

**DUAL ENROLLMENT ARTICULATION AGREEMENT
(SCHOOL BOARD OF BRADFORD COUNTY AND SANTA FE COLLEGE)**

This AGREEMENT is made by and between the School Board of Bradford County, Florida (hereinafter referred to as the "School Board"), and The District Board of Trustees of Santa Fe College, Florida (hereinafter referred to as the "College" or "Santa Fe").

WHEREAS, this agreement is made in accordance with Rule 6A-10.024, (Articulation between Universities, Community Colleges, and School Districts);

WHEREAS, for good and valuable consideration and pursuant to Florida Statutes, Chapters 1007.27 and 1007.271, and the mutual covenants stated herein that accelerated mechanisms be available to secondary school students attending Florida public, non-public schools, and Home Education programs, the College and the School Board desire to implement the above rule by providing eligible students the opportunity to earn both high school and college credits while attending the College. Sections 1001.64 and 1001.65, Florida Statutes, specify that Dual Enrollment articulation agreements shall be executed between college boards of trustees and district school boards within each college district.

WHEREAS, the College and the School Board desire to ensure appropriate rigor and program quality through observance of the Statement of Standards for Dual Enrollment/Early College Programs in the Florida College System, which was adopted by the Council of Presidents February 23, 2007, and updated October 2, 2008, and which may be amended from time to time. These provisions were adopted from the Dual Enrollment Statement of Standards, which was codified in State Board of Education Rule 6A-14.064, FAC.

WHEREAS, the parties agree to cooperate in the establishment, maintenance, and implementation of articulated acceleration mechanisms between the College and the School Board. An Articulation Committee with representation from the College and the School Board shall be established. Program articulation and coordination between the School Board and the College will be ensured through communication between members of the Articulation Committee.

Committee members shall include:

- Director of Dual Enrollment (College)
- Provost and Vice President for Academic Affairs (College)
- Andrews Center Director and/or designee (College)
- Superintendent of Bradford County Schools (School Board)
- Assistant Superintendent for Bradford County Schools (School Board)
- Principal of Bradford High School and/or designee (School Board)

NOW THEREFORE, in consideration of the mutual promises stated herein, the School Board and the College agree as follows:

ARTICLE I:

Ratification of Existing Agreements: This agreement replaces and supersedes all previous agreements governing the subject matter herein; however, the parties hereby ratify all other existing agreements between the College and the School Board.

ARTICLE II:

Dual Enrollment Options: It is the intent of the College and the School Board to provide 9th - 12th grade secondary students opportunities to shorten the time necessary to complete course requirements for a college degree, to broaden the scope of curricular options, and to increase the depth of study available. These postsecondary courses are creditable toward an Associate of Arts, Associate of Science, or Baccalaureate degree, or a Postsecondary Vocational Certificate. The postsecondary credit toward an Associate of Arts degree is transferable to any public postsecondary institution in Florida via the Statewide Course Numbering System as provided in Section 1007.24, F.S. Bradford County high school students who dual enroll will register for and attend Dual Enrollment courses at the Andrews Center. Registration and attendance at other Santa Fe locations may be considered on a case-by case basis if extenuating circumstances (such as transportation or class availability) exist.

For the purpose of this agreement, accelerated mechanisms that provide these opportunities shall include Early Admission (full-time), Academic Dual Enrollment (part-time or full-time senior year), Fine Arts Dual Enrollment, (part-time), and Career and Technical Education Dual Enrollment (part-time or full-time). With regard to each of these mechanisms, high school students are not generally eligible for limited access programs but may enroll in the prerequisites for these programs. Specific courses of study must be approved by the college's Director of Dual Enrollment. Ninth grade students may participate in Dual Enrollment starting second semester. By the end of the second nine weeks, which usually occurs in November, 9th grade students with a 3.0 or better will be eligible to take the Postsecondary Education Readiness Test (PERT) for Dual Enrollment. (Ninth graders will be restricted to specific Dual Enrollment courses as designated by the College.) All 11th and 12th grade students must have a passing score on the 10th grade FCAT 2.0 reading or have a concordant passing score on the ACT or SAT as set by the Department of Education.

The following Dual Enrollment definitions are agreed upon for the purpose of this agreement.

Early Admission shall be the enrollment of eligible 12th grade students who are at least 16 years of age and who have a 3.5 unweighted cumulative GPA and all college level scores on the PERT, ACT, or SAT. (Note: Students who have not reached the age of 16 by the time school begins, but will be 16 shortly, may be granted an age waiver. A parent of the student must sign the age waiver form which specifies parental responsibility for attendance.) Early Admission students are registered full-time in college courses that are creditable toward a high school diploma and an Associate of Arts degree. To be eligible, students must have eighteen (18) credits which include all courses required for high school graduation except English IV (1.0), American Government (.5), Mathematics (1.0), and Economics (.5).

