

**2020-2021 DUAL ENROLLMENT ARTICULATION AGREEMENT  
BETWEEN THE SCHOOL BOARD OF DUVAL COUNTY,  
FLORIDA, AND FLORIDA STATE COLLEGE AT JACKSONVILLE**

THIS AGREEMENT, hereinafter referred to as ("the Agreement"), is entered into by and between The School Board of Duval County, Florida, a body politic and corporate, hereinafter referred to as the "District," and The District Board of Trustees of Florida State College at Jacksonville, a public body corporate of the State of Florida, hereinafter referred to as "the College or FSCJ";

WHEREAS, the Commissioner of Education has encouraged enhanced articulation agreements among public schools, community colleges, and universities and has provided comprehensive guidelines for such agreements;

WHEREAS, the College and the District have a long history of cooperation;

WHEREAS, Section 1007.271, Florida Statutes, specifies that articulation agreements pertaining to acceleration programs (dual enrollment) shall be executed between Florida College System institution presidents and District school superintendents in their respective school districts and Florida College System Institutions and defines specific eligibility requirements for participating students, defines the types of courses which can be taken by dual enrollment students, defines curriculum standards for dual enrollment courses taught on the high school campus, defines credentialing standards for secondary school faculty teaching dual enrollment courses on the secondary school campus, defines criteria for the participation of home and private school students in dual enrollment, defines the mandatory components of dual enrollment articulation agreements to include funding provisions for partners in dual enrollment articulation agreements, and provisions to provide support for students with disabilities who wish to participate in dual enrollment;

WHEREAS the State Board of Education must establish by rule the minimum test scores a student must achieve to demonstrate readiness;

WHEREAS, Florida Statute 1007.23 (3) requires each student who is seeking an associate in arts degree to indicate a baccalaureate degree program offered by an institution of interest by the time the student earns 30 semester hours and that the institution in which the student is enrolled shall inform the student of the prerequisites for the baccalaureate degree program offered by an institution of interest;

WHEREAS, the 2014 Legislature enacted HB 5101 amending 1007.271 F.S. requiring school districts to pay public postsecondary institutions tuition for courses offered on the college campus (including virtual campus) in the fall and spring terms, requiring school districts to pay only the costs of salary and benefits when instruction on the high school site is offered by a postsecondary instructor, but not requiring school districts to reimburse costs to the postsecondary institution for instruction on the high school sites delivered by high school instructors;

WHEREAS, the 2014 Legislature enacted SB 850 creating 1007.273 F.S. requiring a Florida College System institution to work with each district school board in its designated service area to establish collegiate high school programs; providing options for participation in a collegiate high school program; requiring a local Florida College System institution to execute a contract with a district school board to establish the program; requiring the contract to be executed by a specified date for the purpose of implementation and components of the contract; requiring student performance contracts and specifications for participating students; requiring the State Board of Education to enforce compliance;

WHEREAS, the 2012 Legislature enacted HB 7135 amending 1007.25 FS, mandating that

all students entering state colleges and universities in the Fall semester of 2015 must have 15 credits identified as "core" general education as part of their Associate of Arts or Bachelor degree to be universally accepted by said institutions;

WHEREAS, the 2016 Legislature enacted CS/HB 837 mandating that all postsecondary institutions participating in dual enrollment shall include in its dual enrollment articulation agreement, services and resources that are available to students with disabilities who register in a dual enrollment course at an eligible institution and provide information regarding such services and resources to the Florida Center for Students with Unique Abilities and that the Center will disseminate that information to students with disabilities and their parents or guardians;

WHEREAS, the College and the District desire to continue to enjoy a harmonious working relationship and voluntarily continue to enhance articulation between the two entities to improve college and career readiness and facilitate educational opportunities for students who are served by the two entities; and

WHEREAS, the College and the District acknowledge the changes in federal and state law that demand secondary to postsecondary career training pathways linked to requirements in postsecondary Workforce Development.

**NOW, THEREFORE, BE IT RESOLVED that the District and the College agree to the following:**

- A. The Agreement is a modification of all existing articulation agreements.
- B. The Agreement may be further amended or modified only on written consent of the District or FSCJ consistent with all State and Federal statutes, rules, and regulations.
- C. The College and the District agree to continue to be committed to the activities established by this Agreement, to recommend enhancements and other changes, and to generally promote collaboration between the public schools and the college in furtherance of this Agreement.
- D. **Assignment of Responsibilities for Acceleration Programs:** The College and the District agree to provide acceleration opportunities for Duval County students through the Dual Enrollment (Traditional Dual Enrollment, Career Dual Enrollment, Early Admission, the Early College Program, and the Collegiate Career High School Program), Advanced Placement, and International Baccalaureate and articulation of industry certifications or other jointly approved curricula. The College and the District agree to abide by the terms and assignments of responsibilities as detailed in Exhibit A. The College and the District shall create systems and policies that align with the terms and assignments of responsibilities. These systems and policies may be adjusted when agreed to by both parties. Information about available programs, advising, and counseling services will be provided to students and their parents in order for them to take advantage of acceleration opportunities for which they are qualified.
- E. **Career Academies:** The District and the College agree to cooperate in the advancement of Career Academies to promote better preparation of all Duval County students for postsecondary education. Agreements of this type will be developed separately but are to be considered ratified under this Agreement.
- F. **Charter Schools and Home Schools:** The College and the District agree that students of Charter Schools in Duval County and Duval County private schools registered with the district are not covered by the provisions of this Agreement, and must seek individual articulation with the college. Duval County home education program students who are

officially registered with the District Superintendent of Schools and the State of Florida, per Florida Statute 1002.41, may participate in dual enrollment under and according to the terms of separate individual articulation agreements.

- G. Technical Program Articulation:** The District and the College agree to develop program by program agreements that provide opportunities to receive college credit or advanced standing for appropriate work completed in courses and programs completed at the high schools and technical education centers. These agreements will be developed separately but are to be considered ratified under this Agreement.
- H. Faculty Certification:** The College will authorize qualified instructors who are employed by the District to teach the College's approved curriculum to dual enrollment students pursuant to the guidelines set forth in Exhibit A and which are agreed to by the parties.
- I. Independent Contractor:** The relationship of the parties hereunder shall be an independent contractor relationship, and not an agency, employment, joint venture, or partnership relationship. Neither party shall have the power to bind the other party or contract in the name of the other party. All persons employed by a party in connection with this Agreement shall be considered employees of that party and shall in no way, either directly or indirectly, be considered employees, or agents of the other party.
- J. Insurance of College:** The District acknowledges that the College is self-insured for worker's compensation, general liability, and other coverage, with said protection being applicable to officers, employees, servants, and agents while acting within the scope of their employment by the College. Its self-insured fund and various policies are authorized pursuant to Florida Statutes and the District Board of Trustees. Furthermore, nothing contained herein shall be construed or interpreted as: (i) denying to either party any remedy or defense available to such party under the laws of the State of Florida; (ii) the consent of the College to be sued; or (iii) a waiver of sovereign immunity of the College beyond the waiver provided in Section 768.28, Florida Statutes. Subject to the limits of Section 768.28, Florida Statutes, the College agrees to indemnify, hold harmless and defend the District from and against any and all claims, suits, actions, damages, or causes of action arising out of the negligent acts of College and/or sub-contractors arising out of or in connection with the provisions of this Agreement. Under no circumstances does the College agree to be pay attorney's fees.

**Insurance of District:** The College acknowledges that the District is self-insured for worker's compensation, general liability, and other coverage, with said protection being applicable to officers, employees, servants, and agents while acting within the scope of their employment by the District. Its self-insured fund is authorized pursuant to Florida Statutes and the School Board of Duval County, Florida. Furthermore, nothing contained herein shall be construed or interpreted as: (i) denying to either party any remedy or defense available to such party under the laws of the State of Florida; (ii) the consent of the District to be sued; or (iii) a waiver of sovereign immunity of the District beyond the waiver provided in Section 768.28, Florida Statutes. The District maintains the responsibility to ensure that its employees comply with all state and federal laws, including but not limited to mandatory reporting requirements set forth in Chapter 39 of Florida Statutes pertaining to child abuse, abandonment, or neglect. Subject to the limits of Section 768.28, Florida Statutes, the District agrees to indemnify, hold harmless, and defend the College from and against any and all claims, suits, actions, damages, or causes of action arising out of the negligent acts of District and/or sub-contractors arising out of or in connection with the provisions of this Agreement. Under no circumstances does the District agree to pay attorney's fees.

- K. Joint Use Agreements:** Any joint use agreements for facilities used by both entities and those agreements are not included in or affected by this Agreement.

**L. Strategies for Ensuring College Readiness of Dual Enrollment Students:** The College and the District will initiate the following strategies to assist in ensuring dual enrollment students are prepared for college-level coursework, thereby promoting postsecondary enrollment:

1. Assessment: HB 1255 gives the responsibility for college placement testing to the school districts.
2. College Readiness Initiative: The College will collaborate with the District in offering SLS1103 or an acceptable alternative course on District sites and on the College campus to enhance career planning and college-readiness.
3. Faculty Collaboration: The College offers on-going professional development for District teachers involved in the Dual Enrollment program including the SLS initiative and other purposes by mutual agreement. This professional development includes:
  - a. access to the courses and programs offered by the College's Academy for Professional Development (AFPD) at no charge to the District,
  - b. training in pedagogy associated with the SLS1103 course and its Canvas course shell,
  - c. ongoing faculty mentoring,
  - d. inclusion of dual enrollment faculty in professional development activities of academic departments.
4. School Counseling Collaboration: The College offers annual workshops for School Counselors for updates on College policies and procedures. There is also ongoing collaboration between high school counselors and campus dual enrollment coordinators for the SLS initiative.
5. Programs to enhance readiness of underserved groups: The College collaborates with the District on multiple programs to enhance college and career readiness of middle and high school students both during the school year and in summer bridge programs including, but not exclusive to:
  - a. College Reach Out Program (CROP),
  - b. Gaining Resources and Developing Skills (GRADS),
  - c. TRIO Programs,
  - d. Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP),
  - e. Project Vertical, and
  - f. Project Lead the Way.

**M. Delineation of Programs and Courses Not Part of Agreement:** The College and the District agree that either institution may offer new programs authorized under current legislation or administrative rule. However, both parties agree to notify the other prior to implementation of any new programs. Grants and any program that references/uses dual enrollment as a mechanism must be reviewed and approved by the District's Office of High School Acceleration Programs and the College's Office of Articulation.

**N. General Collaboration Efforts:** The College and the District agree to work toward initiatives that will reduce duplication, share resources, and otherwise enhance the activities and opportunities for each entity in areas such as Staff and Professional Development, Faculty to Faculty Articulation, Student Assessment, Counselor to Counselor Articulation, Research and Management Information, and Testing.

- O. Student Records:** The College and the District agree to share student data consistent with the restrictions imposed by state and federal laws and statutes. The purpose of this sharing will be to inform students of educational opportunities, monitor academic achievement and college readiness, measure program effectiveness and facilitate on-going research. Each organization agrees to treat such shared student information as confidential and agrees not to release personally identifiable information to third parties, except as permitted by law. Technical details of data sharing will be determined by mutual agreement of the data processing departments of both the College and the District. The parties may provide personally identifiable student records to each other in the performance of this Agreement, including, but not limited to, academic transcripts and disciplinary records. Such records are provided pursuant to Section 1002.221 and 1002.225 Florida Statutes, Family Education Rights Act, FERPA, 20 U.S.C.A.1232g, and all other applicable laws and regulations governing student privacy as it relates to the services provided pursuant to this Agreement. Each party further agrees to comply with Section 1002.221 and 1002.225 Florida Statutes, Family Education Rights Act, FERPA, 20 U.S.C.A.1232g, and all other applicable laws and regulations governing student privacy as it relates to the services provided pursuant to this Agreement including but not limited to provisions related to confidentiality, access, consent, length of retention, and security of student records. A Committee, composed of representatives of both organizations will monitor, control, and review all data sharing. All related enrollment projections, FTE reports, cost analyses, and other elements required for the allocation of funds shall be the sole responsibility of the assigned party unless indicated otherwise herein.
- P. Faculty Records:** For initial screening and review of high school instructors who apply to teach college dual enrollment courses, the District agrees to allow the College access, copying, and review of faculty transcripts already on file with the District. It is understood that after initial screening, faculty who meet Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC) credentialing standards must provide FSCJ with an official copy of their undergraduate and graduate transcripts prior to encoding of their dual enrollment classes.
- Q. Non-exclusivity:** The provision contained in this agreement shall not prevent whichever party is assigned responsibility for one or more of these programs from developing joint programs or contracting for specific instructional services with another entity or agency.
- R. Amendments and Modifications:** This agreement may be amended at any time through a Memorandum of Understanding signed, dated, and consented to by both parties and consistent with state and federal statutes, rules, and regulations. Amendments to any Exhibit included in this Agreement may be executed at any time with the signed consent of both parties and shall reflect the date of the amendment.
- S. Term:** The Agreement shall commence on the effective date and shall continue in full force until it is terminated, modified, or renewed by the parties. Pursuant to Section 1007.235(2), Florida Statutes, this dual enrollment articulation Agreement shall be reviewed each year for required modifications for the following year. The parties shall cooperate to renew this Agreement annually. The renewal of this Agreement shall be executed before the fall term of the following school year. If any part(s) of the Agreement is in conflict with any law, statute, or rule of a higher governing body, then such part(s) shall be deemed inoperative to the extent it conflicts therewith and shall be modified to conform to such law, statute, or rule.
- T. Compliance:** The Parties agree to comply with all State and Federal laws applicable to this Agreement, including those set forth by the U.S. Department of Education, Program Integrity Rules. Further, the District will comply with the College's requirements to ensure its continued Accreditation by the Southern Association of Colleges and

Schools, Commission on Colleges (SACSCOC). The College agrees to establish specific training and minimum standards to ensure compliance in these areas, as outlined in Exhibit A, and to monitor ongoing compliance. The District agrees to comply with all compliance mandates set forth in Exhibit A and to require compliance of all District staff and employees.

