through the NFCC website. All faculty, both full time and adjunct, are expected to adhere to the professional guidelines, rules, and expectations therein.
6. The student handbook is accessible through the NFCC website. The student handbook details add/drop and withdrawal policies, student code of conduct, grading policies, critical dates, etc. All faculty, both full time and adjunct, are expected to adhere to the professional guidelines, rules, and expectations therein.

X. NECESSARY COMPONENTS AND DESIGNATION OF RESPONSIBILITY

- A. The eligible courses will be postsecondary level courses included in this agreement designated by common course prefixes, numbers and course titles.
- B. The high school will designate an individual responsible for serving as the contact person for dual enrollment. The high school will be responsible for the following administrative tasks:
 1. Identifying students who may be eligible for and benefit from dual enrollment;
 2. Verifying that the student is eligible to register for dual enrollment courses on the basis of documented placement test scores, high school GPA, and readiness for college;
 3. Ensuring that student registrations are in the Office of the Registrar prior to the first day of class for any given term.
 4. Ensuring that late dual enrollment registration forms and required documents are submitted to the Office of the Registrar by the last day to register for any given term.
 5. Assuring reasonable access to schools and students by College personnel for purposes of program information and dissemination.
 6. Providing staff to assist College personnel with facilities and requested instructional equipment.
 7. Responding to requests for transcripts for dual enrollment students in a timely manner.
 8. Use of College adopted textbooks and instructional materials.
 9. Coordination of the school calendar with the College calendar to the extent possible, thus ensuring that instructional time requirements are met.
- C. The College will:
 1. Verify that secondary students enrolled in the dual enrollment program meet admission requirements.
 2. Ensure that credit by examination is made available to students, thus allowing the possibility of earning credit in general subject areas applicable to the Associate in Arts, Associate in Science, , and/or postsecondary vocational certificate programs.
 3. Transmit grade and credit information to the high school in a timely manner.
 4. Provide a list of required textbooks to the high school contact person two (2) months prior to the start of any given term.
- D. Supervision of Dual Enrollment Program

1. The College President will designate an individual responsible for administrative oversight of the dual enrollment program. The responsibilities include, registration, drop/add, attendance, and monitoring the program in general.
2. The Chief Academic Officer will be responsible for ensuring that the level of instruction and programs demonstrate the level of academic rigor expected of all college courses. To ensure equivalent rigor with dual enrollment courses taught on the high school campus, the College will provide a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes. Assessments shall be provided to the high school campus dual enrollment course instructor by the College in a timely manner to ensure availability prior to scheduled administration dates.

E. Fees and Transportation

1. Florida Statute §1007.271, Dual Enrollment Programs, require school districts to pay the standard tuition rate per credit hour to the College for dual enrollment instruction. The methodology for determining student cost is outlined in Appendix D.
2. The non-public secondary schools shall be held to the same statutory requirements regarding tuition payment to the College as the school districts.
3. Each term, an invoice will be sent to the school districts and the non-public secondary schools at the conclusion of the college term's verification of class attendance. The invoice will reflect the total number of hours enrolled times the established tuition rate per credit hour as outlined in Appendix D.
4. School districts and non-public secondary schools will not be invoiced for students who drop college classes during the prescribed drop/add period.
5. School districts and non-public secondary schools will be invoiced for students who withdraw ("W" grade) during the withdrawal period as outlined in the academic calendar.
6. The College application fee will not be assessed while students participate in the Dual Enrollment Program. However, the application fee will be assessed when students enter a degree program at North Florida Community College following graduation from high school.
7. Institutional materials assigned for use with dual enrollment courses will be provided to public school students at no cost. The School Board will provide the student with the required textbook(s) and other instructional materials. The School Board will take ownership of the textbooks and other instructional materials at the time of purchase and will reuse the materials whenever possible in future dual enrollment courses, as long as they are required for such courses.
8. The parents of a non-public school high school student are responsible for the purchase of textbook(s), instructional materials, and other fees required for dual enrollment courses.
9. The student or the parents of said student shall provide transportation.

XI. Designation of Institutional Responsibility

- A. Dual enrollment courses may be taken at the College or at the high school site or at any site where college courses are taught, subject to approval by the high school guidance counselor or dual

enrollment coordinator. In addition, eligible secondary school students shall be permitted to enroll in distant learning courses or a combination (hybrid) course.

