

**Dual Enrollment Inter-Institutional Articulation Agreement  
Between the District Board of Trustees of Pensacola State College, Florida,  
And the School Board of Santa Rosa County, Florida**

THIS AGREEMENT entered into by and between the District Board of Trustees of the Pensacola State College, Florida, hereinafter referred to as the "College," and the School Board of Santa Rosa County, Florida, hereinafter referred to as the "School Board."

WHEREAS, the Florida Legislature has promulgated 1007.235(1), F.S., providing for the district school superintendents and college presidents to jointly develop and implement a comprehensive articulated acceleration program for the students enrolled in their respective school districts and service areas, and;

WHEREAS, the Florida Legislature has enacted legislation that each district school board shall inform all secondary students of dual enrollment as an educational option and mechanism for acceleration, 1007.271(8) F.S., and;

WHEREAS, the State Board of Education has published Rule 6A-14.064 College Credit Dual Enrollment, and;

WHEREAS, Pensacola State College and the School Board of Santa Rosa County are Equal Access and Equal Opportunity Institutions, it is expected that the Dual Enrollment Program will encourage enrollment and participation of all students, regardless of socioeconomic status and racial background, and;

WHEREAS, the parties hereto believe that the adoption of an articulation plan will provide enhanced learning opportunities for qualified students in the high schools of Santa Rosa County, Florida, during and after normal class hours through the effective use of the College's programs and resources, now, therefore,

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

**Course Offerings**

College-level courses, including college credit and vocational credit, may be offered by the College for high school students participating in the Dual Enrollment Program. Course offerings may include, but are not limited to, the courses shown on the *Dual Enrollment Course-High School Subject Area Equivalency List* which may be accessed through <http://www.fldoe.org/articulation>. Eligible secondary students shall be permitted to enroll in postsecondary courses conducted during school hours, after school hours, and during summer terms. Vocational preparatory instruction, developmental education instruction, and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, shall be ineligible for inclusion in the dual enrollment program.

Courses and programs may be added, revised, or deleted at any time, 1007.271(13)(3)(b)1, F.S.

## **Requests and Approvals to Offer Dual Enrollment Courses at High School Locations**

To ensure timely compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) policy on substantive change, requests to offer specific dual enrollment course(s) at the high school locations must be submitted by the high school to the College at least nine (9) calendar months prior to the requested start date of the dual enrollment course(s) at the high school location.

### **Course Credits**

Postsecondary instruction approved for dual enrollment shall be creditable toward the high school diploma and the vocational certificate or the associate degree. Postsecondary credits earned in dual enrollment courses shall be posted on the high school and College transcripts in a manner consistent with the *Dual Enrollment Course-High School Subject Area Equivalency List* approved by the Florida Board of Education as posted on <http://www.fldoe.org/articulation> and <http://www.FLVC.org>.

A student who elects to enroll in an AP course that is jointly offered with a dual enrollment course, as authorized in 1007.272, F.S., may not earn postsecondary credit for that course through dual enrollment.

Pursuant to 1007.271(18), F.S., the School Board and the College must weigh dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculations of weighting systems that discriminate against dual enrollment courses are prohibited. In accordance with the Santa Rosa County, Florida School Board Student Progression Plan, dual enrollment, Advanced Placement and honors courses will be weighted, by category and/or rigor, equally, 1007.271(18), F.S. Career and technical courses are excluded from weighting.

For the purpose of class ranking, the District may exercise a weighted grading system pursuant to 1007.271 and 1003.437, F.S.

### **Posting Student Letter Grades via E-Roster**

Pursuant to 1007.235(2)(b)(12), F.S., it is the sole responsibility of the instructor, including dual enrollment instructors at high school locations, to assign and record students' letter grades via the College e-Roster system within the grade posting deadline as set by the College. Noncompliance with the College's grade posting procedures and deadlines may result in the dual enrollment instructor's loss of approval to teach dual enrollment courses and/or the high school's loss of approval to offer dual enrollment courses.

