

2009-2010

INTERINSTITUTIONAL ARTICULATION AGREEMENT

BETWEEN

THE CHIPOLA COLLEGE BOARD OF TRUSTEES

AND

THE WASHINGTON COUNTY SCHOOL BOARD

This agreement is entered into by and between the District Board of Trustees of Chipola College, 3094 Indian Circle, Marianna, FL 32446, herein referred to as the "College," and the Washington County School Board, 652 Third Street, Chipley, FL 32428, herein referred to as the "Board."

The State Board of Education adopted Rule 6A-10.024, F.A.C., specifying that articulation agreements shall be executed between community college boards of trustees and district school boards within each community college district. The College and the Board desire to implement this rule by creating opportunities for high school students to pursue college-level instruction and/or job preparatory training through articulated acceleration programs. These programs include the college-credit dual-enrollment program, the college-credit early admissions program, the workforce development dual-enrollment program, the workforce development early admissions program, and technical preparation programs (1007.27 and 1007.271 Florida Statutes).

In accordance with s. 1007.271(5) (16) district school boards shall annually assess the demand for dual enrollment and other advanced courses, and the district school board shall consider strategies and programs to the meet the demand and include access to dual enrollment on the high school campus where possible. Alternative grade calculation, weighting systems, or information regarding student education options which discriminates against dual enrollment courses is prohibited.

The intent of this agreement is to provide maximum access while guiding students toward a well thought-out program of study. It is not advisable for students to take excessive college courses that will meet neither general education nor common prerequisite course requirements. All students participating in the Dual Enrollment Program should work closely with advisors at Chipola College to make appropriate course selections. The Dual Enrollment Course Equivalency List can be found in Appendix I of the agreement.

Each party will provide a mechanism for communicating the educational and economic benefits, as well as the requirements for participation and enrollment procedures to parents and students (handbooks, classroom visits, newsletters, school based activities and college mailings, brochures).

In consideration of the mutual promises stated herein, the parties agree to cooperate in the establishment, implementation, and maintenance of dual-enrollment programs, herein referred to as the "Program," the "College" and the "Board." Any changes to this agreement, required because of Legislative action, shall be addressed and amended as needed. To establish and implement the Program, the parties agree to the following general principles:

A. Course/Program Offerings

1. Dual enrollment college credit courses shall be those courses that are recommended to the State Board of Education by the State Articulation Coordinating Committee as meeting high school graduation requirements as specified in the *Dual Enrollment Course Equivalency List*. All high schools shall accept these postsecondary courses toward meeting the requirements of s. 1003.436, F.S. Physical education/recreation courses and courses that carry less than three (3) semesters of college credit are excluded from this Agreement. The courses offered each academic year shall be contained within the common course designation and numbering system approved by the College and the State Course Numbering System (SCNS).
2. Courses offered will be determined by mutual agreement between the College President and the County Superintendent.
3. Courses and programs for the upcoming academic year must be submitted to the College on the Course and Instructor Approval Form by July 1. All courses must be mutually approved by the County Superintendent and the College President.
4. While appropriate for college-level study, course materials/class discussions may reflect topics not typically included in secondary courses which some parents may object to for "minors". Courses are not "brought down" to high school level to accommodate variations in student age and/or maturity.
5. Program courses taught on a high school campus are expected to maintain a college-like atmosphere with minimal interruptions of instructional time. Student behavior which is disruptive to the learning environment may result in that student's loss of program eligibility.
6. Each course taught on a high school campus as part of the Dual Enrollment Program must maintain a minimum of ten (10) and a maximum of twenty-five (25) students.
7. The college-level course work offered in the Program shall not

duplicate high school curriculum. Only students who have been certified as dual-enrollment students according to the criteria in Section B of the agreement will be allowed to attend dual-enrollment classes on the high school campus.