- B. College policy specifies attendance requirements. A student may be absent no more than two clock hours per credit hour of instruction. These absences include excused absences as well as unexcused absences. It is the student's responsibility to see to it that work missed due to high school-related absences is made up.
- C. The College will maintain student records in the Office of the Registrar. The Office of the Registrar will send student grades to the high school guidance office within ten (10) days of the last class day of the College term.
- D. Procedures
 - 1. The high school will promote the dual enrollment program by informing students about the ramifications of taking college credit courses while in high school.
 - 2. The high school will provide students who may be eligible to take dual enrollment courses with the eligibility criteria to register for courses.
 - 3. In the Summer Term, the high school guidance counselor will register eligible students for courses to be offered in the following fall term. In the Fall Term, the high school guidance counselor will register eligible students for courses to be offered in the following Spring Term.
 - 4. The high school will certify by the signature of the guidance counselor on the Advisement/Registration form that students are eligible to register for dual enrollment courses.
 - 5. The high school guidance counselor will provide the College Office of the Registrar with Enhanced ACT or SAT-I scores for students who do not present exemption scores or who do not present adequate scores on the Florida College Entry-Level Placement Test (CPT) or the Postsecondary Education Readiness Test (PERT).
 - 6. All required documents must be in the Office of the Registrar by the last day to register for any given term.
- E. Testing
 - 1. According to State Board Rule 6A-10.0315, school districts must administer the Florida Postsecondary Education Readiness Test (PERT) to high school students who meet the criteria established in Section 1008.30(3), F.S. Students who do not meet or exceed established scores must complete postsecondary preparatory instruction prior to high school graduation.
 - 2. The high schools are responsible for providing test scores to the College.
 - 3. For dual enrollment purposes, high school students may test in the NFCC Test Center.
- F. Academic advising
 - 1. The high school guidance office is responsible for dual enrollment students as to the courses which may be used to meet high school graduation requirements.

- G. College advising personnel are responsible for assisting students with course selections consistent with the student's postsecondary educational goals and plans developed in collaboration with the student, the high school guidance counselor, and College advising personnel.
- H. Assignments of Grades
1. The evaluation of students and the assigning of grades are the prerogatives and responsibilities of the faculty member assigned to teach the class in which the students are enrolled.
 2. The method for determining the final course grade, including activities to be graded and their respective weighting shall be specified in the course syllabus and distributed to the student. Any unavoidable changes to the grading policies in the syllabus must be communicated in writing to each student in the course.
 3. Instructors may assign only those grades specified in the catalog. The instructor of record must assign all grades in a given course.
- I. Grade Reporting Procedures
1. If an emergency prevents the instructor from assigning final grades, the College department chair using original student records, course syllabus, and other appropriate information will assign final grades. Under such circumstances, a written explanation of the situation will be attached to the final grade roster.
 2. A student may not be registered in one course and attend another course. Assuming valid reasons for a change from the course for which the student registered, the drop/add form must be processed to reflect the actual situation; such paperwork must be processed immediately, not at the end of the term.
- J. Feedback Mechanisms for Providing Information Regarding Student Performance to Secondary Schools
1. Faculty teaching dual enrollment courses at the high school will notify the Office of the Registrar at North Florida Community College when student academic performance and/or attendance are not satisfactory.
 2. The Office of the Registrar will send the high school guidance office a copy of the unsatisfactory performance notice.
 3. The Office of the Registrar will mail an official copy of the final grade roster to the high school guidance office.
- K. The College and the School Board shall jointly assume responsibility for the implementation and enforcement of any rights and responsibilities that arise by the creation, maintenance and use of any "records" and "reports" regarding any high school students enrolled in accordance with all applicable laws, including but not limited to Section 1002.22, Florida Statutes. Each shall be responsible for "records" and "reports" maintained, housed or stored by the respective institutions.