Academic Dual Enrollment shall be the part-time enrollment of eligible 9th - 12th grade students who have a 3.0 unweighted cumulative GPA and college level scores on the PERT, ACT, or SAT in at least one area. Course selection is limited when not scoring at college level in all areas.

Students not scoring at college level in all areas of the ACT or SAT must take the PERT in those areas which are not at college level. Students who begin Dual Enrollment the second semester of the 9th grade will be restricted to specific Dual Enrollment courses as designated by the College.

Fine Arts Dual Enrollment shall be the part-time enrollment of eligible 10th - 12th grade students who have an unweighted cumulative GPA of 2.5. These students may explore their talents by registering for college courses in studio art, dance, music, and theatre. This program offers courses that range from stained glass, vocal studies, jazz ensemble, classical ballet, African dance, and theatre lighting and costuming. Juniors and seniors may enroll in fine arts courses at the Northwest Campus if course work is not offered at the Andrews Center. Course eligibility is based on the required cut off scores for the PERT, SAT, or ACT. Fine Arts Dual Enrollment students are also eligible for college academic courses if their GPA and PERT, ACT, or SAT indicates they are at college level.

Career and Technical Education Dual Enrollment shall be the part-time or full-time enrollment of eligible 10th - 12th grade students who meet college level score expectations and have an unweighted cumulative GPA of 2.5 for degree programs and unweighted cumulative GPA of 2.0 for the College's non-credit post-secondary adult vocational (PSAV) certificate programs which may lead to industry certification. If the Career and Technical Education course is offered on the Northwest Campus, only 11th and 12th grade students may participate. All full-time students attending the Northwest Campus must pass the 10th grade 2.0 reading FCAT and be at least 16 years of age. (Note: Students who have not reached the age of 16 by the time school begins, but will be 16 shortly, may be granted an age waiver. A parent of the student must sign the age waiver form which specifies parental responsibility for attendance.) Career and Technical Education Programs offer opportunities in the areas of Business, Information Technology, Early Childhood Education, Health Related Occupations, and Construction and Technical Programs. High school students are generally not eligible for limited access programs but may enroll in the prerequisites for these programs if their college placement scores and GPA indicate they are eligible. Only Career and Technical Education programs not available at the high school or the Bradford-Union Vocational Technical Center which have been agreed upon by the Director of High School Dual Enrollment Program, Bradford County's Director of Secondary Curriculum, and the Director of Bradford-Union Vocational Technical Center will be offered to Dual Enrollment students. Career and Technical Education students are also eligible for college academic courses if their GPA and PERT, ACT, or SAT indicates they are at college level. Full-time students not at the college level may enroll in high school courses offered on the college campus.

College Success

All 9th and 10th grade students participating in Dual Enrollment will be required to register for a College Success course, which will serve as an entry point so students can develop strategies and techniques to succeed in college and gain self-awareness and confidence. College Success will also be recommended as an initial college course for first time 11th and 12th graders participating in Dual Enrollment. College Success is creditable toward an Associate Degree.

Local Needs/Local Governance

The educational opportunities offered to students by the College through Dual Enrollment provide Bradford County students an array of educational programs that offer postsecondary

instruction to high school students with diverse needs, talents, and academic levels. The admissions policy is based on a variety of factors that consider an individual's needs and abilities, as well as conduct, attendance, college entrance scores, and GPA. This locally prepared Dual Enrollment Articulation Agreement is the vehicle used for program specificity which takes into consideration the lack of economic opportunity for advancement in Bradford County.

While Academic Dual Enrollment is for students who excel academically, the Career and Technical Education and Fine Arts Dual Enrollment options offer students who may not have as high a GPA an opportunity to earn college credit. Providing these students with an authentic college experience allows them to accelerate in the areas where they show promise and sets this articulation agreement apart from others. Offering educational opportunities to a wide range of students allows the College and the School Board to meet student needs and provides educational programs for students to gain access to postsecondary education. This is an essential component of Bradford County's Dual Enrollment Program.

Bradford County is a small rural community with not many of the opportunities afforded larger communities. Santa Fe values Bradford County and has devoted resources to acquiring scholarship funding for Bradford County students. The Andrews Center staff members are involved in civic groups that provide service to the community and its students. The College supports community efforts that promote the advancement of education such as the Bradford County Educational Foundation, Back to School Fair, Scholastic Fair, College and Career Fair, Florida Youth Challenge, Take Stock in Children, and College for Kids. The Boots and BBQ event and the College President's Dinner are held annually. The funds raised assist numerous students, in attending college classes. In addition, Santa Fe has the Bradford County/Andrews Center Minority Scholarship. This scholarship is awarded to African-American graduating seniors from Bradford County High School who plan to pursue a degree at Santa Fe College. Santa Fe's most recent initiative is an economic development project entitled Envision for Bradford County. Santa Fe's efforts in Bradford County are out of genuine concern for students and their success. The College has a long history of supporting students through many of its programs and grants such as the College Achievement Program, College Reach-Out, Upward Bound, Educational Talent Search, National Achievers Society, East Gainesville Initiative, and Bradford County Tech Initiative.

