(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.

MDC and M-DCPS have the following specific partnership agreements:

A. The School for Advanced Studies (SAS):
The School for Advanced Studies is a partnership between MDC and M-DCPS designed for talented 11th and 12th grade students who are given the opportunity for acceleration and enrichment. MDC provides classroom and office space and M-DCPS employs the teachers, counselors and principal. Founded in 1987, this dual enrollment program is the oldest in the state.

The School for Advanced Studies is located on five MDC campuses (North Campus, Kendall Campus, Wolfson Campus, Homestead Campus, and West Campus). For the School Year 2022-2023, 12th grade students at SAS will enroll in four (4) college dual enrollment courses in the Fall term and four (4) college dual enrollment courses in the Spring term. For the School Year 2022-2023, 11th grade students at SAS will enroll in three (3) college dual enrollment courses in the Fall term and three (3) college dual enrollment courses in the Spring term. These courses will be taught by MDC faculty. In addition, SAS students will take the required high school courses taught by M-DCPS faculty. In the summer, all SAS students may enroll in a total of four (4) college dual enrollment courses taught by MDC faculty: two (2) courses in Summer A and two (2) courses in Summer B. NOTE: The above-referenced course loads do not include corresponding labs. Additionally, most of the students complete more than 100 hours of community service annually. Other benefits include use of the MDC’s libraries and computer labs, and one-on-one mentoring sessions with faculty members.
Dual Enrollment Articulation Agreement Submission Site

B. New World School of the Arts:
New World School of the Arts ("NWSA") is a comprehensive, full-time high school and college program which prepares students for professional careers in dance, music, theater, and visual arts. The program was created by the Florida Legislature in 1984 as a Center of Excellence in the Arts. It is a unique cooperative venture of M-DCPS, MDC and the University of Florida. Through its sponsoring institutions, NWSA awards a high school diploma, Associate in Arts Degree, Bachelor of Music, and Bachelor of Fine Arts Degree.

NWSA students are grade 9-12 students selected for admission based entirely on their creativity and talent in the arts. Neither academic grades nor standardized test scores are considered. Students enter the school through a rigorous audition/portfolio review process that assesses their ability to succeed in an intensive conservatory-style arts program. The selection process is highly competitive.

NWSA high school students earn up to twenty-four (24) dual enrollment credits in one (1) arts discipline – dance, music, theater or visual arts. They are considered college-ready for participation in these courses based upon the rigorous admissions process.

NWSA Arts Dean and Arts faculty conduct a formal jury at the end of every term to assess each student’s progress. NWSA students must maintain a 3.0 Grade Point Average in all arts courses to continue enrollment in the school.

C. Early Admission:
The Early Admission Program is a form of dual enrollment through which eligible high school students or home school students enroll at MDC on a full-time basis during their senior year in courses that are creditable toward the high school diploma and the associate degree. In order to be considered a full-time dual enrollment early admission student, the student must enroll in a minimum of twelve (12) college credit hours per term or the equivalent to participate in the Early Admission Program; however, it is recommended that a student enroll in no more than fifteen (15) college credit hours per term or the equivalent.

D. Career Pathways Consortium Agreement:
The Career Pathways Consortium is created by M-DCPS and MDC to develop and implement comprehensive articulation agreements for students enrolled in their respective school district and service areas. The consortium will provide greater opportunities for students to participate in advanced level courses. The consortium will develop, expand, and promote career pathways and programs of study to assist students to transition from secondary to post-secondary and then into careers. A list of available career pathways agreements and credit articulations are available on the MDC Career Pathway Programs website: https://www.mdc.edu/highschool/career-pathway-programs/default.aspx.

E. Home School Education:
Home education students shall have equal access to dual enrollment as public school students. Home education students must present evidence to MDC that the home education program is in compliance with Section 1002.41, Florida Statutes. In order for MDC to provide dual enrollment opportunities comparable to those for public school students, MDC may require a declaration of student grade level upon entry to the dual enrollment program. MDC may determine the length of eligibility in terms of years. It is not a statutory requirement that home education students present a transcript at the time of entry to the dual enrollment program; however, there may be educational benefits to the student for sharing his or her education background.