XII. Minority and Special Populations

- A. Minority enrollment is encouraged in dual enrollment programs. High school guidance counselors will ensure that minority students are provided information about the dual enrollment program, including the advantages afforded students who register for college courses while in high school.
- B. The high school shall provide the College a letter outlining the steps taken to promote dual enrollment opportunities for minorities.
- C. High school guidance counselors will ensure that qualified students with disabilities (including those who have Individual Education Plans or 504 Plans) are provided information about the dual enrollment program. The School District understands that the accommodations and modifications provided to the student under the IEP are not automatically provided in the postsecondary setting. NFCC cannot be held to the decisions of the IEP Committee. NFCC has a separate mechanism for approving students with disabilities for accommodations. The School District will refer the student and his/her parents to the Office of Student Disability Services on the NFCC main campus and will provide copies of relevant testing to NFCC upon receipt of signed Release of Information. Accommodations from the college will proceed upon completion of the intake with the parent and student and receipt of appropriate records.
- D. Accommodation provisions will be individually determined by NFCC in conjunction with the student, parent, and high school guidance counselor. NFCC agrees to arrange and provide accommodations for dual enrolled students receiving instructions at any facility other than the high school. The School District agrees to arrange and provide accommodations for dual enrolled students receiving instruction on the high school site. If a high school student has a dedicated, paid staff member as an auxiliary aid/assistant, the School District agrees to send that staff member with the student to NFCC classes. NFCC does not provide Personal Care Attendants at any time. Situations not covered by the above agreement will be discussed and decided on a case by case basis between the parties.

XIII. Personnel Assignments

- A. The College Chief Academic Officer will be responsible for approving faculty to teach dual enrollment courses. The high school is responsible for providing the College Chief Academic Officer with the graduate transcripts of a resident faculty member that it desires to put forward as a possible teacher of NFCC courses.
- B. The faculty assigned to teach dual enrollment courses will meet SACS criteria. The College will collaborate with the School Board in making faculty appointments to teach dual enrollment courses at the high school.
- C. All faculty, including those teaching classes meeting in the high schools, will be paid by the College unless alternate arrangements are agreed upon by the School Board and the College.
- D. There will be an orientation for instructors assigned to teach dual enrollment courses. This will be part of the College preplanning activities and will be directed by the Director of Curriculum and Instruction.
- E. The purpose of the orientation session will be to share important information and instructional materials that will support and enhance teaching effectiveness. Instructional effectiveness throughout the district remains a high priority for the College.

XIV. The Appeal Process

- A. The student appeal process procedures are outlined in the Student Handbook. The student handbook can be accessed from the NFCC website, www.nfcc.edu.
- B. The faculty appeal process procedures are outlined in the Faculty Handbook. The faculty handbook can be accessed from the NFCC website, www.nfcc.edu.

XV. Annual Review

- A. The Articulation Council will review the Dual Enrollment Articulation Agreement annually.
- B. The Agreement shall be presented to the College Board of Trustees and the District School Board for approval.

XVI. Mechanisms and Strategies to Reduce the Incidence of Postsecondary Remediation

- A. The College will host educational “summits” in the areas of mathematics and English to provide a forum for ideas and strategies to reduce the remediation needs of students coming out of high school to postsecondary programs. Instructors from all levels of the K-12 system will be invited to participate with College faculty in these summits to be held each fall.
- B. The College will provide links to online tutorials and study assistance on its web site.
- C. The College will provide school specific data to the school district as it pertains to remediation needs for school graduates.

XVII. Mechanisms and Strategies for Improving the Preparation of Teachers at All Levels

- A. The College will establish, and encourage school participation in, a regional task force to improve teaching and the preparation of teachers. The task force will include representation from the College faculty and administration, and teachers and administrators from each of the school districts served by the College.
- B. The College will continue hosting the annual Education Summit for area schools. Topics associated with teacher training and development will be included. Adjunct faculty and those teaching dual enrolled courses are encouraged to attend.
- C. The College will provide a multi-day seminar for teachers with the purpose of developing awareness of, and proficiency in, the use of instructional technology. Adjunct faculty and those teaching dual enrolled courses are encouraged to attend.

XVIII. Term of Agreement

- A. Upon signature, this Agreement will be in effect until July 31, 2014.
- B. Planning for the 2014 - 2015 academic year shall be completed in May 2014.