Guidance and Counseling Services

The Dual Enrollment counselor at the Andrews Center is available to assist students with academic and career counseling. The Dual Enrollment counselor individually registers students and monitors their progress and attendance in college courses. However, the Dual Enrollment counselor is dependent on college faculty to submit information on the College's academic monitoring system. During registration, the Dual Enrollment counselor determines the appropriate courses based on GPA, college placement scores, course prerequisites, and other relevant student data. The Dual Enrollment counselor from the Andrews Center and the Bradford High School counselor work collaboratively to prepare student schedules to ensure that the high school and college courses do not overlap. Students participating in Dual Enrollment in 9th - 11th grade must earn a total of 3 high school credits each semester. Final approval of all schedules is made by the high school counselor who is responsible for making sure the student is on track for graduation. Students receive their instructional materials prior to the beginning of class. Students sign a certification form verifying they received instructional materials. Student must return instructional materials immediately following final exams. If instructional materials are not

returned, a flag is placed on the student's record indicating the student owes for instructional materials and prohibits the student from registering for classes until the issue is resolved.

1. The Dual Enrollment counselor provides support services and contacts the high school counselor if student performance is unsatisfactory as reported by college faculty on the College academic monitoring system. When necessary, individual conferences will be scheduled with student and/or parents. Parents are also contacted if requested by the school.
2. Prior to the beginning of each semester, the students meet with their Dual Enrollment counselor for a registration appointment at the high school. Students are registered for college academic coursework based on their academic history, GPA, college placement scores, prerequisite requirements, and level of maturity and other relevant student data. The College permits full-time students to be registered for a maximum of 18 credits during a major term and 9 credits during a summer term. However, the Dual Enrollment Program recommends no more than 15 credits for a full-time student during a major term and 6 credits during a summer term. The program's goal is to have each student establish a record of excellence rather than establish a college transcript with a significant amount of college credit but mediocre grades. The amount of work required to succeed in a college course may be much greater than in a high school course.
3. Students and parents should recognize the expertise and experience of the Dual Enrollment counselor with regard to appropriate course selection and maximum semester hours. The Dual Enrollment student is establishing a permanent college transcript which could negatively impact future university admissions and financial aid eligibility.
4. The full-time 11th and 12th grade Career and Technical Education Dual Enrollment students attending the N. W. campus are required to meet with their Dual Enrollment counselor on the Northwest Campus for a registration appointment prior to the beginning of each semester. Students are registered for college and/or high school academic coursework based on their academic history, GPA, college placement scores, prerequisite requirements, level of maturity and other relevant student data.

The Dual Enrollment counselor works directly with the College's Disability Resource Center (DRC) to assist students with IEP's and 504 Plans. A copy of the documentation is requested by the Dual Enrollment counselor. The high school counselor also works with the School Boards' assigned ESE Staffing Specialist.

5. If a student has not made sufficient academic progress, the Dual Enrollment Director or designee may decide the student needs to seek other educational options. In addition, a student whose behavior is deemed to be inappropriate and disruptive to the learning environment may be removed from the program at the discretion of the College.
6. Graduating seniors who have met all of their high school graduation requirements by the end of the College's spring semester are not eligible for Dual Enrollment status, including fee exemptions, during the subsequent summer A term even if the registration period or college classes begins prior to the student's actual graduation date. If a student desires to register for a college class beyond their allotted time in Dual Enrollment, the student must pay the college tuition and fees for this enrollment. However, seniors who

do not complete graduation requirements by the end of spring term may enroll in summer A and/or B if the college course will fulfill the course requirement needed for graduation. Students requiring 1.0 credit or less for high school graduation will not be permitted to enroll as Dual Enrollment students for the College's fall semester as a 5th year senior. These students will be instructed to see their high school guidance counselor for options.

7. The Dual Enrollment counselor will be familiar with not only high school graduation requirements but all of the requirements for AA, AS, postsecondary vocational certificates, and general education requirements, and will know how to access college prerequisites for the state university system.
8. The Dual Enrollment counselor will inform students about scholarship opportunities, financial aid, college admission requirements, and write letters of recommendation as appropriate upon request.
9. The Dual Enrollment counselor will utilize the state's Dual Enrollment Course Equivalency list and the wide array of college courses to provide high school students access to postsecondary curriculum. In addressing the courses and programs available to students, the Dual Enrollment Course Equivalency list is a starting point, and is not viewed as limiting Dual Enrollment course offerings. Florida Statute 1007.271(11) states that the Department of Education shall approve any course for inclusion in the Dual Enrollment Program that is contained within the statewide course numbering system. The college has had relatively few restrictions on college courses available to high school students. Generally, restrictions include the core curriculum of the highly competitive health sciences programs and other programs that are considered limited access programs. The college reserves the right to limit Dual Enrollment participation in these areas. Course offerings may be added, revised, or deleted at any time.
10. In addition to the Dual Enrollment counselors, the College provides academic advisors, career counselors and personal counseling services to all students, including those that are dual enrolled.

