

**INTER-INSTITUTIONAL
EARLY COLLEGE/DUAL ENROLLMENT ARTICULATION AGREEMENT
Between
NORTHWEST FLORIDA STATE COLLEGE AND
THE SANTA ROSA COUNTY SCHOOL DISTRICT**

This early college/dual enrollment articulation agreement between Northwest Florida State College (the "College") and the Santa Rosa County School District (the "District") is in effect from August 19, 2016 to July 31, 2017. Early college/dual enrollment is one of the articulated acceleration mechanisms defined in Florida Statutes. The mission of dual enrollment, as specified by the Legislature, is three-fold:

- To shorten the time necessary for a student to complete the requirements of a postsecondary degree and high school diploma
- To broaden the scope of curricular options available to students, or
- To increase the depth of study available for a particular subject.

A District Articulation Committee will review this Agreement each year. Composition of the District Articulation Committee shall conform to Florida rules and law. Voting members shall be appointed by the superintendent or institutional president and shall represent Northwest Florida State College, Santa Rosa County School District. Guests and additional non-voting members may also attend and participate in the meetings.

This agreement may be amended or renewed from year-to-year by mutual agreement of the President of Northwest Florida State College and the Santa Rosa County School District County School Board.

THE FOLLOWING CONDITIONS WILL GOVERN THE EARLY COLLEGE/DUAL ENROLLMENT PROGRAM:

1. Ratification or modification of all existing articulation agreements

Under the dual enrollment program qualified Santa Rosa County School District County public high school students, with the consent of their parent(s)/guardian(s) and the coordination of their school principal/designee, may enroll in college classes through the College. Coordination should be based on the conditions as outlined below. The successful completion of the college classes will allow Santa Rosa County School District County students to earn college credits, simultaneously counting toward the completion of a high school diploma and a certificate or a college degree. This agreement applies to Santa Rosa County

School District County students or other students as mutually agreed upon by the District and the College.

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

Students and parents will be apprised of the opportunity to participate in the dual enrollment program and the availability of related college course offerings through the cooperative effort of the District and the College to include public news releases, mailings, conferences, and/or announcements made at the schools or on the District or College website (www.Santa_Rosa_County_School_Districtschools.com and www.nwfsc.edu). The District shall inform all secondary students of dual enrollment as an educational option and mechanism for acceleration, including eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the 24 minimum academic credits required for graduation. The information will be provided in a timely manner, prior to student enrollment in dual courses.

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

Courses available to dual credit students consist of standard college credit courses of three or more semester hours, exclusive of college preparatory and other forms of pre-collegiate instruction and physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity. Courses that will be available shall be those on the Florida Department of Education's *Dual Enrollment Course Equivalency List* that are taught by the College. A list of the state approved college courses for dual enrollment can be found online at www.fldoe.org/articulation/pdf/DEList.pdf or under Dual Enrollment in the Advising Manuals. A variety of courses will be available on the College Niceville and Fort Walton Beach campuses and all College centers. Dual enrollment students will not be allowed to take online classes without the recommendation of the high school counselor and the approval of the Director of Dual Enrollment.

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 1008.44, F.S.

Courses may be offered in the high school by invitation and mutual agreement of the District and the College. Courses offered in the high schools may be scheduled on a flexible, rotating, and staggered basis to meet the needs of high school students and to complement the high school curriculum while maintaining the

integrity of the college courses; however, these college courses may not be combined with any high school course.

Principals at the high schools may request college courses to be taught on the high school campus using a fully qualified instructor who is employed by the College or the District. The courses that may be requested are MAC1105 – College Algebra, MAC1140 – Pre-calculus Algebra, STA2023 – Statistics, LIN1670 – Writing and Grammar, ENC1101 – Composition I, and POS1041 – American Government. The College will attempt to meet requests. Exceptions must be mutually approved by the College and the District.

Requests for college courses taught on a high school campus should be made to the Director of Dual Enrollment in the fall semester proceeding the academic year in question. The Director of Dual Enrollment will work with the College departments to determine if the requests can be filled. The Director will let the high school know if the class can or cannot be offered. This should be completed before high school student's sign up for their classes for the 2016-17 school year. The College will inform the District no later than one term before courses are offered which instructional materials are required for the courses.

4. Process by which students and their parents exercise options to participate in the dual enrollment program

The dual enrollment program is the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. 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.

An eligible secondary student is a student who is enrolled in any of grades 6 through 12 in a Florida public school or in a Florida private school that is in compliance with s. 1002.42(2) and provides a secondary curriculum pursuant to s. 1003.4282. Students who are eligible for dual enrollment pursuant to this section may enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term.