APPENDIX A

2013 – 2014 Academic Calendar

TRADITIONAL TERM

| 2013 | Term I | Comments |
|---------------------|-------------------------------|---|
| August 22 & 23 | Faculty Planning Days | |
| August 26 | Classes Begin | |
| Sept. 2 | LABOR DAY Holiday | |
| Nov. 11 | VETERANS DAY Holiday | |
| Nov. 28 & 29 | THANKSGIVING Holidays | |
| Dec. 5 | Classes End | |
| Dec. 6 – 11 | Final Exams | |
| Dec. 13 | Grades Due | |
| Dec. 12, 13, 16, 17 | Faculty Planning Days | |
| Dec. 17 | Term Ends. Commencement, 7 pm | |
| <hr/> | | |
| 2014 | Term II | Comments |
| Jan. 6 & 7 | Faculty Planning Days | |
| Jan. 8 | Classes Begin | |
| Jan. 20 | MARTIN LUTHER KING Holiday | |
| Feb. 17 | PRESIDENTS DAY Holiday | |
| March 17 – 21 | SPRING BREAK | |
| Apr. 24 | Classes End | |
| Apr. 25 – 30 | Final Exams | |
| May 2 | Grades Due | |
| May 1, 2, 5, 6 | Faculty Planning Days | |
| May 6 | Term Ends. Commencement, 7 pm | |
| <hr/> | | |
| 2014 | Term III | Comments |
| May 12 | Classes Begin | <i>request for exception to common entry period</i> |
| May 26 | MEMORIAL DAY Holiday | |
| June 18 | Classes End | |
| June 19 | Final Exams | |
| June 24 | Grades Due. Term Ends | |
| <hr/> | | |
| 2014 | Term IV | Comments |
| June 30 | Classes Begin | |
| July 3 | INDEPENDENCE DAY Holiday | |
| Aug. 6 | Classes End | |
| Aug. 7 | Final Exams | |
| Aug. 12 | Grades Due. Term Ends | |

NON-TRADITIONAL TERMS (e.g. Weekend College, Mini-mesters)

NONE

APPENDIX B

6A-14.064 College Credit Dual Enrollment.

(1) To be eligible to receive college credit through dual enrollment:

(a) Students must meet the grade point average (GPA) requirements, as specified in Section 1007.271, F.S., for the degree or certificate program selected. Procedures for determining exceptions to the GPA requirements on an individual student basis must be noted in the District Interinstitutional Articulation Agreement as required by Section 1007.235, F.S.

(b) Students must satisfy the college preparatory testing requirements of Section 1008.30(4)(a), F.S. and Rule 6A-10.0315, F.A.C., which is hereby incorporated by reference. Students who have been identified as deficient in basic competencies in one of the areas of reading, writing or mathematics, as determined by scores on a postsecondary readiness assessment identified in Rule 6A-10.0315, F.A.C., shall not be permitted to enroll in college credit courses in curriculum areas precluded by the deficiency. Students may enroll in college credit courses that are not precluded by the deficiency; however, students may not earn more than twelve (12) college credit hours prior to the correction of all deficiencies. Exceptions to the twelve (12) college credit hour limitation may be granted by the postsecondary institution provided that the dual enrollment student is concurrently enrolled in a secondary course(s) in the basic competency area(s) for which they have been deemed deficient by the postsecondary readiness assessment. In addition, the secondary student that has accumulated twelve (12) college credit hours and has not yet demonstrated proficiency in the basic competency areas of reading, writing and mathematics must be advised in writing by the school district of the requirements for associate degree completion and state university admission, including information about future financial aid eligibility and the potential costs of accumulating excessive college credit, as outlined in Section 1009.286, F.S.

(c) For joint dual enrollment and Advanced Placement (AP) courses, as authorized in Section 1007.272, F.S., students must comply with the add/drop policies and deadlines of the postsecondary institution. A student who elects to enroll in an AP course that is jointly offered with a dual enrollment course may not earn postsecondary credit for that course through dual enrollment.

(d) In order to remain eligible for college credit coursework, students must maintain the high school grade point average required for initial eligibility unless otherwise noted in the District Interinstitutional Articulation Agreement.

(e) Participation of exceptional student education (ESE) students must be in accordance with statutory eligibility requirements and with the procedural guidelines and district-college responsibilities delineated in the District Interinstitutional Articulation Agreement.

(f) Districts and colleges may agree to extend dual enrollment participation in Student Life Skills (designated as SLS course prefix in the Statewide Course Numbering System) courses to students who do not meet the statutory eligibility requirements, if alternate eligibility requirements are delineated in the District Interinstitutional Articulation Agreement.

(g) In order to be considered a full-time dual enrollment early admission student, the student must enroll in a minimum of twelve (12) college credit hours but may not be required to enroll in more than fifteen (15) college credit hours.

