

INTER-INSTITUTIONAL ARTICULATION AGREEMENT BETWEEN THE DISTRICT BOARD OF TRUSTEES OF PENSACOLA STATE COLLEGE, FLORIDA, AND THE SCHOOL BOARD OF ESCAMBIA COUNTY, FLORIDA ESTABLISHING A COLLEGIATE HIGH SCHOOL DUAL ENROLLMENT PROGRAM

THIS AGREEMENT entered into by and between the District Board of Trustees of Pensacola State College, Florida, hereinafter referred to as the "College," and the School Board of Escambia County, Florida, hereinafter referred to as the "School Board."

WHEREAS, the Florida Legislature has promulgated 1007.273, F.S., providing for the establishment of a Collegiate High School Dual Enrollment Program for district high school students enrolled in the College's service area, and;

WHEREAS, the Florida Legislature has enacted legislation that each district school board shall inform all secondary students of dual enrollment as an educational option and mechanism for acceleration, 1007.271(8) F.S., and;

WHEREAS, the State Board of Education has published Rule 6A-14.064 College Credit Dual Enrollment, and;

WHEREAS, Pensacola State College and the School Board of Escambia County are Equal Access and Equal Opportunity Institutions, it is expected that the Collegiate High School Dual Enrollment Program will encourage enrollment and participation of all eligible students, regardless of socioeconomic status and racial background, and;

WHEREAS, the parties hereto believe that the adoption of an articulation plan will provide enhanced learning opportunities for qualified students in the high schools of Escambia County, Florida, during and after normal class hours through the effective use of the College's programs and resources; therefore,

The College and the School Board do hereby agree with each other as follows:

College Programs Available through the Collegiate High School Dual Enrollment Program

The Collegiate High School Dual Enrollment Program agreement includes the College programs listed in the table below at the location(s) indicated. Associated industry certifications are also noted pursuant to 1007.273(b), F.S. College career and technical courses must lead to certifications that are included on the Postsecondary Industry Certification List (Found at: <http://www.fldoe.org/workforce/indcertPS.asp>) to be eligible for dual enrollment. A high school student must meet all entry requirements for a program to be eligible for enrollment in program courses as a dual enrollment student. Career and technical dual enrollment shall be available for the student seeking a degree or certificate from a complete job-preparatory program but shall not be available in isolated career and technical courses, 1007.271(7), F.S.

College program available through the Collegiate High School Dual Enrollment Program	Location	CAPE certification available
Engineering Technology A.S.	Pensacola Campus*	MSSC-CPT Certified Production Technician
Information Technology Security A.S.	Pensacola Campus*	IC3 Computer Literacy CompTIA IT Fundamentals MCSA 70-410 Install and Configure Windows Server 2012 CompTIA Project+

*General education courses included in the program may be completed on the high school campus or online.

Attaining and Maintaining Student Eligibility

All dual enrollment program eligibility rules and requirements stated herein pertain to public school secondary students that meet the requirements of 1002.41(6), F.S.

A student who has passed all state assessments required for high school graduation, has achieved appropriate placement scores on a state-approved placement examination in reading, writing, and mathematics, is in good standing with the School Board, and has attained senior-year status at a district high school is admissible to the Collegiate High School Dual Enrollment Program for instruction delivered on a College or high school campus. In addition to the placement examination requirement, a student must have a 3.0 unweighted high school GPA to qualify for college credit courses within the designated Collegiate High School programs. A student must maintain a 2.5 or higher college GPA to remain eligible for dual enrollment courses. A student whose college GPA drops below a 2.5 will have one (1) probationary semester to meet the GPA requirement to continue in dual enrollment courses. A student who fails to achieve a 2.5 or higher college GPA after the probationary semester will lose all dual enrollment eligibility. A student who enrolls in online courses through the Collegiate High School Dual Enrollment Program must maintain a minimum college GPA of 3.0 to continue enrolling in online courses.

Both parties recognize that online coursework represents a unique set of challenges for students. It is recommended that a dual enrollment student's first experience with college-level coursework be in the traditional face-to-face classroom environment when available.