- U. Notice:** All notices under this Agreement shall be in writing and sent via hand delivery or overnight delivery (with a receipt) or United States mail, certified return receipt requested, directed to the other party at its address provided below or such other address as either party may designate by notice from time to time in accordance herewith:

If to College:

Dr. Nancy Webster  
Florida State College at Jacksonville  
501 West State Street  
Jacksonville, FL 32202

With copy to:

Office of General Counsel  
Florida State College at Jacksonville  
501 West State Street, Suite 403  
Jacksonville, FL 32202

If to District:

Duval County Public Schools  
1701 Prudential Drive  
Jacksonville, FL 32207 Attn:  
Dr. Diana L. Greene

With copy to:

Office of General Counsel c/o  
1701 Prudential Drive  
Room 340  
Jacksonville, FL 32207

- V. Background Screening:** College and District agree that all respective employees providing instructional services on the high school sites under this Agreement will meet the Level 2 background screening requirements described in Florida Statute §1012.32. If it is found that a person who is providing instructional services under this Agreement does not meet the Level 2 requirements, that person shall be immediately suspended from working in that capacity and shall remain suspended until final resolution of any appeals.
- W. Compliance with Employment Eligibility:** Effective January 1, 2021, College and District shall each comply with their respective obligations for verification of employment eligibility as set forth in section 448.095, Florida Statutes.
- X. Public Records.** College and District shall each comply with their respective obligations for public records as set forth in Chapter 119, Florida Statutes.
- Y. Facsimile and Counterpart Signatures:** The parties agree that this Agreement may be executed via counterpart and facsimile signature, the counterparts, and facsimiles of which, when taken together, shall be deemed to constitute an entire and original Agreement.

*[Signatures follow on next page]*

*[Signature Page to 2020-2021 Dual Enrollment Articulation Agreement  
Between The School Board of Duval County, Florida and  
Florida State College at Jacksonville]*

IN WITNESS THEREOF, the Parties hereto have adopted this Agreement, together with the incorporated Exhibit A (Dual Enrollment Acceleration Programs: Overview and Requirements) effective \_\_\_\_\_ 2020.

**Florida State College at Jacksonville**

By \_\_\_\_\_  
Dr. John Avendano, President

**Attest:**

**THE SCHOOL BOARD OF DUVAL  
COUNTY, FLORIDA**

By: \_\_\_\_\_  
Dr. Diana Greene, Superintendent  
Ex-Officio Secretary to the Board

By: \_\_\_\_\_  
Warren A. Jones, Chairman

Form Approved:

Approved by Board on August 4, 2020

By: \_\_\_\_\_  
Office of General Counsel

## **Exhibit A. Dual Enrollment Acceleration Programs: Overview and Requirements**

### **I. Dual Enrollment: Traditional, Career, Early Admission, Early College, Collegiate Career High School**

#### **A. Program Definitions**

The dual enrollment program is the enrollment of an eligible secondary student or home education student pursuant to s.1007.271(2) in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student (s.1007.271 F.S.).

Traditional dual enrollment refers to coursework offered for dual enrollment that meets both high school graduation requirements and requirements for the Associate of Arts taken by eligible students enrolled on a part-time basis.

Career dual enrollment refers to coursework in college credit career programs and non-credit workforce certificates based upon state-approved frameworks that lead to industry certifications.

Early Admission is a form of dual enrollment in which eligible senior level high school students are permitted to enroll on the college campus on a full-time basis in fall and spring terms of the senior year, earning both college and high school graduation credit.

Early College is a District/FSCJ collaborative program utilizing dual enrollment to offer students the opportunity to complete up to 60 hours of college credit during their high school years with the goal of achieving an Associate in Arts degree.

Collegiate Career High School programs are programs in which eligible high school students may earn CAPE (Career and Professional Education) industry certifications and up to 30 hours or more of dual enrollment college credit during their high school years.

Pre-Early College Programs are programs in which eligible middle school students attending a Pre-Early College site may take a college credit course which will prepare them for successful participation in an acceleration program. Participation in Pre-Early College Programs does not guarantee acceptance into a High School Acceleration Program (AP Capstone, AICE, Early College, IB).

#### **B. Process for Informing Students and Parents about Opportunities for Student Participation in Dual Enrollment**

District will inform students and parents about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, Early Admission, Early College Collegiate Career High School, Pre-Early College programs through presentations at middle and high school sites, on the District website, and District-wide events for high school choice and acceleration mechanisms.

FSCJ will inform students about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, Early Admission, Early College, Collegiate Career High School and Pre-Early College programs through presentations at middle and high school sites, on the FSCJ Dual Enrollment website, College Open House events.

#### **C. Location and Scheduling**

With the approval of the College and the District, eligible dual enrollment students may take the courses described herein during regular class periods at District school sites in fall or spring terms, in approved times in fall or spring terms outside of the regular class periods at the District school sites, or during any scheduled fall or spring term on the College campus.

Research by the College has demonstrated that students are most successful in full term face-to-face classes. Consequently, student will be scheduled in those classes rather than a short term or hybrid classes when at all possible.

If the College is physically closed through unexpected circumstances, courses which were originally scheduled as face-to-face or hybrid may be converted to online. In such circumstances, students and faculty members affected will be given all possible support to ensure students have the greatest chance of success.

Courses offered at the high school sites for dual enrollment students not in Early College or Collegiate Career programs will be offered first to senior level students followed by lower level students.

District may not require students to register for only those dual enrollment classes offered at the District school sites, but may limit students from taking a course at an FSCJ campus if that same course is also offered at their home District school.

#### **D. Course Selection**

College courses selected for this program shall meet and satisfy the requirements of s.1007.271 F.S. for awarding both high school credit and college credit. The District shall advise interested students and their parents or guardians of the application of the college credits earned to the credit required for a high school diploma, the ramifications, and responsibilities of initiating a permanent college transcript.

In accordance with s.1007.271 F.S., students may not earn dual enrollment credit for pre-collegiate instruction (including career/technical-preparatory instruction and college- preparatory courses), recreation or leisure, or physical education courses focusing on the physical execution of a skill.

Dual enrollment students may only enroll in those courses approved by District and FSCJ. To ensure greatest relevancy toward a postsecondary degree, in traditional dual enrollment, emphasis will be placed on courses within the general education core curriculum. Individual elective courses may be evaluated for relevance to intended college major. Those deemed pertinent may be granted dual enrollment credit.

To promote student success in dual enrollment courses, students must take SLS1103 or an acceptable alternative course in the first two semesters of participation in any dual enrollment program, with preference of taking the course in the first semester of participation. The course may be taken at the high school site or on the college campus in a face-to-face or hybrid modality only.

Students entering dual enrollment must complete the State-mandated 15 credit hours of "Core" General Education courses prior to earning 24 total hours of college credit. "Core" General Education courses are indicated in the advising guide listed in Exhibit B.

The guide for courses to be offered through Dual Enrollment is the Dual Enrollment Course-High School Subject Area Equivalency List approved by the State Articulation Coordinating Committee which can be found on the State Articulation website at

<http://www.fldoe.org/core/fileparse.php/5421/urlt/AcademicList1920.pdf>.

The request for new courses and programs to be offered for dual enrollment will be made by the Director of High School Acceleration Programs, the District, to the Executive Director of Articulations, FSCJ. Faculty certification, sufficient student enrollments, instructional materials, and appropriate classroom facilities must be available for the courses to be offered.

Dual enrollment courses offered at the high school site may not be stacked with any non-dual enrollment high school course. DCPS may not assign any non-dual enrollment students to class periods designated for dual enrollment students.

## **E. Course Equivalency**

In general, three (3) college credit hours are equivalent to a 0.5 high school credit, with six (6) college credit hours equating to one (1) full high school credit. There are exceptions, however:

1. Florida Department of Education's articulation committee maintains a list of dual enrollment courses identified to meet high school graduation requirements. This list contains certain semester-length postsecondary courses deemed of sufficient rigor to earn a full high school credit. The current list can be found on the Florida Department of education website at <http://www.fldoe.org/core/fileparse.php/5421/urlt/AcademicList1920.pdf>.
2. High school credits shall be awarded per the status of the list at the time of student enrollment.
3. One (1) credit hour college music courses are equivalent to 0.5 high school credit.
4. Most two (2) hour college credit courses are equivalent to 0.5 high school credit.
5. College certificate program workforce credit courses are equivalent to a 0.5 high school career education credit.

## **F. Eligibility for Traditional Dual Enrollment**

1. Dual Enrollment programs are designed for secondary students who demonstrate the ability to conduct themselves as mature, responsible students in a collegiate environment, and who understand the consequences of establishing a permanent college transcript. Students taking individual Traditional Dual Enrollment courses who are not part of an Early College or Collegiate Career High School program must establish and maintain a minimum qualifying cumulative unweighted GPA of 3.0 calculated based upon at least four (4) full high school credits. The deadline to apply for College campus courses May 1 for fall and December 1 for spring for all College campus dual enrollment courses.
2. Students who enroll in Traditional Dual Enrollment courses must demonstrate readiness for college-level work with scores on a common placement test adopted by the State Board of Education under s.1007.27(5) F.S. such as the ACT, SAT, Accuplacer next Generation or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading and writing. If the PERT or Accuplacer Next Generation is used for this purpose, students must present for review scores in all three areas of reading, writing, and mathematics. This includes students wishing to take dual enrollment courses in Humanities or the Social and Behavioral Sciences. Students wishing to take dual enrollment courses in mathematics or science must also present test scores that exempt them from remedial work in mathematics. Qualifying PERT test scores in the areas of Reading, Writing, and Math must be dated within two (2) calendar years prior to the first day of the dual enrollment class.

3. Fall 2020 Only COVID-19 Eligibility Exception:

- a. College Campus Courses: Grade 11 and 12 students must have expressed interest by signing up with their high school, had a qualifying 3.0 cumulative unweighted GPA for Traditional Dual Enrollment or a qualifying 3.5 cumulative unweighted GPA for Early Admission by May 6, college ready scores based on PERT, ACT, SAT or PSAT; and maintain the required GPA at the conclusion of each semester. Students using PSAT Score must have completed SLS1103 or be enrolled Fall 2020 through FSCJ on the High School Campus and are limited to the courses below. (Note: PSAT scores may not be used for Spring 2021 registration.)

- AMH2010 United States History to 1877
- AMH2020 United States History from 1877 to Present
- Any Humanities course with the same eligibility requirements as ENC1101
- AST1002 Astronomy
- AST1002L Astronomy Lab
- BSC1005 Life in its Biological Environment
- BSC1005L Biology Laboratory
- DEP2004 Human Growth Development
- ENC1101 English Composition I
- ESC1000 Earth and Space Science
- ESC1000L Earth and Space Science Laboratory
- EVR1001 Introduction to Environmental Science
- IDS1107 Strategies for the Pursuit of Knowledge
- MAT1033 Intermediate Algebra
- MGF1106 Topics in College Mathematics
- MGF1107 Explorations in Mathematics
- POS2041 American Federal Government
- PSY1012 General Psychology
- SYG2000 Introductory Sociology

- b. High School Campus Courses: Students will be considered eligible to take Dual Enrollment courses with a cumulative unweighted GPA of 3.0 calculated based on at least four (4) full high school credits and a B average in the subject area course the student wishes to take, even if they have not posted college-ready test scores but must have already successfully completed SLS1103. Students without test scores will be limited to enrollment in the following courses:

- AMH2010 United States History to 1877
- AMH2020 United States History from 1877 to Present
- SLS1103 Strategies for Success in College, Career and Life
- BSC1005 Life in its Biological Environment
- BSC1005L Biology Laboratory
- DEP2004 Human Growth Development
- ENC1101 English Composition I
- ESC1000 Earth and Space Science
- ESC1000L Earth and Space Science Laboratory
- EVR1001 Introduction to Environmental Science
- HUM2210 Humanities: Prehistory to the 15<sup>th</sup> Century
- HUM2020 Topics in the Humanities
- MAT1033 Intermediate Algebra
- MGF1106 Topics in College Mathematics
- MGF1107 Explorations in Mathematics
- POS2041 American Federal Government
- PSY1012 General Psychology
- SYG2000 Introductory Sociology

Students wishing to take courses other than those listed above such as higher-level science and mathematics courses must have qualifying PERT, ACT, SAT scores prior to June 8, 2020.