(2) The following requirements shall apply to faculty providing instruction in college credit dual enrollment courses:

(a) All full-time or adjunct faculty teaching dual enrollment courses must meet Southern Association of Colleges and Schools Commission on Colleges' Principles of Accreditation: Foundations for Quality Enhancement, 2010 Edition, section 3.7.1, for postsecondary instructors in the course and discipline, which is hereby incorporated by reference. The document may be accessed at <http://www.sacscoc.org/pdf/2010principlesofaccreditation.pdf>. These criteria apply to all faculty teaching postsecondary courses regardless of the physical location of the course being taught. The postsecondary institution awarding credit shall ensure faculty teaching dual enrollment courses meet these qualifications.

(b) Postsecondary transcripts of all full-time or adjunct faculty teaching dual enrollment courses must be filed with the postsecondary institution, regardless of who employs or pays the faculty member's salary. For dual enrollment courses taught on high school campuses, the faculty transcripts must be submitted to the postsecondary institution for filing.

(c) The postsecondary institution shall provide all full-time and adjunct faculty teaching dual enrollment courses with a copy of the current faculty or adjunct faculty handbook. Faculty shall adhere to the professional guidelines, rules, and expectations therein. Any exceptions to such requirements must be noted in the District Interinstitutional Articulation Agreement.

(d) The postsecondary institution shall provide all full-time and adjunct faculty teaching dual enrollment courses with a current student handbook detailing information that includes, but is not limited to, add/drop and withdrawal policies, student code of conduct, grading policies, and critical dates. Faculty shall adhere to the guidelines, rules, and expectations therein that apply to faculty. Any exceptions to such requirements must be noted in the District Interinstitutional Articulation Agreement.

(e) The postsecondary institution shall provide all adjunct faculty teaching dual enrollment courses with a full-time faculty contact or liaison in the same discipline.

(f) All full-time and adjunct faculty teaching dual enrollment courses, regardless of location of instruction, shall be observed by a designee of the college president and evaluated based on the same criteria used for all other full-time or adjunct faculty delivering college courses at that institution.

(g) The postsecondary institution shall provide all full-time and adjunct faculty teaching dual enrollment courses with a copy of course plans and objectives for the college course they are teaching. In addition, faculty shall be provided with information on additional requirements related to Rule 6A-10.030, F.A.C., if applicable. All course objectives and identified competencies must be included in the course plan and covered per the syllabus during the term.

(h) All full-time and adjunct faculty teaching dual enrollment courses shall file a copy of their current course syllabus with the college's discipline chair or department chair prior to the start of each term. Content of the syllabus must meet the same criteria as required for all college courses offered at that institution.

(3) The following curriculum standards for content, syllabi, exams, and grades shall apply to college credit dual enrollment:

(a) Dual enrollment courses taught on the high school campus must meet all competencies expected and outlined in the postsecondary course plan. To ensure equivalent rigor with on-campus courses, the institution granting postsecondary credit shall be responsible for providing a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes in accordance with the Southern Association of Colleges and Schools Commission on Colleges' Principles of Accreditation: Foundations for Quality Enhancement, 2010 Edition, sections 2.7.4 and 3.5.1, which are hereby incorporated by reference. The document may be accessed at <http://www.sacscoc.org/pdf/2010principlesofaccreditation.pdf>. Assessments shall be provided to the high school campus dual enrollment course instructor by the college in a timely manner to ensure availability prior to scheduled administration dates. Completed, scored exams will be returned to the postsecondary institution and held on file for a period of one (1) year.

(b) Textbooks and instructional materials used in dual enrollment courses must be the same or comparable with those used with other postsecondary courses at the postsecondary institution with the same course prefix and number. The postsecondary institution will advise the school district of instructional material requirements as soon as that information becomes available, but no later than one term prior to a course being offered.

(c) Course requirements such as tests, papers, or other assignments for dual enrollment students must be at the same level of rigor or depth as those for all non-dual enrollment postsecondary students. All full-time and adjunct faculty teaching dual enrollment courses must observe postsecondary institution procedures and deadlines for submission of grades in the appropriate format. All faculty will be advised of postsecondary institution-wide grading guidelines prior to teaching a dual enrollment course.

(d) Policies relating to dual enrollment course withdrawals and repeats shall be determined by the college and must be clearly delineated in the District Interinstitutional Articulation Agreement.

(4) The following environmental standards shall apply to college credit dual enrollment:

(a) Dual enrollment courses taught on a high school campus shall ensure minimal interruptions of instructional time. A student shall lose eligibility to participate in dual enrollment if the secondary institution where a course is being offered determines that a student is being disruptive to the learning process, such that the progress of other students and the efficient administration of the course are hindered.