MDC shall enter into a home articulation agreement with each home education student, including, but not limited to, students with disabilities, seeking enrollment in a dual enrollment course. The home education articulation agreement shall be mutually agreed upon by MDC, the home school student, and the student’s parent/guardian and will include at a minimum:

1. A delineation of courses and program available to the dually enrolled home education student. Courses and programs may be added, revised, or deleted at any time by MDC.
2. The initial and continued eligibility requirements for home education student participation, not to exceed those required o

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

MDC and M-DCPS will collaborate in notifying students of the options to participate in Dual Enrollment.
A. The M-DCPS provides students with dual enrollment opportunity information through the Student Portal. All eligible students receive a letter signed by the Superintendent of M-DCPS informing them of their eligibility for the dual enrollment program.
B. MDC advisors facilitate dual enrollment orientation sessions geared toward secondary students and their parents/guardian during the Spring and Fall terms, and/or during the MDC Open Houses.
C. MDC Dual Enrollment Coordinators provide dual enrollment information that includes steps required for a smooth admission and registration process, admissions criteria and requirements, completing the dual enrollment and MDC Admissions applications, completing the placement testing requirements, meeting with an advisor, getting their books, etc.
D. MDC recruitment staff visit schools and extend invitations to school college fairs held during the school year to promote the dual enrollment program by explaining the
E. Students interested in participating in dual enrollment are encouraged to visit MDC’s Dual Enrollment website or the College’s Testing and Assessment website, which provides academic eligibility criteria as well as testing information and resources that help students review and prepare for placement testing (e.g., how to prepare for the test, tips for taking the PERT and ACCUPLACER Next-Generation, and contents of the test).

F. Students are encouraged to visit the MDC campus testing and assessment department to obtain resources, such as handouts. Information on helpful links where students can find sample questions to review basic concepts and how the test works (testing time, regulations, course placement guides, etc.) is shared with school guidance counselors so that students are duly advised.

G. MDC Student Services personnel from each campus coordinate with the campus “feeder” schools to provide opportunities for students to experience college and the campus environment. Students may be bused to the campus. While on campus, they visit classes, labs and computer courtyards. They are also informed of the many services available.

H. MDC’s “High School Options” website contains general information about dual enrollment and is available to public and private high school and middle school students, parents/guardians, teachers and counselors.

I. Advising is key to middle and high school students making appropriate course selection. Therefore, MDC has assigned Dual Enrollment Coordinators at each of its campuses. They are responsible for advising students on the courses they plan to take, as well as assisting them with the admissions process. The Associate Dean of Academic Affairs or Dean of Faculty on the MDC campuses are responsible for providing assistance pertaining to academic issues.

J. The process for participation in MDC’s dual enrollment program is coordinated with school guidance counselors. Dual enrollment is included in the student’s personalized academic and career plan and the dual enrollment courses will count toward a degree program - Associate (AS or AA), college credit certificate or baccalaureate degree - emphasizing general education and prerequisite requirement courses. In addition, students can explore Florida’s college and university offerings (both traditional and distance learning programs), learn about financial aid, and apply for admission at https://www.floridashines.org/.

K. College guidance includes recommending that students give careful consideration to course scheduling, meeting times, transportation and travel time. Students are told that they must consider that the amount of work necessary to succeed in dual enrollment courses will be greater than high school courses.

L. M-DCPS guidance counselors advise students to select dual enrollment courses that match the requirements for high school graduation, count for Bright Futures Scholarships, and are considered core courses by the State University System (SUS) for admission purposes.

M. MDC Director of Articulation and Academic Pathways and the M-DCPS Assistant Superintendent and the Executive Director of the Division of Academics, Office of Academics and Transformation facilitate the communication of institutional and legislative updates among staff from both institutions.

The process by which parents are notified of the option to participate in Dual Enrollment program is:

A. M-DCPS guidance counselors provide dual enrollment information to parents/guardians, emphasizing the advantages of dual enrollment as an acceleration mechanism during school-sponsored meetings (PTA, Open Houses, and Orientation sessions).

B. MDC Dual Enrollment Coordinators are invited to provide information to parents/guardians about the acceleration mechanisms available to M-DCPS students during Parental Involvement Seminars organized by the United Teachers of Dade, Home Education Parent Association workshops, and Parent-Teacher Nights held at the school sites.

C. MDC President’s Office sends out an annual letter/brochure to parents/guardians of junior and senior students in the public school system at the beginning of the Spring term, emphasizing: (a) that dual enrollment programs help students move more quickly and successfully through...

3. A delineation of courses and programs available to students eligible to participate in dual enrollment.
In addition to the State’s “Dual Enrollment Course High School Subject Area Equivalency List” approved by the Articulation Coordinating Committee and State Board of Education which identifies the MDC courses taken through dual enrollment that satisfy high school subject area graduation requirements, MDC and M-DCPS have mutually agreed that any college credit course comprised of three (3) credits or more and not statutorily excluded can be considered for dual enrollment, subject to approval by the student’s school and MDC academic unit. Students must meet all course prerequisite and placement testing requirements for a course to be considered for dual enrollment.