While enrolled in dual enrollment courses, any qualified student shall be required to comply with all applicable policies and procedures which normally apply to Pensacola State College students.

Dual enrollment courses taught on a high school campus shall ensure minimal interruptions of instructional time and appropriate academic rigor. A student shall lose eligibility to

participate in dual enrollment courses if the secondary institution where a course is being offered determines that a student is being disruptive to the learning process, such that the progress of other students and the efficient administration of the course are hindered.

In addition to the above mentioned student eligibility requirements, a student wishing to become a Collegiate High School Dual Enrollment student must attain senior status (Fall Semester) and be enrolled in an Escambia County high school for one (1) full semester prior to admission in the Collegiate High School Dual Enrollment Program.

Students with disabilities will be accommodated as required by law in dual enrollment classes.

Student Registration

Eligible students shall comply with the regular admission and registration procedures of the College and shall obtain appropriate advisement from the respective high school and the College for selected courses prior to registration. Students will be strongly encouraged to utilize the FACTS program at <http://www.FLVC.org>. Each student should develop a plan with an identified postsecondary goal which will guide the student in selecting courses to complete as a dual enrollment student 1007.271 F.S.

The application deadline for the Collegiate High School Dual Enrollment Program is the first business day of May each year for students wishing to enter the program the following August. Application forms will be provided by the College and distributed to the District Office. Capacity may be limited in some Collegiate High School Dual Enrollment Programs, in which case students will be accepted on a first applied, first accepted basis.

If a dual enrollment course is offered at the high school and at the College, Collegiate High School dual enrollment students will enroll in the dual enrollment course on the high school campus unless the high school campus class is considered at capacity. Capacity will usually be defined to be at least thirty (30) students but may vary by course.

College Drop/Add Policies and Deadlines

Dual Enrollment Program students enrolling in courses on the College campus must comply with the course add/drop policies and deadlines of the College. For courses taught on the high school campus including joint dual enrollment and Advanced Placement (AP) courses, the drop/add period will extend to the end of the first week of class on the high school campus.

Course Withdrawal and Repeating a Course

In order to remain eligible for college credit coursework, students must maintain the 3.0 high school GPA required for initial eligibility. Students receiving a grade of W in excess of one-half of the hours attempted within the College's fall semester will lose their Collegiate High School Dual Enrollment Program eligibility for courses on the College campus for the

following spring semester. Students receiving a grade of W in excess of one-half of the hours attempted within the College's spring semester will lose their Collegiate High School Dual Enrollment Program eligibility for courses on the College campus for the following summer and fall semesters. Appropriate school district personnel will be provided timely notification from the College of the assignment of a W1 or W2 for any student participating in dual enrollment. Students receiving a non-attendance W2 will lose Collegiate High School Dual Enrollment Program eligibility for courses taking place on the College campus.

In order to effectively advise secondary students regarding academic progress, student self-withdrawals (W1) must be approved by the high school to continue program eligibility.

Students receiving a D+, D, or F in the fall semester will lose Collegiate High School Dual Enrollment Program eligibility for courses taking place on the College campus for the following spring semester. Students receiving a D+, D, or F in the spring semester will lose Collegiate High School Dual Enrollment Program eligibility for courses taking place on the College campus for the following summer and fall semesters. Dual enrollment courses in which a grade of D+, D, or F was earned may be repeated for credit one (1) time and only the most recent grade earned will be used to calculate the Pensacola State College cumulative grade point average.

Courses which are not indicated in the course description as repeatable cannot be retaken if the initial grade earned was a C or better.

Course Offerings

Students in the Collegiate High School Dual Enrollment Program will enroll in College courses as full-time early admission dual enrollment students (twelve (12) to sixteen (16) credit hours per semester) during the senior year in high school.

Courses and programs may be added, revised, or deleted upon agreement between the College and School Board, 1007.271(13), F.S.

Courses available to District students through the Collegiate High School Dual Enrollment Program include select general education courses in addition to program-specific courses as indicated below. Instructor names and class times will be provided to the School Board when the final College schedule for each semester is available.