(b) Dual enrollment courses may not be combined with other high school courses, except in accordance with Section 1007.272, F.S.

(c) A formalized process between the high school counselor and the college must be delineated in the District Interinstitutional Articulation Agreement for informing students and parents or guardians of college course-level expectations, including, but not limited to the following:

1. Any letter grade below a “C” will not count as credit toward satisfaction of the requirements in Rule 6A-10.030, F.A.C.; however, all grades are calculated in a student’s GPA and will appear on their college transcript.

2. All grades, including “W” for withdrawal, become a part of the student’s permanent college transcript and may affect subsequent postsecondary admission.

3. While appropriate for college-level study, course materials and class discussions may reflect topics not typically included in secondary courses which some parents may object to for minors. Courses will not be modified to accommodate variations in student age and/or maturity.

4. The selection of courses to meet degree requirements, including approved program common prerequisite courses, in order to minimize student and state costs for excess hours.

5. The inclusion of dual enrollment course plans in their Electronic Personal Educational Planner (ePEP) using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org, as required by Section 1003.413(3)(i), F.S., to minimize enrollment in a random selection of college courses.

(5) The following accountability and assessment standards shall apply to college credit dual enrollment:

(a) Postsecondary institutions shall analyze student performance in dual enrollment to ensure that the level of preparation and future success is comparable with non-dual enrollment postsecondary students. Analyses and recommendations shall be shared and reviewed with the principal and local school district.

(b) High schools shall analyze course and instructor evaluations for dual enrollment courses on the high school campus. Analyses and recommendations shall be shared and reviewed by both the college and the high school.

(c) Any course-, discipline-, college-, or system-wide assessments that a postsecondary institution requires in non-dual enrollment sections of a course shall also be used in all dual enrollment sections of the course.

(d) Colleges shall compare student performance, to include final grade and exam, of dual enrollment course offerings on high school campuses and college campuses to ensure that results are comparable to non-dual enrollment sections. Results will be made available to the principal, local school district, the college president, and the Department of Education.

Rulemaking Authority 1001.02(2), (6), 1007.271(3), (9) FS. Law Implemented 1007.271 FS. History—New 6-22-10.

APPENDIX C

Dual Enrollment Course – High School Subject Equivalency List

The *2013–2014 Dual Enrollment Course – High School Subject Area Equivalency List* is available at the Office Of Articulation website under Advising Resources.

<http://www.fldoe.org/articulation>

Contact Information:

Mr. Matthew Bouck

- (850) 245-0427
- matthew.bouck@fldoe.org

APPENDIX D

2013-2014 Academic Year
North Florida Community College
Dual Enrolled Student Cost Per Credit Hour

On NFCC Campus \$71.98

On High School Campus/NFCC Instructor/Overload

Instructional Cost (FT) \$49.45

Requires class of 13 (Overload/13*1.146)

Instructional Travel \$10.95

(80 miles*2 days*15 weeks*.445)/13

Enrollment Services Cost \$10.47

(Admissions, Advisement, Registration, Records)

Dual Enrollment = average of 12% of total FTE/3531 SSH

Administrative Oversight = 11957/3531 or \$3.38

Registrar = \$6062/3531 or \$1.71

Admissions Cost = \$4507/3531 or \$1.27

Advisement Cost = \$4923/3531 or \$1.39

Registration & Records = \$5183/3531 or \$1.46

Accounts Receivable Billing = \$4457/3531 or \$1.26

Access Fee \$2.00

(Info Network, D2L, Libarary Databases)

Total Cost Per Credit Hour \$72.87

On High School Campus/NFCC Instructor/Part of Load

Instructional Cost (FT) \$155.41

Requires class of 13 (Average Salary plus benefits/30 SSH * 1 SSH/13)

Instructional Travel \$10.95

(80 miles*2 days*15 weeks*.445)/13

Enrollment Services Cost \$10.47

(Admissions, Advisement, Registration, Records)

Dual Enrollment = average of 12% of total FTE/3531 SSH

Administrative Oversight = 11957/3531 or \$3.38

Registrar = \$6062/3531 or \$1.71

Admissions Cost = \$4507/3531 or \$1.27

Advisement Cost = \$4923/3531 or \$1.39

Registration & Records = \$5183/3531 or \$1.46

Accounts Receivable Billing = \$4457/3531 or \$1.26

Access Fee \$2.00

(Info Network, D2L, Libarary Databases)