Students must meet the eligibility requirements- no exceptions for dual enrollment. Students that meet the eligibility requirements may register for approved college credit courses not to exceed 18 credits in each Fall and Spring Semester and 12 credits in the Summer under the dual enrollment program by following these steps each term:

1. Obtain a Dual Enrollment Admission and Registration form from a high school counselor or an enrollment services office at any College location.
2. Consult the College website for course options.
3. Consult with the high school counselor to confirm that the desired courses will meet graduation requirements and will be posted to the high school transcript.
4. Contact a College test center to make arrangements to take PERT if ACT or SAT scores do not establish college readiness.
5. Complete all sections of the Dual Enrollment Admission and Registration Form and secure applicable signatures.
6. Return the Dual Enrollment Admission and Registration Form to the enrollment services office at any College location on the student's registration date which is found in the semester schedule of classes and on the College website.
7. Obtain proof of registration at the time of registration.
8. Obtain a Student Access ID Card and establish a NWFSC email account.
9. Take the proof of registration form and Student Access ID Card to the Niceville campus College store (Barnes & Noble) to pick up textbooks.

5. Additional eligibility requirements for participation in the dual enrollment program

Students will be informed on the first day of class the requirements and expectations for the course. This will include the course number, title, and number of credit hours; the required and optional materials; the course objectives; the items that will be graded and how they will be weighted; the method for determining the final grade; and the class policies for attendance, , classroom conduct, plagiarism and cheating, student rights and responsibilities, and cell phone use.

Per the Florida Board of Education, students enrolled in the Santa Rosa County School District who meets the dual enrollment eligibility requirements must be allowed to enroll in college credit courses designated as part of the state and local dual enrollment program. Students may be dismissed from dual enrollment program for disciplinary reasons including disruption of learning environment.

Identification of students who are eligible to participate in the college-credit courses will be made at each enrollment period according to the following criteria:

- a) Juniors and seniors are eligible to participate in college-credit courses during school hours, after school hours, and during the summer term.
- b) Sophomore students are eligible to participate in college-credit courses after school hours, during the summer term, or during the regular school day on an exception basis.
Rising sophomore students are eligible to participate in college-credit courses during the summer session that begins after the last day of their freshman school year
- c) Students shall have a cumulative, un-weighted grade-point average (GPA) of 3.0 or above on high school course work. While state law and rule provides dual enrollment eligibility for students in grades 6 through 12 that meet high school cumulative grade point average and testing requirements, performance data on thousands of dual enrollment students indicate that college readiness is rare for students below high school age.
- d) Students must take one of the approved placement tests. Students must pass the appropriate subtest of a State Board approved college placement test if enrolling in a college English, math, reading, Gordon rule social science or humanities course, or any courses which require English, math or reading prerequisites.
- e) Students who have not passed all areas of a State Board approved college placement test by the time they have accumulated 12 college credit hours will not be able to enroll in additional dual enrollment courses until all areas of the test are passed. Exceptions to the 12 college credit hour limitation may be granted by the College provided that the dual enrollment student is concurrently enrolled in a high school class in each basic competency area for which the student has been deemed deficient. Dual enrollment students who have accumulated 12 college credit hours and have not yet demonstrated proficiency in the basic competency areas of reading, writing, and mathematics will be advised in writing by the District of the requirements for associate degree completion and state university admission, including information about financial aid eligibility and the potential costs of accumulation of excessive college credit.
- f) Students who have accumulated 12 college credits but less than 24.99 college credits must have a college GPA of 1.5 or above. Students who have 25 or more college credits must have a college GPA of 2.0 or above.
- g) Due to field experience requirements in the teacher education program, EDF1005 and EDF 2085 are available only to 12th grade students.
- h) College courses offered as part of the technical/core requirements in limited access programs such as Dental Assisting and Radiography, or programs with specific admissions requirements such as the Law Enforcement and

Corrections Academies are not available as dual enrollment unless agreed to by the College and the District under separate agreement.

- i) Students who will graduate from high school prior to completion of the postsecondary course may not register for the course through dual enrollment.

Vocational Credit Dual Enrollment

Identification of students who are eligible to participate in the vocational-credit courses will be made at each enrollment period according to the following criteria:

- a) Juniors and seniors are eligible to participate in vocational-credit courses during school hours, after school hours, and during the summer term.
- b) Sophomores are eligible to participate in vocational-credit courses after school hours, during the summer term, or during the school day on an exception basis.
- c) Rising sophomore students are eligible to participate in college-credit courses during the summer session that begins after the last day of their freshman school year.
- d) Students shall have a cumulative, un-weighted grade-point average (GPA) of 2.0 or above on high school course work , or the recommendation of the principal and the approval of the College if the GPA is less than 2.0.
- e) Students must pass the appropriate subtest of a State Board approved college placement test if enrolling in a college English, math, reading, Gordon rule social science or humanities course, or any courses which require English, math or reading prerequisites.
- f) Students must also satisfy all TABE testing requirements associated with career technical certificate programs per Florida law and rule.