Parent/Student Notification:

Florida Statute 1007.271(5) addresses the requirement of notification. Each District School Board is required to inform all secondary students of Dual Enrollment as an educational option and mechanism for acceleration. In Bradford County, Dual Enrollment options are listed in the School Board's Student Progression Plan. School counselors inform students about Dual Enrollment and the high school principal, or a designee, arranges for the Dual Enrollment counselor to visit the high school. The College also shares the responsibility of information dissemination. A letter of congratulations and a brochure is sent by Dual Enrollment to each of the School Board's graduating 8th graders. Additional letters are mailed to 9th graders to promote Dual Enrollment as an educational option to Bradford County students.

The School Board and the College work to inform secondary students and their parents about Dual Enrollment as an educational option and mechanism for acceleration, including the eligibility criteria, the option for taking Dual Enrollment courses beyond the regular school year, the potential for Dual Enrollment courses to articulate to a postsecondary degree or certificate

program, and the process by which student and parents exercise their option to participate in Dual Enrollment.

Criteria for Eligibility and Participation

1. Students must not be credit deficient.
2. Students must demonstrate college readiness by way of PERT, ACT, or SAT college placement test scores and an appropriate level of maturity and responsibility required to be successful on a college campus. Students scoring a 262 or higher on the FCAT 2.0 reading are eligible for ENC1101 (college composition) and other college credit coursework consistent with course placement policies established by the College.
3. Applicants whose age is 18 at the time of entry must be able to graduate from high school by the time they are 19 years of age. Fifth year seniors are not eligible for Dual Enrollment.
4. The student shall not pay application, matriculation, tuition, and lab fees. Public school students will not be required to pay for textbooks, which will be loaned free of charge. The cost of instructional materials shall be reimbursed to the College by the School Board based on a properly executed invoice prepared by the College. Home School students who register with the public school for purposes of Dual Enrollment also have their instructional materials loaned free of charge.
5. Recommendations for the Dual Enrollment Program will be provided by the high school counselor. The final selection of Dual Enrollment students will be determined by the Director of the Dual Enrollment Program or a designee. Selection of students will be based on application information, college entry scores, GPA, credits, conduct, attendance, 10th grade FCAT 2.0 reading score or concordant scores for 11th and 12th grade students, and college course/program availability.
6. All applicants must complete a Dual Enrollment application prior to orientation.
7. All applicants must take the PERT, ACT, or SAT before receiving an application for admission. The PERT is administered by the college at no charge to the student. Those students not scoring at college level in all areas of the ACT or SAT must take the PERT. Retesting is not an option unless the student can demonstrate additional preparation in the area retesting is requested. Permission to retest on the College's Placement test is at the discretion of the Director or designee.

PERT Scores			ACT Scores			SAT Scores	
Reading	Writing	Intermediate Algebra	Reading	Writing	Math	Verbal	Math
104	99	122	18	17	19	440	440

Students scoring above the Intermediate Algebra cut off must take the College Level Math (CLM) for math placement. A (CLM) score below 40 places a student in Intermediate Algebra (MAT1033) which is a college elective.

8. Students with IEP or 504 Plans who wish to request accommodations may submit the appropriate paperwork, such as an accommodation plan, psychological evaluation, or 504 eligibility plan, along with their application so that accommodations can be arranged through the College's Disabilities Resource Center (DRC) in accordance with the laws governing students with disabilities at postsecondary institutions. The high school will provide the information to the college at the student's request. Accommodations will not be granted retroactively so it benefits the student to submit appropriate paperwork as early as possible.
9. Students must remain officially enrolled in their high school of record or notify the Dual Enrollment counselor if transferring.
10. Eligible seniors will graduate from the high school in which they are enrolled.
11. Students follow the College calendar, grading system, and attendance policies.
12. While appropriate for college-level study, course materials/class discussions may reflect topics not typically included in secondary courses, which some parents may find objectionable for minors. College courses will not be modified to accommodate variations in student age and/or maturity. College faculty have academic freedom and may discuss or investigate controversial issues as part of the class.
13. Dual Enrollment students shall be deemed students of the College as to the academic and disciplinary rules. While on the College campus or while performing educational requirements associated with College coursework, students are subject to the rules and regulations of the College. Students must be aware of and abide by the College's Student Conduct Code, including the academic dishonesty policy, which prohibits cheating, plagiarism, fabrication, etc.
14. Students shall be responsible for their own transportation.