It is the responsibility of the school district for posting dual enrollment course grades to the high school transcript as assigned by the College awarding the credit. The school district will assign numeric values to the letter grades as indicated in the chart below. College staff will not provide numeric grades for students to apply to their transcripts.

**Application Chart of Letter Grades to the High School Transcript**

<b>PSC Letter Grade</b>	<b>Numeric Grade Applied to High School Transcript</b>
<b>A</b>	<b>95</b>
<b>B+</b>	<b>88</b>
<b>B</b>	<b>85</b>
<b>C+</b>	<b>78</b>
<b>C</b>	<b>75</b>
<b>D+</b>	<b>68</b>
<b>D</b>	<b>65</b>
<b>F</b>	<b>55</b>

**NOTE:** The conversion chart will be used exclusively beginning with the 2014-2015 school year.

**Attaining and Maintaining Student Eligibility**

All dual enrollment program eligibility rules and requirements stated herein pertain to public school secondary students and secondary students in home education programs that meet the requirements of 1002.41(6), F.S.

Students who have PASSED all state assessments required for high school graduation (Algebra 1 EOC, Geometry EOC, and Biology EOC), achieve appropriate placement scores on a state approved placement examination in Reading, Writing, and Math, and have attained junior-year status or higher at a district high school are admissible to the Dual Enrollment Program for instruction delivered on the College or high school campus. Students who fail to pass all three parts of the state approved placement examination, but passed the parts needed to qualify for some Dual Enrollment courses, may take up to twelve (12) hours of Dual Enrollment instruction on the high school campus. Sophomore-year status students who achieve appropriate placement scores on a state approved placement examination may enroll in dual enrollment sections of MAC 1105 College Algebra, STA 2023 Elementary Statistics, MAC1114 Plane Trigonometry, MAC1140 Pre-calculus Algebra, and/or MAC1147 Pre-calculus Algebra/Trigonometry at district high school locations.

In addition to the placement examination requirement, students must have a 3.0 unweighted GPA to qualify for college credit courses within the A.A. or A.S., or a 2.5 unweighted GPA to qualify for career and technical certificate Dual Enrollment courses, 1007.271(3), F.S.

Student eligibility for participation in the Dual Enrollment Program shall not exceed two (2) consecutive academic years of instruction or six (6) consecutive terms or semesters.

Each calendar year, home schooled students must provide to the College proof of continuous, consecutive enrollment and proof of continuous, consecutive academic progress in a home education program pursuant to 1002.41, F.S.

An eligible home education secondary student will be responsible for his or her own instructional materials and transportation unless provided for otherwise.

While enrolled in dual enrollment courses, all qualified students shall be required to comply with all applicable policies and procedures which normally apply to Pensacola State College students.

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 courses 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.

During the traditional academic year, college campus part-time dual enrollment participation may be permitted if said courses are not offered/available as dual enrollment courses on the high school campus. The total courses taken on the high school campus and on the College campus may not exceed four (4) courses (not including accompanying labs) each semester during the junior year, and may not exceed five (5) courses (not including accompanying labs) each semester during the senior year, and no more than two (2) courses (not including accompanying labs) during any summer session.

Students with disabilities will be accommodated as required by law in dual enrollment classes.

### **Early Admission Dual Enrollment**

In addition to the above-mentioned student eligibility requirements, a student who wishes to become a full-time Early Admission Dual Enrollment student must have attained junior status (Fall Semester) and be enrolled in a Santa Rosa County high school for one full semester prior to admission in the Early Admission Dual Enrollment Program. A student new to the district who has attained junior status and who enrolls full-time in Santa Rosa Online is immediately eligible to participate in the full-time Early Admission Dual Enrollment Program if both testing and grade point average criteria are met. Students wishing to participate in career and technical (Career Pathways) early admission must have completed a minimum of six (6) semesters of full-time secondary enrollment, 1007.271(11), F.S., including studies undertaken in the ninth grade, and have completed at least one (1) semester of high school in the Santa Rosa County, Florida, School System.