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

Students earning passing grades in dual enrollment courses will receive both high school units creditable toward high school graduation and college credits applicable to an associate degree or other college program. For a three or four credit college course, a student will simultaneously earn the appropriate number of hours of college credit and .5 Carnegie units applicable toward high school graduation, except for those courses for which 1.0 Carnegie units are awarded per state guidelines.

The College will provide to the principal and the appropriate District office a report of mid-term grades for fall and spring terms and final grades each term for students enrolled under the provisions of this agreement. Dual enrollment students will be able to view their grades online using Raidernet 2.0. The student's final grade in the college course shall be posted to the student's high school transcript. The District will weigh the early college/dual enrollment courses the same way that they weigh advanced placement and International Baccalaureate courses.

Additional information about dual enrollment courses, equivalent high school credits, and high school subject area is included in Appendix A.

Student Transcripts

College credits earned under this program will be duly entered on the student's College transcript as well as on the student's high school transcript. Students may review their college course records through RaiderNet 2.0 Portal.

Student Advising

Students enrolling in courses under this program will receive academic advising from College counselors and advisors. Students may visit College advisors at any College location on an appointment basis. The high school counselors are knowledgeable about college curricula and will also provide personalized academic counseling for these students. In addition, students may complete the College online orientation and will be provided online access to the Florida automated advising system at <http://www.flvc.org> on both the College and home high school site. Each degree-seeking student will develop a program plan in consultation with the appropriate academic advisor. The plan for College dual enrollment guidance services to participating students will be mutually agreed upon by the District and the College and is included as Appendix B.

Tuition and Fees

Students registering for courses in this program are exempt from paying tuition or fees. Students are eligible for the dual enrollment fee exemption through the last term of their high school enrollment; graduating seniors are not eligible for dual enrollment status and fee exemption during the term immediately following their graduation date, even if the registration period or college classes begin prior to the student's actual graduation date.

7. Process for informing students and their parents of college-level course expectations

High School counselors, College advisors and dual enrollment personnel inform students and parents that dual enrollment course will be at the depth, breadth, rigor and pace of other college credit courses. The curriculum, content evaluation of performance, and selection of instructional material is the prerogative of the professor in accordance with college approved syllabi. All courses included in the dual program are subject to the academic standards of the College, including but not limited to qualifications of the faculty, time in the classroom, instructional materials and syllabus content. The College Vice President of Academic Affairs, the College Curriculum Committee and respective divisions or departments of the College monitor the instructional quality of all college courses per institutional guidelines and the *Statement of Standards for Dual Enrollment/Early College*

Programs in the Florida Community College System. Courses offered under the dual program meet or exceed the standards of the Southern Association of Colleges and Schools.

All grades earned will be reported to the appropriate high school and posted to the Northwest Florida State College transcript; hence the dual grades are part of the permanent postsecondary academic record.

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

Exceptions are not allowed to the required 3.0 cumulative grade point average. The student must present a written request to take an online dual course endorsed by a parent to a high school official usually a counselor and submit the request to the dual enrollment office of the College for approval by the Director of dual enrollment or a designee of the Director.

9. Registration policies for dual enrollment courses as determined by the postsecondary institution

Dual enrollment students may present a fully executed Dual Enrollment form at any College Campus or Center during the approved registration period. Specific term information may be altered for dual classes taught at a secondary school site. General term information including drop, add and withdrawal information is published on the College web site www.nwfsc.edu. Section 13 of this document delineates withdrawal options for dual students.

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

Instructors assigned to teach courses under this agreement must be fully qualified by virtue of their academic credentials to teach college courses. Before approving a District instructor to teach a dual enrollment course at a high school, the College reserves the right to require the teacher to first teach a college course at the College and attend a training workshop. The College will provide all adjunct faculty teaching courses exclusively for dual enrollment students with a full-time faculty contact or liaison in the same discipline, information for accessing the faculty and student handbooks online, copies of course plans and objectives for the college courses they are teaching, and information about the end-of-course assessment or a series of assessments of all expected learning outcomes in accordance with the Southern Association of Colleges and Schools Commission on Colleges' Principles of Accreditation: Foundations for Quality Enhancement, 2012 Edition.

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

Instructors in this program will maintain the same standards and rigor, use the same or comparable approved textbooks/instructional materials, work under the supervision of the appropriate College division director or department chair regarding their dual enrollment course objectives, and file a copy of their course syllabus with the director/department chair prior to the start of the term. The Instructor will provide an end of course assessment to the College at least two weeks before the final exam period. The graded assessments will be sent to the appropriate College division or department where they will be kept for one year. Instructors in this program will adhere to the professional guidelines, rules, expectations, procedures, and deadlines of the College. The College director/department chair will consult with appropriate school District personnel as needed. For classes meeting in the high schools, it is recognized that administrative responsibilities of the public school facility rests with the principal, with whom the College instructor shall cooperate fully.