Enrollment in fully online college credit courses, to include MDC Online and MDC Live, is permissible for dual enrollment students during the Fall, Spring, and Summer 2022-2023 semesters.

Dual enrollment courses selected by the students as part of their educational plan may be used to meet sequential courses in a career and technical program, industry certification, fine and performing arts, or academic content area. They may also be used to complete the four (4) elective credits.

Courses excluded from dual enrollment are the following:
- courses categorized as developmental education and other forms of pre-collegiate instruction;
- physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity;
- private music lessons; and
- experimental courses.

4. A description of the process by which students and their parents exercise options to participate in the dual enrollment program.
Dual Enrollment Articulation Agreement Submission Site

M-DCPS students and the parents/guardians of M-DCPS students wishing to pursue participation in an articulated acceleration program must contact their school counselors to discuss admissions criteria and to obtain the necessary application information. The procedures in place for students to participate in the dual enrollment program at MDC include:

APPLICATION PROCESS:
• Eligible students, including, but not limited to, students with disabilities, must be in 6-12th grade, attending a public or private middle or high school, or be a home school participant.
• Interested eligible students must submit a dual enrollment admission application online at https://mdcwap.mdc.edu/admission/.
• Parents/guardians are required to sign a consent form authorizing the student’s participation in MDC’s Dual Enrollment Program. Consent forms authorizing student participation are provided to parents prior to the first semester of a student’s dual enrollment. Students are to return signed consent forms to the DE Coordinator prior to the start of their enrollment. This authorization will remain continuously in effect for each semester until the student discontinues dual enrollment for at least one semester. MDC may require another authorization in the event the student reapplies for dual enrollment.
• For enrollment into courses, Students and School Employees may access the MDC Dual Enrollment Shared Portal through the provision of establishing a user account with required security protocol. Security access requires students to activate an MDC student account, thereby establishing a secure password, upon admission to the College’s Dual Enrollment Program. Security access requires a School Employee to voluntarily provide a form of identification (i.e., driver’s license, passport, etc.). School Employee will receive an e-mail providing a username and temporary password, which they must reset prior to accessing portal.
• Schools choosing not to utilize MDC’s Dual Enrollment Shared Portal must submit a digital dual enrollment referral form. Upon receipt, an MDC dual enrollment coordinator will send the student a Dual Enrollment Program Form. The Dual Enrollment Program Form must be fully completed in order for the dual enrollment coordinator to register the student. The MDC Dual Enrollment Program Form lists the student’s personal information, grade level, the school’s name, and the student’s weighted and unweighted GPA. The MDC Dual Enrollment Program Form must be signed by the student and the school guidance counselor to ensure that the course will count toward high school graduation. The process of completing the form and securing signatures is initiated by the campus Dual Enrollment Coordinator, utilizing the College’s digital software platform. The student and the school guidance counselor select the courses that the student is approved to enroll in through dual enrollment.
• Parents/guardians will receive a digital copy of the students approved Dual Enrollment Program Form every semester. Forms will be sent to the parent/guardians listed e-mail address.
• Secondary School Principals will also receive a digital copy of the students executed Dual Enrollment Program Form via e-mail.
• All documentation must be received by MDC Dual Enrollment Coordinator by the posted application deadlines.
• Students are required to submit a completed Dual Enrollment Program Form each term in order to retain enrollment eligibility. If the student’s college GPA falls below 2.0, the student is ineligible to continue dual enrollment.

5 A list of any additional initial student eligibility requirements for participation in the dual enrollment program.
Dual Enrollment Articulation Agreement Submission Site

Student eligibility requirements for initial enrollment in college credit dual enrollment courses must include meeting a 3.0 unweighted high school grade point average (GPA) and demonstrated college readiness through the assessment of communication and computation skills (i.e. common placement tests, approved tests and assessments, and high school course grades) adopted by the State Board of Education which indicates that the student is ready for college-level coursework, as identified on MDC’s Testing and Assessment website: https://www.mdc.edu/main/testing/criteria/degree_and_college_credit_certificate_programs.aspx. Student eligibility requirements for continued enrollment in college credit dual enrollment courses must include the maintenance of a 3.0 unweighted high school grade point average and the minimum 2.0 post-secondary GPA established by MDC.

Students who are deficient in reading and/or writing may not enroll in college credit English courses or other college credit courses that require communication skills beyond the skill level of the student. Students who are deficient in mathematics may not enroll in any college credit math course or other college credit courses that require mathematics skills beyond the skill level of the student.

Students may not earn more than twelve (12) college credits prior to demonstrating proficiency in each of the basic skill areas of reading, writing, and mathematics. Exceptions may be granted for students concurrently enrolled in a secondary course(s) in the subject area for which the student has been deemed deficient by the postsecondary assessment.

