

Criteria for approval of dual enrollment agreements limited to a single site with multiple county participation

Purpose

Section 1007.271, F.S., specifies that “*The Commissioner of Education may approve dual enrollment agreements for limited course offerings that have statewide appeal. Such programs shall be limited to a single site with multiple county participation.*”

The Articulation Coordinating Committee (Standing Committee on Secondary-Postsecondary Transition) has developed criteria for the approval of dual enrollment agreements for limited course offerings with statewide appeal. State universities and community colleges are currently providing outstanding summer programs that offer dual enrollment credit for high school participants. However, given that most school districts have articulation agreements with only their local postsecondary institutions, many districts inconsistently award appropriate high school credit for the dual enrollment credit earned.

As a result of the established approval process, institutions that offer “Commissioner approved” programs from a single site will not be required to develop 67 interinstitutional articulation agreements with individual school districts. All approved statewide articulation agreements shall be submitted to the Department of Education for statewide record, review, and monitoring (see Appendix A for sample format).

Approval Process

1. Postsecondary institutions offering dual enrollment programs that have statewide appeal must submit a complete program description to the Florida Department of Education Office of Articulation. Requests for approval of a statewide interinstitutional articulation agreement must be received prior to Jan. 1 each year, to be reviewed and recommended for Articulation Coordinating Committee (ACC) and Commissioner of Education approval.
2. All agreements are reviewed in accordance with the provisions of law. Evidence of promising practice will be recognized. Areas of confirmed non-compliance will be addressed.
3. Programs that meet the criteria will be submitted for approval by the ACC and the Commissioner of Education each February.
4. Institutions will be notified of program approval status following the February ACC meeting.
5. Program contact information, agreements, descriptions, and information will be maintained by the Office of Articulation.
6. A paperless memo will inform districts, community colleges, and universities, of approved summer programs, locations, and dual enrollment credit offered.

Recommended Criteria

1. **Provide a comprehensive description of program and courses available to students eligible for dual enrollment, including a plan for the postsecondary institution to provide guidance services and instructor contact information.**
(Include a sample of the regular day's activities in the program and a copy of the brochure – may also refer to website address if applicable)

2. **Explain the process by which parents and students are notified of the option to participate, student eligibility criteria for participation in dual enrollment courses and programs, and the process by which parents are informed of:**
 - ✓ candidate screening and selection criteria;
 - ✓ sample interview questions;
 - ✓ established deadlines;
 - ✓ the application and associated forms required for admission to the program;
 - ✓ required recommendations/signatures;
 - ✓ designated contacts for parents;
 - ✓ responsibility for providing student transportation;
 - ✓ disability services,
 - ✓ the process by which students register and withdraw from courses;
 - ✓ postsecondary grade forgiveness policies;
 - ✓ an appeals process (for students denied admission to program);
 - ✓ district weighting of dual enrollment course grades; and
 - ✓ the process by which grades are distributed.

3. **Acknowledge the institutional responsibilities for monitoring enrolled students.**
 - ✓ Delineate the responsibility for the ongoing monitoring of participants (liability issues).
 - ✓ Outline the academic criteria for continued enrollment in the program.
 - ✓ Clearly explain the impact of the grade earned in dual enrollment and the college GPA that is posted permanently to the student's postsecondary transcript. (This is a permanent record that four-year universities review, and can affect college admission and Bright Futures eligibility decisions.)
 - ✓ Identify behavioral expectations on a college campus, in college housing and in dual enrollment courses and cite the code of conduct and consequences.
 - ✓ Outline all other requirements for student participation: Colleges may require that dual enrollment students attend new student orientation, obtain a student ID, or obtain parking permits and college library cards, etc.

4. Explain the criteria by which the quality of dual enrollment courses and programs are maintained.

- ✓ Dual enrollment courses are college courses with the identical content and learning outcomes expected of all other college courses identified with the same statewide course prefixes and numbers. Teachers of dual enrollment courses have college teaching credentials established by the Southern Association of Colleges and Schools (SACS). Outline the procedures for maintaining teacher quality and content integrity of courses (similar to the guidelines in the Community College Council of President's Statement of Standards – See Appendix B).

5. Identify the institutional responsibilities for the cost of dual enrollment courses and instructional materials and student costs associated with lodging and food.

- ✓ Explain costs associated with the program.
- ✓ Students participating in dual enrollment are exempt from the costs associated with registration, textbooks, tuition, and lab fees.
- ✓ Instructional materials purchased by the district school board or the institution's board of trustees are the property of the board against which the purchase is charged.

APPENDIX A

SAMPLE FORMAT

Statewide Interinstitutional Articulation Agreements

Interinstitutional Articulation Agreements, as required by section 1007.235, Florida Statutes, should begin with an introductory section that clearly identifies the parties involved in the agreement and the term (a beginning and ending date) of the agreement. The process by which the agreement is renewed or terminated should also be included. Following the introductory information, the components required in each statewide agreement (approved by the Commissioner of Education) must include:

1. A description of the program that will be offered for dual enrollment on a statewide level.

This section provides information about the nature of the program and a justification for why this program should be approved for statewide application across all Florida school districts.