Instructors teaching dual enrollment classes will be evaluated by the appropriate division director or department chair that will use the same criteria used for non-dual enrollment College instructors.

Administrative Responsibility

The administrative responsibility for activities occurring in the various public school facilities rests with the principal or designee, who will arrange for appropriate classroom space and make every effort to assure that the scheduled courses are able to function as mutually agreed upon between the College and the high school without interruption by high school activities.

12. Responsibilities of the 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 will be screened at each registration period according to the eligibility criteria in Section 5. The presentation of the early college form will provide physical evidence validated by a secondary school official of eligibility including cumulative high school GPA and ongoing college GPA requirements. Students may not change from dual enrollment to concurrent enrollment status after the close of the College schedule adjustment period (drop/add) each term. Courses dropped during the drop/add term do not appear on students' transcripts. Withdrawal under the terms outlined in this agreement will be recorded on the college transcript.

Students enrolling in the college courses under this program will have all of the rights and responsibilities associated with such enrollments. Students in dual classes must abide by local school policies if the class is held in district school. Their admission to the College will be limited to dual enrollment classes until such

time as they become eligible for unconditional admission or another special enrollment category. When/if students in this program become unconditionally admitted to the College or admitted under some other special enrollment category, they will be assessed the standard registration and lab/special tuition fees.

Student Rights and Responsibilities

Dual enrollment students have the same rights and responsibilities as non-dual enrollment College students. Dual enrollment students and their parents are encouraged to view the early college/dual enrollment orientation on the College website at www.nwfsc.edu/dual. A statement of Student Rights and Responsibilities is found in the College catalog. Each student is expected to participate seriously and purposely in college life. These standards apply to behavior in the classroom, academic achievement, and campus behavior. Any act or behavior by a student which tends to interfere or otherwise disrupt the orderly conduct, process, function, or interests of the College is prohibited. Such acts and behaviors include but are not limited to the following: cheating in any form, including plagiarism; gambling; theft, vandalism, or destruction of College property; falsification of personal or College records; the use, manufacture, distribution, sale, or possession of alcoholic beverages or illicit drugs on campus or at any College-sponsored function; violence; and hazing or harassment. Disciplinary procedures for committing these acts or displaying these behaviors are covered in the College catalog as is the appeal procedure for a disciplinary action. Dual enrollment students may be withdrawn from a class for disruptive behavior and may become ineligible to participate in the dual enrollment program. Dual Students must comply with secondary school rules when on a secondary school campus and are subject to Northwest Florida State College regulations when enrolled in a Northwest Florida State College in any location.

Students will be informed on the first day of class of the requirements and expectations for the course. This will include the course number, title, and number of credit hours; the required and optional materials; the course objectives; the items that will be graded and how they will be weighted; the method for determining the final grade; and the class policies for attendance, tardy attendance, make-up work, classroom conduct, plagiarism and cheating, student rights and responsibilities, and cell phone use.

NWFSC is committed to providing equal opportunities to all students. Disability support services assist students with disabilities or special needs. Students may request reasonable accommodations and adjustments by registering with Disability Support Services in the Student Center on the Niceville campus (850-729-6079) for dual courses on any college location. Accommodations for classes taught in district locations will be coordinated by the local high school.

Student Attendance

The attendance of high school students in the dual enrollment college classes will be closely monitored and reported, as required, to the District. Regular and

prompt attendance in all classes is expected. All instructors are free to establish attendance policies for their classes. It is the student's responsibility to notify the instructor and make arrangements to complete any missed work. (Make-up work is offered solely at the discretion of the instructor.)

Student Withdrawal from College Classes

Students who are unable to complete a dual enrollment college class or who believe they will not be successful in the class may withdraw from the class any time before the final exam period for the class. Withdrawals require the student to complete the appropriate College form. Dual enrollment students are limited to one withdrawal per college course. If a student withdraws from a course he or she may not repeat that course under the dual enrollment program. Students who have three or more withdrawals from dual enrollment courses are no longer eligible to participate in dual enrollment. Withdrawal from a dual enrollment class is posted on a student's transcript and may have impact on future status in colleges or universities. Dual enrollment students are not permitted to register or withdraw online unless mutually agreed upon by the District and the College.

13. Responsibilities of the Florida College System institution regarding the transmission of student grades in dual enrollment courses to the District

Progress of dual enrollment students during a semester is monitored primarily at the class level through special software (Raidernet 2.0). In addition, all dual enrollment students will be able to view midterm grades during the fall and spring semesters and final grades at the end of each semester by logging into their student Raidernet 2.0 account. The District and each high school will have midterm and final grades emailed to them.