Program	Course	College Credits	High School Credits
Engineering Technology A.S.	Any Mathematics General Education Course	3	1
	Any Natural Sciences General Education Course with Lab	4	1
	ENC1101 English Composition I	3	1
	Any Social Sciences General Education Core Course	3	0.5
	CGS1061C Introduction to Computers in Technology	3	0.5
	EGN1123 Engineering Graphics	3	0.5
	ETI1110 Introduction to Quality Assurance	3	0.5
	ETI1701 Industrial Safety	3	0.5
	Total Credits Available*	24	5.5
	*Nine credit hours of additional credit will be articulated for students who earn the CPT certification (EET2084C, ETI1420, and ETM1010), effectively increasing the total College credits to 33 for this Collegiate High Dual Enrollment Program.		
Information Technology (IT) Security A.S.	MAC1105 College Algebra	3	1
	Any Natural Sciences General Education Course with Lab	4	1
	ENC1101 English Composition I	3	1
	CGS1061C Introduction to Computers in Technology	3	0.5
	CTS1390C Install & Configure Windows Server 2012	3	0.5
	CTS2149 Fundamentals of Project Management	3	0.5
	CET1020C Introduction to Networks	3	0.5
	CET2025 Scaling Networks	3	0.5
	CIS1350 Security Awareness	3	0.5
	COP1510 Programming Concepts	3	0.5
Total Credits Available	31	6.5	

Delivery Method

General Education courses in the Collegiate High School Dual Enrollment Program (ENC1101, MAC1105 or other math, and natural sciences general education courses) are generally available online, at high schools, and at the College campus. Program courses are only available in the traditional face-to-face environment on the Pensacola Campus.

Course Credits

Postsecondary instruction approved for dual enrollment shall be creditable toward the high school diploma and the vocational certificate or the associate degree. Postsecondary credits earned in dual enrollment courses shall be posted on the high school and College transcripts

in a manner consistent with the Dual Enrollment Course-High School Subject Area Equivalency List approved by the Florida Board of Education as posted on <http://www.fldoe.org/articulation/> and <http://www.FLVC.org>.

A student who elects to enroll in an AP course that is jointly offered with a dual enrollment course may not earn postsecondary credit for that course through dual enrollment.

Pursuant to 1007.271(18), F.S., the School Board and the College must weigh dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculations of weighting systems that discriminate against dual enrollment courses are prohibited. In accordance with the Escambia County, Florida School Board Student Progression Plan, dual enrollment, Advanced Placement and honors courses will be weighted, by category and/or rigor, equally. For the purpose of class ranking, the District may exercise a weighted grading system pursuant to 1007.271 and 1003.437, F.S.

Posting Student Letter Grades via E-Roster

It is the sole responsibility of the instructor, including dual enrollment instructors at high school locations, to assign and record students' letter grades via the College e-Roster system within the grade posting deadlines set by the College. Noncompliance with the College's grade posting procedures and deadlines may result in the instructor's loss of approval to teach dual enrollment courses and/or the high school's loss of approval to offer dual enrollment courses.

It is the responsibility of the school district to post dual enrollment course grades to the high school transcript as assigned by the College. The school district will assign numeric values to the letter grades as indicated in the chart below. College staff will not provide numeric grades for students to apply to their transcripts.

Application Chart of Letter Grades to the High School Transcript

PSC Letter Grade	Numeric Grade Applied to High School Transcript
A	95
B+	88
B	85
C+	78
C	75
D+	68
D	65
F	55

Student Monitoring

Monitoring of student performance subsequent to enrollment in dual enrollment courses shall be the shared responsibility of the high school guidance counselors and the College advisors assigned to coordinate with the high schools. At the conclusion of each academic semester, the College will review the academic progress of each participating student. In situations where a student has demonstrated academic difficulties, the College will contact the high school guidance counselor to develop an action plan.

Institutional Accountability, Learning Outcomes Assessment, and Faculty Credentials

The College shall assume responsibility for the maintenance of the instructional quality, 1007.271(5), F.S.

Dual enrollment instructors shall be regularly employed full-time or adjunct faculty of the College or high school teachers selected to teach in the Dual Enrollment Program through mutual agreement between the College and the respective high school principal. A high school teacher selected to teach in the Dual Enrollment Program will be designated as an adjunct faculty member of the College and therefore must meet the credentialing standards required by the Southern Association of Colleges and Schools Commission on Colleges.