If the student is projected to graduate from high school before the scheduled completion date of a dual enrollment course, the student may not register for such course through dual enrollment. After graduating from high school, the student may apply to MDC and pay the required registration, tuition, and fees if the student meets MDC’s admissions requirements under Section 1007.263, Florida Statutes. A student may apply to MDC and pay the cost of the required registration, tuition, and fees for such course(s) during the summer term prior to high school graduation, if the student has completed a minimum of twelve (12) college level credits with a cumulative postsecondary Grade Point Average of 3.0 or higher, in accordance with Section 1007.271(2), Florida Statutes.

A. College-Credit dual enrollment [includes college credit certificate, Associate in Science (AS) degrees or Associate in Arts (AA) degree].

1) In addition to the statutorily mandated 3.0 unweighted GPA and either the common placement examination or provision of alternate methods (Appendix A) for college credit
dual enrollment, all students who participate in the dual enrollment program at MDC must have college-ready placement status in Reading and Writing.

2) High school dual enrollment students who do not meet the statutory eligibility requirements (mandated GPA, test scores, and alternate methods) can take the following courses as long as they have a cumulative unweighted GPA of 2.50 (no exceptions):
   a. CLP 1006 – Psychology of Personal Effectiveness (3 credits)
   b. SPC 1017 – Fundamentals of Speech Communication (3 credits)
   c. MUL 1010 – Music Appreciation (3 credits)
   d. ARH 1000 – Art Appreciation (3 credits)
   e. HUM 1020 – Humanities (3 credits)
   f. HUS 1001 – Introduction to Human Services (3 credits)
   g. HLP 1081 – Fitness and Wellness for Life (3 credits)
   h. EDF 1005- Introduction to Education (3 credits)
   i. EDF 2085-Teaching Diverse Populations (3 credits)
j. SYIP Courses (industries vary): Co-op Work Experience Courses (3 credits)
Additional flexibility is provided for Student Life Skills (SLS) courses including SLS 1510, 1401, 1125, and 1502. Refer to Section 8, Policies and procedures for determining exceptions to the required grade point averages on an individual student basis.

Middle School students must meet the 3.0 High School GPA requirement and pass all 3 sections of the college placement examination.

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

In addition to the State’s Dual Enrollment Course-High School Subject Area Equivalency List approved by the Articulation Coordinating Committee and the State Board of Education which identifies the college courses taken through dual enrollment that satisfy high school subject area graduation requirements, MDC and M-DCPS have mutually agreed any college credit course comprised of three (3) credits or more and not statutorily excluded can be considered for dual enrollment, subject to approval by the student’s school and MDC academic unit. Details about course eligibility are included in Section 3 of this Agreement.

As per School Board Policy 5410, M-DCPS weighs college-level dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses when grade point averages are calculated. The list of currently active and authorized courses for dual enrollment is printed in Curriculum Bulletin-l, which is available at: http://oada.dadeschools.net/CBI/CBI.asp

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 school campus.

A. Upon being admitted into the MDC dual enrollment program, students are provided MDC’s Students’ Rights & Responsibilities Handbook that contains the academic calendar, code of conduct, students’ rights and responsibilities, grading and evaluation process, academic dishonesty, disciplinary procedures, as well as accommodations provided for students with disabilities. Any letter grade below a “C” will not count as credit toward satisfaction of the requirements in Rule 6A-10.030, F.A.C.; however, all grades are calculated in a student’s GPA and will appear on their college transcript.

B. All grades, including “W” for withdrawal, become a part of the student’s permanent college transcript and may affect subsequent postsecondary admission.

C. While appropriate for college-level study, course materials and class discussions may reflect topics not typically included in secondary courses which some parents/guardians may object to for minors. Courses will not be modified to accommodate variations in student age and/or maturity.

D. The selection of courses to meet degree requirements, including approved program common prerequisite courses, should minimize student and state costs for excess hours.

E. M-DCPS will include dual enrollment course plans in a personalized academic and career plan. In addition, students can explore Florida’s college and university offerings (both traditional and distance learning programs), learn about financial aid, and apply for admission at https://www.floridashines.org/.

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

The only exception to the required GPA is for Students Life Skills (SLS) courses that help students make the transition to college, provide orientation to college life and help develop academic, career, and personal goals. MDC and M-DCPS have agreed to extend dual enrollment participation to Student Life Skills courses (designated with SLS course prefix in the Statewide Course Numbering System) to dual enrollment students who do not meet the statutory eligibility requirements. Through these courses, students learn college success strategies, goal-setting study skills, and making a career choice. The required cumulative weighted GPA for the SLS courses is 2.50 (no exception). The Student Life Skills (SLS) courses earn students’ college credit and high school elective credit and are the only courses that do not require college-ready placement levels in two or three of the skills areas.