In order to be considered a full-time Early Admission Dual Enrollment student, the student must enroll in a minimum of twelve (12) college credit hours (or 4 courses) on the college campus each semester as a junior and senior, but may enroll in up to fifteen (15) college credit hours (or 5 courses) on the college campus each semester as a senior. Also, a student may enroll in up to 6 hours (or 2 courses) on the college campus in the summer terms.

### **Student Registration**

Eligible students shall comply with the regular admission/registration procedures of the College and shall obtain appropriate advisement from the respective high school and the College for selected courses prior to registration. Students will be strongly encouraged to utilize the FACTS program at <http://www.FLVC.org>. An individual plan will be developed with each student, encouraging the identification of a postsecondary educational objective, which will serve as a tool in course selection, 1007.235(2)(b)1, F.S.

If a dual enrollment course is offered at the high school and at the College, part-time Dual Enrollment students will take the dual enrollment course on the high school campus unless the high school campus class is considered at capacity. Capacity will usually be defined to be at least thirty (30) students but may vary by course.

Career and technical dual enrollment shall be available for students seeking a degree or certificate but not in isolated career and technical courses, 1007.271(7), F.S.

### **College Drop/Add Policies and Deadlines**

Dual Enrollment Program students must comply with the course add/drop policies and deadlines of the College. For joint dual enrollment and Advanced Placement (AP) courses, as authorized in 1007.272, F.S., students must comply with the add/drop policies and deadlines of the College.

### **Course Withdrawal and Repeating a Course**

In order to remain eligible for college credit coursework, students must maintain the high school GPA required for initial eligibility. Students having a grade of W in excess of one-half of the hours attempted within the College term or semester will lose their Dual Enrollment Program eligibility for courses on the College campus for the next semester, summer terms not included. Appropriate school district personnel will be provided timely notification from the College of the assignment of a W<sup>1</sup> or W<sup>2</sup> for any student participating in dual enrollment. Students receiving a non-attendance W<sup>2</sup> will lose Dual Enrollment Program eligibility for courses taking place on the College campus.

In order to effectively advise secondary students regarding academic progress, student self-withdrawals (W<sup>1</sup>) must be approved by the high school.

The student's home education official should consult with the school district concerning the impact of course withdrawal upon the student's program eligibility, academic progress, and subsequent postsecondary admission.

Students receiving a D+, D, or F will lose Dual Enrollment Program eligibility for courses taking place on the College campus for the next semester, summer terms not included. Dual enrollment courses in which a grade of D+, D, or F was earned may be repeated for credit one (1) time and only the most recent grade earned will be used to calculate the Pensacola State College cumulative grade point average.

Courses which are not indicated in the course description as repeatable cannot be retaken if the initial grade was a C or better.

### **Institutional Accountability, Learning Outcomes Assessment, and Faculty Credentials**

The College shall assume responsibility for the maintenance of the instructional quality, 1007.235(2)(b)8, F.S.

Dual enrollment instructors shall be regularly employed full-time or adjunct faculty of the College or high school teachers selected to teach in the Dual Enrollment Program through mutual agreement between the College and the respective high school principal. A high school teacher selected to teach in the Dual Enrollment Program will be designated as an adjunct faculty member of the College and therefore must meet the credentialing standards required by the Southern Association of Colleges and Schools Commission on Colleges.

Pensacola State College institutional accountability and assessment requirements, criteria, and procedures apply to all faculty teaching postsecondary courses regardless of the physical location of the course being taught.

Dual enrollment instructors, regardless of the physical location of the course being taught, will be required to register for and to participate in an adjunct orientation session and an Institutional Accountability and Assessment Professional Development Workshop.

Any course-, discipline-, College-, or system-wide assessment that the College requires in non-dual enrollment sections of a course shall also be used in all dual enrollment sections of the course regardless of the physical location of the course being taught.

The College shall provide all full-time and adjunct faculty teaching dual enrollment courses with a hard copy or access to an electronic copy of the Adjunct Faculty Handbook and the Employee Handbook. Faculty shall adhere to the professional guidelines, rules, and expectations therein.