All new College instructors, including dual enrollment instructors on a District high school campus, are encouraged to attend adjunct orientation and other professional development workshops offered by the College.

All College instructors, including dual enrollment instructors on a District high school campus, are required to participate in all institutional effectiveness initiatives of the College. Any course-, discipline-, College-, or system-wide assessment that the College requires in non-dual enrollment sections of a course shall also be required in all dual enrollment sections of the course regardless of the physical location of the course.

The College shall provide all full-time and adjunct faculty teaching dual enrollment courses with access to an electronic copy of the Adjunct Faculty Handbook and the Employee Handbook. Faculty shall adhere to the professional guidelines, rules, and expectations therein.

The College shall provide all full-time and adjunct faculty teaching dual enrollment courses with a current copy of the College Catalog which encompasses the student handbook detailing information that includes, but is not limited to, drop/add 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.

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

All full-time and adjunct faculty teaching dual enrollment courses, regardless of the physical location of the course, shall be observed by a designee of the College and evaluated based on the same criteria used for all other full-time or adjunct faculty delivering College courses at the institution.

The College shall provide all full-time and adjunct faculty teaching dual enrollment courses with access to an electronic copy of course plans and objectives for the College course they are teaching. In addition, faculty shall be provided with information or 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 course.

All full-time and adjunct faculty teaching dual enrollment courses shall file a hard copy or an electronic copy of their current course syllabus with their respective department head at the College prior to the start of each course taught. Content of the syllabus must meet the same criteria as required for all courses offered at the College.

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.

Any dual enrollment course taught at the high school is expected to conform to all course requirements included in the College's district syllabus for that course. When applicable, standardized assignments or examinations used in the College course will be provided to the instructor at the high school. Additionally, dual enrollment instructors are expected to complete any assessments related to the achievement of student learning outcomes used by the College in accordance with the Southern Association of Colleges and Schools Commission on Colleges' Principles of Accreditation: Foundations for Quality Enhancement, 2012 Edition, sections 3.3.1.1 and 3.5.1, which are hereby incorporated for reference. The SACSCOC document may be accessed at <http://sacscoc.org/pdf/2012principlesofaccreditation.pdf>.

Assessments shall be provided to the high school campus dual enrollment course instructor by the College in a timely manner to ensure availability prior to scheduled administration dates.

Completed, scored final examinations will be returned to Pensacola State College and held on file by the College for a period of one (1) year.

All full-time and adjunct faculty teaching dual enrollment courses must observe College procedures and deadlines for verification of attendance and submission of mid-semester and final letter grades in the appropriate format. All faculty will be advised of postsecondary institution-wide attendance verification and grading guidelines prior to teaching a dual enrollment course.

All Dual Enrollment instructors must be approved by the College. The process of securing approval starts with the appropriate College Department Head. Official copies of postsecondary transcripts of all full-time or adjunct faculty teaching dual enrollment courses must be filed with the College, regardless of who employs or pays the faculty member's salary. For dual enrollment courses taught on high school campuses, the faculty transcripts must be submitted to the College for review, approval, and filing. Prior to teaching any dual enrollment course regardless of the physical location of the course being taught, the faculty member must receive formal approval to teach the course from the College.

Professional Development for Teachers

In accordance with Florida Statutes, the School Board and the College will work collaboratively to design professional development opportunities for secondary and College faculty and staff, focusing on local and state needs and responding to state, national, and district policy and program priorities.

Student Guidance Services

During workshops sponsored by the College, high school counselors and other appropriate school district administrators and dual enrollment instructors will receive professional development and material from the College focused on informing students and parents or guardians of college course-level expectations, including but not limited to the following:

1. 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. Dual enrollment courses in which a grade of D+, D, or F is earned may be repeated for credit one (1) time and only the most recent grade earned will be used to calculate the Pensacola State College cumulative grade point average.
2. All grades, including W for withdrawal, become a part of the student's permanent College transcript and may affect subsequent postsecondary admission.
3. 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 or maturity.
4. Guidance will be provided in 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.
5. Dual enrollment course plans will be included in a student's Electronic Personal Education Planner (ePEP) using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FLVC.org, to minimize enrollment in a random selection of college courses.