8. The Board shall be responsible for incorporating all dual-enrollment course work within the district pupil progression plan.
9. Beginning with students entering grade 9 in the 2006-2007 school year, the revised language for Section 1007.271, F.S., requires the board to weigh dual enrollment courses the same as advanced placement, International Baccalaureate, and Advanced International Certification of Education courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.
10. The College shall determine course content in accordance with Southern Association of Colleges and Schools criteria, will develop the syllabi, and will select the instructional materials for all courses.
11. Eligible Washington County students may also enroll in classes conducted on the Chipola College campus, on a space available basis.
12. All dual-enrollment students are Chipola College students and have the same library services and privileges as on-campus students. Computer access to LINCC (Library Information Network for Community Colleges) is available in high school libraries or from home computers; courier services are provided as available.

Students admitted to Chipola College through the Dual Enrollment/Early Admission Program are subject to the jurisdiction of the college. As members of the college community, students are expected to act responsibly in all areas of personal and social conduct. Each student, by registering, pledges to accept and obey the rules and regulations of the college including the Academic Honor Code. Students are responsible for the observance of all board policies and procedures published in the College Catalog, Student Handbook, and other college information bulletins.

B. Student Eligibility Criteria For Initial Enrollment for Public Schools in Washington County

1. The Board shall identify the students qualified for participation in the Program. Students must demonstrate academic capabilities to pursue college-level instruction or job training programs.

2. Students must meet the following to be eligible for participation in the college credit dual-enrollment program:
 - a. Have completed ninth grade.
 - b. Have a minimum un-weighted cumulative high school grade point average of 3.0 or an American College Test (ACT) composite score of 21, or a Computerized Placement Test (CPT) composite score of 96, or a Scholastic Aptitude Test (SAT) score of 500 verbal and 500 quantitative. Scores can be no more than two years old.
 - c. Have test scores on all sections of the American College Test (ACT), the Scholastic Aptitude Test (SAT), or the Computerized Placement Test (CPT). Official results must be on file with the College Registrar before the initial registration period. Scores can be no more than two years old.
 - d. Meet same placement test score requirements in applicable areas and chosen program of study as all postsecondary students.
 - e. Have written approval of the high school principal.
 - f. A student can participate in the program for a maximum of three years (equivalent of 10th, 11th, and 12th grade).
 - g. A student may pursue up to 7 semester hours of college work during a summer session and up to 11 semester hours during the fall and spring semester.

3. In order to be eligible for participation in the college credit Early Admissions Program a student must
 - a. Have completed the eleventh grade.
 - b. Have a minimum un-weighted cumulative high school grade point average of 3.0 or an American College Test (ACT) composite score of 21, or a Computerized Placement Test (CPT) composite score of 96, or a Scholastic Aptitude Test (SAT) score of 500 verbal and 500 quantitative. Scores can be no more than two years old.
 - c. Have appropriate scores on all sections of the American College Test (ACT), the Scholastic Aptitude Test (SAT), or the Computerized Placement Test (CPT). Official results must be on file with the College Registrar before the initial registration period. Scores can be no more than two years old.
 - d. Meet same placement test score requirements in applicable areas and chosen program of study as all postsecondary students
 - e. Have written approval of the high school principal and the board.
 - g. A student can participate in the program for a maximum of one year (equivalent of 12th grade).

C. Student Eligibility Criteria For Initial Enrollment in the Dual Enrollment/Early Admission Program for Private Schools, Home School Education, and Virtual High School students in Washington County

- a. Be officially enrolled in a private school, home school program, or Virtual High School Program (if enrolled simultaneously with public school system – student must meet public school eligibility criteria)
- b. Be at least 15 years of age and not more than 18 years of age by the first day of class for the term in which they plan to enroll
- c. Pass all subtests of a State approved college placement test (ACT, SAT, or CPT). Scores can be no more than two years old.
- d. Submit a copy of Pupil Progression Plan and Home Education/Virtual High School Education Agreement (proof of enrollment in a home school or virtual high school program).
- e. Enrollment is limited to no more than 11 hours per semester for students in the college credit Dual Enrollment Program and 330 clock hours per semester for students in the Workforce Development Dual Enrollment Program.
- f. Enrollment is limited to no more than 18 hours per semester for students in the college credit Early Admission Program and no more than 540 clock hours per semester for Workforce Development students in the Early Admission Program.
- g. Enrollment is limited to 2 semesters (equivalent to senior year).