The College shall provide all full-time and adjunct faculty teaching dual enrollment courses with a current copy of the College Catalog which encompasses the 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.

The College shall provide all adjunct faculty teaching dual enrollment courses with a full-time faculty contact or liaison in the same discipline.

All full-time and adjunct faculty teaching dual enrollment courses, regardless of the physical location of the course being taught, 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 the institution.

The College shall provide all full-time and adjunct faculty teaching dual enrollment courses with a hard copy or access to an electronic copy of course plans and objectives for the college course they are teaching. In addition, faculty shall be provided with information or 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 course.

All full-time and adjunct faculty teaching dual enrollment courses shall file a hard copy or an electronic copy of their current course syllabus with their respective department head at the College prior to the start of each course taught. Content of the syllabus must meet the same criteria as required for all college courses offered at the College.

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.

Dual enrollment courses taught at the high school location must meet all competencies expected and outlined in the postsecondary course plan. To ensure equivalent rigor with on-campus courses, as the institution granting postsecondary credit, the College 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, 2012 Edition, sections 3.3.1.1 and 3.5.1, which are hereby incorporated by reference. The "comprehensive, cumulative, end-of-course assessment or a series of assessments of all expected learning outcomes" refers to any and all competencies expected and outlined in the "major learning outcomes" and the "global learning outcomes" stated in the District Syllabus for each course. The SACS document may be accessed at <http://www.sacscoc.org/pdf/2012principlesofaccreditation.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 Pensacola State College and held on file by the College for a period of one (1) year.

All full-time and adjunct faculty teaching dual enrollment courses must observe College procedures and deadlines for verification of attendance and submission of mid-term and final letter grades in the appropriate format. All faculty will be advised of postsecondary institution-wide attendance verification and grading guidelines prior to teaching a dual enrollment course.

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, 2012 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/2012principlesofaccreditation.pdf>. These criteria apply to all faculty teaching postsecondary courses regardless of the physical location of the course being taught. As the postsecondary institution awarding credit, the College shall ensure faculty teaching dual enrollment courses meet these qualifications.

Official copies of postsecondary transcripts of all full-time or adjunct faculty teaching dual enrollment courses must be filed with the College, 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 College for review, approval, and filing. Prior to teaching any dual enrollment course regardless of the physical location of the course being taught, the faculty member must receive formal approval to teach the course from the College.

### **Professional Development for Teachers**

In accordance with Florida Statutes, the School Board and the College will work collaboratively to design professional development opportunities for secondary and college faculty and staff facilitating the dual enrollment program.

### **Student Guidance Services**

During a workshop sponsored annually by the College, high school counselors and other appropriate school district administrators and dual enrollment instructors will receive professional development and material from the College focused on 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 his/her college transcript. Dual enrollment courses in which a grade of D+, D, or F is earned may be repeated for credit one (1) time and only the most recent grade earned will be used to calculate the Pensacola State College cumulative grade point average.
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 or maturity.
4. Guidance will be provided in 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. Dual enrollment course plans will be included in a student's Electronic Personal Education Planner (ePEP) using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FLVC.org, as required by 1003.413(3)(i), F.S., to minimize enrollment in a random selection of college courses.



6. Dual enrollment students and dual enrollment instructors have complete access to College library facilities and resources, both physical and virtual, and are encouraged to use these resources to the fullest.

#### **Mechanisms for Communicating Information**

Each party shall provide a mechanism for communicating the educational and economic benefits, as well as the requirements for participation and enrollment procedures to parents and students, 1007.271(8), F.S.

To inform parents and students about the educational and economic benefits, as well as the requirements for Dual Enrollment Program participation and enrollment procedures, the School Board and the College will use communication mechanisms including, but not limited to, direct mail brochures, curriculum guides, the Pensacola State College Catalog, dual enrollment web pages, social media, classroom visits, newsletters, and various school-based registration activities.