9. The registration policies for dual enrollment courses as determined by the postsecondary institution.
Dual Enrollment Articulation Agreement Submission Site

Dual enrollment students are scheduled for registration in accordance with the MDC’s Registration Calendar each term. No late registration is allowed.

The Dual Enrollment Program website indicates that the form should be processed by MDC at least 10 business days prior to the requested term of enrollment. Fall term classes start in August; Spring term classes start in January, and Summer term classes start in May.

The beginning and ending dates of courses offered during the regular day in the school facilities will coincide with the school district’s calendar. A series of instructions are posted to MDC’s website (https://www.mdc.edu/future-students/high-school/dual-enrollment-option1.aspx) to assist students with enrollment and registration. Courses offered after the regular school day or on the college campus will be scheduled on the college calendar. Courses taught by college faculty will follow the college academic calendar, unless the course is taught on the school campus.

Names of Dual Enrollment Coordinators and Associate Academic Dean contacts for every campus are posted on MDC’s web site. Dual Enrollment Coordinators at each campus provide specific information regarding the steps students should follow to register for dual enrollment courses:

A. If the Dual Enrollment Portal is used, then students must access the Shared Portal to select courses for approval by the secondary school counselor and subsequent registration by an MDC dual enrollment coordinator. It is recommended that the student consult with the secondary school counselor as well as receive advisement from an MDC precollege advisor or dual enrollment coordinator prior to selecting courses. If the Dual Enrollment Program Form is used, then submit the Dual Enrollment Program Form completed and signed by student and school administrator. The form can be submitted digitally (preferred) or in person. Forms will not be processed if incomplete or altered.

B. Refer students to take an approved college placement test or have scores from alternate eligibility methods (Appendix A) submitted by the corresponding educational testing service or secondary school directly to MDC.

C. Register for classes with the assistance of a Dual Enrollment Coordinator. Schedule of registered courses is available by accessing "MyMDC account".

D. Order course materials using MDC’s Online Book Vendor Ordering Platform

E. Present a validated schedule, photo ID and vehicle registration at the Student Union to obtain an official MDC I.D. and decal.

The last day to drop classes for dual enrollment students is the same as for all college students. The drop/add deadline is indicated in the MDC’s academic calendar.

Dual enrollment students who do not officially drop a course within the established drop/add deadline and choose to withdrawal from a course will have a “W” (Withdrawal grade) posted on the college transcript which may affect high school graduation. Students who do not officially withdrawal from a course will receive a failing grade that may affect future college admission and/or financial aid.

Students who withdraw from a course are not eligible to repeat the same course as a dual enrollment student, but may enroll in other dual enrollment courses, if eligible.

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

No Exceptions

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 true college courses. Most of these college courses taken by secondary school students are taken on the college campuses. They allow students to experience the college environment and develop an identity as a college student. MDC professors who teach the classes ensure that students are fully introduced to collegiate-level academic expectations. Courses offered on school sites are taught by regular college professors or secondary school teachers with adjunct professor status.

Section 1007.271(5)(a), Florida Statutes., governs dual enrollment faculty requirements. Provisions stated herein were taken from the State Board of Education Rule 6A-14.064, FAC.

A. The following requirements shall apply to faculty providing instruction in college credit dual enrollment courses:

1) All full-time or adjunct faculty teaching dual enrollment courses must meet Southern Association of Colleges and Schools Commission on Colleges’ (SACSCOC) Principles of Accreditation: Foundations for Quality Enhancement, for postsecondary instructors in the course and discipline, which is hereby incorporated by reference. The document may be accessed at http://www.sacscoc.org/pdf/2018PrinciplesOfAccreditation.pdf. These criteria apply to all faculty teaching postsecondary courses regardless of the physical location of the course being taught. The postsecondary institution awarding credit shall ensure faculty teaching dual enrollment courses meet these qualifications.

2) Postsecondary transcripts of all full-time or adjunct faculty teaching dual enrollment courses must be filed with MDC regardless of who employs or pays the faculty member’s salary. For dual enrollment courses taught on school campuses, the faculty transcripts must be submitted to the postsecondary institution for filing.

3) MDC shall provide all full-time and adjunct faculty teaching dual enrollment courses with a copy of the current faculty or adjunct faculty handbook. Faculty shall adhere to the professional guidelines, rules, and expectations therein. There will be no exceptions to such requirements.

4) MDC shall provide all full-time and adjunct faculty teaching dual enrollment courses with a current student handbook detailing information that includes, but is not limited to, add/drop and withdrawal policies, student code of conduct, grading policies, and critical dates. Faculty shall adhere to the guidelines, rules, and expectations therein that apply to faculty. There will be no exceptions to such requirements.