D. Student Eligibility Criteria For Continued Enrollment for All Dual Enrollment Students

1. Eligible dual enrollment and early admissions students must maintain a minimum term and cumulative College grade point average of 2.0. Students who fail to meet this requirement will be placed on academic suspension until after high school graduation.
2. Program students cannot re-take classes in which a grade of “C” or higher has been earned.
3. Any letter grade below a “C” will not count as credit toward satisfaction of the General Education requirement for the Gordon Rule requirement; however, all grades are calculated in a student’s GPA and will appear on their college transcript.
4. Dual enrollment and early admissions students may not repeat college credit or work force development courses in which they have earned grades of W, D, or F until after high school graduation. All grades

including “W” for withdrawal, become part of the student’s permanent college transcript and may affect subsequent post secondary admission. Dual enrollment and early admission students are not allowed to audit classes.

E. Faculty Eligibility Criteria

1. Criteria are the same for all faculty teaching postsecondary courses regardless of the location of the class (i.e., college campus, high school campus, or satellite site). The college is responsible for ensuring that all Dual Enrollment courses are taught by qualified faculty. Faculty teaching dual enrollment courses must have completed at least eighteen (18) graduate semester hours in the teaching discipline and hold a minimum of a master’s degree. Chipola College shall approve all instructors.
2. All Program faculty will submit official college transcripts to the Chipola College Human Resource Office and complete the Chipola Dual Enrollment Faculty Agreement form and other College forms as requested.
3. All Program faculty will be provided with a copy of the current Dual Enrollment Adjunct Faculty Handbook, and are expected to adhere to the professional guidelines, rules, and expectations therein. All Program faculty will be provided with a current student handbook detailing add/drop and withdrawal policies, student code of conduct, grading policies, critical dates etc., and are expected to adhere to the guidelines, rules, and expectations therein.
4. All Program faculty will participate in an orientation, scheduled at a mutually agreed upon time and place.
5. The College shall supervise Program faculty.
6. The College Senior Vice President of Instruction and Student Services or designee shall evaluate Program faculty during the academic term using the same criteria as for all other adjunct faculty. The Senior Vice President or designee will make a classroom visit, after which feedback will be provided to the Program faculty member.
7. The College shall also evaluate Program faculty via a student questionnaire each academic term. The questionnaire will be administered at or near the end of the term. The classroom visitation and questionnaire will be used by the College to monitor instructional quality in the Program.

8. At the end of the term, Program faculty will submit final grade rolls to both the high school and the College. All student folders for students enrolled in ENC 1101 and ENC 1102 must be submitted to the College Senior Vice President of Instruction and Student Services at the end of each term.
9. The Dean of Enrollment Services shall represent Chipola College in all matters pertaining to the operation of dual enrollment and shall serve as a liaison between Washington County School Board and Chipola College.

F. Cost

1. Public school students participating in the Program will not be assessed matriculation fees, laboratory fees, or textbook costs. Students who apply late are responsible for any late registration fees.
2. Public school students participating in the Program may not register for Distance Learning Courses that require additional fees.
3. The College and the Board will claim FTE earned by enrolled students through the appropriate state procedures.
4. The Board shall provide and maintain appropriate educational and support facilities for the delivery of services to the enrolled students at no cost to the College.
5. The Board will provide appropriate instructional materials. These materials will be considered as Board property from the date of issuance. The Board or its designee will be responsible for the monitoring, reissuing/reusing, and accounting of instructional materials used by public school students pursuant to Sections 1006.29 and 1007.271, F.S.
6. The College will select textbooks used in all dual enrollment courses. Instruction materials used in program classes must be the same as those used with other postsecondary courses at the college with the same course prefix and number. The College will advise the school district of instructional material requirements as soon as that information becomes available, but no later than one term prior to a course being offered.
7. Private school, virtual high school and home school students will be responsible for textbook costs.

