

**SAMPLE TEMPLATE**  
**20XX-20XX Dual Enrollment Articulation Agreements**  
**Between Private Schools and Public Postsecondary Institutions**

The Dual Enrollment Articulation Agreement, required by Section (s.) 1007.271(21), Florida Statutes (F.S.), should begin with an introductory section that clearly identifies the parties involved in the agreement, the term (a beginning and ending date) of the agreement, and the make-up of the local Articulation Committee that has negotiated/drafted the agreement. The process by which the agreement is renewed or terminated should also be included. Following the introductory information, the components required in each agreement are:

**1. A ratification or modification of all existing articulation agreements**

This section attests to the ratification of all other agreements between the college and the school district that may affect dual enrollment. Such agreements might include: career and technical center / Florida College transfer agreements; testing agreements; and dual enrollment agreements beyond the scope of this document (such as agreements unique to a specific magnet, academy or school), to name a few. It would be appropriate to insert a list of these agreements in this section.

**2. A description of the process by which students and their parents are informed about opportunities for student participation in the dual enrollment program**

Institutional responsibilities are delineated. Who will notify parents and students of the option to enroll in dual enrollment courses and how and when will this be done? Be specific. **Please note**, as of July 1, 2014, secondary student eligibility extends to those students in grades 6-12.

**3. A delineation of courses and programs available to students eligible to participate in dual enrollment**

In addressing the courses and programs available to students, the *Dual Enrollment Course—High School Subject Area Equivalency List* is a great starting point, but should not be viewed as the limits of dual enrollment course offerings. Courses offered beyond the *Dual Enrollment Course—High school Subject Area Equivalency List* (along with their locally designated high school subject/credit equivalencies) should be clearly delineated at this point in the agreement.

For career dual enrollment—both clock hour and college credit—courses and programs must lead toward an approved industry certification from an Industry Certification Funding List in s. 1008.44, F.S.

**4. A description of the process by which students and their parents exercise options to participate in the dual enrollment program**

Procedures for participation, along with firmly established deadlines, are essential to the agreement. The agreement should contain specific information regarding the following: application/forms for admission to the program; the recommendations/signatures required for participation; the person to whom parents and/or students submit their paperwork; the process by which students register and withdraw from courses; maximum course loads; grade forgiveness; weighting of dual enrollment course grades; and the process by which grades are distributed. Confusion and frustration often occur when students or parents are given conflicting information about procedures and deadlines from the high school and the college.

## 5. A list of any additional initial student eligibility requirements for participation in the dual enrollment program

The statutory eligibility requirements for academic and career dual enrollment include:

- College Credit: 3.0 unweighted GPA and demonstrated readiness for college coursework through scores on a common placement test (as established in State Board of Education Rule 6A-10.0315) *[the Agreement should note if all sections of a common placement test must be successfully completed prior to dual enrollment participation]*.
- Career Certificate: 2.0 unweighted GPA.
- Be a student in grades 6-12 in a public or eligible private secondary school. Students in grades 6-12 who meet high school GPA and placement test requirements must be allowed to participate in dual enrollment, any restrictions on participation applied to different grade levels must be only to ensure student readiness for college and not to arbitrarily limit participation for students who have demonstrated readiness.
- Continued eligibility for college credit dual enrollment requires the maintenance of a 3.0 unweighted high school GPA and the minimum GPA required by the postsecondary institution.
- Students who will graduate from high school prior to completion of the postsecondary course may not register for the course through dual enrollment.
- Students may lose the opportunity to participate in the dual enrollment program if they are disruptive to the learning process.

The Florida College System institution may establish additional initial student eligibility requirements. Any additional eligibility requirements must be clearly specified in the Dual Enrollment Articulation Agreement to be implemented in the academic year under the agreement. Additional requirements must be to ensure student readiness for postsecondary instruction, and not to arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participation.

According to s. 1007.271, F.S., school districts may not deny dual enrollment participation to students who meet both statutory requirements and any additional eligibility requirements established in the Dual Enrollment Articulation Agreement.

## 6. A delineation of the high school credit earned for the passage of each dual enrollment course

The *Dual Enrollment Course—High School Subject Area Equivalency List* mandates the minimum subject area credit awarded for specific courses taken through dual enrollment. This includes, for career courses, a conversion of clock hours to high school credits. The agreement should establish high school credits for courses not included on this list.