5) MDC shall provide all adjunct faculty teaching dual enrollment courses with a full-time faculty contact or liaison in the same discipline.

6) All full-time and adjunct faculty teaching dual enrollment courses, regardless of location of instruction, shall be observed by a designee of the college’s campus Academic Dean and evaluated based on the same criteria used for all other full-time or adjunct faculty delivering college courses at that institution.

7) MDC shall provide all full-time and adjunct faculty teaching dual enrollment courses with a copy of course plans and objectives for the college course they are teaching. In addition, faculty shall be provided with information on additional requirements related to Rule 6A-10.030, F.A.C., if applicable. All course objectives and identified competencies must be included in the course plan and covered per the syllabus during the term.

8) All full-time and adjunct faculty teaching dual enrollment courses shall file a copy of their current course syllabus with the college’s discipline chair or department chair prior to the start of each term. Content of the syllabus must meet the same criteria as required for all college courses offered at that institution.

9) All dual enrollment course syllabi shall list information pertaining to library resources, course specific tutoring services, a link to the DE Libguide (https://libraryguides.mdc.edu/dualenrollment).

10) All full-time and adjunct faculty teaching dual enrollment courses, regardless of location of instruction, have access to utilize the College’s Learning Management System for instructional purposes.

B. The following curriculum standards for content, syllabi, exams, and grades shall apply to college credit dual enrollment:

1) Dual enrollment courses taught on the school campus must meet all competencies expected and outlined in the postsecondary course plan. To ensure equivalent rigor with on-campus courses, the institution granting postsecondary credit shall be responsible for providing a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes in accordance with the SACSCOC Principles of Accreditation: Foundations for Quality Enhancement, which are hereby incorporated by reference. The document may be accessed at http://www.sacscoc.org/pdf/2018PrinciplesOfAccreditation.pdf. Assessments shall be provided to the school campus dual enrollment course instructor by the college in a timely manner to ensure availability prior to scheduled administration dates. Completed, scored exams will be returned to MDC and held on file for a period of one (1) year.

2) Textbooks and instructional materials used in dual enrollment courses must be the same or comparable with those used with other postsecondary courses at MDC with the same course prefix and number. MDC will advise M-DCPS of instructional material requirements as soon as that information becomes available, but no later than one term prior to a course being offered.

3) Course requirements such as tests, papers, or other assignments for dual enrollment students must be at the same level of rigor or depth as those for all non-dual enrollment postsecondary students. All full-time and adjunct faculty teaching dual enrollment courses must observe MDC procedures and deadlines for submission of grades in the appropriate format. All faculty will be advised of MDC institution-wide grading guidelines.

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.

Students Screening Prior to Enrollment in Dual Enrollment Courses

Senate Bill (SB) 366 amended Florida Statutes to expand the mechanisms institutions may use to assess readiness for college-
level work. As of March 2022, Florida College System (FCS) institutions may use alternative methods in lieu of a common placement test to assess student readiness for college-level work in communication and computation. Alternative methods provide more options for institutions when determining how to assess student readiness for college-level work. FCS institutions may:

1) Continue to use approved common placement tests. The four common placement tests approved in rule may continue to be used: Florida Postsecondary Education Readiness Test (PERT), ACCUPLACER, SAT and ACT. SB 366 did not eliminate placement tests; rather, it provided more options for institutions to use when determining readiness.

2) Use an approved alternative method identified in Rule 6A-10.0315, F.A.C., which fall into four categories:
   a) Other standardized assessments (e.g., HISET®, TASC™, PSAT).
   b) A 3.0 unweighted high school GPA in conjunction with grades in high school mathematics or English courses whose standards align with postsecondary readiness standards.
   c) Credits earned for college-level coursework via the credit-by-examination equivalency list.

Dual enrollment and early admission students at MDC are required to demonstrate college readiness either by passing a college placement test or providing alternate methods (Appendix A) for demonstrated achievement of communication and mathematics competencies.

College Placement Testing
A State approved common placement test can be given to eligible secondary school students. MDC has established a Placement Criteria Manual that is updated each academic year. Section V of said manual document describes the procedures for testing and placement criteria for dual enrollment students: [http://www.mdc.edu/main/testing/criteria/pcd.aspx](http://www.mdc.edu/main/testing/criteria/pcd.aspx)

Early college/dual enrollment students must achieve specific scores on the appropriate sections of the ACCUPLACER NEXT GENERATION, PERT, SAT or ACT, to enroll in college credit courses requiring competency in the associated placement area. High school students who have been identified as deficient in basic competencies in one of the following areas: 1) reading and/or writing or 2) mathematics may still enroll in college credit courses in those curriculum areas in which they are proficient and which do not require the competency areas in which the student is deficient. Middle school students (grades 6-8) must pass all 3 sections of the college placement exam.