Procedures for Participation

Students must be recommended for participation in Dual Enrollment by their high school guidance counselor. The counselor will consider each student's level of maturity, academic record, attendance, and conduct before making a recommendation. Students must inform their school guidance counselor of their interest in Dual Enrollment. Currently, high schools administer the PERT to 11th graders. Those scores will be shared with the Dual Enrollment office to determine eligibility. The PERT will also be administered by the Andrews Center. Students with ACT or SAT scores may use these scores in lieu of the PERT if all areas are at the college level. Students who have scored at college level may take the college level math (CLM) portion of designated college placement tests for math course placement. At orientation, students receive information about the registration process, dropping classes, withdrawals, textbooks, attendance policies, credits, student conduct code, etc. Students are registered by the Dual Enrollment

counselor from the Andrews Center. Registration and college orientation are conducted at the high school. However, in some cases registration and orientation may occur at the Andrews Center, especially during the summer. All applications for admission to the Dual Enrollment Program are signed by the student, parent, and high school counselor. A parental signature indicates that the parent understands that Dual Enrollment students interact with college students and are exposed to the social and intellectual challenges of a college campus, and, along with the student's signature, indicates that the parent/student is providing permission to share educational records with instructors, counselors and parents/guardian(s) to ensure success and that grades received in college courses will remain on the student's permanent college transcript.

Freshmen (9th) and sophomores (10th) will not be permitted to go off campus during the school day and will need to schedule classes before or after the regularly scheduled school day. Juniors (11th) and seniors (12th) participating in Dual Enrollment will be permitted to schedule their Dual Enrollment courses either at the start of or end of the school day. If the college is not in session, the Dual Enrollment student must arrive and depart according to their high school schedule. Students may not be on the high school campus when they would normally have been in Dual Enrollment courses. Juniors and seniors must be enrolled full-time in accordance with the section listing courses/credits/grades. Each term, Bradford High School students must enroll in at least one class at the Andrews Center before registering for Dual Enrollment at another site.

Juniors (11th) and seniors (12th) are eligible for online courses that are not available at the Andrews Center, but only with approval from the College's Dual Enrollment counselor and school guidance counselor. Students must have successfully completed two terms as a Dual Enrollment student prior to being considered for online classes. Students in the 10th, 11th, or 12th grade may register for College Composition (ENC1101). Sophomores (10th) must have earned a 3.0 or better (A or B) in both semesters of high school English I (9th grade) in order to register for College Composition. Students enrolled in College Composition during fall, spring, or summer terms must earn an A or B to register for Writing about Literature (ENC1102).

Students who have more than one withdrawal lose the privilege of participating in Dual Enrollment. If a student withdraws from a course prior to the last drop/add date, the withdrawal will not be counted toward this policy. All students withdrawing from a college course must first meet with and obtain approval from a Bradford High School counselor. Seniors that withdraw from a college course must meet with their school counselor for a schedule review to ensure that they remain a full-time student. Withdrawing from a college course is a formal procedure. Students who stop attending class without formally withdrawing will receive an F grade. Students who withdraw after the last drop/add date may have their financial aid award negatively impacted when they become a college student.

Course Credit/Grades

Students may not earn more than twelve (12) college credit hours prior to the correction of all deficiencies as reported on the PERT. Exceptions to the twelve (12) college credit limitation may be granted by the postsecondary institution provided the 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 who has accumulated twelve (12) college credit hours and has not demonstrated proficiency in the basic competency of reading, writing, and mathematics must be advised 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. However, credit hours earned through an articulated accelerated mechanism identified in S.1007.27 will not be calculated as hours required to earn a baccalaureate degree.

Students eligible for Dual Enrollment shall be permitted to enroll in college courses conducted during school hours, after school hours, and during the summer terms, except those seniors who have completed graduation requirements at the end of spring semester. Some students may also enroll in courses offered on-line. Students enrolled in Dual Enrollment courses shall earn both high school credit from the School Board and college credit from the College if they meet the minimum requirements for satisfactory completion of such courses. A letter grade below a "C" will not count as credit toward satisfaction of some General Education requirements at the College or the Gordon Rule requirement; however, all grades are calculated in a student's GPA and will appear on their college transcript.

Credit for college classes will transfer to the School Board per the Florida Department of Education's Dual Enrollment Course High School Subject Area Equivalency List.

Career and Technical Education (Vocational) Contact Hours	High School Credit
150 hours	1.00
75 hours	.50

The following formula will be used to determine full-time high school status, which ensures that all Dual Enrollment students earn 6 high school credits per year. Students may not register for academic courses earning less than 3 college credits, which equates to .5 high school credit, except for certain Career and Technical Education Programs, such as Dental Assisting and Emergency Medical Technician.

<u>High School Course Load</u>	<u>Minimum College Course Load</u>
1 course at Bradford High School	must take 12 college credits
2 courses at Bradford High School	must take 9 college credits
3 courses at Bradford High School	must take 6 college credits
4 courses at Bradford High School	must take 3 college credits
5 courses at Bradford High School	must take 3 college credits
All students must remain full-time.	

The parties will provide personally identifiable student records to each other in the performance of this agreement. Such records are provided to designated school officials pursuant to Sections 1002.22 and 1002.225, Florida Statutes, and 20 U.S.C.A. 1232g. Each party further agrees to comply with Sections 1002.22 and 1002.225, Florida Statutes, and 20 U.S.C.A. 1232g, including but not limited to provisions related to confidentiality, access, consent, length of retention, and security of student records.