It may be appropriate in this section to address how dual enrollment courses are weighted for the purposes of class ranking. Dual enrollment courses must be weighted the same as Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses when the GPA is calculated.

## 7. A description of the process for informing students and their parents of college-level course expectations

Dual enrollment courses meet the curricular expectations and are at the same depth and rigor of non-dual enrollment postsecondary instruction, including those offered on the high school campus. Students should understand that dual enrollment courses are college courses and the amount of work necessary to succeed may be much greater than in high school courses. In addition, dual enrollment courses become a part of a student's permanent college transcript and are calculated into the student's permanent postsecondary GPA.

**8. The policies and procedures, if any, for determining exceptions to the required grade point averages on an individual student basis**

S. 1007.271(3), F.S., allows exceptions to the required GPA on an individual student basis if both parties agree. Broad exceptions are not allowed.

**9. The registration policies for dual enrollment courses as determined by the postsecondary institution**

Florida College System institutions have different mechanisms and deadlines for dual enrollment course registration. These policies, with information about locating specific term information, should be included.

Students and parents should be made aware of the colleges' add/drop policies and deadlines.

**10. Exceptions, if any, to the professional rules, guidelines, and expectations stated in the faculty or adjunct faculty handbook for the postsecondary institution**

**11. Exceptions, if any, to the rules, guidelines, and expectations stated in the student handbook of the postsecondary institution which apply to faculty members**

Dual enrollment courses are college courses both in content and outcomes. Dual enrollment instructors must meet the teaching credentials established by the Commission on Colleges of the Southern Association of Colleges and Schools. This agreement must outline the procedures for maintaining the teaching and content integrity of courses. Section 1007.271(5)(a), F.S., governs dual enrollment faculty. These provisions were taken from the *Dual Enrollment Statement of Standards*, which was codified in State Board of Education Rule 6A-14.064, FAC.

**12. The responsibilities of the school district regarding the determination of student eligibility before participating in the dual enrollment program and the monitoring of student performance while participating in the dual enrollment program**

The delineation of responsibility for the initial screening and ongoing monitoring of participants must be included in the agreement. This should include the procedures for college readiness testing at the high school and college site. A process should be identified to determine how the district will monitor dual enrollment students and ensure GPA requirements are maintained.

In addition to outlining the academic criteria for continued enrollment in the program, this section is a good place to identify behavioral expectations in dual enrollment courses, and which entity's code of conduct and consequences will be enforced.

**13. The responsibilities of the postsecondary institution regarding the transmission of student grades in dual enrollment courses to the school district**

S. 1007.271(20), F.S., requires the postsecondary institution to assign a letter grade to each student in the dual enrollment course. This letter grade shall be posted to the high school transcript.

**14. A funding provision that delineates costs incurred by each entity**

All students (public and private school and home education) are exempt from the payment of tuition and all fees.

A statement requiring the delineation of costs incurred by each entity is not required for agreements between private secondary and public postsecondary institutions.

**15. Any institutional responsibilities for student transportation, if provided**

This section should clearly outline who is responsible for the cost of transportation for courses taught at locations other than the high school campus. If it is the student's responsibility to provide his or her own transportation, this should be stated in the agreement.

**16. Section 1007.271(25), F.S., requires that the dual enrollment articulation agreement include services and resources that are available to students with disabilities who register for dual enrollment.**

This information will also be provided to the Florida Center for Students with Unique Abilities located at the University of Central Florida.

**The final section of this agreement is the execution, which includes the appropriate signatures of school district and postsecondary institution representatives.**

**The Dual Enrollment Articulation Agreement is completed annually and submitted to the Department of Education by the postsecondary institution by August 1 of each year.**

Pursuant to s. 1007.271(22), F.S., the Department of Education will maintain an electronic submission system for dual enrollment agreements at <http://app4.fldoe.org/DualEnrollment/>. The department shall review these agreements for compliance with statute and report back to school districts and public postsecondary institutions, if necessary. Any unresolved issues of noncompliance are reported to the State Board of Education.

*For additional information or assistance in completing your Dual Enrollment Articulation Agreement, contact the Office of Articulation at [articulation@fldoe.org](mailto:articulation@fldoe.org) or 850-245-0427.*