MDC will only administer postsecondary readiness tests for the following categories of M-DCPS students: (1) students testing for dual enrollment, (2) students who have formally applied for admission to the School for Advanced Studies, (3) high school students already enrolled in the New World School of the Arts, and (4) high school participants in jointly sponsored or approved projects. These students have a total of two (2) placement attempts at MDC while they are in 6th through 8th grades, two new attempts while they are in 9th and 10th grades and two (2) new attempts while they are in 11th and 12th grades. The initial test counts as the first attempt and re-taking any subtest counts as the second and final attempt during any of the two-year periods. Remediation and a $10 testing fee to be paid by the student is required prior to any subsequent attempt. Students in these categories with an approved online Placement Test Referral Form for Secondary School Students or for SAS) may test on a remote basis or a designated MDC campuses on an exception basis, provided that MDC’s Covid-19 safety policies, procedures, and guidelines permit, since the school district’s preferred testing site is the student’s school. Further details are available through the M-DCPS Student Assessment and Educational Testing Office and MDC District Testing Office.

M-DCPS can schools administer the Postsecondary Education Readiness Test (PERT) to their students under the direction of the District Office of Student Assessment and Educational Testing.

College placement tests place incoming students into appropriate college-level courses. When high school students have the opportunity to take a college placement test while still in high school, they can be given additional counseling about their future plans and assistance for advisement during high school.

The schools may use the results of the test to register students in remedial instruction prior to high school graduation. The remedial instruction should mirror the competencies of the highest level of Developmental Education coursework offered at MDC. The following high school level college readiness courses are scheduled to be offered through M-DCPS senior high schools, charter schools, adult vocational, and alternative centers:

- 100835001 Reading for College Success (0.5 credit)
- 100937002 Writing for College Success (0.5 credit)
- 120041001 Math for College Success (0.5 credit)
- 100140501 English IV (1.0 credit)
- 120070001 Math for College Readiness (1.0 credit)

Placement test scores are effective for two years and may be used to establish Bright Futures eligibility for the Florida Gold Seal Vocational Scholars Award. [http://www.floridastudentfinancialaid.org/SSFAD/PDF/BFHandbookChapter1.pdf](http://www.floridastudentfinancialaid.org/SSFAD/PDF/BFHandbookChapter1.pdf). MDC and M-DCPS have agreed on a number of courses available for dual enrollment. All courses, except for those listed in Section 5.A.2 require college-ready placement status in reading and writing. For high school students who are only taking SLS courses, demonstration of readiness for college-level communication and computation (i.e. test scores or other alternate methods of eligibility) must be in the MDC record-keeping system prior to the completion of the course. Failure to have test scores or proof of readiness for college-leve
13. The responsibilities of the postsecondary institution regarding the transmission of student grades in dual enrollment courses to the school district.

MDC assigns grades for dual enrollment courses and the school district is prohibited from changing any grade assigned by MDC when posting it to the high school transcript. Grades earned through dual enrollment courses become part of the student’s permanent high school and college transcript. At the end of each term, MDC sends electronic dual enrollment transcripts to M-DCPS.

Dual enrollment transcripts are sent electronically by the MDC Registrar to the M-DCPS District Office of Information Technology Services at the end of each term. This office prints and mails the dual enrollment transcripts to the schools; the transcripts are also available for viewing and/or printing via M-DCPS’s CTL-D Web Viewer for 90 days.

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

A. M-DCPS shall pay the standard tuition rate per credit hour for Fall and Spring terms from funds provided in the Florida Education Finance Program to College for instruction taking place on the College campus to cover instructional and support costs incurred by the college. For 2022-2023 the standard tuition rate at a Florida College System institution is $71.98 per credit hour. Additionally, registration and laboratory fees are not included in the M-DCPS payment; students are exempt from paying any registration, tuition, textbooks, or laboratory fees. During the Summer terms, M-DCPS will not receive funds under FEFP. Therefore, M-DCPS is exempt from paying the tuition fee for summer dual enrollment courses.

B. In accordance with s. 1009.30, F.S., MDC will seek reimbursement under the 2022-2023 General Appropriations Act for tuition and instructional materials from the FLDOE Office for Student Financial Aid (OSFA) for all eligible public-school students participating in MDC’s Dual Enrollment Program during the 2023 Summer term in the following manner:

1. MDC will invoice OSFA (on or before August 15th) the total cost of tuition and instructional materials associated with School Board participation in MDC’s Dual Enrollment Program.