Students who are successful in coursework taken in Fall 2020 will not need to take placement tests for continuation in the program in Spring 2021 with the following exception: Students who did not take mathematics or science in Fall 2020 and wish to take mathematics or science in Spring 2021 will need to take a placement test for qualification.

4. Exception: Placement for SLS1103, IDS1107, or an acceptable SLS alternative course only may be achieved through one of the following:
  - a. courses at the high school sites for DE students not in Early College or Collegiate Career programs will be offered first to senior level students followed by lower level students. During Semester 2 only, Grade 10 students with a minimum cumulative unweighted 3.0 high school GPA calculated based upon at least four (4) full high school credits may qualify for SLS1103.
  - b. senior and junior level students who have no posted college-ready reading scores may qualify with a cumulative unweighted 3.0 high school GPA calculated based upon at least four (4) full high school credits.
  - c. senior and junior level students who have a cumulative unweighted 2.50-2.99 GPA calculated based upon at least four (4) full high school credits if they have placed into college level reading on any of the established college placement tests. If the PERT reading test is used for this purpose, students do not also need to post PERT writing or math scores.
  - d. due to COVID-19 during Fall 2020 students with a 2.50-2.99 GPA will not be able to enroll in SLS1103 unless he/she has a qualifying reading score.
5. Students must meet all prerequisite requirements for any dual enrollment course prior to registration. Students using courses from another accredited postsecondary institution or test scores (such as AICE, AP, IB, or CLEP scores) must submit official documentation to FSCJ at least three (3) weeks prior to registration for courses on the college campus or at least three (3) weeks prior to the first day of class for courses offered on the high school campus.
6. Schools may schedule high school Level 3 world language classes as dual enrollment for qualified secondary students (including minimum GPA requirements based upon at least four full high school credits and college ready test scores) who have previously completed the competencies of the Level I and II classes in the same language, with a grade of "C" or better. The courses in which these students enroll must consist of only dual enrollment students.
7. State law requires that dual enrollment students may only enroll in 12 credit hours before achieving assessment scores that place them into college level courses in all three areas of reading, writing, and mathematics. This requirement pertains to all established assessment placement instruments: PERT, ACT, SAT, Accuplacer Next Generation, and any subsequent functional equivalents. A special exception to the 12 credit hour rule may be available to students who have met placement requirements in reading and writing, and are enrolled in an academic course in mathematics at their high school or have completed a college level math course at another accredited postsecondary institution. Exceptions are valid for one term only, after which those based upon enrollment in a high school mathematics course must post a passing assessment score and those who have successfully completed (with a grade of C or higher) a college level math course at another accredited postsecondary institution must send official transcripts to the College. Exceptions must be approved by the Office of High School Acceleration and FSCJ's Office of Articulations three (3) weeks prior to May 1 for fall registration and three (3) weeks prior to December 1 for spring registration.

8. General Education Requirement: Students must complete the State-mandated 15 credit hours of "Core" General Education courses prior to earning 24 total hours of college credit. "Core" General Education courses are indicated in the advising guide listed in Exhibit B.
9. Maximum course enrollments will be as follows:
  - a. Fall and spring terms: Traditional Dual Enrollment students (those who are not participating in an Early College, Early Admission, or Collegiate Career High School program) may enroll in no more than three (3) total courses (11 credit hours) per 15 week semester. Of the three (3) courses, a maximum of two (2) courses may be taken on the college campus. This maximum includes all courses taken as dual enrollment for all postsecondary institutions, including the college site or at a District school location.
10. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a minimum cumulative unweighted 3.0 high school GPA for continued enrollment.
11. Students whose cumulative unweighted high school grade point average falls below the required cumulative unweighted 3.0 GPA between registration and start of next semester will not be permitted to participate in the program.
12. A grade of W, D, FN, F or assignment of NA in a single term, regardless of cumulative unweighted high school or college GPA, will remove student eligibility to participate in dual enrollment.
13. Students who have lost eligibility by earning a single grade of W, D, FN, F or having been assigned NA, may apply for probationary status. Application for probationary status does not guarantee acceptance. Probationary status limits the number and location of courses the student is eligible to take. Successful completion of courses while on probation will return the student to full status as a traditional dual enrollment student. Students who do not successfully complete their probation courses will not be able to take any further coursework while a high school student but may apply to FSCJ after high school graduation.
14. Students who did not participate in probation may re-apply to take dual enrollment courses after the completion of two (2) consecutive semesters (including fall or spring) taking only high school coursework, if meeting all other eligibility requirements.
15. If a student posts a grade of W, D, FN or F in the same course on two attempts, the student will not be permitted to attempt the course a third time while a dual enrollment student.
16. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and the District Student Code of Conduct ("the Code"). Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and the District Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including District and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.
17. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.

18. Dual enrollment students may not perform any online change of registration status- dropping, adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to apply for probationary status listed in #11.

## **G. Eligibility for Career Dual Enrollment-College Credit Courses**

1. Dual Enrollment programs are designed for secondary students who demonstrate the ability to conduct themselves as mature, responsible students in a collegiate environment and who understand the consequences of establishing a permanent college transcript. Students taking individual Career Dual Enrollment courses who are not part of an Early College or Collegiate Career High School program must establish and maintain a qualifying cumulative unweighted GPA of 3.0 calculated based upon at least four (4) full high school credits. The deadline to apply for College campus courses is May 1 for fall and December 1 for spring.
2. Students who enroll in Career Dual Enrollment courses must demonstrate readiness for college-level work with scores on a common placement test adopted by the State Board of Education under s.1007.27(5) F.S. such as the ACT, SAT, or Accuplacer Next Generation, Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading and writing. If the PERT or Accuplacer Next Generation is used for this purpose, students must present for review scores in all three areas of reading, writing, and mathematics. This includes students wishing to take dual enrollment courses in Humanities or the Social and Behavioral Sciences. Students wishing to take dual enrollment courses in mathematics or science must also present test scores that exempt them from remedial work in mathematics. Qualifying PERT test scores in the areas of Reading, Writing, and Math must be dated within two (2) calendar years prior to the first day of the dual enrollment class.
3. Exception: Placement for SLS1103, IDS1107, or an acceptable SLS alternative course only may be achieved through one of the following:
  - a. courses at the high school sites for DE students not in Early College or Collegiate Career programs will be offered first to senior level students followed by lower level students. During Semester 2 only, Grade 10 students with a minimum cumulative unweighted 3.0 high school GPA calculated based upon at least four (4) full high school credits may qualify for SLS1103.
  - b. senior and junior level students who have no posted college-ready reading scores may qualify with a cumulative unweighted 3.0 high school GPA calculated based upon at least four (4) full high school credits.
  - c. senior and junior level students who have a cumulative unweighted 2.5 GPA calculated based upon at least four (4) full high school credits if they have placed into college level reading on any of the established college placement tests. If the PERT reading test is used for this purpose, students do not also need to post PERT writing or math scores.
  - d. due to COVID-19 during Fall 2020 students with a 2.50-2.99 GPA will not be able to enroll in SLS1103 unless he/she has a qualifying reading score.
4. Students must meet all prerequisite requirements for any Career Dual Enrollment courses prior to registration and maintain eligibility.
5. Career Academy students who meet eligibility requirements based upon a qualifying cumulative unweighted GPA calculated on the successful completion of 1-3 full high school credits may enroll in dual enrollment courses identified as part of their career academy pathway approved by District and FSCJ.

6. State law requires that dual enrollment students may only enroll in 12 credit hours before achieving assessment scores that place them into college level courses in all three areas of reading, writing, and mathematics. This requirement pertains to all established assessment placement instruments: PERT, ACT, SAT Accuplacer Next Generation, and any subsequent functional equivalents. A special exception to the 12 credit hour rule may be available to students who have met placement requirements in reading and writing, and are enrolled in an academic course in mathematics at their high school or have completed a college level math course at another accredited postsecondary institution. Exceptions are valid for one term only, after which those based upon enrollment in a high school mathematics course must post a passing assessment score and those who have successfully completed (with a grade of C or higher) a college level math course at another accredited postsecondary institution must send official transcripts to the College. Exceptions must be approved by the Office of High School Acceleration and FSCJ's Office of Articulations three (3) weeks prior to May 1 for fall registration and three (3) weeks prior to December 1 for spring registration.
7. General Education Requirement: Students entering dual enrollment must complete the State-mandated 15 credit hours of "Core" General Education courses prior to earning 24 total hours of college credit. "Core" General Education courses are indicated in the advising guide listed in Exhibit B.
8. Maximum course enrollments will be as follows:
  - a. Fall and spring terms: Traditional Dual Enrollment students (those who are not participating in an Early College, Early Admission, or Collegiate Career High School program) may enroll in no more than three (3) total courses (11 credit hours) per 15-week semester. Of the three (3) courses, a maximum of two (2) courses may be taken on the college campus. This maximum includes all courses taken as dual enrollment for all postsecondary institutions, including the college site or at a District school location.
9. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a cumulative unweighted 3.0 high school GPA.
10. Students whose cumulative unweighted high school grade point average falls below the required cumulative unweighted 3.0 GPA between registration and start of next semester will not be permitted to participate in the program.
11. A grade of W, D, FN, F or assignment of NA in a single term, regardless of cumulative unweighted high school or college GPA, will remove student eligibility to participate in dual enrollment.
12. Students who have lost eligibility by earning a single grade of W, D, FN, F or having been assigned NA, may apply for probationary status. Application for probationary status does not guarantee acceptance. Probationary status limits the number and location of courses the student is eligible to take. Successful completion of courses while on probation will return the student to full status as a traditional dual enrollment student. Students who do not successfully complete their probation courses will not be able to take any further coursework while a high school student but may apply to FSCJ after high school graduation.
13. Students who did not participate in probation may re-apply to take dual enrollment courses after the completion of two (2) consecutive semesters (including fall or spring) taking only high school coursework, if meeting all other eligibility requirements.
14. If a student posts a grade of W, D, FN or F in the same course on two attempts, the student will not be permitted to attempt the course a third time while a dual enrollment student.

15. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and the District Student Code of Conduct ("the Code"). Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and the District Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including District and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.
16. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.
17. Dual enrollment students may not perform any online change of registration status- dropping, adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to apply for probationary status listed in #11.

#### **H. Eligibility for Career Dual Enrollment: Non-credit Certificate Programs**

1. Dual Enrollment programs are designed for secondary students who demonstrate the ability to conduct themselves as mature, responsible students in a collegiate environment and who understand the consequences of establishing a permanent college transcript. Students taking individual Non-Credit Career Dual Enrollment courses must establish a minimum qualifying cumulative unweighted GPA of 2.0 calculated based upon at least four (4) full high school credits. The deadline to apply is May 1 for fall and December 1 for spring.
2. Students enrolling in non-credit career/technical courses must take the Test of Adult Basic Education (TABE) within the first six (6) weeks of the first term of enrollment. Students must also meet other requirements established by the career program in which they wish to enroll.
3. Students must meet all prerequisite requirements for any non-credit Career Dual Enrollment courses prior to registration and maintain eligibility.
4. Career Academy students taking non-credit Career Dual Enrollment courses who meet eligibility requirements based upon a qualifying cumulative unweighted GPA calculated on the successful completion of 1-3 full high school credits may enroll in dual enrollment courses identified as part of their career academy pathway approved by District and FSCJ.
5. Non-Career Academy students eligible to take non-credit Career Dual Enrollment courses who meet eligibility requirements based upon a qualifying cumulative unweighted GPA calculated on the successful completion of 1-3 full high school credits may enroll in one (1) or two (2) dual enrollment courses at the college but may not participate in non-credit Career Dual Enrollment programs that require students to complete a certain number of contact (clock) hours.
6. Maximum course enrollments will be as follows:
  - a. College campus locations courses: Students enrolled in non-credit certificate programs are limited to no more than two dual enrollment courses offered on the College campus per semester.