Continued participation in dual enrollment from one semester to the next is determined by the eligibility criteria in Section 5 of this document.

14. Funding provision that delineates costs incurred by each entity

Instructors assigned to teach dual courses under this agreement will be employed by the College for the specific College assignment. All instructors, including those teaching classes meeting in the high schools, are paid by the College unless the dual enrollment class is taught as part of the teacher's regular high school teaching obligations or alternate arrangements are mutually agreed upon by the District and the College. The District will be invoiced \$850 per credit hour plus mileage when a College instructor provides a course at a high school. High school faculty instructors deemed qualified and approved by the College to teach a college course at the high school will be compensated by the District. The District will be invoiced \$71.98 or as state rule requires per student semester hour for dual students taking college classes during the fall or spring terms at any College location

including online courses. The invoice will be issued one week after the midterm advisory grades are issued for that term.

Instructional Materials

Instructional materials will be provided to each dual enrollment student by the District in accordance with current legislative provisions with payment to the designated bookstore, Barnes and Noble College, by the District upon receipt of an invoice specifying the materials received by each student. Textbooks and other non-consumable instructional supplies issued to students will be the responsibility of the student and property of the District. At the end of the semester all issued books and supplies will be returned to the bookstore and held by the bookstore. The District may reclaim the issued material at any time by written request. Outdated and damaged text books will be returned to the District.

Use of Facilities

As part of the cooperative efforts between the District and the College, neither the District nor the College will charge the other for any use of their respective classroom facilities for courses offered under this program.

FTE Funding

State revenue for the District and the College will be in accordance with the provisions of Florida statute.

Collaboration in Development of Acceleration Mechanisms

The District and the College will collaborate on the research, development and implementation of additional acceleration mechanisms including, but not limited to, a combined AP and Dual Enrollment Program, PSAV (career-technical) training programs in the high school setting, credit for industry certifications, and credit for competencies earned in high school career academies.

15. Institutional responsibilities for student transportation, if provided

Students enrolling for college courses will be responsible for providing their own transportation. Parking permits are available at the time of registration and throughout the year at all College locations and must be displayed on the rear view

mirror of the vehicle when parking at the College. Student parking is designated with white lines.

Remediation Reduction Plan

The College and the District are committed to reducing the incidence of postsecondary remediation in math, reading, and writing for first-time-enrolled recent high school graduates. The joint remediation reduction plan was developed with the mutual agreement of the District and the College and appears as Appendix C.

College Readiness Courses

Students who have not demonstrated minimum passing scores on state approved college placement tests will be offered the opportunity to take college readiness courses (high school credit) which are equivalent to college developmental and/or bridge courses, as so designated by the Florida Department of Education and described in the State Course Code Directory. Enrollment in such courses is not mandatory, but recommended for students who do not meet “college ready” scores on state approved assessments by the end of their junior year. The courses will be offered on the high school campuses.

The College and the District shall collaborate on the high school college-ready courses to promote continuity between the high school classes and the comparable/companion College classes and ensure that completers can demonstrate mastery not only of subject area content, but also the companion college success skills in that subject area.

Exam content, grading practices, and passing scores for the high school credit college-ready courses shall be the same as those used by the College for the comparable/companion college class.

Students who successfully meet all College and state requirements defining successful completion of a high school credit college-ready course shall be recognized by the College as eligible for enrollment in the next sequential college course in that subject area without additional remediation.

The College and the District will collaborate on creative methods for expanding dual enrollment access to college credit courses in college study skills, critical thinking, career exploration, and related college readiness/success skills.

Jump Start/Tech Prep

The College and the District want to give students who participate in Tech Prep career/technical programs at the high school level the opportunity to apply skills

acquired through those programs toward partial fulfillment of a certificate and/or two-year degree program at the College. The Tech Prep articulation program is known as The Jump Start Program Articulation and the details appear as Appendix D.

CHOICE Institute/Career Academies

Building upon the concepts of Tech Prep and the traditional accelerated mechanism of dual enrollment, the College will award college or vocational (career-technical) credit as appropriate to students who complete industry certification and/or coursework through a Santa Rosa County School District County CHOICE Institute or other career academy. Students seeking college credit must be admitted to the College and must complete the appropriate credit request processes. Credit shall be awarded upon verification of course completion and/or certification and may be contingent upon completion of subsequent college level courses, faculty interview, student demonstration, portfolio or other validation process.

Credits earned through this arrangement shall not be recorded on the student's college transcript until/unless the student has completed at least fifteen credits of coursework at the College. The fifteen credits may be any combination of college credit, college preparatory credit, or vocational (career-technical) credit. Credits earned through dual enrollment may be counted in satisfying this requirement.