2. Courses and programs available to students eligible to participate in this dual enrollment program, including a plan for the postsecondary entity to provide guidance services.

This section should list the specific postsecondary course or courses for which students participating in the program will earn credit. In addition, using the *Dual Enrollment Course – High School Subject Area Equivalency List*, the agreement should stipulate the high school subject area requirement toward which the course or courses will apply.

The postsecondary entity providing the instruction is responsible for providing guidance services to participating students relating to the applicability of credit earned in the dual enrollment program toward the students' postsecondary goals. The process by which these services will be provided should be outlined in this section.

3. The process by which parents and students are notified of the option to participate.

Institutional responsibilities should be delineated. Who will notify parents and students of the option to enroll in this program and how and when will this be done? Be specific.

4. The process by which students and parents exercise their option to participate.

Procedures for participation, along with firmly established deadlines, are essential to the agreement. The application/forms for admission to the program, the recommendations and/or signatures required for participation, the person to whom parents and/or students submit their paperwork, the process by which students register and withdraw from courses, grade forgiveness, and the process by which grades are distributed should all be covered in the agreement.

5. Eligibility criteria and screening procedures for student participation in this statewide dual enrollment course/program.

According to Section 1007.271, F.S., students must have an unweighted GPA of 3.0 and demonstrate readiness for college credit coursework through scores on the Common Placement Test to participate in college credit dual enrollment. The specific cut scores required for enrollment (particularly if they vary by discipline/course) should be listed. Participation in career and technical certificate dual enrollment requires a 2.0 unweighted GPA. Any exception to the GPA requirement and/or any additional program admission requirements (such as high school grade level) should be clearly delineated at this point in the agreement.

Special candidate screening and selection criteria for the statewide program should also be included in this section of the agreement (e.g. interview questions, pre-assessments, etc.)

6. Institutional responsibilities for monitoring of enrolled students.

Requirements for continued participation in the program should be outlined. In addition to outlining the academic criteria for continued enrollment in the program, this section should identify behavioral expectations in dual enrollment courses, and which entity's code of conduct and consequences will be enforced. Maturity/discipline issues arise regularly, and addressing them in the agreement leaves less room for dispute if problems occur.

7. Criteria by which the quality of the statewide approved program is to be judged and maintained.

Dual enrollment instructors for college credit courses must meet the faculty credentials established by the Southern Association of Colleges and Schools (SACS). This agreement must outline the procedures for maintaining the teaching and content integrity of courses. Such procedures should include a plan for recruiting, selecting and evaluating faculty and monitoring of course content.

8. Institutional responsibilities for the cost of dual enrollment courses and programs.

The school district of the participating student is responsible for the purchase of students' textbooks for dual enrollment courses. The agreement should outline the textbooks to be utilized and address the procedure for students to obtain textbooks for the program (i.e. forms that students can take back to their school districts to apply for reimbursement of textbook costs, etc.).

Students with disabilities must be accommodated in dual enrollment classes as required by law. Several issues related to this topic should be negotiated and spelled out in this agreement. Which entity covers the cost of accommodations? Whose documentation requirements and criteria are adhered to when determining the need for accommodations (K-12 or postsecondary entity)?

The final section of this agreement is the execution, which includes the appropriate signatures of the Commissioner of Education (on behalf of all Florida school districts) and a representative from the entity that is delivering the instruction.

For additional information or assistance, contact the Office of Articulation at (850) 245-0427.

APPENDIX B

STATEMENT OF STANDARDS

DUAL ENROLLMENT/EARLY COLLEGE PROGRAMS
IN THE FLORIDA COMMUNITY COLLEGE SYSTEMADOPTED BY THE COUNCIL OF PRESIDENTS
February 23, 2007*Endorsed by the Articulation Coordinating Committee on February 28, 2007*

Introduction	As required by the Southern Association of Colleges and Schools (SACS), each of our community colleges “ must ensure appropriate levels of student achievement and equivalent quality of programs regardless of method of instruction or location of program. ” 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.
Definition	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 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. Early College/Dual Enrollment students are exempt from the payment of registration, tuition, and laboratory fees.
Rigor	<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>
Role of the Community Colleges	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 Early College is synonymous with “Dual Enrollment” in the Florida Community College System.
Purpose of the Standards	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.
Categories of Standards	<ul style="list-style-type: none"> ▪ Students ▪ Faculty ▪ Curriculum

	<ul style="list-style-type: none"> ▪ Environment ▪ Assessment ▪ Strategic Planning
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Students: Standards for Early College Eligibility

