

**STATEMENT OF STANDARDS**  
**DUAL ENROLLMENT/EARLY COLLEGE PROGRAMS**  
**IN THE FLORIDA COMMUNITY COLLEGE SYSTEM**

**ADOPTED BY THE COUNCIL OF PRESIDENTS**  
**February 23, 2007**

*Endorsed by the Articulation Coordinating Committee on February 28, 2007*

<b>Introduction</b>	As required by the Southern Association of Colleges and Schools (SACS), each of our community colleges <b>“must ensure appropriate levels of student achievement and equivalent quality of programs regardless of method of instruction or location of program.”</b> To that end, the following Standards provide a statement of community college commitment to ensuring that Early College/Dual Enrollment programs demonstrate the level of academic rigor expected of all college courses and programs.
<b>Definition</b>	Section 1007.271, F.S., defines Dual Enrollment as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. Dual Enrollment does not include remedial or physical education courses. In addition to the common placement examination, student <b>qualifications for enrollment in college credit dual enrollment courses must include a 3.0 unweighted grade point average, and student qualifications for enrollment in career certificate dual enrollment courses must include a 2.0 unweighted grade point average.</b> Early College/Dual Enrollment students are exempt from the payment of registration, tuition, and laboratory fees.
<b>Rigor</b>	<b><i>In contrast to other accelerated programs available in Florida, Early College/Dual Enrollment allows students who meet program admission eligibility criteria to take and earn credit in actual postsecondary courses offered by a regionally accredited postsecondary institution and taught by faculty credentialed per SACS Commission on Colleges guidelines. Therefore, satisfactory completion of the course fulfills the requirement for earning postsecondary credit. This postsecondary credit is transferable to any public postsecondary institution in Florida via the Statewide Course Numbering System as provided in Section 1007.24, F.S.</i></b>
<b>Role of the Community Colleges</b>	The Florida Community College System works with local school districts, private secondary schools and home school families to provide Dual Enrollment or “Early College” postsecondary options to over 30,000 eligible students annually. The term <b>Early College</b> is synonymous with “Dual Enrollment” in the Florida Community College System.
<b>Purpose of the Standards</b>	The Standards are measurable criteria of Early College/Dual Enrollment elements that are the basis of quality programs. Community Colleges are required to submit evidence of implementation of these Standards through periodic program reviews conducted by the Division of Community Colleges, Florida Department of Education.
<b>Categories of Standards</b>	<ul style="list-style-type: none"> <li>▪ Students</li> <li>▪ Faculty</li> <li>▪ Curriculum</li> <li>▪ Environment</li> <li>▪ Assessment</li> <li>▪ Strategic Planning</li> </ul>

## Students: Standards for Early College Eligibility

<b>S1-Grade Point Average (GPA)</b>	In order to participate in Early College/Dual Enrollment, <b>students must meet the GPA requirements, as specified in Florida Statute, (1007.271 F.S.)</b> for the degree/certificate program selected. Any exceptions to the GPA requirements must be noted in the Interinstitutional Articulation Agreement.
<b>S2-Assessment for Placement Purposes</b>	In order to participate in Early College/Dual Enrollment, students must complete the required assessment tests (CPT, SAT/ACT, or TABE). Students seeking to enroll in college credit coursework must <b>meet the same placement test score requirements as all postsecondary students.</b>
<b>S3-Joint AP/Early College-Dual Enrollment</b>	For joint Dual Enrollment and Advanced Placement courses, as authorized in Section 1007.272, F.S., students must comply with the add/drop policies and deadlines of the postsecondary institution. <b>Under no circumstances will an Advanced Placement student who does not take or pass the AP examination be permitted to earn postsecondary credit for that course through Dual Enrollment.</b> (Credit earned will be posted to the student transcript as either college credit with a grade, or AP credit, but not both.)