6. Dual enrollment students and dual enrollment instructors have complete access to College library facilities and resources, both physical and virtual, and are encouraged to use these resources to the fullest.

Mechanisms for Communicating Information

Each party shall provide a mechanism for communicating the educational and economic benefits, as well as the requirements for participation and enrollment procedures to parents and students, 1007.271(8), F.S.

To inform parents and students about the educational and economic benefits, as well as the requirements for Collegiate High School Dual Enrollment Program participation and enrollment procedures, the School Board and the College will use communication mechanisms including, but not limited to, direct mail brochures, the College Catalog, dual enrollment web pages, social media, classroom visits, newsletters, and various school-based registration activities.

Mechanisms for Exercising Option to Participate

Eligible students may exercise their option to participate in dual enrollment courses by following the registration and guidance procedures outlined by the School Board and the College. Students will be required to meet first with their respective high school counselor to review eligibility criteria and to develop a graduation/dual enrollment plan. Once eligibility has been determined and the plan developed, students will complete approval forms and contracts as appropriate. During registration at each of the high schools, Pensacola State College staff will provide a face-to-face orientation session for the eligible students. Included in the orientation will be a discussion of the purpose of dual enrollment, types of college degrees, career planning, and information on developing a successful college record. During the orientation eligible students will receive instructions on how to make maximum use of the automated advisement system for the College (Spyglass).

Financial Arrangements

State funds for the support of the program shall be received by each system as prescribed. The following arrangements apply in the Fall and Spring semesters of the academic year.

Instruction Provided On College Campus

When the instruction is provided on the College campus, the school district shall pay the standard tuition rate of seventy-one dollars and ninety-eight cents (\$71.98) per credit hour to the College for each credit hour in which dual enrollment students are enrolled as of the first day of instruction after the drop/add period for each session within the semester. For programs leading to a career certificate or an applied technical diploma (clock hour programs), the standard tuition shall be two dollars and thirty-three cents (\$2.33) per contact hour. On-line or hybrid classes offered by the College are considered to be on the College

campus. The School Board will be invoiced by the College and payment should be made to the College within thirty (30) days of the date of the invoice.

When instruction is provided on the College campus, the College will reimburse the School Board twenty-one dollars and sixty cents (\$21.60) for each credit hour in which dual enrollment students are enrolled as of the first day of instruction after the drop/add period for each session within the semester for the facilitation of the dual enrollment processes that must be performed by the high school counselors and administrators, enumerated in this agreement. The reimbursement rate for clock hour programs will be seventy cents (\$0.70) per contact hour. The College may be invoiced by the School Board for the counseling and administrative processes at any time during the semester after the tuition payment has been made to the College. Payment will be made to the School Board within thirty (30) days of the date of the invoice.

Instruction Provided on the High School Campus

The College Provides the Instructor

The College shall be responsible for the payment of faculty when the College provides the course instructor. The School Board will reimburse the College seventy-five dollars (\$75.00) per dual enrolled student per semester to cover the College's actual costs, in addition to salary, for offering the dual enrollment program. The additional costs include, but are not limited to, the College's cost for Academic Department Head supervision and faculty observation, Counseling, Student Registration, and Transcript preparation. The seventy-five dollars (\$75.00) per student reimbursement is subject to change at the beginning of each semester based on actual cost calculations. The College will reimburse the School Board twenty-two dollars and fifty cents (\$22.50) per student for the facilitation of the dual enrollment process that must be performed by the high school counselors and administrators and the cost of providing instruction on the high school campus.

Requests and Approvals to Offer Dual Enrollment Courses at High School Locations

To ensure timely compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) policy on substantive change, requests to offer specific dual enrollment course(s) at the high school locations must be submitted by the high school to the College at least nine (9) calendar months prior to the requested start date of the dual enrollment course(s) at the high school location. Approval for district high schools to offer courses is solely at the discretion of the College and approval may be rescinded at any time.