Determination of credits to be awarded through this arrangement rests with the College. A current listing of high school courses and industry certifications along with the College credits which may be awarded is available from the College Dual Enrollment staff, the Office of Enrollment Services and the Office of Instructional Services.

The District and the College also agree to publicize this arrangement and the appropriate student requirements through various means, such as flyers, information sessions, mailings, and electronically via e-mail and both the College and District websites.

Collaboration in Teacher Preparation Activities

The District Articulation Committee will comprise a steering committee to develop plans and recommendations regarding mechanisms and strategies for improving the preparation of elementary, middle, and high school teachers. The primary goal of the plan will be effective collaboration among school districts, postsecondary institutions, and practicing educators to improve teaching in Florida's public schools. The plans and recommendations will address professional development activities that focus upon local and state needs and that respond to state, national and district policy and program priorities; among the

areas to be targeted are technology, ESOL and Sunshine State Standards applicable to mathematics and science.

In addition, the College will work with the appropriate District personnel to develop content for and to disseminate information on subject area workshops, FTCE review classes, and similar activities.

Statutory Compliance

If any conflict exists between the provisions of this agreement and Florida rule or law, the provisions of law shall prevail.

Annual Review of Agreement

The Superintendent of Schools and the President of Northwest Florida State College shall review the agreement on an annual basis.

BY: _____ Date _____
Superintendent and
Corporate Secretary

BY: _____ Date _____
Chairman
The School Board of Santa Rosa County
School District County, FL

BY: _____ Date _____
Sasha Jarrell, Interim President
Northwest Florida State College

APPENDIX A

DUAL ENROLLMENT COURSES, EQUIVALENT HIGH SCHOOL CREDITS AND HIGH SCHOOL SUBJECT AREA

- Per Florida rule and statute, all courses listed on the “Florida Department of Education Dual Enrollment Course List” (state list) and that are offered by the College shall be included in the dual enrollment program defined in this agreement.
- Should the Florida Common Course Numbering System (SCNS) institute a course number change for any of the courses on the state list, the revised course number shall replace the original number per SCNS guidelines and implementation of the change by the College.
- High school credits awarded for successful completion of dual enrollment courses shall conform to the state list.
- Dual enrollment courses shall be applicable to high school subject area requirements according to the state list.
- Per Florida statute and rule, dual enrollment credits shall be weighted by the high schools in the same manner as advanced placement courses when grade point averages are calculated. An alternative grade calculation or weighting system that discriminates against dual enrollment courses shall not be used.

APPENDIX B

PLAN FOR DUAL ENROLLMENT STUDENT ACADEMIC ADVISING

Academic advising for students participating in the dual enrollment program shall consist of the following components:

1. At or near the start of the student's first term of enrollment, he/she should contact a College advisor for an in-person advising session.

As part of the advising session, each student will receive a College catalog. The following topics will be covered.

- College program options/planning and selecting a college major
 - College Course-Level Expectations, including, but not limited to:
 - 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 his/her College transcript,
 - All grades, including "W" for withdrawal, become a part of the student's permanent College transcript and may affect subsequent postsecondary admissions.
 - While appropriate for college-level study, course materials and class discussions may reflect topics not typically included in secondary courses which some parents may object to for minors. Courses will not be modified to accommodate variations in student age and/or maturity.
 - The selection of courses to meet degree requirements, including approved program common prerequisite courses, in order to minimize student and state costs for excess hours.
2. The high school counselor will insure the inclusion of dual enrollment course plans in the dual enrolled student's Electronic Personal Educational Planner (ePEP) using the online

student advising system available through www.FLVC.org as required by 1003.413(3)(i), Florida Statutes, to minimize enrollment in a random selection of college courses.

3. Dually enrolled students will have the same access to advising and program planning tools and resources that traditional College students have.
4. The Dual Enrollment Handbook is available on the College website at www.nwfsc.edu/dual. The handbook will address a range of information items, including, but not limited to the following.
 - Dual Enrollment FAQ's
 - College certificate AA, AS and AAS requirements
 - Orientation and instructions on using the College online advising resources (RaiderNet 2.0)
 - Orientation and instruction on using Florida automated online advising system (FACTS)
 - Key academic policies (e.g. effective catalog rule, withdrawal and attendance policies, etc.)
 - Listing of learning support services and related College resources
 - Tips for succeeding in the college environment
 - Basic program planning documents
5. Students will be provided access to a qualified College advisor (dual enrollment coordinator, academic advisor, center director, counselor, etc.) on an appointment basis throughout the year.
6. The College will work with the individual high schools to offer on-site planning and sessions conducted jointly by the College and the high school staff.
7. The College will provide workshops for District staff on various advising and advising-related topics on an as-needed basis.