- a. Combination of college and high school site enrollments:
    - i. Fall and spring terms: Traditional Dual Enrollment students taking non-credit certificate program courses may enroll in no more than the clock equivalent of 11 credit hours per 15-week semester. This maximum includes all courses taken as dual enrollment for any postsecondary institution, including the college site or at a District school location.
    - ii. This program does permit summer enrollment paid by Vocational Rehabilitation.
  - b. Exception: Project Vertical or Transition Instruction and Employment Support (TIES) program personnel may exceed the two (2) course per term college campus limitation for their students, due to the inherent purpose and design of those programs. Fall and spring course maximums will not exceed four (4) courses per term.
7. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a cumulative unweighted 2.0 high school GPA.
  8. A grade of W, D, FN, F or assignment of NA in a single term, regardless of cumulative unweighted high school or college GPA, will remove student eligibility to participate in dual enrollment.
  9. Students who have lost eligibility by earning a single grade of W, D, FN, F or having been assigned NA, may apply for probationary status. Application for probationary status does not guarantee acceptance. Probationary status limits the number and location of courses the student is eligible to take. Successful completion of courses while on probation will return the student to full status as a traditional dual enrollment student. Students who do not successfully complete their probation courses will not be able to take any further coursework while a high school student but may apply to FSCJ after high school graduation.
  10. Students who did not participate in probation may re-apply to take dual enrollment courses after the completion of two (2) consecutive semesters (including fall or spring) taking only high school coursework, if meeting all other eligibility requirements.
  11. If a student posts a grade of W, D, FN or F in the same course on two attempts, the student will not be permitted to attempt the course a third time while a dual enrollment student.
  12. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and the District Student Code of Conduct ("the Code"). Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and the District Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including District and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.
  13. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.
  14. Dual enrollment students may not perform any online change of registration status- dropping, adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to

apply for probationary status described in #9.

## I. Eligibility for Early Admission

1. Early Admission is a senior year program, allowing full time enrollment in fall and spring terms of a student's senior year. Students who wish to enroll in early admission to must demonstrate readiness for college-level work with a minimum 3.5 unweighted cumulative high school grade point average at time of registration (by May 1) and scores on a common placement test adopted by the State Board of Education under s.1007.271 such as the ACT, SAT, or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading, writing, and mathematics and maintain eligibility.
2. 2020 Only COVID-19 Eligibility Exception:
  - a. College Campus Courses: Grade 11 and 12 students must have expressed interest by signing up with their high school, had a qualifying 3.0 cumulative unweighted GPA for Traditional Dual Enrollment or a qualifying 3.5 cumulative unweighted GPA for Early Admission by May 6, college ready scores based on PERT, ACT, SAT or PSAT; and maintain the required GPA at the conclusion of each semester. Students using PSAT Score must have completed SLS1103 or be enrolled Fall 2020 through FSCJ on the High School Campus and are limited to the courses below. (Note: PSAT scores may not be used for Spring 2021 registration.)
    - AMH2010 United States History to 1877
    - AMH2020 United States History from 1877 to Present
    - Any Humanities course with the same eligibility requirements as ENC1101
    - AST1002 Astronomy
    - AST1002L Astronomy Lab
    - BSC1005 Life in its Biological Environment
    - BSC1005L Biology Laboratory
    - DEP2004 Human Growth Development
    - ENC1101 English Composition I
    - ESC1000 Earth and Space Science
    - ESC1000L Earth and Space Science Laboratory
    - EVR1001 Introduction to Environmental Science
    - IDS1107 Strategies for the Pursuit of Knowledge
    - MAT1033 Intermediate Algebra
    - MGF1106 Topics in College Mathematics
    - MGF1107 Explorations in Mathematics
    - POS2041 American Federal Government
    - PSY1012 General Psychology
    - SYG2000 Introductory Sociology

Students wishing to take courses other than those listed above such as higher-level science and mathematics courses must have qualifying PERT, ACT, SAT scores prior to June 8, 2020.

Students who are successful in coursework taken in Fall 2020 will not need to take placement tests for continuation in the program in Spring 2021 with the following exception: Students who did not take mathematics or science in Fall 2020 and wish to take mathematics or science in Spring 2021 will need to take a placement test for qualification.

3. Student eligibility must be approved by both the high school counselor and college campus dual enrollment coordinator May 1 junior year for full-time dual enrollment registration

during their senior year. Students must be enrolled and maintain continuous enrollment in District by November 1 of the junior year. The deadline to apply for Early Admission status is May 1 of the student's junior year.

4. Students whose cumulative unweighted high school grade point average falls below the required cumulative unweighted 3.5 GPA between application and start of Early Admission in the fall semester will not be permitted to participate in the program.
5. Students in Early Admission must take four (4) courses per term (fall and spring) enrolling in a minimum of 12 credit hours and a maximum of 14 credit hours per 15-week semester. Any courses required for high school graduation must be taken in the fall semester.
6. Students must be advised in writing by District that failure in or withdrawal from dual enrollment courses may jeopardize their high school graduation and their acceptance to a selective admission postsecondary institution.
7. Students must meet all prerequisite requirements for dual enrollment courses prior to registration and maintain eligibility.
8. General Education Requirement: Students entering dual enrollment must complete the State-mandated 15 credit hours of "Core" General Education courses prior to earning 24 total hours of college credit. General Education courses are indicated in the advising guide listed in Exhibit B.
9. Students must successfully complete all college courses attempted (as defined by a final course grade of A, B, or C) and maintain an FSCJ transcript reflecting a minimum 2.0 GPA and a cumulative unweighted high school GPA of 3.0 for continuing eligibility for the second semester of the senior year. If a student posts any grades of W, D, FN, F or has an assignment of NA in a single term, regardless of cumulative high school or college GPA, that student will not be permitted to continue as an early admission student, but may apply for probationary status to continue as a traditional dual enrollment student.
10. Early Admission students must attend the regularly scheduled monthly cohort meetings. They cannot be scheduled in classes that will conflict with these meetings. Whenever possible, classes will be scheduled four (4) days a week during day sessions Monday through Thursday.
11. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and the District Student Code of Conduct ("the Code"). Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and the District Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including District and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.
12. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.
13. Dual enrollment students may not perform any online change of registration status- dropping, adding and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to

apply for probationary status described in #8.

## **J. Eligibility for Early College**

Early College is a District/FSCJ collaborative program utilizing dual enrollment to offer students the opportunity to complete up to 60 hours of college credit during their high school years with the goal of achieving an Associate in Arts degree. Students in this program must complete all college-level coursework with FSCJ and not with any other post-secondary institutions.

1. Students who wish to enroll in Early College dual enrollment courses must demonstrate readiness for college-level work with a 3.0 cumulative unweighted high school grade point average. No exception is provided for SLS1103 for Early College students. College campus registration applications are due each semester by May 1 for fall and December 1 for spring for all courses taken on the college campus.
2. Early College students must successfully complete the SLS1103 during spring term of Grade 9 (as defined by a grade of A, B, or C) and achieve a final cumulative unweighted high school GPA of 3.0 by the end of the freshman year for continued eligibility in the program. Eligible students who enter Early College in Grade 10 at sites that are able to support late enrollment must take SLS1103 as their sole dual enrollment course in the fall semester of Grade 10 prior to continuation in the program.
3. Students must be assessed with a common placement test adopted by the State Board of Education under s.1007.271 F.S. such as the ACT, SAT, Accuplacer Next Generation or Postsecondary Education Readiness Test (PERT) during their freshman year and achieve college-level placement scores in reading and writing for continuing eligibility by July 15. Required math test scores must be achieved by May 1 of Grade 10. Students will be permitted five attempts per subject area test.
4. Students must achieve college-level placement scores in reading, writing, and mathematics by the time 12 credit hours have been earned for continuing eligibility.
5. Students whose cumulative unweighted high school grade point average falls below the required 3.0 GPA between registration and start of next semester will not be permitted to participate in the program.
6. Students must earn at least nine (9) college credit hours by the end of Grade 10 to continue in Early College. Students not meeting the minimum credit hours will be advised of other dual enrollment options. Students in Early College may not earn more than 12 credits while taking college coursework at the high school site.
7. General Education Requirement: Students entering dual enrollment must complete the State-mandated 15 credit hours of "Core" General Education courses prior to earning 24 total hours of college credit. "Core" General Education courses are indicated in the advising guide listed in Exhibit B.
8. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a 3.0 cumulative unweighted high school GPA.
9. A grade of W, D, FN, F or assignment of NA in a single term, regardless of cumulative unweighted high school or college GPA, will remove student eligibility to participate in dual enrollment.
10. Students who have lost eligibility by earning a single grade of W, D, FN, F or having been

assigned NA, may apply for probationary status. Application for probationary status does not guarantee acceptance. Probationary status removes the student from Early College and limits the number and location of courses the student is eligible to take. Successful completion of courses while on probation will return the student to full status as a traditional dual enrollment student. Students who do not successfully complete their probation courses will not be able to take any further coursework while a high school student but may apply to FSCJ after high school graduation.

11. Students who did not participate in probation may re-apply to take dual enrollment courses after the completion of two (2) consecutive semesters (including fall or spring) taking only high school coursework, if meeting all other eligibility requirements.
12. If a student posts a grade of W, D, FN or F in the same course on two attempts, the student will not be permitted to attempt the course a third time while a dual enrollment student.
13. Once at the college in Grade 11 and 12, students in Early College must take four (4) courses per term (fall and spring) enrolling in a minimum of 12 credit hours and a maximum of 14 credit hours per 15-week semester. Any courses required for high school graduation must be taken in the first two (2) semesters at the college.
14. Total college credits earned: To reduce excess credit hours, students may take up to the 60 hours needed to complete an Associate of Arts degree in the Early College program. Advisement will prioritize meeting all areas of General Education in the first 45 hours of the program. The remaining elective hours should be selected toward prerequisite courses for the student's desired transfer major if courses are available. Once the General Education Requirements and elective credits to make up the 60 hours for the Associate of Arts degree are met, the student will be considered to have completed the Early College program and is no longer eligible for further dual enrollment. This means the student completes AA requirements earlier than the originally planned high school graduation date as students will be scheduled into no more than the courses need to earn their degree. There is no obligation on the part of FSCJ or District to offer dual enrollment credits to fulfill university or state college prerequisite courses beyond the number of credits needed for the Associate of Arts degree. Once the requirements for the degree are met, the student will be considered to have completed the program and is no longer eligible for further dual enrollment.
15. Where applicable, the Early College program may vary from the standard course progression while taking courses at the high school, by enrolling students in combinations of semester-long dual enrollment courses conducted at the high school.
16. Early College students must attend the regularly scheduled monthly cohort meetings. They cannot be scheduled in classes that will conflict with these meetings. Whenever possible, classes will be scheduled four days a week during day sessions Monday through Thursday.
17. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and the District Student Code of Conduct ("the Code"). Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and the District Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including District and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.
18. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.

19. Dual enrollment students may not perform any online change of registration status- dropping, adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to apply for probationary status described in #10.
20. Students must satisfy all high school graduation requirements in order for the Associate in Arts (AA) degree to be conferred. The degree will be officially conferred once the College has received an official copy of the high school transcript showing graduation.
21. Early College Programs at non-magnet high schools are designated to a specific college campus. Early College students must attend classes at the college campus designated to the high school in which they are enrolled.

## **K. Eligibility for Collegiate Career High School**

Collegiate Career High School programs are programs in which eligible high school students may earn CAPE (Career and Professional Education) industry certifications and up to 30 hours or more of dual enrollment college credit during their high school years. Collegiate High School programs focus on career pathways and credentials.

Program Plans of Existing Collegiate Career High School programs are attached as Exhibit D.

1. Students who wish to enroll in the Collegiate Career High School dual enrollment program must demonstrate readiness for college level work with a 3.0 cumulative unweighted high school grade point average on entry into the program at the freshman level and maintain eligibility. The deadline to apply for College campus courses by May 1 for fall and December 1 for spring for all college campus dual enrollment.
2. Collegiate Career students must successfully complete the SLS1103 during spring term of Grade 9 (as defined by a grade of A, B, or C) and achieve a final cumulative unweighted high school GPA of 3.0 by the end of the freshman year for continued eligibility in the program.
3. Students must be assessed with a common placement test adopted by the State Board of Education under s. 1007.271 F.S. such as the ACT, SAT, Accuplacer Next Generation or Postsecondary Education Readiness Test (PERT) during their freshman year and achieve college level placement scores in reading, writing, and math for continuing eligibility by July 15 after their sophomore year.
4. Students must achieve college level placement scores in reading, writing, and mathematics by the time 12 credit hours have been earned for continuing eligibility.
5. Students must earn at least nine (9) college credit hours by the end of Grade 10 to continue in the Collegiate Career High School program. Students not meeting the minimum credit hours will be advised of other dual enrollment options. Students in Collegiate Career should not earn more than 15 credits while taking college coursework at the high school site unless previously approved by the District and FSCJ.
6. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a 3.0 cumulative unweighted high school GPA.
7. A grade of W, D, FN, F or assignment of NA in a single term, regardless of cumulative

unweighted high school or college GPA, will remove student eligibility to participate in dual enrollment

8. Students who have lost eligibility by earning a single grade of W, D, FN, F or having been assigned NA, may apply for probationary status. Application for probationary status does not guarantee acceptance. Probationary status removes the student from the Collegiate Career program and limits the number and location of courses the student is eligible to take. Successful completion of courses while on probation will return the student to full status as a traditional dual enrollment student. Students who do not successfully complete their probation courses will not be able to take any further coursework while a high school student but may apply to FSCJ after high school graduation.
9. Students who did not participate in probation may re-apply to take dual enrollment courses after the completion of two (2) consecutive semesters (including fall or spring) taking only high school coursework, if meeting all other eligibility requirements.
10. If a student posts a grade of W, D, FN or F in the same course on two attempts, the student will not be permitted to attempt the course a third time while a dual enrollment student.
11. Maximum course enrollments will be as follows:
  - a. Students in Collegiate Career Academy Programs will take four (4) courses per (fall and spring) enrolling in a minimum of 12 credit hours and a maximum of 14 credit hours per 15-week semester.
12. Total college credits earned: The Collegiate Career Academy program is designed to assist high school students acquire industry certifications and career coursework which can lead to credentials which may include the Associate of Science degree. Advisement and course selection will focus on classes leading to these industry certifications and those meeting General Education requirements for the Associate of Science degree. Once the requirements for the degree are met, the student will be considered to have completed the program and is no longer eligible for further dual enrollment. This means the student completes AS requirements earlier than the originally planned high school graduation date. There is no obligation on the part of FSCJ or District to offer dual enrollment credits beyond the number of credits needed for the Associate of Science degree.
13. Collegiate Career students must attend the regularly scheduled monthly cohort meetings. They cannot be scheduled in classes that will conflict with these meetings. Whenever possible, classes will be scheduled four days a week during day sessions Monday through Thursday.
14. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and the District Student Code of Conduct ("the Code"). Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and the District Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including District and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.
15. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.
16. Dual enrollment students may not perform any online change of registration status- dropping,

adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to apply for probationary status described in #8.