## Faculty: Standards for Early College Faculty

<b>F1-Faculty Credentials</b>	All full-time or adjunct faculty teaching Early College/Dual Enrollment must meet SACS requirements/guidelines for postsecondary instructors in the course/discipline. <b>Criteria are the same for all faculty teaching postsecondary courses regardless of the location of the class (i.e., college campus, high school campus, or satellite site). The college is responsible for ensuring that all Dual Enrollment/Early College courses are taught by qualified faculty.</b>
<b>F2-Faculty Transcripts</b>	For SACS accreditation purposes, postsecondary transcripts of all full-time or adjunct faculty teaching Dual Enrollment/Early College courses <b>must</b> be on file with the community college, regardless of who (school district/college or both) actually employs or pays their salary.
<b>F3-Faculty Handbook</b>	All full-time and adjunct faculty teaching Dual Enrollment/Early College classes <b>shall be provided with a copy of the current faculty and/or adjunct faculty handbook, and are expected to adhere to the professional guidelines, rules, and expectations therein.</b> Exceptions must be noted in the Interinstitutional Articulation Agreement.
<b>F4-Student Handbook</b>	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes <b>shall be provided with a current student handbook</b> detailing add/drop and withdrawal policies, student code of conduct, grading policies, critical dates, etc., and are expected to adhere to the guidelines, rules, and expectations therein. Exceptions must be noted in the Interinstitutional Articulation Agreement.
<b>F5-Faculty Liaison/Mentor</b>	All adjunct faculty teaching Early College/Dual Enrollment classes shall be provided with a full-time faculty contact or liaison in the same discipline.
<b>F6-Observation/Evaluation of Instruction</b>	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes shall be observed by a community college faculty member or administrator for evaluation purposes <b>using the same criteria</b> as for all other full-time and/or adjunct faculty.

## Curriculum: Standards for Content/Syllabi/Exams/Grades

<b>C1-Course Content</b>	All courses taught as a part of Early College/Dual Enrollment <b>must meet the postsecondary course content requirements</b> as specified in the Statewide Course Numbering System.
<b>C2-Course Plan and Objectives</b>	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes shall be provided with a copy of course plans/objectives for the college course they are teaching. In addition, they will be provided with additional requirements for Gordon Rule courses, if applicable. All course objectives must be included in the instructional plan and “covered” per the syllabus during the term.
<b>C3-Syllabus Requirement</b>	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes shall file a copy of their current course syllabus with the discipline/department chair prior to the start of each term. Content of the syllabus must meet the same criteria as required for all college courses.
<b>C4-Final Exam</b>	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes shall file a copy of their course final exam with the college discipline/department chair each term. The Vice President for Academic Affairs will assign the responsibility for reviewing the exams for comprehensiveness in assessing expected learning outcomes. Feedback will be provided as appropriate to the instructor and the high school principal.
<b>C5-Textbooks and Instructional Materials</b>	Textbooks/instructional materials used in Early College/Dual Enrollment classes must be the same as or comparable to those used 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.
<b>C6-Tests and Assignments</b>	Course requirements in terms of tests, papers, or other assignments for Early College/Dual Enrollment students shall be at the same level, rigor or depth as those for all non-Early College/Dual Enrollment postsecondary students.
<b>C7-Grades</b>	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes must observe college procedures/deadlines for submission of grades in appropriate format. All faculty will be advised of college-wide grading expectations/guidelines prior to teaching an EC/DE course.

## Environment: Early College Class/Course Expectations

<b>E1-Classroom Atmosphere</b>	Early College/Dual Enrollment courses taught on a high school campus are expected to maintain a college-like atmosphere with minimal interruptions of instructional time. Student behavior which is disruptive to the learning environment may result in that student’s loss of EC/DE eligibility.
<b>E2-Early College Course Expectations</b>	Students and parents/guardians of students enrolled in Dual Enrollment/Early College courses will be advised of college course-level expectations, including, but not limited to the following: <ul style="list-style-type: none"> <li>▪ Expectation of 2-3 hours of homework for each hour spent in class.</li> <li>▪ Firm assignment deadlines.</li> <li>▪ <b>Any letter grade below a “C” will not count as credit toward satisfaction of the Gordon Rule requirement; however, all grades are calculated in a student’s GPA and will appear on their college transcript.</b></li> <li>▪ All grades, including “W” for withdrawal, become a part of the student’s permanent college transcript and may affect subsequent postsecondary</li> </ul>

	<p>admission.</p> <ul style="list-style-type: none"> <li>▪ While appropriate for college-level study, course materials/class discussions may reflect topics not typically included in secondary courses which some parents may object to for “minors.” Courses are not “brought down” to high school level to accommodate variations in student age and/or maturity.</li> <li>▪ Students/parents should <b>consult a community college counselor and/or advisor</b> regarding the selection of courses to meet degree requirements or for transfer to a specific course of study at another institution.</li> </ul>
<b>E3-Educational Planning</b>	All Early College/Dual Enrollment students are encouraged to work with a community college advisor to <b>develop a postsecondary Educational Plan</b> rather than enrolling in a random selection of college courses.

