

**6A-14.064 College Credit Dual Enrollment.**

(1) To be eligible to receive college credit through dual enrollment:

(a) Students must meet the grade point average (GPA) requirements, as specified in Section 1007.271, F.S., for the degree or certificate program selected. Procedures for determining exceptions to the GPA requirements on an individual student basis must be noted in the Dual Enrollment District-Interinstitutional Articulation Agreement as required by Section 1007.271 ~~1007.235~~, F.S.

(b) Students must demonstrate readiness for college-level work pursuant to ~~satisfy the college preparatory testing requirements of~~ Section 1008.30(1) ~~1008.30(4)(a)~~, F.S. and Rule 6A-10.0315, F.A.C., which is hereby incorporated by reference. Pursuant to Section 1008.30(1), F.S., Florida College System institutions may use alternative methods in lieu of the common placement tests as identified in Rule 6A-10.0315, F.A.C., to determine student eligibility to participate in dual enrollment. The use of alternative methods must be specified in the Dual Enrollment Articulation Agreement. Students who have been identified as deficient in basic competencies in one of the areas of reading, writing or mathematics, as determined by scores on a postsecondary readiness assessment or alternative method identified in Rule 6A-10.0315, F.A.C., shall not be permitted to enroll in college credit courses in curriculum areas precluded by the deficiency. Students may enroll in college credit courses that are not precluded by the deficiency; however, students may not earn more than twelve (12) college credit hours prior to the correction of all deficiencies. Exceptions to the twelve (12) college credit hour limitation may be granted by the postsecondary institution provided that the dual enrollment student is concurrently enrolled in a secondary course(s) in the basic competency area(s) for which they have been deemed deficient by the postsecondary readiness assessment or alternative method. In addition, the secondary student who has accumulated twelve (12) college credit hours and has not yet demonstrated proficiency in the basic competency areas of reading, writing and mathematics must be advised in writing by the school district of the requirements for associate degree completion and state university admission, including information about future financial aid eligibility and the potential costs of accumulating excessive college credit, as outlined in Section 1009.286, F.S.

(c) No change.

(d) In order to remain eligible for college credit coursework, students must maintain the high school grade point average required for initial eligibility unless otherwise noted in the Dual Enrollment District-Interinstitutional Articulation Agreement.

(e) Participation of exceptional student education (ESE) students must be in accordance with statutory eligibility requirements and with the procedural guidelines and district-college responsibilities delineated in the Dual Enrollment District Interinstitutional Articulation Agreement.

(f) Districts and colleges may agree to extend dual enrollment participation in Student Life Skills (designated as SLS course prefix in the Statewide Course Numbering System) courses to students who do not meet the statutory eligibility requirements, if alternate eligibility requirements are delineated in the Dual Enrollment District Interinstitutional Articulation Agreement.

(g) No change.

(2) The following requirements shall apply to faculty providing instruction in college credit dual enrollment courses:

(a) All full-time or adjunct faculty teaching dual enrollment courses must meet the faculty credentialing requirements of the postsecondary institution's institutional accrediting agency ~~Southern Association of Colleges and Schools Commission on Colleges' Principles of Accreditation: Foundations for Quality Enhancement, 2010 Edition, Section 3.7.1, for postsecondary instructors in the course and discipline, which is hereby incorporated by reference. The document may be accessed at <http://www.sacscoc.org/pdf/2010principlesofaccreditation.pdf>.~~ These criteria apply to all faculty teaching postsecondary courses regardless of the physical location of the course being taught. The postsecondary institution awarding credit shall ensure faculty teaching dual enrollment courses meet these qualifications.

(b) No change.

(c) The postsecondary institution shall provide all full-time and adjunct faculty teaching dual enrollment courses with a copy of the current faculty or adjunct faculty handbook. Faculty shall adhere to the professional guidelines, rules, and expectations therein. Any exceptions to such requirements must be noted in the Dual Enrollment District Interinstitutional Articulation Agreement.

(d) The postsecondary institution shall provide all full-time and adjunct faculty teaching dual enrollment courses with a current student handbook detailing information that includes, but is not limited to, add/drop and withdrawal policies, student code of conduct, grading policies, and critical dates. Faculty shall adhere to the guidelines, rules, and expectations therein that apply to faculty. Any exceptions to such requirements must be noted in the Dual Enrollment District Interinstitutional Articulation Agreement.

(e) through (h) No change.

(3) The following curriculum standards for content, syllabi, exams, and grades shall apply to college credit dual enrollment:

(a) Dual enrollment courses taught on the high school campus must meet all competencies expected and outlined in the postsecondary course plan. To ensure equivalent rigor with on-campus courses, the institution granting postsecondary credit shall be responsible for providing a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes ~~in accordance with the Southern Association of Colleges and Schools Commission on Colleges' Principles of Accreditation: Foundations for Quality Enhancement, 2010 Edition, sections 2.7.4 and 3.5.1, which are hereby incorporated by reference. The document may be accessed at <http://www.sacscoc.org/pdf/2010principlesofaccreditation.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 exams will be returned to the postsecondary institution and held on file for a period of one (1) year.

(b) through (c) No change.

(d) Policies relating to dual enrollment course withdrawals and repeats shall be determined by the college and must be clearly delineated in the Dual Enrollment District Interinstitutional Articulation Agreement.

(4) The following environmental standards shall apply to college credit dual enrollment:

(a) through (b) No change.

(c) A formalized process between the high school counselor and the college must be delineated in the Dual Enrollment District Interinstitutional Articulation Agreement for informing students and parents or guardians of college course-level expectations, including, but not limited to the following:

1. through 4. No change.

~~5. The inclusion of dual enrollment course plans in their Electronic Personal Educational Planner (ePEP) using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org, as required by Section 1003.413(3)(i), F.S., to minimize enrollment in a random selection of college courses.~~

(5) No change.