17. Students must satisfy all high school graduation requirements in order for the Associate in Science (AS) degree to be conferred. The degree will be officially conferred once the College has received an official copy of the high school transcript showing graduation.
18. Students must take Collegiate Career High School courses on the college campus specific to each career program.

#### **L. Eligibility for Pre-Early College**

Students enrolled in a Pre-Early College Program may earn up to four (4) high school credits, and in addition, three college credits through SLS1301.

1. Students must show proficiency on a District approved spring assessment during 6th grade and have an annual 2.5 middle school GPA to enroll in the pre-requisite Advanced Reading course. Principal and Teacher recommendations are also required.
2. Students must take and successfully pass the 7th grade Advanced Reading course with a "C" or better to continue in Grade 8.
3. Students must be assessed with the common placement test adopted by the State Board of Education under s. 1007.271 F.S., Postsecondary Education Readiness Test (PERT) in the spring of 7th grade and achieve 85 or higher on the Reading section to be eligible for participation in SLS1301 in Grade 8.
4. Students must earn an unweighted 7th grade GPA of 2.5.
5. Participation in Pre-Early College Programs does not guarantee acceptance into High School Early College Programs.
6. Students must be assessed with a common placement test adopted by the State Board of Education under s.1007.271 F.S. such as the ACT, SAT, or Postsecondary Education Readiness Test (PERT) during Grade 8 and achieve college-level placement scores in reading and writing. Required test scores must be achieved for continuation in dual enrollment courses in 9th grade prior to the start of spring semester.
7. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and the District Student Code of Conduct ("the Code"). Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and the District Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including District and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.
8. Dual enrollment students may not perform any online change of registration status- dropping, adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes in subsequent terms.

## II. RESPONSIBILITIES OF EACH INSTITUTION

**A. Marketing of Dual Enrollment Acceleration Mechanisms and Expectations: Students** of the District and their parents or guardians will be informed about opportunities for Dual Enrollment including credit Dual Enrollment courses leading to an Associate of Arts degree, Career Credit and Non-credit Dual Enrollment courses leading to degrees and certificates, as well as the options of Early Admission, Early College, and Collegiate Career High School. Included will be information on academic rigor of Dual Enrollment programs, benefits of acceleration mechanisms, academic and behavioral expectations of Dual Enrollment students, and application processes and deadlines. In addition, students of the District and their parents or guardians who have documented disabilities will be sent information on services available for those students who choose to participate in Dual Enrollment.

### **The District Shall:**

1. Inform students and parents about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, Early Admission, Early College, and Collegiate Career High School and services available for students with disabilities through presentations at middle and high school sites, on the District website, and District- wide events for high school choice and acceleration mechanisms.

### **The College Shall:**

1. Inform students about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, Early Admission, Early College, and Collegiate Career High School and services available for students with disabilities through presentations at middle and high school sites, on the FSCJ Dual Enrollment website, College Open House events, and through other collaborative mechanisms with the District.

## **B. Assessment Services**

In all assessment activities, the District and Florida State College at Jacksonville agree to adhere to the State policy regarding PERT administration.

### **The District Shall:**

1. Conduct PERT testing for all appropriate prospective dual enrollment and Early College students at the high school site, including registered home school students when available. Home school students will be advised about periods of time in which testing opportunities may be limited due to State-mandated assessments or other circumstances.

### **The College Shall:**

1. The college will not conduct PERT testing of DCPS students and home school students unless a written request is submitted by the High School Acceleration Programs Office with exception of circumstances other than state-mandated testing in which PERT testing is severely limited at the High School sites.

## **C. Program Planning**

### **The District Shall:**

1. Present the Office of Dual Enrollment, FSCJ, with the list of proposed dual enrollment courses and instructors for the entire academic year by May 1 of the previous academic year to ensure appropriate credentialing and training of faculty before the beginning of the academic term. The list must specify courses offered for the first time at any high school

site, since it is necessary to ensure college compliance with the notification/permission policies of its accrediting body.

2. Submit credentialing paperwork that includes official college transcripts for all dual enrollment teachers and syllabi for proposed dual enrollment courses no later than one (1) month prior to the start of each academic term to the Dual Enrollment Coordinator/Campus Academic Dean.
3. Restrict high school instructors from teaching more than 50% of their course load in dual enrollment courses.
4. Ensure that dual enrollment courses offered at the high school site are not combined with any non-college credit high school course.
5. Ensure that all scheduled dual enrollment courses adhere to a minimum number of ten (10) students and a maximum number that coincides with that on the College's Master Outline for each course, housed in Curriculum Services. Any exceptions to the maximum number of students in a course must be approved by the Dean of the appropriate discipline and the Dual Enrollment office.
6. Support the College's efforts to ensure compliance with the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), standards regarding the quality of courses offered by the District teachers.
7. Collaborate with the College on the development of new Dual Enrollment sites and programs, to include the development of any Early College and Collegiate Career High School programs.

**The College Shall:**

1. Send preliminary determination of the proposed course list back to District within three (3) weeks of receipt in the office of Dual Enrollment. Courses offered for the first time at any high school site may require notifications or permissions from the college's accrediting body, and therefore may not receive approval from the college for the immediate term requested.
2. Review faculty credentials and course syllabi in a timely manner to facilitate final approval of proposed course list.
3. Send notification of final approval of courses to District within two (2) weeks of credential verification of faculty. The newly credentialed teacher will be provided information on when he/she will be provided access to myFSCJ, when Canvas training is available, textbook information, a list of contact for curriculum support, provided a sample syllabus, and advised to submit his/her course syllabus for review and approval.
4. Encode only those courses which appeared on the proposed course list and received final approval of faculty.
5. Offer appropriate training and mentoring for dual enrollment faculty to be completed prior to the beginning of the academic term.
6. Collaborate with District on the development of new Dual Enrollment sites and programs, to include the development of any Early College and Collegiate Career High School programs.
7. Prepare and submit prospectus documents for high school sites that wish to expand on-site Dual Enrollment offerings, pending verification of appropriately credentialed faculty.

## **D. Student Registration**

### **The District Shall:**

1. Provide dual enrollment and early admission applications to students which will include the annual contract of understanding of expectations and requirements.
2. Provide guidance and approval for specific course requests to meet high school graduation requirements, documented on the application forms in collaboration with the college.
3. Check applications for completion, including signatures from parents or guardians and high school counselors, as well as ensuring eligibility criteria are met each term.
4. Provide original applications to the FSCJ designated campus by the established deadline and the designated method each term. Student registration deadlines will be strictly enforced.
5. Inform students of the relevant requirements and conditions for enrollment outlined in Exhibit A-C, including but not limited to their adherence to the FSCJ "Expectations for Student Conduct," the District "Code," and provide information to students about access to the online Student Handbook.

### **The College Shall:**

1. Provide a list aligning each college campus with specified area high schools for the purposes of coordination of all dual enrollment processes.
2. Provide the eligibility criteria for District use to ensure students meet eligibility requirements. This information shall be updated to align with changes as needed.
3. Designate campus dual enrollment coordinators to handle all dual enrollment and early admission applications. These coordinators will provide advisement, review applications, and eligibility criteria prior to registering students in classes each term, with the District and high school being notified of any ineligible students within two (2) weeks for courses offered at high school sites.
4. Provide verification of student registration for all courses taken at the high school sites with student ID numbers and College course numbers to the District, the high school instructor, and the high school dual enrollment coordinator.
5. Develop processes to ensure dual enrollment students will not be permitted to independently perform any registration activity with college enrollment services offices or on-line.
6. Ensure that once the dual enrollment application has been submitted, any changes in enrollment including dropping and adding classes, must be done at the approval of the high school counselor through the campus dual enrollment coordinator.
7. Provide copies of student schedules with any schedule changes to the District and high school dual enrollment coordinator at the time of registration.
8. Give students information on their full collegiate web access, including FSCJ e-mail accounts on completion of registration.

## E. Faculty

### The District Shall:

1. Submit dual enrollment certification applications to the College for only those high school faculty members who meet the following SACSCOC accreditation standards.
  - a. Faculty members selected to teach general education core courses or courses in a transferable Associate degree program must have, at a minimum, a master's degree from a regionally accredited institution in addition to 18 graduate semester hours in the discipline they propose to teach.
  - b. Faculty teaching SLS1103 or an alternative must have a master's degree from a regionally accredited institution; however, it may be in any discipline and they must complete all three (3) components of the SLS Professional development training provided by the College.
  - c. The minimum academic degree required for faculty teaching in professional, occupational, and technical areas (non-transfer) will correspond to the standard set for each instructional program offered by the College. While the standard for associate degree level is a master's degree, in areas for which this degree is not offered, certification may include work experience, professional certification or licensure, and education in a discipline-specific field.
2. Submit official transcripts for each proposed instructor.
3. Provide District principals and prospective District faculty with the requirements which must be satisfied in order for high school instructors to teach dual enrollment courses, including but not limited to:
  - a. participation in yearly orientation sessions and course specific training provided by FSCJ.
  - b. submission of credentialing documentation including official transcripts.
  - c. use of the standard electronic syllabus template for all proposed dual enrollment courses offered on the high school sites to be submitted electronically to the appropriate Campus Academic Dean and the Office of Dual Enrollment prior to the start of classes each term, typically August 1 for fall term classes and December 1 for spring term classes.
  - d. verification of class rosters to the College dual enrollment coordinators:
    - i. prior to the date of drop without penalty,
    - ii. prior to the date of withdrawal from the course, and
    - iii. prior to the date of submission of final grades.
  - e. submission of required assignments and assessments (including final exams) pertinent to the course being taught to FSCJ.
  - f. submission of all course grades including assignments and tests in the gradebook component of the Canvas course shell for each section being taught.
  - g. participation in the electronic submission of grades through the myFSCJ portal according to the schedule set for the academic term. Instructors who fail to submit their grades to FSCJ during the established online grading window will receive a written warning for the first offense. For any subsequent offenses, they will not be permitted to teach dual enrollment.
  - h. submission to periodic classroom observation by College representatives who will provide feedback to instructors for self-improvement.
  - i. familiarity and compliance with all policies and procedures set forth in the College's Adjunct Faculty Handbook, and all Faculty related College Policies and Procedures including FERPA.
4. Provide District dual enrollment faculty with access to training in the appropriate technology to perform expected classroom management activities including:

- a. myFSCJ system to check classroom rosters for accuracy;
  - b. electronic submission of grades; and
  - c. FSCJ e-mail for updates, information, and communication.
5. Provide District dual enrollment faculty with appropriate instructional materials to teach each dual enrollment course offered at the high school site in collaboration with the College.
  6. Provide a high school dual enrollment code only to those courses whose faculty have met all appropriate credentialing requirements.
  7. Provide the College with the name and credentials of any instructor who will be substituting for an approved dual enrollment faculty member who takes a planned leave of absence during the term with an understanding that the course will not be encoded as a dual enrollment course if the substitute fails to meet credentialing standards.
  8. Inform the College within a week if a faculty member teaching dual enrollment courses on the high school site has an extended absence (more than one week) requiring another instructor to teach the course.
  9. Remove the high school dual enrollment code from classes whose credentialed faculty member is unable to complete instruction if another appropriately credentialed faculty member is not approved by the College.