Textbooks and Instructional Materials

Textbooks and instructional materials used in dual enrollment courses must be the same as or comparable to those used with other postsecondary courses at the College with the same course prefix and number. Textbooks differing from those used at the College must be approved by the Vice President, Academic Affairs. The College will advise the School

Board of instructional material requirements as soon as that information becomes available, but no later than one (1) semester prior to a course being offered. Required textbooks, as selected by College faculty through departmental textbook selection committees, will usually be adopted for a minimum period of use of three (3) calendar years. Requirements pursuant to 1004.085(3) F.S., Textbook Affordability Act are hereby incorporated by reference and can be accessed on <http://www.flsenate.gov/data/session/2008/Senate/bills/billtext/pdf/s2350.pdf>.

Textbooks shall be provided to the public school student at no cost. The School Board shall be responsible for the expense incurred through the purchase of the required textbooks. From the funds provided in Specific Appropriations 89, School Board shall pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in 1011.62 F.S. The School Board will take ownership of the textbooks at the time of purchase and will commit to reuse the textbooks in future dual enrollment course opportunities.

Transportation

Transportation for any student receiving dual enrollment instruction at any facility other than a school campus of the Board shall be provided by the student or the parents or guardians of such students, 1007.271(21), F.S. Every effort will be made to ensure students will not transition back and forth between College and the high school campus during the day.

Fees

Dual enrollment students shall be exempt from the payment of registration, tuition, laboratory and book fees, 1007.271(16), F.S.

Remediation Reduction

Pursuant to 1008.30, F.S. the School Board and the College are committed to postsecondary education and training and promoting student success after high school graduation.

The College's Testing Center will administer the Post-Secondary Education Readiness Test (PERT), as adopted by the State of Florida, to tenth graders at any Testing Center at the College. Students who express interest in post-secondary education are identified and notified of the schedule of the Testing Centers by school guidance staff. The work flow of the activities will be as follows:

- College staff will inform the school district of Test Center schedules;
- Testing will be conducted by the College's Test Center staff upon appointment at any College Test Center on a College campus or site;
- College staff will provide student test scores to the appropriate school administrator(s) as specified on the referral form;
- Appropriate school administrators will advise students of reading, writing, and/or math deficiencies and will provide other information as requested; and

- The first test for each student will be administered with no charge and will include all sections of the PERT. For each subsequent test, or re-test, the student will be responsible for payment of the ten dollar (\$10.00) testing fee to the College.

The School Board may offer Math for College Success, Mathematics for College Readiness, Writing for College Success, and Reading for College Success to those students who demonstrate deficiencies in math, writing, and reading based on state-determined minimum scores on the PERT. The District will provide instructors who meet SACS credentials requirements to teach these courses. The College will assist the high schools in developing the curriculum for these courses as requested.

Equivalent courses at Pensacola State College are as follows:

Secondary School Course Title (Elective Credit)	Course Code	Pensacola State College Equivalency
Math for College Readiness (1.0)	1200700	MAT1033 Intermediate Algebra
Math for College Success (0.5)	1200410	MAT0028 Developmental Mathematics II
Writing for College Success (0.5)	1009370	ENC0025 Developmental Writing II
Reading for College Success (0.5)	1008350	REA0017 Developmental Reading II

When Math for College Success, Writing for College Success, or Reading for College Success are taught in the high schools, the College will provide the high schools with copies of the Common Final Exam that students must pass in order to successfully complete that course and assist the high schools in administering that exam.

If a student is passing Math for College Success, Writing for College Success, and Reading for College Success (has an average of seventy (70) at end of the semester) and passes the Common Final Exam with a seventy (70) or better, he/she will be eligible to enroll in ENC1101 and MAT1033 without taking the state-adopted college readiness test (PERT) again. To exempt any further assessment and/or prerequisite requirements, students must enroll in one (1) of the identified courses within two (2) consecutive years of completing the above courses. Rules governing these courses will be the same as those at the College.