S1-Grade Point Average (GPA)	In order to participate in Early College/Dual Enrollment, students must meet the GPA requirements, as specified in Florida Statute, (1007.271 F.S.) for the degree/certificate program selected. Any exceptions to the GPA requirements must be noted in the Interinstitutional Articulation Agreement.
S2-Assessment for Placement Purposes	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 meet the same placement test score requirements as all postsecondary students.
S3-Joint AP/Early College-Dual Enrollment	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. 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. (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

F1-Faculty Credentials	All full-time or adjunct faculty teaching Early College/Dual Enrollment must meet SACS requirements/guidelines for postsecondary instructors in the course/discipline. 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.
F2-Faculty Transcripts	For SACS accreditation purposes, postsecondary transcripts of all full-time or adjunct faculty teaching Dual Enrollment/Early College courses must be on file with the community college, regardless of who (school district/college or both) actually employs or pays their salary.
F3-Faculty Handbook	All full-time and adjunct faculty teaching Dual Enrollment/Early College classes 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. Exceptions must be noted in the Interinstitutional Articulation Agreement.
F4-Student Handbook	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes shall be provided with a current student handbook 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.
F5-Faculty Liaison/Mentor	All adjunct faculty teaching Early College/Dual Enrollment classes shall be provided with a full-time faculty contact or liaison in the same discipline.
F6-Observation/Evaluation of	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 using the same criteria as for all other

Instruction	full-time and/or adjunct faculty.
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Curriculum: Standards for Content/Syllabi/Exams/Grades

C1-Course Content	All courses taught as a part of Early College/Dual Enrollment must meet the postsecondary course content requirements as specified in the Statewide Course Numbering System.
C2-Course Plan and Objectives	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.
C3-Syllabus Requirement	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.
C4-Final Exam	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.
C5-Textbooks and Instructional Materials	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.
C6-Tests and Assignments	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.
C7-Grades	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

E1-Classroom Atmosphere	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.
E2-Early College Course Expectations	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"> ▪ Expectation of 2-3 hours of homework for each hour spent in class. ▪ Firm assignment deadlines. ▪ Any letter grade below a “C” will not count as credit toward satisfaction of the Gordon Rule requirement; however, all grades are

	<p>calculated in a student's GPA and will appear on their college transcript.</p> <ul style="list-style-type: none"> ▪ All grades, including "W" for withdrawal, become a part of the student's permanent college transcript and may affect subsequent postsecondary admission. ▪ 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. ▪ Students/parents should consult a community college counselor and/or advisor regarding the selection of courses to meet degree requirements or for transfer to a specific course of study at another institution.
E3-Educational Planning	All Early College/Dual Enrollment students are encouraged to work with a community college advisor to develop a postsecondary Educational Plan rather than enrolling in a random selection of college courses.

Assessment/Accountability

A1-Grade Analysis of Subsequent Course Success	Colleges shall conduct follow-up analysis on grades 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.
A2-Course/Instructor Evaluation	Institutions shall conduct course/instructor evaluations for Early College/Dual Enrollment classes on the high school campus, consistent with those used in all other community college classes.
A3-Consistency in Standard Assessments	Any course-, discipline-, college-, or system-wide assessments that a postsecondary institution requires in non-Early College/Dual Enrollment sections of a course shall also be used in all EC/DE sections of the course.
A4-Grade Comparison of Early College and "Regular" Student Grades	Institutions shall conduct follow-up on Early College/Dual Enrollment course offerings to ensure that grading standards and outcomes are comparable to non-EC/DE sections. Results will be shared with the principal, local school district and the Division.
A5-Periodic Program Review	<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>Minimum Performance Measure Summary:</p> <ol style="list-style-type: none"> 1. Annual Participation Rate 2. Annual Participation Rate by gender/ethnicity

	<ol style="list-style-type: none"> 3. Grade Distribution for EC/DE students 4. Comparison of Grade Distribution for “regular” community college students and EC/DE students 5. Postsecondary enrollment rate by prior year high school graduates (both CC and SUS) by EC/DE students and non-EC/DE students; (also disaggregated by ethnicity and gender) 6. Student success rate (grades) in postsecondary courses subsequent to community college Early College/Dual Enrollment. 7. Comparison of student success rate in SUS courses for non-EC/DE students with EC/DE students
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Strategic Planning: Interinstitutional Articulation Agreements

<i>S1-Shared Vision</i>	Per statute, school districts and community colleges <i>must</i> annually develop/revise and submit the Interinstitutional Articulation Agreement (IAA) aligned with the district Student Progression Plan. Interinstitutional Articulation Agreements <i>should</i> involve collaborative strategic planning and promote effective management of resources. The agreements <i>must</i> 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.)
<i>S2-Articulation and Partnership Implementation</i>	Public schools and postsecondary institutions are <i>encouraged</i> 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.
<i>S3-Continuous Improvement</i>	The IAA <i>should</i> outline strategies for collaborative professional development to improve instructional efficacy, encouraging teacher utilization of instructional technologies, addressing critical needs, and supporting in-service initiatives.