**The College Shall:**

1. Review the educational credentials of each proposed first-time dual enrollment instructor and inform District within two (2) weeks of document submission if the proposed candidate meets credential standards.
2. Provide a yearly orientation for all dual enrollment faculty, high school dual enrollment contacts, appropriate high school counseling and advising staff, appropriate District administrators, campus dual enrollment and Early College coordinators, and appropriate College administrators including College academic deans.
3. Provide faculty, particularly newly credentialed faculty or those teaching a course for the first time with sample syllabi and additional support.
4. Provide appropriate course specific training for dual enrollment faculty to include requirements for assessments.
5. Conduct evaluations of performance for dual enrollment faculty and provide feedback of observations within 3-4 weeks.
6. Encode for dual enrollment college credit only those courses whose faculty have met all appropriate credentialing, course documentation, and orientation requirements.
7. Provide discipline-specific contacts to serve as resources and mentors for each District dual enrollment faculty member.
8. Provide access to the online current College faculty handbook and student handbook to each District dual enrollment faculty member.
9. Perform an immediate credential review of any District faculty member proposed to teach a high school dual enrollment course as a substitute for a teacher on extended absence.
10. Assist District in finding an appropriately credentialed instructor in the event of an extended

absence of a high school dual enrollment faculty member.

11. Remove the dual enrollment college credit status for any course whose initial credentialed instructor has an extended absence and for which another appropriately credentialed instructor cannot be found.

## **F. Curriculum**

### **The District Shall:**

1. Ensure the use of only College established and approved curriculum by all dual enrollment faculty.
2. Ensure that in accordance with State Board Rule 6A-14.064, dual enrollment courses taught on the high school campus meet all postsecondary standards.
3. Ensure that all syllabi for dual enrollment courses meet all competencies and student learning outcomes specified in the Course Master Outlines in the College's Curriculum services website as directed by the college.
4. Ensure that textbooks and instructional materials used in dual enrollment courses on the high school site have been selected from the list of materials on the College's Course Master Outline unless approved by an appropriate college dean through review.
5. Submit for review any proposed instructional materials not on the College's Course Master outline to the College at least one (1) month prior to the beginning of the academic term.
6. Ensure that faculty teaching General Education dual enrollment classes taught at the high school site participate fully in any College-wide assessment activities including assignments that will generate student artifacts. Student and faculty identifiers will be redacted from artifacts prior to assessment and results will be reported at a programmatic level. Instructors who fail to submit artifacts to FSCJ by the established deadline will receive a written warning for the first offense. If there is any additional offense, they will not be permitted to teach dual enrollment in the subsequent term.
7. Ensure that faculty teaching dual enrollment courses administer the standard final exams or other mutually agreed upon assessments or activities and use them toward the calculation of the final course grade in accordance with current standards of end of course examinations.
8. Return completed final exams or end of course assessments to the executive director to be held for a period of one year. Instructors who fail to submit their final exams or end of course assessments to FSCJ during the established window will receive a written warning for the first offense. Any subsequent offenses, they will not be permitted to teach dual enrollment

### **The College Shall:**

1. Provide access to the Course Master Outlines on the College's Curriculum Services website to all District dual enrollment faculty.
2. Provide all District dual enrollment faculty with the College's list of required elements for all syllabi including expected student learning outcomes through an electronic syllabus template.
3. Review submitted syllabi and report approval status back to District within two (2) weeks of submission.

4. Provide assistance to District faculty teaching dual enrollment courses in syllabus revision if initial submission does not meet current standards.
5. Review, within two (2) weeks of submission by District, any proposed textbooks or instructional materials not on the College's Course Master Outline submitted by District for equivalency to current standards.
6. Facilitate the development and implementation of common final exams for each dual enrollment college course taught on high school sites. For any exams for which a standard does not yet exist, high school teachers will have the opportunity to collaborate on the development of the exams with FSCJ faculty.
7. Provide the exams and answer keys to the instructors prior to the start of the semester, as well as contact information for the faculty leader of the test development team.
8. Review and approve any alternate final assignments for those courses in which a cumulative final exam is not administered.
9. Hold final exams or alternate assignments returned to the College for a period of one (1) year.

## **G. Supervision**

### **The District Shall:**

1. Ensure all District faculty teaching dual enrollment courses adhere to required standards designated in State Board Rule 6A-14.064, including, but not exclusive to, syllabus submission, submission of final exams and other required assignments, and adherence to College grading policies.
2. Offer access to the high school site for appropriate College personnel, including, but not exclusive to, campus dual enrollment coordinators, Executive Dean of Liberal Arts, College-wide Dual Enrollment Program Manager, and academic deans conducting classroom visitations.
3. Ensure dual enrollment students on the high school campus have instructions for and access to technology to enable them to submit online instructional evaluations.
4. Conduct formal performance appraisal of the dual enrollment instructor according to the current District contract and Florida state law.
5. Coordinate with the College for formal program assessment and evaluation to include a yearly evaluative report describing student performance, student progression, and operational benchmarks of process.

### **The College Shall:**

1. Monitor adherence to dual enrollment faculty submission of required syllabi, final exams, and other required assignments.
2. Evaluate submitted documents and provide feedback/approval within two (2) weeks for syllabus submissions and four (4) weeks for other submitted documents.
3. Perform classroom visitations and conduct dual enrollment evaluations which conform to standards for adjunct faculty on the College campus. Newly credentialed dual enrollment

faculty will be observed in the fall.

4. Provide feedback to the instructor on classroom visitations/evaluations within four (4) weeks following the date of visitation.
5. Provide information on classroom visitation to the Office of Dual Enrollment for purposes of program level evaluation and improvement.
6. Provide mentoring to dual enrollment faculty.
7. Provide District with information on the process for student submission of online instructional evaluation.

## **H. Student Performance, Grades, and Appeals**

### **The District Shall:**

1. Ensure that student performance is monitored and evaluated in accordance with FSCJ college credit and non-credit grading and academic standards:
  - a. for classes offered at the high school site, the grading may include a mid-term grade consistent with the Duval County Schools nine (9) weeks reporting schedule for the participating high schools and
  - b. there is to be no grade recovery strategy for any dual enrollment course offered on the high school or College site.
2. Ensure grading in courses is consistent with the grading system approved on the course syllabus.
3. Ensure any changes to grading standards for dual enrollment courses are submitted to the appropriate College academic dean for approval before institution.
4. Ensure dual enrollment faculty electronically post course gradebook items in the Canvas course shell provided for each course section and post final course grades in the College's student information management system by the designated dates for each academic term. Instructors who fail to post course gradebook items or submit final course grades to FSCJ during the established online grading window will receive a written warning for the first offense. Should there be a subsequent offense, they will not be permitted to continue to teach in the dual enrollment program.
5. Ensure the grades entered into the FSCJ and District permanent record systems are the same. If a grading discrepancy is noted, it will be corrected within a period of two (2) weeks.
6. Ensure that students who have earned a grade of D, F, FN, or W in a dual enrollment course, and their parents, are provided with full information regarding the consequences of withdrawals, multiple retakes, including the possibility of paying out-of-state tuition rate, GPA implications for transcripts and potential impacts on financial aid eligibility, and acceptance to selective admission postsecondary institutions.
7. Ensure that students who have earned a grade of D, F, FN, or W in dual enrollment courses in a single semester and their parents are provided with full information regarding the student's ineligibility to take further dual enrollment courses.
8. Provide the College with information on any student who must be withdrawn from a dual enrollment course for reasons beyond their control (transfer to another school, move out of the area) within one (1) week of the withdrawal.

9. Ensure no students submit an application to retake a dual enrollment course more than once. Students who wish to retake MAT1033, MGF1106, MGF1107, and MAC1105 must retake the PERT to ensure proper advising and placement.
10. Provide students on the high school site with information on how to appeal a grade through a written request to the office of the Director of Articulation and the Office of High School Programs, who will then review the appeal with the FSCJ Dual Enrollment Program Manager for joint determination of further action. Students may need to submit an appeal in accordance with the college's student appeal process as outlined in the catalog.

**The College Shall:**

1. Evaluate grading processes to ensure compliance with College procedures and stated guidelines on course syllabi.
2. Review submitted gradebooks in the Canvas course shells from District faculty to ensure alignment with submitted grades.
3. Ensure the Campus Dual Enrollment Coordinators securely deliver grades for courses taken on the College Campus to the District.
4. Develop a secure electronic file transfer protocol to send grades from the College system to District.
5. Provide students enrolled in dual enrollment courses information on the student appeals procedure outlined in the college catalog if they wish to appeal a grade.
6. Process dual enrollment student grade appeals in a timeframe pursuant to College policy and procedure.

**I. Student Advising**

**District Shall:**

1. Inform all secondary students and their parents of dual enrollment as an educational option and mechanism for acceleration. Students and their parents shall be informed of:
  - a. student eligibility requirements criteria;
  - b. the option for taking dual enrollment courses beyond the regular school year;
  - c. the minimum academic credits required for graduation;
  - d. the fact that dual enrollment grades are posted to a permanent college transcript;
  - e. the consequences of grades of D, F, FN, and W on a college transcript regarding future eligibility for selective access programs at colleges and universities, financial aid, and continuation in dual enrollment courses; and
  - f. the availability of services for students with disabilities who wish to participate in Dual Enrollment.
2. Provide academic advising to dual enrollment students regarding program and course selection:
  - a. encourage each dual enrollment student to identify a postsecondary educational objective that includes course selection leading to a technical certificate, associate degree or baccalaureate degree, rather than a random selection of courses.
  - b. assist students and parents who wish to select courses which meet degree requirements for a specific course of study at another postsecondary institution, which may have different numbers of elective credit.
  - c. advise students who are undecided about their postsecondary major to take

- courses which meet General Education requirements.
- d. advise students taking college credit courses including those in Early Admission and Early College programs of the requirement to complete the 15-hour State mandated General Education "Core" courses prior to earning 24 total college credit hours.

**The College Shall:**

1. Provide all dual enrollment students with access to the College Catalog and Student Handbook.
2. Provide academic advising to dual enrollment students regarding program and course selection:
  - a. assist students in identifying and declaring a postsecondary educational objective that includes course selection leading to a technical certificate, associate degree, or baccalaureate degree.
  - b. assist students pursuing an Associate of Arts degree in declaring their intended transfer degree program and institution prior to attaining 30 credit hours toward the AA degree.
  - c. advise students who are undecided about their postsecondary major to take courses which meet General Education requirements.
  - d. advise students taking college credit courses including those in Early Admission and Early College programs of the requirement to complete the 15-hour State mandated General Education "Core" courses prior to earning 24 total college credit hours.
3. Provide access to advisement throughout the year with campus dual enrollment coordinators and Student Success advisement staff.
4. Provide information to students regarding the requirement for self-identification of disabilities to the College's Disabilities Office in order to obtain services and accommodations.

**J. Student Costs and Fees**

Consistent with provisions of Florida Statute s.1007.271 F.S., properly enrolled high school students receiving dual enrollment or early admission instruction under the provisions of this plan shall not be charged registration, tuition, technology, or laboratory fees for the college courses in which they enroll.

Students will be responsible for payment of other special course or program fees, including, but not exclusive to:

1. art supplies;
2. aviation flight fees;
3. automotive tools;
4. culinary equipment;
5. health care uniforms;
6. fees for dissection or other science consumables required for science courses; and
7. other consumables which will be identified by the college in collaboration with District prior to student enrollment.

Students will be responsible for paying the transcript request fee standard for all students of the College (charged per transcript) if they wish to have a copy of their College transcript or wish to have a transcript sent from the College to other postsecondary institutions.

## **K. Instructional Materials**

In accordance with s.1007.271 F.S., instructional materials, including digital integrated course materials, for dual enrollment courses shall be made available to public high school students free of charge. Payment for course textbooks shall be made in accordance with the following guidelines set forth below. Tangible instructional materials shall be the property of the governing board of the purchaser.

To reduce cost of instructional materials, use of open resource materials will be encouraged, followed by textbook rental options where available.

### **The District Shall:**

1. Pay for textbooks and other instructional materials required for dual enrollment students through Follett bookstore. All tangible textbooks purchased by District are the property of the District.
2. Develop and implement textbook agreements with students and their parents describing responsibilities for pickup and return.
3. Require courses taught on the high school or middle school sites to use open resource course shells when available.
4. Ensure student access to the technology required to fully use open resource course shells provided by the College.

Charter schools: District is not responsible for costs for textbooks or other instructional materials for Charter schools.

Home school students will be provided textbooks and other instructional materials through the College.

### **The College Shall:**

1. Make available to District any open resource course shells developed by FSCJ free of cost (with the exception of a minimal fee for mathematics access codes) provided students are guaranteed access to the appropriate technology required to fully use them.
2. Provide course shell orientation to any District faculty using FSCJ open resource shells to maximize effectiveness of resources.

## **L. Transportation**

Unless specifically provided for a designated program by District, students attending dual enrollment classes at a location other than their public high school shall provide their own transportation.