8. Any student who withdraws from a public high school or receives a GED during the time he/she is enrolled in this program will be liable for all fees for term in which GED was earned.

G. Enrollment Procedures

1. The College Registrar shall be responsible for the registration/enrollment of students. Class size limits are set by the College.
2. Students must have each of the following documents on file with the College Registrar before enrolling for any Program course:
 - a. A completed Chipola College application for admission.
 - b. An official copy of his/her high school transcript. Students who are attending or have attended other colleges must have official college transcripts sent to Chipola College prior to admission and registration.
 - c. An official entry-level examination score as required in Section B (Student Eligibility Criteria for Initial Enrollment) of this agreement.
 - d. A completed Program Eligibility Form.
 - e. A completed Program Certification Form.
 - f. A completed Principles of Participation Form.
 - g. A completed Private School, Home Education/Virtual School agreement (if required).
3. On-line registration is not open to students participating in the Dual Enrollment/Early Admission Program.
4. Dual-enrolled students should choose a major as a part of the admissions process. This will facilitate academic advising and should prevent students from taking courses unrelated to their major. The College Student Services staff will assist students, parents, and high school counselors in Washington County by providing up-to-date information about appropriate courses which should satisfy requirements for the student's major at Chipola and at the chosen transfer institution, if that institution is a public university in Florida or a participating member of the association of Independent Colleges and Universities in Florida (ICUF). Curriculum guides, that list all required courses for the freshman and sophomore years, are available on campus and online for all Associate in Science degree majors and for most Associate in Arts degree majors. The Florida Academic Counseling and Tracking for Students (FACTS) is available to all dual-enrollment students to access program specific requirements for all majors within the state public university system.

5. Students who withdraw from a course taught on the high school campus must complete the official Chipola College form for Withdrawal from Class. **Students must have approval from high school to withdraw from college coursework.** The form and the textbook(s) must be delivered to the high school faculty member or designee. The high school faculty member or designee must then forward the completed form to the high school counselor, who will then send the form to the College Registrar on or before the final withdrawal date specified in the College catalog. The Registrar will officially withdraw the student from the College course. Students who withdraw from a course taught on the College campus must complete the same form and turn it in to the College Registrar to be officially withdrawn from the College course. The Registrar will send a copy of the form to the high school counselor and remind students to turn in textbook(s) to the high school.
6. Program students **must** meet **College established deadlines** for withdrawal and/or resignation from class(es). The college calendar, dates and deadlines are available in the college schedule of classes, the College Catalog, the Student Handbook/Planner and online at www.chipola.edu.
7. Dual enrollment courses taught at high school sites are college courses which earn college credit and therefore, must conform to college grading policy. The college departmental grading policy shall be utilized for all dual enrollment courses. The grading policy is outlined in the course syllabus. The letter grade earned by a dual enrollment student in the college credit course must be the same letter grade earned in the high school course.
8. Program students must adhere to college attendance policies rather than high school attendance policies. The only excused absences are those sanctioned by Chipola College – high school activities are not excused for students enrolled in classes on the Chipola College campus.
9. Program students will be expected to meet firm assignment deadlines and should expect 2-3 hours of homework for each hour spent in class.
10. Students changing high schools during dual enrollment must notify the college.
11. Students withdrawing from a public high school and changing to home, virtual or private school must complete a Home School Agreement prior to the change.