#### **Mechanisms for Exercising Option to Participate**

Eligible students may exercise their option to participate in dual enrollment courses by following the registration and guidance procedures outlined by the School Board and the College, 1007.235(2)(b)3, F.S. Students will be required to meet first with their respective high school counselor to review eligibility criteria and to develop a graduation/dual enrollment plan. Once eligibility has been determined and the plan developed, students will complete approval forms and contracts as appropriate. During registration at each of the high schools, Pensacola State College staff will provide a face-to-face orientation session for the eligible students. Included in the orientation will be a discussion of the purpose of dual enrollment, types of college degrees, career planning, and information on developing a successful college record. During the orientation eligible students will receive instructions on how to make maximum use of the automated advisement system for the College (Spyglass).

#### **Student Monitoring**

Monitoring of student performance subsequent to enrollment in dual enrollment courses shall be the shared responsibility of the high school guidance counselors and the College advisors assigned to coordinate with the high schools, 1007.235(2)(b)7, F.S. At the conclusion of each academic semester, the Coordinator will review the academic progress of each participating student. In situations where a student has demonstrated academic difficulties, the coordinator will contact the high school guidance counselor to develop an action plan.

#### **Financial Arrangements**

State funds for the support of the program shall be received by each system as prescribed, 1007.235(2)(b)9, F.S. The following arrangements apply in the Fall and Spring semesters of the academic year.

#### **Instruction Provided On College Campus**

When the instruction is provided on the College campus, the school district shall pay the standard tuition rate of \$71.98 per credit hour to the College for each credit hour in which dual enrollment students are enrolled as of the first day of instruction after the drop/add period for each session within the semester. For programs leading to a career certificate or an applied technical diploma (clock hour programs), the standard tuition shall be \$2.33 per contact hour. On-line or hybrid classes offered by the College are considered to be on the College campus. Following a verification of the enrollment, the School Board will be invoiced by the College and payment should be made to the College within thirty (30) days of the date of the invoice. The College shall provide the standard tuition rate for the upcoming school year to the school district.

When instruction is provided on the College campus, the College will reimburse the School Board \$23.99 for each credit hour in which dual enrollment students are enrolled as of the first day of instruction after the drop/add period for each session within the semester for the facilitation of the dual enrollment processes that must be performed by the high school counselors and administrators, enumerated in this agreement. The College may be invoiced by the School Board for the counseling and administrative processes at any time during the semester after the tuition payment has been made to the College. Payment will be made to the School Board within thirty (30) days of the date of the invoice.

#### **Instruction Provided on the High School Campus**

##### **The College Provides the Instructor**

The College shall be responsible for the payment of faculty when the College provides the course instructor. The School Board will reimburse the College \$75.00 per dual enrolled student per semester to cover the College's actual costs, in addition to salary, for offering the dual enrollment program. The additional costs include, but are not limited to, the College's cost for Academic Department Head supervision and faculty observation, Counseling, Student Registration, and Transcript preparation. The \$75.00 per student reimbursement is subject to change at the beginning of each semester based on actual cost calculations. The College will reimburse the School Board \$25.00 per student for the facilitation of the dual enrollment process that must be performed by the high school counselors and administrators and the cost of providing instruction on the high school campus.

##### **Textbooks and Instructional Materials**

Textbooks and instructional materials used in dual enrollment courses must be the same or comparable with those used with other postsecondary courses at the College with the same course prefix and number. The College 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. Required textbooks, as selected by College faculty through departmental textbook selection committees, will usually be adopted for a minimum period of use of three (3) calendar years. Requirements pursuant to 1004.085(3) F.S., Textbook Affordability Act are hereby

incorporated by reference and can be accessed on <http://www.flsenate.gov/data/session/2008/Senate/bills/billtext/pdf/s2350.pdf>.

Textbooks shall be provided to the public school student at no cost. The School Board shall be responsible for the expense incurred through the purchase of the required textbooks. From the funds provided in Specific Appropriations 89, school districts shall pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in 1011.62 F.S. The School Board will take ownership of the textbooks at the time of purchase and will commit to reuse the textbooks in future dual enrollment course opportunities.

An eligible home education secondary student must be responsible for his or her own textbooks and instructional materials unless provided for otherwise.