## **M. Cost Sharing**

In accordance with HB 5101 amending 1007.271 F.S. school districts are required to pay public postsecondary institutions tuition for courses offered on the college campus (including virtual campus) for the fall and spring terms, to pay only the costs of salary and benefits when instruction at the high school site is offered by a postsecondary instructor, but are not required to reimburse costs to the postsecondary institution for instruction on the high school sites delivered by high school instructors.

**The District Shall:**

1. Compensate District personnel acting as dual enrollment adjunct faculty for FSCJ as part of their regular teaching load at the high school campus.
2. Compensate FSCJ per the current cost of adjunct faculty instruction, for the costs of College instructional personnel, who teach at the high school campus at District request.
3. Compensate FSCJ at the current rate of instruction, for any college campus class specifically requested by District for targeted groups of dual enrollment students.
4. Remit payment for college campus tuition.
5. The total maximum indebtedness for District student tuition and adjunct compensation shall be ONE MILLION SEVEN HUNDRED FIFTY THOUSAND DOLLARS and No/100 (\$1,750,000.00). Should the parties desire to exceed this maximum indebtedness, it will be necessary for District to receive prior approval from the School Board of Duval County, Florida before incurring any financial obligation in excess of \$1,750,000.00. Determination of total potential billing in excess of \$1,750,000.00 will be made when billing for the fall semester has been completed. The decision to exceed or maintain the limit of \$1,750,000.00 will be made no later than the District's December Board meeting in order to adjust spring enrollments accordingly. (This amount does not include funding for instructional materials.)

**The College Shall:**

1. Compensate FSCJ faculty teaching a combination of regular FSCJ students and dual enrollment students on a college campus course if there are more than 16 District dual enrollment students and the course was not specifically requested by District.
2. Provide the District with rates of instruction on an annual basis.
3. Invoice the District for any class taught on the high school site by an FSCJ faculty member (full-time or adjunct) at the request of the District.
4. Submit to District an invoice for tuition at the rate of \$71.98 per credit hour for all college credit courses Dual Enrollment, Early Admission, Early College, and Collegiate Career High School students take through an FSCJ Campus/Center during the fall or spring term.
5. Submit to District an invoice for tuition at the rate of \$2.33 per contact hour for all non-credit courses in programs leading to a career certificate or an applied technology diploma (PSAV) taken by Dual Enrollment students on the college campus during the fall or spring semesters.

**N. Teacher Preparation and In-Service Training**

FSCJ and District will partner to provide teacher preparation and in-service training to District teachers and counselors to assist them in increasing the success of students in postsecondary education.

**The District Shall:**

1. Designate a day during the fall term professional development period for a comprehensive dual enrollment orientation/training for all prospective dual enrollment teachers.
2. Support District teachers participating in required professional development training offered

by FSCJ.

3. Support school counselors and other dual enrollment support personnel attendance at professional development activities offered by the College.

**The College Shall:**

1. Offer collaborative workshops between college and high school faculty to develop curriculum and instructional methodologies and cumulative final exams.
2. Offer District teachers and guidance staff access to workshops on the use of technology in instruction as well as other courses offered by the Academy for Professional Development.
3. Offer recertification courses for District teachers.
4. Offer in-service for district school counselors that delineates the diverse career education options available to students and the basic skill levels necessary for success.

**O. Data Sharing and Program Evaluation**

The FSCJ Executive Director of Articulations and the District Director/Articulation Officer of High School Acceleration Programs shall provide overall leadership for the implementation of this articulation agreement and shall be responsible for sharing data for the purpose of state reporting and program improvement. Each party agrees to protect the rights of students with respects to records created, maintained and used by each Party in accordance with state and federal law.

Shared data will be used to produce an annual evaluation report on implementation. The report shall include:

1. number and percentage of high school student participants by school, program type, and course;
2. agreed-upon demographic data;
3. student course performance; and
4. program improvement actions.

In alignment with the 2007 Council of Presidents' Statement of Standards, the following assessment and accountability measures will be established:

1. FSCJ will share statewide and specific research on dual enrollment student progression and
2. FSCJ will conduct follow-up research on dual enrollment courses to ensure grading standards and outcomes are comparable to non-dual enrollment sections. Results are to be shared with the principals, local district, and the division.

**Exhibit B. Dual Enrollment Academic Advising Guide (Includes General Education Requirements)**



**Dual Enrollment Academic Advising Early College Associate in Arts Degree  
(Fall 2015 and later)**

Name: \_\_\_\_\_ EMPL ID \_\_\_\_\_ High School: \_\_\_\_\_

Anticipated Major: \_\_\_\_\_

Potential Transfer Colleges/Universities: \_\_\_\_\_

- Note:
- Students select general education courses from the five broad liberal arts discipline areas: communication, humanities, mathematics, natural sciences and social/behavioral sciences. Per Florida State Statute 1007.25(3): At least one course in each of the five discipline areas shall be identified as a state core course option. Courses identified with an asterisk (\*) are designated as state core courses, accepted as general education at all state colleges and universities. A grade of "C" or better is required in all general education courses.
  - General Education: 36 Core Credits + 24 Elective Credits = 60 credits.

Projected Term	Enrolled	Completed (C or higher)	I. COMMUNICATION (9 credit hours – 3 credit hours from each category)		FSCJ DE Coordinator Notes
<b>Category A</b>					
			*ENC1101	English Composition	3
			*ENC1101C**	English Composition I Enhanced	4
<b>Category B</b>					
			ENC 1102	Writing About Texts	3
<b>Category C</b>					
			SPC2017	Intro to Speech Communication	3
			SPC2065	Speech Communication for Business	3
			SPC2608	Fundamentals of Public Speaking	3

\*\*This course includes one credit hour of supplemental lab instruction that will count toward the 24 hours of Associate in Arts electives.

Projected Term	Enrolled	Completed (C or higher)	II. HUMANITIES (6 credit hours – choose one course from Category A AND one course from Category A or B) *At least one course must have an HUM Prefix		FSCJ DE Coordinator Notes
<b>Category A</b>					
			*HUM2020	Topics in the Humanities	3
			*ARH2000	Arts in the Humanities	3
			*PHI2010	Philosophy in the Humanities	3
			*MUL2010	Music in the Humanities	3
			*LIT2000	Literature in the Humanities	3
			*THE2000	Theatre In the Humanities	3
<b>Category B</b>					
			HUM2210	Humanities: Prehistory to the 15 <sup>th</sup> Century	3
			HUM2230	Humanities: Mainstream of Cultures 15 <sup>th</sup> to 20 <sup>th</sup> Century	3
			HUM2250	Humanities: 20 <sup>th</sup> & 21 <sup>st</sup> Century Cultural Perspectives	3
			HUM2410	Humanities of Asia	3
			HUM2450	Humanities in the Americas	3
			DAN2100	Dance in the Humanities	3
			AML2010	American Literature: Colonial Times to 1900	3
			AML2020	American Literature: 1865 to Present	3
			ARH2050	Art History from Prehistory to 15 <sup>th</sup> Century	3
			ARH2051	Art History from 15 <sup>th</sup> to 21 <sup>st</sup> Century	3
			ENG2100	Film Studies	3
			ENL2100	English Literature to 1750	3
			ENL2022	English Literature since 1750	3
			LIT2100	Great Ideas in World Literature	3
			PHI2603	Introduction to Applied Ethics	3
			PHI2600	Moral and Political Philosophy	3
			REL2000	Religion in the Humanities	3
			REL2300	World Religions	3

**Exhibit B. Dual Enrollment Academic Advising Guide (Includes General Education Requirements)**



**Dual Enrollment Academic Advising Early College Associate in Arts Degree  
(Fall 2015 and later)**

Projected Term	Enrolled	Completed (C or higher)	III. NATURAL SCIENCE (minimums 6 - 8 credit hours)		FSCJ DE Coordinator Notes
<p><b>Option 1:</b> Choose one course from Category A (Biological Sciences) and one course from Category B (Physical Sciences). One must have a laboratory credit associated with it. These courses are listed with a "C" or an "L" following the course number.</p> <p><b>Option 2:</b> Choose one pair of courses from Category C – Biological Sciences and Physical Sciences.</p> <p><b>**ISC1075 may fulfill the requirement in either area, but not both.</b></p> <p>Tips from your FSCJ DE Coordinators: When selecting science courses please consider the following suggested courses based on your anticipated major — see notes in Category C.</p>					
<b>Category A (Biological Sciences)</b>					
			BOT1010C	Botany	4
			<b>*BSC1005</b>	<b>Life in its Biological Environment</b>	3
			BSC1005L	Biology Lab	1
			<b>*BSC2010C</b>	<b>Principles of Biology I</b>	4
			BSC2011C	Principals of Biology II	4
			BSC2020C	Human Biology	4
			BSC2050	Biology of Environmental Systems	3
			<b>*BSC2085C</b>	<b>Human Anatomy and Physiology I</b>	4
			BSC2086C	Human Anatomy and Physiology II	4
			<b>**ISC1075</b>	Principles of Science and Investigation	3
			MCB2010C	Microbiology	4
			OCB2000C	Fundamentals of Marine Biology	4
			ZOO1010C	General Zoology	4
<b>Category B (Physical Sciences)</b>					
			<b>*AST1002</b>	<b>Introduction to Astronomy</b>	3
			AST1002L	Astronomy Laboratory	1
			<b>*CHM1020</b>	<b>Chemistry for Liberal Arts</b>	3
			CHM1025C	Introduction to General Chemistry	4
			CHM1032C	Principles of General Chemistry	4
			<b>*CHM2045C</b>	<b>General Chemistry and Qualitative Analysis I</b>	4
			CHM2046C	General Chemistry and Qualitative Analysis II	4
			<b>*ESC1000</b>	<b>Earth and Space Science</b>	3
			ESC1000L	Earth and Space Science Lab	1
			GLY1010C	Physical Geology and Laboratory	4
			<b>**ISC1075</b>	Principles of Science and Investigation	3
			<b>*EVR1001</b>	<b>Introduction to Environmental Science</b>	3
			OCE2001	Survey of Oceanography	3
			OCE2001L	Survey of Oceanography Lab	1
			<b>*PHY1020C</b>	<b>Physics for Liberal Arts with Laboratory</b>	3
			<b>*PHY2048C</b>	<b>Physics I with Calculus</b>	4
			PHY2049C	Physics II with Calculus	4
			<b>*PHY2053C</b>	<b>General Physics I</b>	4
			PHY2054C	General Physics II	4
			PSC1341	Physical Science	3
<b>Category C (Biological Sciences and Physical Sciences PAIRS)</b>					
			<b>*BSC2085C</b>	<b>Human Anatomy and Physiology I</b>	4
			and BSC2086C	Human Anatomy and Physiology II	4
			<b>*BSC2010C</b>	<b>Principles of Biology I</b>	4
			and BSC2011C	Principals of Biology II	4
			<b>*BSC2010C</b>	<b>Principles of Biology I</b>	4
			and BSC2020C	Human Biology	4
			<b>*CHM2045C</b>	<b>General Chemistry and Qualitative Analysis I</b>	4
			and CHM2046C	General Chemistry and Qualitative Analysis II	4
			<b>*PHY2048C</b>	<b>Physics I with Calculus</b>	4
			and PHY2049C	Physics II with Calculus	4
			<b>*PHY2053C</b>	<b>General Physics I</b>	4
			and PHY2054C	General Physics II	4

**Exhibit B. Dual Enrollment Academic Advising Guide (Includes General Education Requirements)**



**Dual Enrollment Academic Advising Early College Associate in Arts Degree  
(Fall 2015 and later)**

Projected Term	Enrolled	Completed (C or higher)	IV. MATHEMATICS (6 credit hours – choose any two from the following)			FSCJ DE Coordinator Notes
Tips from your FSCJ DE Coordinators: When selecting mathematics courses please consider the following suggested courses based on your anticipated major —						
1. Mathematics: MAC1105 and MAC1147 if you meet the criteria OR MAC1114 and MAC1140. 2. Science: MAC1105 and MAC 1147 OR STA2023. 3. Psychology and Sociology: MGF1106 and STA2023 4. Other majors: MGF1106 and MGF 1107 OR other strong math students may wish to take MAC1105 and SAT2023						
			<b>*MAC1105</b>	<b>College Algebra</b>	3	
			MAC1114	College Trigonometry	3	
			MAC1140	Precalculus Algebra	4	
			MAC1147	Precalculus Algebra and Trigonometry	5	
			MAC2233	Calculus for Business and Social Studies	3	
			<b>*MAC2311</b>	<b>Calculus with Analytic Geometry I</b>	4	
			MAC2312	Calculus with Analytic Geometry II	4	
			MAC2313	Calculus with Analytic Geometry III	4	
			MAP2302	Differential Equations	3	
			<b>*MGF1106</b>	<b>Topics in College Mathematics</b>	3	
			<b>*MGF1107</b>	<b>Explorations in Mathematics</b>	3	
			<b>*STA2023</b>	<b>Elementary Statistics</b>	3	