### **Assessment/Accountability**

<b>A1-Grade Analysis of Subsequent Course Success</b>	Colleges <b>shall conduct follow-up analysis on grades</b> of Early College/Dual Enrollment students in subsequent college courses taken at their institution to ensure that level of preparation and future success is comparable with non-EC/DE postsecondary students. Reports shall be shared/reviewed with the principal and local school district and the Division of Community Colleges.
<b>A2-Course/Instructor Evaluation</b>	Institutions <b>shall conduct course/instructor evaluations</b> for Early College/Dual Enrollment classes on the high school campus, consistent with those used in all other community college classes.
<b>A3-Consistency in Standard Assessments</b>	Any course-, discipline-, college-, or system-wide assessments that a postsecondary institution <b>requires</b> in non-Early College/Dual Enrollment sections of a course shall also be used in all EC/DE sections of the course.
<b>A4-Grade Comparison of Early College and “Regular” Student Grades</b>	Institutions shall conduct follow-up on Early College/Dual Enrollment course offerings to ensure that <b>grading standards and outcomes</b> are comparable to non-EC/DE sections. Results will be shared with the principal, local school district and the Division.
<b>A5-Periodic Program Review</b>	<p>Every three years the Division of Community Colleges will conduct a thorough program review of all Early College/Dual Enrollment programs that will include evidence of institutional implementation of the aforementioned Standards, including the areas of assessment. This program review will provide, but not be limited to, system-wide information on the performance of Early College/Dual Enrollment students in subsequent courses in both the Florida Community College System and the State University System. Measures will include: participation and success rates of all students (also disaggregated by ethnicity and gender), as well as subsequent postsecondary enrollment and/or employment. The results of the program review will be shared with the local school districts, the Commissioner and the State Board of Education.</p> <p><b>Minimum Performance Measure Summary:</b></p> <ol style="list-style-type: none"> <li>1. Annual Participation Rate</li> <li>2. Annual Participation Rate by gender/ethnicity</li> <li>3. Grade Distribution for EC/DE students</li> <li>4. Comparison of Grade Distribution for “regular” community college students and EC/DE students</li> <li>5. Postsecondary enrollment rate by prior year high school graduates</li> </ol>

	<p>(both CC and SUS) by EC/DE students and non-EC/DE students; (also disaggregated by ethnicity and gender)</p> <p>6. Student success rate (grades) in postsecondary courses subsequent to community college Early College/Dual Enrollment.</p> <p>7. Comparison of student success rate in SUS courses for non-EC/DE students with EC/DE students</p>
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### **Strategic Planning: Interinstitutional Articulation Agreements**

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<b>S1-Shared Vision</b>	Per statute, school districts and community colleges <b>must</b> annually develop/revise and submit the Interinstitutional Articulation Agreement (IAA) aligned with the district Student Progression Plan. Interinstitutional Articulation Agreements <b>should</b> involve collaborative strategic planning and promote effective management of resources. The agreements <b>must</b> delineate institutional responsibilities to inform students and parents about articulated acceleration program options, eligibility criteria to ensure college readiness, the process for monitoring student performance, and the criteria by which the quality of Early College/Dual Enrollment programs are to be judged. (Section 1007.235, F.S.)
<b>S2-Articulation and Partnership Implementation</b>	Public schools and postsecondary institutions are <b>encouraged</b> to share resources, form partnerships with private industries, and implement innovative strategies, student and faculty workshops, and parental involvement activities that serve the local needs of the educational community. Strategic partnerships promote integrated and inclusive involvement that focus on a shared return on the investment.
<b>S3-Continuous Improvement</b>	The IAA <b>should</b> outline strategies for collaborative professional development to improve instructional efficacy, encouraging teacher utilization of instructional technologies, addressing critical needs, and supporting in-service initiatives.