To successfully complete Mathematics for College Readiness, a student must receive a grade of C or better and must achieve the state-determined minimum score on the PERT, five hundred twenty (520) or greater on SAT Math, or twenty-one (21) or greater on ACT Math. Upon successful completion of Mathematics for College Readiness, the student may enroll in MAC1105, STA2023, MGF1106, or MGF1107 without taking the PERT. To exempt any further assessment and/or prerequisite requirements, students must enroll in one (1) of the identified courses within two (2) consecutive years of completing Mathematics for College Readiness. Rules governing these courses will be the same as those at the College.

In order to facilitate the seamless education of students, the School Board will:

- ensure that high school counselors will carefully screen potential students for dual enrollment courses;
- ensure that high school teachers and high school counselors will encourage qualified students to take a state-approved placement examination;
- ensure that high school counselors will inform parents of dual enrollment opportunities at registration meetings;
- ensure that high school instructors approved to teach dual enrollment courses by the College will be encouraged to attend adjunct orientation and other dual enrollment instructor professional development as scheduled by the College in coordination with the School Board;
- ensure that high schools will participate in "College Fair" activities;
- ensure that high schools will be encouraged to present information sessions regarding participation in the Dual Enrollment Program to parents and educators;
- ensure that high school administrators, high school counselors, and high school teachers promote dual enrollment opportunities to students and parents; and,
- ensure that high school counselors will meet with students during their ninth, tenth, eleventh, and twelfth grade years to discuss their plans for post-secondary education.

In order to facilitate the seamless education of students, the College will:

- provide School Board with dual enrollment informational materials;
- encourage College Department Heads to organize faculty-with-faculty meetings in the discipline areas to discuss remediation needs and curriculum alignment issues;
- conduct workshops available to high school counselors and College Student Affairs staff to disseminate and share information; and
- participate in "College Fair" activities, when possible, in an effort to inform students and parents of available programs and eligibility requirements.

Data Analysis and Reporting

While the School Board may use a high school course and instructor evaluation tool, student feedback surveys and classroom observations will also be conducted using College procedures. The results of student feedback surveys and classroom observations will be shared with the instructor and high school principal.

The College shall compare student performance, to include final grade and exam, of dual enrollment course offerings on high school campuses and College campuses to ensure that results are comparable to non-dual enrollment sections. Results will be made available to the principal, local school district, the College president, and the Florida Department of Education.

The College shall annually analyze and assess the effectiveness of the mechanisms toward meeting the goal of reducing postsecondary remediation needs. Results of the assessment shall annually be presented to the School Board and the College Board of Trustees.

Term of the Agreement

This Articulation Agreement shall commence on the Effective Date set forth below and will terminate on June 30, 2016, whereupon, this Articulation Agreement shall automatically renew annually for four (4) consecutive years, unless either Party gives written notice at least sixty (60) days prior to the commencement of any renewal term that it does not intend to renew the Agreement. If neither Party gives notice of its intent not to renew, it shall be deemed by both Parties that no modification was needed and that this Articulation Agreement has been ratified by the College and the School Board. If a party to this Agreement does give notice of its intent not to renew because some modification is needed, then the Parties will jointly consider the proposed modifications and, upon reaching an agreement, they will enter into a new Articulation Agreement which shall include such modifications and which shall be executed prior to high school registration for the fall semester of the following school year.

IN TESTIMONY WHEREOF, the College and the School Board of Escambia County have caused these presents to be executed to be effective as of the 19th day of August, 2015 (the "Effective Date.").

THE DISTRICT BOARD OF TRUSTEES OF
PENSACOLA STATE COLLEGE, FLORIDA

BY: _____
C. Edward Meadows, President Date _____

THE SCHOOL BOARD OF
ESCAMBIA COUNTY, FLORIDA

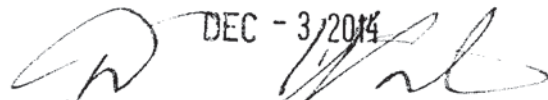
BY: _____
Patricia Hightower, Board Chair Date _____

ATTEST: _____
Malcolm Thomas, Superintendent Date _____

Approved as to Form:

By: _____
Thomas J. Gilliam, Attorney for
Pensacola State College

APPROVED FOR LEGAL CONTENT
FOR Dec 2014 AGENDA

DEC - 3 / 2014

GENERAL COUNSEL
ESCAMBIA COUNTY SCHOOL BOARD