Grade and credit reports will be mailed by the College to all students participating in Dual Enrollment. The College will also send grade and credit information to the School Board's high school where the grade and credit history will be posted on individual student records. Grades for Dual Enrollment courses will be assigned according to the College's grading policies. The School Board cannot change a grade once assigned by the College when posting it to the

student's high school transcript unless initiated and authorized by the College. The School Board will weigh Dual Enrollment courses the same as Advanced Placement, International Baccalaureate, and Cambridge Program courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against Dual Enrollment courses are prohibited (1007.21, F.S.)

Dual Enrollment Transfer Guarantees

The Dual Enrollment program is an opportunity to take challenging courses and accelerate education opportunities. With hundreds of dual enrollment courses available, there is great potential to further engage and motivate students to pursue academically rigorous courses that capture their interests. Successful completion of Dual Enrollment courses allows eligible high school students to simultaneously earn high school core or elective credit and postsecondary credit toward a career certificate, an associate degree, or a baccalaureate degree.

Dual Enrollment courses will receive the same weighting for the high school grade point average as Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) courses. In addition, Dual Enrollment courses that meet core state university admission requirements in English/Language Arts, Mathematics, Natural Sciences, Social Sciences, or World Languages shall receive the same weighting as AP, IB, and AICE courses in the calculation of the high school grade point average used for admission decisions.

Students should understand, however, that Dual Enrollment courses are college-level courses, and the amount of work and rigor of content in Dual Enrollment courses may be much greater than in high school courses. In addition, Dual Enrollment course grades become a part of a student's permanent college transcript and are calculated into the student's permanent postsecondary grade point average. Poor performance in Dual Enrollment courses may affect university admissions and financial aid. It is important to do well in these courses to realize the benefits of dual enrollment.

Course selection is important for the Dual Enrollment student since different programs at a college require different courses to complete the certificate or degree. By choosing courses wisely, students can reduce the time it takes to complete a program after high school graduation. Some students are even able to complete their college certificate or degree at the same time they graduate from high school. Students who don't know what they want to study in college should consult with an advisor to consider focusing on completing general education requirements in communications, mathematics, social sciences, natural sciences, and humanities. All degree programs require general education coursework and, while there is some variation from institution to institution, there are general education courses that are common among most, if not all, institutions.

Florida Dual Enrollment college credit will transfer to any Florida public college or university offering the Statewide Course Numbering System course number, and must be treated as though taken at the receiving institution. However, if students do not attend the same college or university where they earned the Dual Enrollment credit, the application of transfer credit to general education, prerequisite, and degree programs may vary at the receiving institution. Private and out-of-state colleges and universities may or may not grant college credit for courses taken through Dual Enrollment.

Institutional Responsibilities

The School Board will:

1. ensure that the Student Progression Plan includes information about the College's Dual Enrollment Program and that the Director of Dual Enrollment or a designee has an opportunity to review and revise the Student Progression Plan during the revision process;
2. reimburse College, within 45 days from receipt of invoice, for fall and spring term, the standard tuition rate per credit hour, from funds provided by the Florida Education Finance Program, for courses taken by Dual Enrollment students at a College facility or online. This provision does not apply to courses taken during the summer. Cost sharing for courses delivered outside of these two delivery methods (at College facility or online) will require cost sharing and reimbursement terms to be negotiated and agreed to in writing prior to the commencement of said delivery;
3. reimburse College, within 45 days from receipt of invoice, for instructional materials assigned for use within courses provided to the Board's Dual Enrollment students. Instructional materials are defined in F.S. 1006.29(2) and shall include, but not be limited to, textbooks, consumables, and online codes. Pursuant to F.S. 1007.271(17) instructional materials shall be made available to dual enrollment students from Florida public high schools free of charge and shall remain the property of the board against which the purchase is charged. For fall term 2013 and spring term 2014, College will cover the cost of instructional materials.
4. permit all eligible students to participate in Dual Enrollment even if the student is taking 6 high school courses during the school day;
5. permit reasonable access to schools and students by College personnel for purposes of program information dissemination, to be arranged with the school principals or designated school contact; cooperate with the College for program information dissemination and the application process;
6. provide address labels of students, at no cost, for purposes of program information dissemination;
7. accept all college credit earned through the Dual Enrollment Program;
8. permit students to participate in their high school's extracurricular activities and events as their schedule permits, during which time students are subject to all rules, regulations, and procedures of the School Board and FHSAA (Florida High School Athletic Association);
9. ensure that college level courses are weighted the same as honors, Advanced Placement, International Baccalaureate, and Cambridge (AICE) courses when grade point averages are calculated;