APPENDIX C

NORTHWEST FLORIDA STATE COLLEGE SANTA ROSA COUNTY SCHOOL DISTRICT
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Remediation Reduction Plan

Northwest Florida State College (the “College”) and the Santa Rosa County School District and Walton County School Districts (“the Districts”) are committed to reducing the incidence of postsecondary remediation in math, reading, and writing for first-time-enrolled recent high school graduates. Therefore, in accordance with Florida Statutes, the Santa Rosa County School District and Walton District Schools and Northwest Florida State College Articulation Committee has developed the following Remediation Reduction Plan.

Goals and Outcomes

As a result of the strategies set forth in this plan, the Articulation Committee anticipates the following outcomes. However, the degree to which some of these goals may be attained is dependent upon new or additional resources being made available to the College and/or the Districts:

- a. more accurate and timely information used for remediation-related decision-making;
- b. early identification of high school students at-risk for remediation;
- c. increased coordination of high school and college instruction in college placement test skill areas;
- d. reduced percentage of first-time-enrolled recent high school graduates required to enroll in college preparatory reading courses;
- e. reduced percentage of first-time-enrolled recent high school graduates required to enroll in college preparatory writing courses;
- f. reduced percentage of first-time-enrolled recent high school graduates required to enroll in college preparatory mathematics courses;
- g. more efficient use of resources devoted to remediation reduction activities;
- h. more efficient use of resources devoted to college preparatory instruction.

Remediation Reduction Strategies

	Strategy/Reduction Mechanism	In Place	Ongoing Effort	Under Development	Dependent Upon New Funds
1	Exchange of student performance information <ul style="list-style-type: none"> ◆ Report of High School Students Needing College Preparatory Instruction ◆ GED Test Results ◆ Placement Test Results ◆ Dual Enrollment Midterm and Final Grades ◆ Dual Enrollment Waivers by School 	√ √ √ √	√ √ √ √	√	
2	Early placement testing in the High School Setting	√	√		
3	Periodic Meetings Between College Student Services Staff and High School Counselors		√	√	
4	Regular Meetings of Articulation Committee (including discussion of performance data and remediation issues as agenda items)	√	√		
5	Problem Analysis and Discussion by the College Prep Task Force	√	√		
6	Problem Analysis and Discussion at District Administrative Meetings			√	
7	College Representation at District Meetings with related agenda items			√	
8	Increased Access to early placement and other in-school strategies	√	√		
9	Incorporation of placement Performance Data into Remediation Reduction Planning	√	√		
10	Faculty-to-Faculty Meetings (College to High School) in Mathematics	√	√		
11	Faculty-to-Faculty Meetings (College to High School) in Communications	√	√		
12	High school courses taught targeting college mathematics skills	√	√		
13	High school courses taught targeting college writing skills	√	√		
14	The Designation of Remediation Issue Contact Persons at College and High Schools	√	√		
15	FSA Workshops for parents and staff	√	√		
16	Participation in Assistance Plus (A+) Program	√	√		
17	Faculty workshops in subject and teaching skills provided by the College	√	√		

Evaluation and Analysis

A. Analysis of Current Problems and Reduction Strategies

Current problems and reduction strategies will be reviewed on an as-needed basis by faculty and staff at the Districts and at the College. Issues and information resulting from those reviews, as well as additional committee observations and discussion of various student performance data, will be addressed throughout the year as a recurring agenda item for the Articulation Committee. At least once per academic year, the Articulation Committee will prepare a summary of this analysis for inclusion in the annual evaluation. (See item "D" below.)

B. Analysis of Remediation Costs

The College will share appropriate state reports on the cost of college preparatory instruction with the Articulation Committee.

C. Analysis of Remediation Reduction Strategies

The Dual Enrollment Coordinator at the College, in consultation with the appropriate District personnel, will complete an annual analysis of the remediation reduction strategies implemented as part of this plan. The analysis, which will include a summary of available data on activities, participation rates, participant feedback, and costs, will be included in the annual evaluation. (See item "D" below.)

D. Evaluation of Effectiveness of Remediation Reduction Strategies

The Articulation Committee will conduct a periodic annual evaluation of the effectiveness of the remediation reduction strategies. Typically, the evaluation will incorporate student performance data, faculty and staff observations, participant feedback, and related information. Evaluation reports, which includes the following components: 1) an assessment of the degree to which each of the anticipated outcomes listed under the "Goals and Outcomes" section were accomplished; 2) summaries of items "A", "B", and "C", above; 3) recommendations regarding future remediation activities and issues, will be presented to the District Superintendents and the President of the College.