2. Eligibility for participation in the Dual Enrollment Scholarship program is contingent upon review of the current executed articulation agreement (to include this Amendment) by the Florida Department of Education Articulation Coordinating Committee.

C. Pursuant to Section 1007.271, Florida Statutes, students who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer.

M-DCPS may not deny a student access to dual enrollment unless the student is ineligible to participate in the program.

D. When dual enrollment instruction is provided on the school site by MDC faculty, the school district shall reimburse the costs associated with the proportion of salary and benefits and other actual costs of MDC to provide the instruction indicated in a School MOU. A School MOU is established for each academic term that dual enrollment courses are offered at a school. The School MOU delineates the students, faculty and school instructor role and responsibilities, the financial costs and the specific college courses provided and it shall be signed by the MDC Campus President and the school principal. The School MOU is subject to the provisions of this Agreement. The parties agree that, other than the School MOU, there shall be no additional agreements executed between the school and the College pertaining to the teaching of dual enrollment courses at the school.

The cost for such courses at the school site is determined by the college course’s number of credits, and the flat rate administrative charge is based on the number of sections offered per year at the school site.

M-DCPS reimburses MDC for dual enrollment courses taught by MDC faculty at M-DCPS school sites, at a rate of $3,500 per course regardless of modality (i.e., in-person, MDC LIVE, Blended). Class size must be consist of at least 10 students and cannot exceed 49 total students.

There shall be no annual administrative fee payable to the College for courses taught at the school by MDC faculty.

E. For dual enrollment courses provided at the school site by M-DCPS instructor/faculty, M-DCPS is not responsible for paying any costs or additional fees to the College.

Per Rule 6A-14.064, F.A.C., College Credit Dual Enrollment, all school instructors providing instruction of college credit dual enrollment courses must meet SACSOC’s Principles of Accreditation.

1. At a minimum, the instructor must have a Master’s degree in the specific discipline or a Master’s degree and at least 18 graduate credit hours in that particular discipline. These criteria apply to all faculty teaching postsecondary courses regardless of the physical location of the course being taught.

2. MDC, as the postsecondary institution awarding credit, shall ensure faculty teaching dual enrollment courses meet these qualifications.

3. For dual enrollment courses taught on school campuses, the faculty transcripts must be submitted to the college for filing.

It is important to note that the cumulative number of college credit courses offered on a school site over a three-year period will not exceed the number of college credit courses that can be offered to the 2022-2023 school year.
F. MDC and M-DCPS have agreed upon and established a Centralized Billing Process for the invoicing of dual enrollment courses. Following the official MDC Drop/Add date for the Fall and Spring terms, MDC will invoice M-DCPS, Division of Academic Support, 1501 NE 2nd Avenue, Ste. 327-R, Miami, FL 33132, for student participation in all dual enrollment programs, to include:

- Dual enrollment on the college campus
- Dual enrollment on the school campus with an MDC professor/MDC LIVE or Blended dedicated section
- Early Admissions Program

In order to facilitate the reconciliation process, the MDC Dual Enrollment Invoice will reflect the following information as generated by the MDC database:

- School Name
- Student Name and Date of Birth (DOB)
- Course Prefix #
- Course Title
- Credit Hours

M-DCPS will reconcile the records provided on the MDC Dual Enrollment Invoice and will issue payment in a timely manner to Student Financial Services, Miami Dade College, 11011 SW 104th Street, Ste. 9254, Miami, FL 33176, ATTN: Srilakshmi Medam, Director of Student Financial Services. MDC’s Director of Articulation and Academic Pathways and M-DCPS’s Executive Director for the Department of Advanced Academic Programs shall serve as the primary contacts for billing disputes.

MDC will work directly with charter schools in order to properly invoice for dual enrollment course offerings. A

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

It is the student’s responsibility to provide his/her own transportation to the college campuses for participation in dual enrollment courses.

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.

MDC provides services and resources to students with disabilities who register in a dual enrollment course. Students who have a documented disability are eligible for services, which can include sign language interpreters, adaptive or assistive technology, note takers, and other services as appropriate. Program modifications, course substitutions, and waivers for placement and exit exams can also be arranged under certain circumstances.

Students must self-identify as having a documented disability and will be referred to A Comprehensive Center for Exceptional Student Services (ACCESS), which coordinates disability services at the College. Information about available services and resources, as well as student eligibility, is available on the ACCESS website at the following link:

Pursuant to Section 1007.271(22), Florida Statutes, the FLDOE will maintain an electronic submission system for dual enrollment agreements, and shall review these agreements for compliance with statute and report back to districts and Florida Colleges, if necessary.