10. ensure that Dual Enrollment students receive the same recognition at awards ceremonies and graduation as other high school students concerning the conferring of honors;
11. provide for staff to be available to Dual Enrollment Program personnel for technical assistance and consultation;
12. respond to requests for IEP and 504 documentation in order to serve Dual Enrollment students with disabilities;
13. respond to requests for transcripts for full-time Dual Enrollment students in a timely manner.
14. permit home schooled students to affiliate with the public school and to register for purposes of dual enrollment at their zoned school while participating in Dual Enrollment, which allows the Home Education student to be loaned instructional materials free of charge;
15. make available to the College's Dual Enrollment Director or designee and staff district in-service training opportunities;

The College will:

1. ensure that all college faculty meet SACS requirements/guidelines for postsecondary instructors in the course/discipline and that each instructor be observed/evaluated by a faculty member or administrator to provide an excellent educational experience;
2. make available to a high school faculty member teaching a Dual Enrollment course at the high school a copy of the college faculty handbook. Faculty shall adhere to the professional guidelines, rules, and expectations of the college. Faculty will also be provided with information detailing, but not limited to, add/drop and withdrawal policies, student code of conduct, grading policies, and critical dates.
3. enroll Dual Enrollment students in appropriate college level course work. In the event a Dual Enrollment course is taught at the high school by a high school faculty member, that faculty member must be approved by the College. The College will provide the faculty member with a copy of course plans, objectives, and information on additional requirements relating 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. The high school faculty member will be required to submit a syllabus, which will be reviewed by the appropriate college chair prior to the start of each term. Content of the syllabus must meet the same criteria as required for all college courses offered by the College. The syllabus will be kept on file in the chair's office.
4. ensure that Dual Enrollment classes taught at high school by a high school faculty member meet all competencies expected and outlined in the postsecondary course plan. To ensure equivalent rigor with on-campus courses, the College shall be responsible for developing and providing a comprehensive end-of-course assessment or a series of expected learning outcomes in accordance with SACS. Assessments shall be provided to the high school campus in a timely manner to ensure availability prior to scheduled

administration dates. Completed, scored exams will be returned to the College and held on file for one (1) year by the Chair of the department.

5. ensure that instructional materials used in Dual Enrollment courses taught at the high school be comparable with those used at the College.
6. ensure that course requirements such as tests, papers, or other assignments for Dual Enrollment students be at the same level of rigor or depth as those for non-Dual Enrollment postsecondary students. All high school faculty teaching Dual Enrollment courses must observe the College procedures and deadlines for submission of grades in the appropriate format. All faculty members will be advised of the College grading guidelines prior to teaching a Dual Enrollment course.
7. pay for the cost of career service staff, counselors, and the administration of the Dual Enrollment Program. Will pay School Board \$250 per student enrolled (unduplicated headcount) for fall term 2013 and spring term 2014 to cover costs associated with increased guidance and counseling services, continued use of School Board library resources, and transportation for scheduled group testing at College site(s). It is anticipated that the School Board guidance and counseling staff will increase progress conferences with students and/or parents in an effort to compliment the increased student engagement plan as outlined in the College's Quality Enhancement Plan-Navigating the College Experience. School Board counselors will also engage in activities primarily performed by the College's Dual Enrollment counselors, including, but not limited to, informing students about scholarship opportunities, financial aid, college admission requirements, and writing letters of recommendation.
8. ensure that the Dual Enrollment Program will maintain student records, distribute and collect instructional materials, report and monitor attendance based on the receipt of reports, keep high school counselor and students informed, provide career and academic counseling, engage in marketing, and be responsible for the day-to-day operation of the program;
9. provide guidance and counseling staff that are knowledgeable about high school and college graduation requirements. (The primary counselor responsibilities are delineated in the guidance and counseling services section of this agreement);
10. administer a college placement test at no charge to prospective Dual Enrollment students when needed, as well as additional placement testing required for admission to specific programs at the College and verify that students meet admission standards. Students seeking to enroll in college credit coursework must meet the same placement test score requirements as all postsecondary students;
11. exempt students from the payment of registration, tuition, and laboratory fees;
12. determine which college course or programs will be made available to Dual Enrollment students and which college courses meet high school graduation requirements through the use of college course descriptions and the Dual Enrollment Course Equivalency list;