APPENDIX D

JUMP START (TECH PREP) PROGRAM ARTICULATION

“Jump Start a College Career” is the name applied to the Tech Prep articulation program between Northwest Florida State College (the “College”) and the Santa Rosa County School District and Walton School Districts (the “Districts”). Jump Start is designed to give students who have participated in Tech Prep career/technical programs at the high school level the opportunity to apply skills acquired through those programs in partial fulfillment of a certificate and/or two-year degree program at the College. Jump Start is especially helpful for students who have completed career academies through instruction that was not completed as part of a dual enrollment program. Details regarding college credit available for selected high school courses and industry certifications are available at the College.

I. STUDENT ELIGIBILITY CRITERIA

- A. The student must possess a standard high school diploma.
- B. The student must present documentation of Tech Prep status through the school district.
- C. The request for the award of credit through Tech Prep must be presented within two years of high school completion. Exceptions may be granted by the College on an individual basis if the student has been working in the field, has maintained skills through certification or other education, or presents other similar circumstances.
- D. Students who have earned college or vocational credit for a given skill set or high school program/course cannot also be awarded credits through Tech Prep for the same skills/instruction. That is credit awarded for Tech Prep may not supplant other credit.
- E. The student must meet all other applicable College admission requirements.

II. AWARD OF CREDITS

- A. Award of credits is based on attainment of competencies.
- B. High school credits eligible for college or vocational credit through Tech Prep shall be identified by the appropriate College department/faculty members in consultation with school district personnel as needed, approved by the College Curriculum Committee, and maintained by the College Office of Instruction in the *NWFSC Tech Prep Articulation Guide*.
- C. The *NWFSC Tech Prep Articulation Guide* shall be reviewed by the District Articulation Committee and referenced in the Inter-District Articulation Agreement. Updates to the *Guide* will be circulated to the Committee members and will be effective upon the date indicated in the *Guide*.
- D. Only PSV, PSAV, and selected A & P course credits may be awarded through the Tech Prep process. College preparatory and general education courses are not eligible for credit through Tech Prep.
- E. In general, credits awarded through Tech Prep will be at the freshman level.
- F. Credits awarded through the Tech Prep process may be articulated into vocational credit (career/technical) certificates, college credit certificates, applied technology diplomas

(ATD) and associate of science degrees (AS); credits may also be applied to the associate of arts degree (AA) on a selected basis.

- G. While certain credits awarded through Tech Prep may be applicable to limited admission programs at the College, award of those credits does not guarantee or accelerate a student's acceptance into those programs.
- H. College or vocational (career/technical) credits awarded through Tech Prep shall carry the grade of "P" (passing) and shall not be counted in the student's college GPA. Courses earned through Tech Prep will, however, count toward completion of applicable certificate/degree programs.
- I. College or vocational credits awarded through Tech Prep shall be held in "escrow" until the student has successfully completed fifteen (15) credits at the College. The credits to be counted in meeting this requirement may be vocational, college prep, vocational prep, or college credit and may be earned through dual enrollment or traditional enrollment at the College.

III. DOCUMENTATION AND ASSESSMENT OF COURSE COMPETENCIES

- A. High school instruction eligible for college or vocational credit through Tech Prep shall be classified in one of the following categories.
 - 1. **Direct Articulation** – High school courses with skill content equivalent to at least 85% of the skill content in the college or vocational credit course, with assessment procedures equivalent to those applied in the College course, and for which the original instruction was provided by faculty members possessing qualifications equivalent to the minimum qualifications required of the college instructors providing comparable instruction.
A minimum grade of "C" is required for a direct articulation course.
Direct articulation will be determined on a competency level, not on a contact hour basis.
 - 2. **Contingent Articulation** – High school courses which do not completely satisfy the conditions of direct articulation, but which are generally skill-based and entry-level in the College curriculum.
Credits for courses in this category are awarded contingent on a supplementary evaluation or upon provision of additional evidence of student mastery.
Examples of such activities include the following:
 - Minimum grade in a subsequent course
 - Demonstration of applied skills
 - Review of student portfolio containing high school course work
 - Successful completion of an independent assignment(s) covering missing skills/content
 - Completion of online review materials in selected content/skill areas
 - Successful completion of a teacher made quiz/exam on selected skills/content
 - 3. **Articulation by Assessment** – High school courses which may articulate to college level courses with significant theory content, Advanced & Professional courses, or

courses for which the high school faculty member may not meet appropriate minimum educational qualifications (see item II(A)(1).)

Credits for courses in this category are awarded only after verification by a formal assessment process. Examples of formal assessment include the following:

- Written examination evaluating theory/skill competency
- Portfolio assessment (work completed at the high school)
- Oral examination/presentation/interview
- Demonstration of applied skills

4. **Articulation by Certification** – High school level instruction which is validated through successful completion of a national certification examination(s). Credit for courses in this category are awarded upon provision of official documentation from the testing agency certifying passing a score on the applicable certification exam(s).