### **Transportation**

Transportation for any student receiving Dual Enrollment instruction at any facility other than a school campus of the Board shall be provided by the student or the parents/guardians of such students, 1007.235(2)(b)10, F.S. Every effort will be made to ensure students will not transition back and forth between College and the high school campus during the day.

An eligible home education secondary student will be responsible for his or her own transportation unless provided for otherwise.

### **Fees**

Dual enrollment students shall be exempt from the payment of registration, tuition, laboratory and book fees, 1007.271(16), F.S.

### **Remediation Reduction**

Pursuant to 1008.30, F.S. the School Board and the College are committed to postsecondary education and training and promoting student success after high school graduation.

The College's Testing and Assessment Center will administer the Post-Secondary Education Readiness Test (PERT), as adopted by the State of Florida, to tenth graders at any Testing Center at the College. Students who express interest in post-secondary education are identified and notified of the schedule of the Testing Centers by school guidance staff. The work flow of the activities will be as follows:

- College staff will inform the school districts of Test Center schedules;
- Testing will be conducted by the College's Test Center staff upon appointment at any College Test Center on a College campus or site;
- College staff will provide student test scores to the appropriate school administrator(s) as specified on the referral form;

- Appropriate school administrators will advise students of reading, writing, and/or math deficiencies and will provide other information as requested; and
- The first test for each student will be administered with no charge and will include all sections of the PERT. For each subsequent test, or re-test, the student will be responsible for payment of the \$10 testing fee to the College.

The School Board may offer Math for College Success, Mathematics for College Readiness, Writing for College Success, and Reading for College Success to those students who demonstrate deficiencies in math, writing, and reading based on State-determined minimum scores on the Post-Secondary Education Readiness Test (PERT). The District will provide instructors to teach these courses who meet SACS credentials requirements. The College will assist the high schools in developing the curriculum for these courses as requested.

Equivalent courses at Pensacola State College are as follows:

Secondary School Course Title (Elective Credit)	Course Code	Pensacola State College Equivalency
Math for College Readiness (1.0)	1200700	MAT1033 Intermediate Algebra
Math for College Success (0.5)	1200410	MAT0024C Beginning Algebra
Writing for College Success (0.5)	1009370	ENC0002C College Preparatory Writing II
Reading for College Success (0.5)	10078350	REA0002C College Preparatory Reading II

When Math for College Success, Writing for College Success, or Reading for College Success are taught in the high schools, the College will provide the high schools with copies of the Common Final Exam that students must pass in order to successfully complete that course and assist the high schools in administering that exam.

If a student is passing Math for College Success, Writing for College Success, and Reading for College Success (has an average of 70 at end of the term) and passes the Common Final Exam with a 70 or better, he/she will be eligible to enroll in ENC1101 and MAT1033 without taking the state-adopted college readiness test (PERT) again. To exempt any further assessment and/or prerequisite requirements, students must enroll in one of the identified courses within two consecutive years of completing the above courses. Rules governing these courses will be the same as those at the College.

To successfully complete Mathematics for College Readiness, a student must receive a grade of C or better and must achieve the state-determined minimum score on the PERT, 520 or greater on SAT Math, or 22 or greater on ACT Math. Upon successful completion of Mathematics for College

Readiness, the student may enroll in MAC1105, STA2023, MGF1106, or MGF1107 without taking the PERT. To exempt any further assessment and/or prerequisite requirements, students must enroll in one of the identified courses within two consecutive years of completing Mathematics for College Readiness. Rules governing these courses will be the same as those at the College.

In order to facilitate the seamless education of students in Santa Rosa County:

- high school counselors will carefully screen potential students for dual enrollment courses;
- high school teachers and high school counselors will encourage qualified students to take a state-approved placement examination;
- high school counselors will inform parents of dual enrollment opportunities at registration meetings;
- high school instructors approved to teach dual enrollment courses by the College will attend adjunct orientation and other dual enrollment instructor professional development as scheduled by the College in coordination with the School Board;
- students will be screened, beginning in the ninth grade, and will be placed in “intensive classes” to improve their skills in reading, math, and writing;
- high schools will participate in “College Fair” activities;
- high schools will be encouraged to present information sessions regarding participation in the Dual Enrollment Program to parents and educators;
- the School Board of Santa Rosa County will encourage high school administrators, high school counselors, and high school teachers to promote dual enrollment opportunities to students and parents; and,
- high school counselors will meet with students during their ninth, tenth, eleventh, and twelfth grade years to discuss their plans for post-secondary education.