13. calculate and record the student's college GPA creating a permanent record. (All grades, including "W" for withdrawal, count as course attempts and are part of the student's permanent college transcript);
14. ensure availability of credit by examination, which allows students to earn credit in college general subject areas, which are required or may be applied toward the requirements for an Associate of Arts, Associate of Science Degree, or a Postsecondary Certificate but not toward a high school diploma. Candidates for credit by examination may include students who have completed an AP course but did not take or earn a qualifying score on the AP exam. Students who may have had several high school courses in one particular area may also wish to register for credit by examination, if available;
15. send grades and credits and subject area information to the high school, where the grade and credit history will be posted on individual student records;
16. mail grade and credit reports to Dual Enrollment students/parents;
17. prepare and submit instructional material invoices for reimbursement to the School Board and ensure that the instructional materials purchased by the School Board for the instruction of Dual Enrollment students will become the property of the School Board. Instructional materials identified as obsolete will be sold through the College's bookstore or other vendors and a check will be submitted to the School Board for the amount of the sale. Instructional materials that do not have resale value will be inventoried and boxed for School Board pick up. If the program dismantles or upon expiration of this agreement, the remaining instructional materials will be given to the School Board. For fall term 2013 and spring term 2014 College will cover the cost of instructional materials. Instructional materials covered by the College remain the property of the College;
18. make funds available to support professional development activities when budget allows;
19. purchase, distribute, collect, and warehouse all instructional materials for the instruction of Dual Enrollment students;
20. send data for each FTE reporting period and send grade and credit data to the School Board in a timely manner;
21. send FTE student data in October and February during the FTE reporting period and use said data to determine tuition reimbursement from the School Board. Any withdrawals after that time will not be recalculated or resubmitted.
22. design and maintain computerized systems that meet the specific needs of the Dual Enrollment Program and prepare reports that generate student data. The College understands that the Dual Enrollment Program is dependent on these systems and relies on them to be accurate and to run efficiently and is committed to devoting resources to the proper functioning of these systems/reports;

23. work collaboratively with the Disabilities Resource Center to determine service delivery for an exceptional student applicant. The College is not required to modify the essential requirements of a college course for a disabled student, but will satisfy all student accommodations that are currently required by the law governing postsecondary institutions;
24. allow the Director of the Dual Enrollment Program or designee to represent the College at appropriate school district meetings, if applicable;
25. distribute information provided by the schools to Dual Enrollment students;
26. pay for the creation, publication, and dissemination of informational materials about Dual Enrollment to students and their parents;
27. submit a list of full-time students earning a 3.0 GPA or better at the end of fall and spring terms to the school so those students can be recognized on the honor roll and receive the same recognition as others earning a 3.0 GPA or better;
28. provide each Dual Enrollment student with an email account to communicate with their instructors and receive information from the Dual Enrollment office;
29. provide an opportunity for Dual Enrollment students to evaluate the College's instructional faculty;
30. actively monitor the accuracy of grades and credits and contact the School Board's Information Resources Department when there are discrepancies and/or inaccurate posting to a student's record;
31. provide an adequate number of full-time staff (as compared with public schools of the same size) to conduct an efficient and effectively run Dual Enrollment program and employ full-time high school faculty on the Northwest Campus to provide high school course instruction;
32. provide access to all College resources including library facilities, science and computer labs, math, writing and reading academic assistance labs, and the gymnasium and fitness center;
33. provide access to intramural sports and student clubs;
34. provide access to online tutoring, writing services, and homework help through the College's free online tutoring service 24 hours a day, seven days a week for as long as it is available;
35. ensure that the College's Honors Program is available to eligible Dual Enrollment students;
36. allow Dual Enrollment students who earn an AA, AS or postsecondary certificate to participate in the College's graduation ceremony;

37. provide college coursework that counts towards the Bright Futures Scholarship.
38. analyze student performance based on an annual report of grades provided by the Division of Colleges for Dual Enrollment students in select courses to be identified by the Division. The report will also provide grades for students in non-Dual Enrollment sections for comparison purposes. The College will analyze these reports to ensure the level of preparation and future success is comparable with non-Dual Enrollment postsecondary students.

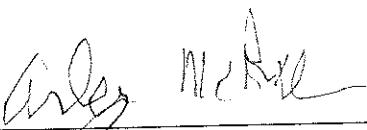
Term of Agreement

This agreement shall become effective as of August 15, 2013, and shall automatically be renewed for additional one-year periods unless any of the parties provide the other parties with written notice of termination no later than 60 days prior to the expiration of the academic year (in which case the termination will be effective for the following academic year.) Either party may terminate the agreement for just cause, which is defined as a material breach of the agreement, or a substantive change in state laws that materially and detrimentally alters the rights, obligations, and benefits of this contract to either party. Should either party require legal action to seek enforcement of the contract or compensation for its breach, the parties agree to submit any such dispute to binding arbitration. Each party shall select one arbitrator and those two arbitrators shall select a third. If the state changes the funding formula for the services and activities contemplated by this agreement, the parties agree to renegotiate this agreement to accommodate such changes.

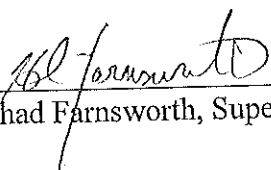
IN WITNESS WHEREOF, the parties hereto have caused this agreement to be executed and their seals affixed by the undersigned on the date(s) indicated.

The District Board of Trustees of
Santa Fe College, Florida

School Board of Bradford County,
Florida



Arley W. McRae, Chair


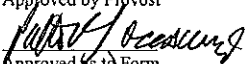


Chad Farnsworth, Superintendent

Date 1/21/2014

Date 12/16/13

Santa Fe College


Approved by Provost

Approved as to Form