Total Cost Per Credit Hour \$178.83

APPENDIX D

2013-2014 Academic Year
North Florida Community College
Dual Enrolled Student Cost Per Credit Hour

On High School Campus/Adjunct Instructor

| | |
|--|---------|
| Instructional Cost (FT) | \$46.45 |
| Requires class of 13 (Overload/13*1.0765) | |
| Enrollment Services Cost | \$10.47 |
| (Admissions, Advisement, Registration, Records) | |
| Dual Enrollment = average of 12% of total FTE/3531 SSH | |
| Administrative Oversight = 11957/3531 or \$3.38 | |
| Registrar = \$6062/3531 or \$1.71 | |
| Admissions Cost = \$4507/3531 or \$1.27 | |
| Advisement Cost = \$4923/3531 or \$1.39 | |
| Registration & Records = \$5183/3531 or \$1.46 | |
| Accounts Receivable Billing = \$4457/3531 or \$1.26 | |
| Access Fee | \$2.00 |
| (Info Network, D2L, Library Databases) | |
| Total Cost Per Credit Hour | \$58.92 |

On High School Campus/Qualified High School Instructor

| | |
|--|---------|
| Enrollment Services Cost | \$10.47 |
| (Admissions, Advisement, Registration, Records) | |
| Dual Enrollment = average of 12% of total FTE/3531 SSH | |
| Administrative Oversight = 11957/3531 or \$3.38 | |
| Registrar = \$6062/3531 or \$1.71 | |
| Admissions Cost = \$4507/3531 or \$1.27 | |
| Advisement Cost = \$4923/3531 or \$1.39 | |
| Registration & Records = \$5183/3531 or \$1.46 | |
| Accounts Receivable Billing = \$4457/3531 or \$1.26 | |
| Access Fee | \$2.00 |
| (Info Network, D2L, Library Databases) | |
| Total Cost Per Credit Hour | \$12.47 |

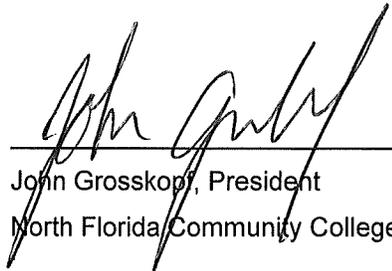
APPENDIX D

2013-2014 Academic Year
North Florida Community College
Dual Enrolled Student Cost Per Credit Hour

On High School Campus/FloridaLearns STEM Scholars Project with NFCC Instructor

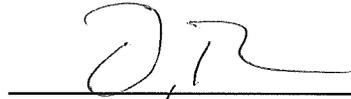
| | |
|--|----------|
| Instructional Cost (FT) | \$46.45 |
| Requires class of 13 (Overload/13*1.0765) | |
| Less Public School Instructional Cost | -\$21.16 |
| ((\$17.04 * 15 weeks)/13)*1.0765) | |
| Enrollment Services Cost | \$10.47 |
| (Admissions, Advisement, Registration, Records) | |
| Dual Enrollment = average of 12% of total FTE/3531 SSH | |
| Administrative Oversight = 11957/3531 or \$3.38 | |
| Registrar = \$6062/3531 or \$1.71 | |
| Admissions Cost = \$4507/3531 or \$1.27 | |
| Advisement Cost = \$4923/3531 or \$1.39 | |
| Registration & Records = \$5183/3531 or \$1.46 | |
| Accounts Receivable Billing = \$4457/3531 or \$1.26 | |
| Access Fee | \$2.00 |
| (Info Network, D2L, Library Databases) | |
| Total Cost Per Credit Hour | \$37.76 |

We, the undersigned representatives of North Florida Community College and the District School Board of Madison County, agree to the terms of the program specific component of this Dual Enrollment Articulation Agreement.



John Grosskopf, President
North Florida Community College

8-23-13
Date



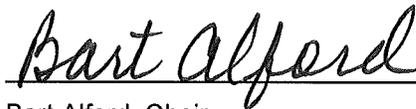
Doug Brown, Superintendent
Madison County School District

9/4/13
Date



Mike Williams, Chairman
District Board of Trustees
North Florida Community College

8-23-13
Date



Bart Alford, Chair
Madison County School Board

9-3-2013
Date