In order to facilitate the seamless education of students, the College will:

- provide students with dual enrollment informational materials (hard copy and on-line access) and an opportunity to participate in information sessions;
- conduct faculty-with-faculty meetings in the discipline areas to discuss remediation needs and curriculum alignment issues;
- conduct articulation workshops with high school counselors and College Student Affairs staff to disseminate and share information;
- participate in information sessions with parent groups at the middle and high schools to discuss acceleration issues and remediation;
- annually host a workshop to update school district principals and other appropriate district personnel on program requirements;
- conduct “College Fair” activities in an effort to inform students and parents of available programs and eligibility requirements;
- provide staff to conduct or participate in information sessions for high schools; and
- enable eligible students to participate in the Educational Talent Search, a federally funded program designed to provide educational guidance to middle and high school

students who have the potential to succeed in college or a vocational/technical school (The College will offer workshops, tutoring, and field trips to post-secondary institutions. In addition, personnel will encourage students to remain in school, continue to make good grades, undertake math and science courses that prepare them for college, and graduate from high school).

### **TECH Prep (Career Pathways)**

Title II of the 1998 Perkins Act creates a Tech Prep (Career Pathways) program of study that combines a minimum of two (2) years of secondary education with a minimum of two (2) years of postsecondary education. The Career Pathways program constitutes a non-duplicative sequence of courses that integrates academic and technical instruction and utilizes work-based and worksite learning. Career Pathways articulation agreements between the District and the College may be accessed on [http://www.pensacolastate.edu/cte/careerpathways\\_FAQs.asp#agreement](http://www.pensacolastate.edu/cte/careerpathways_FAQs.asp#agreement).

### **Data Analyses and Reporting**

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.

The College 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.

The College 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 Florida Department of Education.

Pursuant to 1007.235(c), F.S., the articulation committee shall annually analyze and assess the effectiveness of the mechanisms toward meeting the goal of reducing postsecondary remediation needs. Results of the assessment shall annually be presented to the School Board and the College Board of Trustees.

### **Term of the Agreement**

The initial term of this Articulation Agreement shall be from July 1, 2013, to June 30, 2014, whereupon, this Articulation Agreement shall automatically renew annually for four (4) consecutive years, unless either Party gives written notice at least sixty (60) days prior to the commencement of any renewal term that it does not intend to renew the Agreement. If neither Party gives notice of its intent not to renew, it shall be deemed by both Parties that no modification was needed and that this Articulation Agreement has been ratified by the College and the School Board as required by 1007.235(2)(a), F.S. If a party to this Agreement does give notice of its intent not to renew because

some modification is needed, then the Parties will jointly consider the proposed modifications and, upon reaching an agreement, they will enter into a new Articulation Agreement which shall include such modifications and which shall be executed prior to high school registration for the fall term of the following school year as required by 1007.235(2), F.S.

IN TESTIMONY WHEREOF, the College and the School Board of Santa Rosa County have caused these presents to be executed to be effective as of the 26th day of Sept., 2013.

THE DISTRICT BOARD OF TRUSTEES OF  
PENSACOLA STATE COLLEGE, FLORIDA

BY: [Signature]  
C. Edward Meadows, President

9/13/13  
Date

THE SCHOOL BOARD OF SANTA ROSA COUNTY, FLORIDA

BY: [Signature]  
Diane Coleman, Chair

9/24/13  
Date

ATTEST: [Signature]  
Tim Wyrosdick, Superintendent

9/26/13  
Date

Approved as to Form:

By: [Signature]  
Thomas J. Gilman, Attorney for  
Pensacola State College