Projected Term	Enrolled	Completed (C or higher)	V. SOCIAL AND BEHAVIORAL SCIENCES (9 credit hours – 3 credit hours for each category) <b>*At least one course must come from the State Core (denoted with*)</b>			FSCJ DE Coordinator Notes	
Civic Literacy Requirement: Beginning in Fall 2018, all first-time-in-college Associate in Arts or baccalaureate degree-seeking students must demonstrate civic literacy competency prior to graduation either by successfully completing AMH2020 or POS2041 with a "C" or higher, or by achieving the standard score on one of the three approved assessments. Date Civic Literacy Requirement Met: _____							
<b>Category A</b>							
				United States History 1865	3		
			<b>*AMH2020</b>	<b>United States History from 1865 to Present</b>	3		
			<b>*POS2041</b>	<b>American Federal Government</b>	3		
			WOH1012	World History to 1500	3		
			WOH1022	World History since 1500	3		
<b>Category B</b>							
			AMH2070	History of Florida	3		
			AMH2092	African-American History/Culture (African Origins to 1877)	3		
			AMH2093	African-American History/Culture (1877 to Present)	3		
			<b>*ANT2000</b>	<b>General Anthropology</b>	3		
			ANT2410	Cultural Anthropology	3		
			ANT2511	Physical Anthropology	3		
			<b>*ECO2013</b>	<b>Principles of Economics</b>	3		
			INR2002	International Relations	3		
			LAH2000	History of Latin America	3		
			POS2112	State and Local Government	3		
			WST2010	Introduction to Women's Studies	3		
<b>Category C</b>							
			DEP2004	Human Growth and Development	3		
			INP1390	Human Relations in Business and Industry	3		
			<b>*PSY1012</b>	<b>General Psychology</b>	3		
			<b>*SYG2000</b>	<b>Introductory Sociology</b>	3		
			SYG2010	Social Problems	3		
			SYG2340	Marriage and Family	3		

**Exhibit B. Dual Enrollment Academic Advising Guide (Includes General Education Requirements)**



Florida State College  
at Jacksonville

**Dual Enrollment Academic Advising Early College Associate in Arts Degree  
(Fall 2015 and later)**

**Foreign Language Requirement**

In accordance with Florida Statue 1007.25, A.A. degree-seeking students entering FSCJ or another Florida College System institution in 2014-2015 and thereafter must demonstrate competency in a foreign language. Competency is demonstrated by the completion of a minimum of eight semester hours in the same foreign language at the college level or by the completion of two high school credits in the same foreign language.

Courses are offered in Chinese (CHI1120 and CHI1121), French (FRE1120 and FRE1121), French Conversation (FRE2210 or FRE2211), Spanish (SPN1120 and SPN1121), Spanish Conversation (SPN 2210 or SPN 2211), German (GER1120 and GER1121), Latin (LAT1120 and LAT1121) and Brazilian Portuguese (POR1120 and POR1121) that fulfill this eight credit hour requirement. You may use Sign Language I and II (ASL1140 and ASL1150) to satisfy foreign language requirements, however, these courses may not count toward the requirements of the university.

Projected Term	Enrolled	Completed (C or higher)	Electives/Major Prerequisites (24 credit hours)		FSCJ DE Coordinator Notes
When choosing electives, refer to your intended transfer institution's prerequisite requirements for your intended major. Certain prerequisite courses may be required before you can transfer into a major at the junior level. Some major prerequisites may be used to meet the Associate in Arts General Education Requirements. The elective course options within the Associate in Arts degree consists of any combination of college-level courses or recommended/required courses for a specific upper-division major/or courses selected from the five core general education academic areas of general education: communication, humanities/social science, history, science and mathematics. Students are encouraged to pay careful attention to their major field of study and to the specific requirements of the institution to which they plan to transfer.					
			SLS 1103/IDS 1107	Strategies for Learning Success / Strategies for the Pursuit of Knowledge	

I understand these are the requirements to complete the Associate of Arts degree, that I need to pass my current courses, and I need to plan my future schedule accordingly.

Name (print)

Signature

Date

## Exhibit C. Student and Parent Contract



### FLORIDA STATE COLLEGE AT JACKSONVILLE/DUVAL COUNTY PUBLIC SCHOOLS DUAL ENROLLMENT/COLLEGIATE CAREER HIGH SCHOOL STUDENT CONTRACT

Success in dual enrollment college classes is dependent upon academic readiness, social maturity, and motivation. Students who choose to enter dual enrollment classes are subject to the same rules and regulations as other college students. Classes contain mature, adult students from diverse backgrounds, and life experiences. Additionally, course content is college level and may contain material, situations, and examples that may offend immature students. Students choosing to take college classes do so with the understanding that course rigor and content is intended for a mature, college-level student.

The high school student on the college campus experiences the same freedom and lack of direct supervision as any other college student; consequently, dual enrollment students are expected to conduct themselves as adults and follow both Duval County Public Schools' Code of Student Conduct and the College's Expectations for Student Conduct.

College course-level expectations include, but are not limited to the following:

- Students are expected to follow the guidelines in the course syllabus and retain that syllabus for reference.
- Students are expected to be in class on the first day and should attend all scheduled classes. Students may be assigned a grade of FN (Failure for Nonattendance) by the instructor for being absent (regardless of the reason).
- Students taking courses on the college campus are expected to have texts and other course materials the first day of class.
- Two to three hours of homework or study should be completed for each hour spent in class.
- Assignment deadlines are firm.
- Students are expected to monitor their own progress in a course and to communicate regularly with their instructor if they have any questions about their progress or course material.
- Parents or guardians who have questions or concerns about their students' progress are subject to FERPA requirements and should direct their questions to the College Dual Enrollment Office and not to the course instructor, even if a FERPA form is on file at the College.
- Students who take classes on the high school sites will have their final exams and program level assessments returned to the college and held for a period of one calendar year.

Program Level Requirements include, but are not limited to the following:

- Participation in mandatory orientation for all dual enrollment students is mandatory. Early College and Early Admission students are required to attend mandatory monthly meetings. Nonattendance will result in courses being dropped.
- Final course grades of W (withdrawal), D, F, or FN, are permanent parts of a student's college transcript and may negatively impact transfer to other colleges and universities, scholarships, and eligibility for Federal Financial Aid.
- A grade of W, D, F or FN or assignment of NA (drop for nonattendance) in a single term will remove student eligibility for dual enrollment unless a probation application is submitted on time and approved. (If a probation application is approved, courses will be limited.)
- Students whose college GPA drops below 2.0 or whose cumulative unweighted HS GPA drops below 3.0 between application submission and the start of the next semester will not be permitted to participate in the program.
- Students must complete the 15 credit hours of "State Core" General Education prior to attaining 24 total college credit hours.
- To drop or withdraw from a course, the student, parent, and high school designee must submit the appropriate documentation prior to the deadline through the high school to the College.
- Once a schedule has been entered for the semester, there will be no changes to the schedule unless a class is cancelled.
- Students who fail to follow appropriate procedures to return instructional materials for classes on the College campus will lose eligibility for dual enrollment.
- Students who violate the DCPS Code of Student Conduct or the College's Expectations for Student Conduct (including Academic Dishonesty) are subject to disciplinary action. Depending on the offense, this may include, but is not limited to, assignment or course failure, and suspension or removal from the dual enrollment program. Students are entitled to the College's Appeal Process in such circumstances. Academic appeals must be initiated in the term immediately following the assignment of the grade in question.
- **Students are not permitted to independently perform any registration activity. Any student found in violation will not be allowed to continue in dual enrollment for subsequent terms.**
- Students may be asked to participate in educational research deemed exempt by the College's Institutional Research Board. This may include studies involving surveys and normal educational practices.

Students and Parents are expected to read the complete information regarding the dual enrollment program available online.

## Exhibit D. Collegiate Career Programs

- Note:
1. Courses may change to reflect most updated curriculum.
  2. Courses offered on the high school campus may vary and is dependent on the availability of credentialed staff. Adjustments made to courses taken on the high school campus will impact the course progress.
  3. Prerequisite for program participation: Algebra I.

Engineering Technology (Advanced Manufacturing) (2320) A.S. Degree			
Grade 9	Grade 10	Grade 11	Grade 12
<ol style="list-style-type: none"> <li>1. English I Honors</li> <li>2. English II Honors</li> <li>3. Geometry Honors</li> <li>4. Algebra II Honors</li> <li>5. Biology Honors</li> <li>6. Economics/SLS1103</li> <li>7. World History Honors</li> </ol> <p>Summer FLVS (must complete prior to August 1<sup>st</sup> of Grade 10): HOPE</p> <p>Student that come with World Language 1 will need to take their second World Language Course in Grade 9 and take World History in Grade 10. The student may also take their PFA during Grade 10 instead of on FLVS.</p>	<ol style="list-style-type: none"> <li>1. ENC1101/ENC1102</li> <li>2. MAT1033/MAC1105</li> <li>3. Chemistry Honors</li> <li>4. A physical science course</li> <li>5. US History Honors</li> <li>6. Semester 1 World Language 1 (DB)/Semester 2 World Language 2 (DB)</li> <li>7. Semester 1 World Language 1 (DB)/Semester 2 World Language 2 (DB)</li> </ol> <p>Summer FLVS (must complete prior to August 1<sup>st</sup> of Grade 11): PFA</p>	<p><b>Fall</b></p> <ol style="list-style-type: none"> <li>1. BCN2732 – OSHA Safety</li> <li>2. EET1084 – Survey of Electronics</li> <li>3. ETS1352 – Introduction to Manufacturing Processes</li> <li>4. POS2041 – American Federal Government</li> </ol> <p><b>Spring</b></p> <ol style="list-style-type: none"> <li>1. ETS1511 – Motors &amp; Controls</li> <li>2. ETM1010 – Measurements and Instrumentation</li> <li>3. ETM2315 – Mechanical Devices and Systems</li> <li>4. ETS1603 – Robotics: Mechanics and Controls</li> </ol>	<p><b>Fall</b></p> <ol style="list-style-type: none"> <li>1. CGS2470 – Computer Aided Drafting and Design</li> <li>2. ETD1100 – Engineering Drawing</li> <li>3. ETS1542 – Introduction to Programmable Logic Controllers</li> <li>4. ETS1700 – Hydraulics and Pneumatics</li> </ol> <p><b>Spring</b></p> <ol style="list-style-type: none"> <li>1. ETM2317 – Drive and Pump Systems</li> <li>2. ETI1110 – Introduction to Quality Assurance</li> <li>3. ETS2527 – Electromechanical Components and Mechanisms (Capstone)\</li> <li>4. Humanities Course</li> </ol>
IT Security (2158) A.S. Degree			
Grade 9	Grade 10	Grade 11	Grade 12
<ol style="list-style-type: none"> <li>1. English I Honors</li> <li>2. English II Honors</li> <li>3. Geometry Honors</li> <li>4. Algebra II Honors</li> <li>5. Biology Honors</li> <li>6. Economics/SLS1103</li> <li>7. World History Honors</li> </ol> <p>Summer FLVS (must complete prior to August 1<sup>st</sup> of Grade 10): HOPE</p> <p>Student that come with World Language 1 will need to take their second World Language Course in Grade 9 and take World History in Grade 10. The student may also take their PFA during Grade 10 instead of on FLVS.</p>	<ol style="list-style-type: none"> <li>1. ENC1101/ENC1102</li> <li>2. MAT1033/MAC1105</li> <li>3. Chemistry Honors</li> <li>4. A physical science course</li> <li>5. US History Honors</li> <li>6. Semester 1 World Language 1 (DB)/Semester 2 World Language 2 (DB)</li> <li>7. Semester 1 World Language 1 (DB)/Semester 2 World Language 2 (DB)</li> </ol> <p>Summer FLVS (must complete prior to August 1<sup>st</sup> of Grade 11): PFA</p>	<p><b>Fall</b></p> <ol style="list-style-type: none"> <li>1. CTS1133 – Hardware Configurations</li> <li>2. CTS1131 – Software configurations</li> <li>3. CTS1120 – Fundamentals of Information Security</li> <li>4. CET2600 – Network Fundamental Cisco I</li> </ol> <p><b>Spring</b></p> <ol style="list-style-type: none"> <li>1. CNT1015 – Operating Systems Foundations (Linux)</li> <li>2. CTS1334 – Server Configuration</li> <li>3. CTS2655 – Routing and Switching Fundamentals Cisco 2</li> <li>4. POS2041 – American Federal Government</li> </ol>	<p><b>Fall</b></p> <ol style="list-style-type: none"> <li>1. CAP2140 – Data Forensics I</li> <li>2. CET2662 – Techniques of Computer Hacking and Incident Handling</li> <li>3. CNT2404 – Intrusion Detection Systems and Auditing</li> <li>4. CAP2141 – Data Forensics II</li> </ol> <p><b>Spring</b></p> <ol style="list-style-type: none"> <li>1. CTS2314 – Offensive Security (Advanced Penetration Testing)</li> <li>2. CNT2942 – Cooperative Education (Internship)</li> <li>3. CTS1154 – Technical Support Humanities Course</li> </ol>