Submitter:
Agreement Effective Date: 8/1/2022

Representing:
Florida College: Florida State College at Jacksonville

District(s) the Agreement(s) include
Nassau County Schools

Type of Dual Enrollment Articulation Agreement for Submission
Public Postsecondary Institution – School District

(A) Public Postsecondary Institution Agreement with Public School Districts

Each district school superintendent and each public postsecondary institution president shall develop a comprehensive dual enrollment articulation agreement for the respective school district and postsecondary institution. The superintendent and president shall establish an articulation committee for the purpose of developing the agreement. Each state university president may designate a university representative to participate in the development of a dual enrollment articulation agreement. A dual enrollment articulation agreement shall be completed and submitted annually by the postsecondary institution to the Department of Education on or before August 1.

1. A ratification or modification of all existing articulation agreements.
THIS AGREEMENT, hereinafter referred to as ("the Agreement"), is entered into by and between The School Board of Nassau County, Florida, a body politic and corporate, hereinafter referred to as ("the Board" or "NCSD") 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"); and

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; and

WHEREAS, the College and the Board 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 score a student must achieve to demonstrate readiness; and

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; and

WHEREAS, the 201A 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; and

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; and

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; and

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; and

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

2. A description of the process by which students and their parents are informed about opportunities for student participation in the dual enrollment program.
D. Assignment of Responsibilities for Acceleration Programs: The College and the Board agree to provide acceleration opportunities for Nassau County students through the Dual Enrollment (Traditional Dual Enrollment, Early Admission, the Early College Program, and the Collegiate Career High School Program), Advanced Placement, and International Baccalaureate: The College and the Board agree to abide by the terms and assignments of responsibilities as detailed in Exhibit A. The College and the Board 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.

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

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 NCSD/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.

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

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

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

5. A list of any additional initial student eligibility requirements for participation in the dual enrollment program.
C. Location and Scheduling

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

If the College is physically closed down 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.

The Board may not require students to register for only those dual enrollment classes offered at the Board school sites, but may limit students from taking a course at an FSCJ campus if that same course is also offered at their home school. The preferential location for courses for dual enrollment registration will be:

1. On the high school campus whenever available
2. At the FSCJ/NCSD Joint use Lewis "Red" Bean Technical Center if State Core General Education courses are available
3. At other FSCJ campuses, centers, or online.

Dual Enrollment in classes offered on Military Base sites is limited to dependents of military personnel with active ID's and prior base access.

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

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/7744/urlt/ACCAgenda-Feb2021-AppA.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.

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

G. 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 a qualifying cumulative unweighted GPA of 3.0 calculated based upon at least four (4) full high school credits. The deadline to apply is July 31 for fall and December 1 for spring for all College campus dual enrollment courses.

8. The policies and procedures, if any, for determining exceptions to the required grade point averages on an individual student basis.
H. Student Performance, Grades, and Appeals

The Board 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 Nassau 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 may not be permitted to continue to teach in the dual enrollment program.

5. Ensure the grades entered into the FSCJ and NCSD 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, 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 Executive Director of Articulations and the NCSD Office of Secondary Education, who will then review the appeal 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.

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

The Board 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.

E. Faculty

The Board 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 NCSD principals and prospective NCSD 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 may 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 NCSD 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 NCSD 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 NCSD 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 NCSD 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

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

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 NCSD "Code," and provide information to students about access to the online Student Handbook.

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.

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 Nassau 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.

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

0. Data Sharing and Program Evaluation

The FSCJ Executive Director of Articulations and the Board Office of Secondary Education 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 administrative offices.

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

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 online science courses; and
7. other consumables which will be identified by the college in collaboration with NCSD 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.
15. Any institutional responsibilities for student transportation, if provided.

L. Transportation

Students attending dual enrollment classes at a location other than their public high school shall provide their own transportation.

16. For students with disabilities, a postsecondary institution eligible to participate in dual enrollment pursuant to s. 1011.62(1)(i) 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 the eligible institution.

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; and