H. Guidelines for Reduction of Postsecondary Remediation

1. The Board and the College currently cooperate to share expertise, such as teaching strategies and program and career information, among faculty and advisors. This is accomplished through workshops, site visits, and other collaborative efforts. This effort will be accomplished in several ways. The Student Services Division hosts an annual advising workshop each fall semester. It provides for staff development for high school counselors, occupational specialists, dual-enrollment teachers including updates and sessions on improving academic and career guidance. Faculty members from district high schools are invited to participate in special faculty-to-faculty workshops held during the College's Math Olympiad and Literature and Language Festival; these student competitions are held annually each spring semester. The College annually hosts a one-day district-wide Career Fair each fall term for students in grades 9 -12; it is designed to provide maximum exposure to a wide variety of career fields. College faculty and counselors visit district school campuses to talk with individual faculty and counselors to provide in-service and/or pre-service activities as requested by school district personnel or high school administrators. The Chipola "Partners" program has provided a vital link between each high school campus and the College with visits by College employees who talk, one-on-one, with any high school student interested in pursuing post-secondary education. Finally, the College website is regularly updated with advising and career links to assist high school counselors and occupational specialists in their efforts to relay this information to students in an economical and timely fashion.
2. The Board and the College annually address the issue of remedial course work required of recent high school graduates in the areas of mathematics, reading, and writing. The College generates statistical data that can be used by each district and each area high school to develop specific corrective actions focused on the reduction of the number of recent high school graduates requiring remediation in these areas. Both the Board and the College provide, for respective board members, an analysis of the costs associated with postsecondary remedial education and secondary-level corrective actions. The Educational Talent Search Program (ETS) has opened an avenue to provide additional intervention strategies that should further reduce the need for remedial instruction for Washington County ETS students entering post-secondary education. It is anticipated that the united efforts of the Board and the College will produce a reduction in the number of recent high school graduates requiring remediation in these areas.

3. Currently the Board has included several goals in its School Improvement Plan that should produce high school graduates who are better prepared to enter post-secondary education. Those goals include increasing FCAT scores, advising students to pursue a course of study leading to Bright Futures and/or Gold Seal Scholarships, increasing counseling for eighth grade students to assist with decisions about both their high school course of study and future scholarship opportunities, increasing tech-prep and school-to-work initiatives/programs, and increasing parental involvement.
4. The College will utilize CROP (the College Reach-Out Program) to reach approximately 60 economically disadvantaged, first-generation-in-college students in grades 6-8; the program provides for afternoon tutors, educational field trips, and parental involvement.
5. The College Foundation offers tuition only scholarships (for a total of 60 college credit hours) to one valedictorian recipient from each public high school in the district.
6. The College also provides information annually to each high school on their graduates who attend Chipola and participate in the honors program, receive scholarship awards, enroll in tech-prep programs, etc.
 - I. The student shall be responsible for providing transportation if the instruction is conducted at a facility other than the high school campus.
 - J. The Tech Prep Articulation Agreement is automatically incorporated as a part of the Washington County Inter-institutional Articulation Agreement.

This agreement shall be reviewed by the Washington County Articulation Coordinating Committee on an annual basis. Any changes shall be negotiated and the agreement for the following academic year signed and in effect prior to high school registration for that academic year.

WASHINGTON COUNTY ARTICULATION COORDINATING COMMITTEE

Membership Roster

CHIEF INSTITUTIONAL OFFICERS

Mr. Calvin Stevenson, Superintendent, Washington County Public Schools
Dr. Gene Prough, President, Chipola College

CHIEF ACADEMIC AFFAIRS OFFICERS

Ms. Gail Riley, Washington County Public Schools
Dr. Sarah Clemmons, Senior Vice-President of Instructional and Student Services,
Chipola College (or Designee)

CHIEF STUDENT RECORDS OFFICERS

Ms. Gail Riley, Washington County Public Schools
Dr. Jayne Roberts, Dean of Enrollment Services, Chipola College

CHIEF STUDENT AFFAIRS OFFICERS

Ms. Beth Taylor, Washington County Public Schools
Dr. Joan Miller, Dean of Student Services, Chipola College

The undersigned agree to support the Inter-institutional Articulation Agreement and to continually seek ways to improve articulation and better serve the residents of Washington County.

Calvin Stevenson, Superintendent
Washington County School Board

Date

Chairman
Washington County School Board

Date

Gene Prough, Ed.D., President
Chipola College

Date

Chairman
District Board of Trustees
Chipola College

Date