Introduction

Section 1007.27, Florida Statutes establishes that a variety of articulated acceleration mechanisms are available for secondary student attending public educational institutions. It is intended that articulated acceleration serve to shorten the time necessary for a student to complete the requirements associated with earning a high school diploma and a postsecondary degree. Included in these acceleration mechanisms are: Dual Enrollment, Early Admission, Advanced Placement, Credit by Exam, International Baccalaureate Program and the Advanced International Certificate of Education Program. Section 1007.271 F.S. defines Dual Enrollment.

Pursuant to Section 1007.235, F.S., Miami Dade College and Miami-Dade County Public school district must jointly establish a District “Interinstitutional Articulation Agreement” for the students enrolled in their respective school districts and service areas. The IAA delineates the process for students to participate in dual enrollment as one of the acceleration mechanisms that encourages students to simultaneously earn high school and college credit.

The State has established a “Dual Enrollment Course Equivalency List” (available on www.FACTS.org, under the Advising Manual link). This list is updated annually and approved by the Articulation Coordinating Committee (ACC) and the State Board of Education. The list identifies specific dual enrollment courses guaranteed to satisfy high school graduation subject area requirements, and it indicates the amount of credit awarded. Because the list is not meant to restrict students’ selection of courses, MDC and the school district (M-DCPS) have established a more comprehensive list. Any of these courses must count as a minimum, as an elective toward high school graduation. These additional dual enrollment elective courses will serve to increase the curricular options available to students when choosing courses for the newly required major and minor areas of interest. This list may be accessed by visiting: www.mdc.edu/asa/dual_enrollment.asp

At Miami Dade College, the Dual Enrollment program is under the purview of the Associate Provost for Academic Affairs, and is managed by the District Director of School and College Relations. Each of the Campuses has an assigned dual enrollment coordinator, and the Associate Academic Dean to oversee it.

At Miami Dade College, several processes have been established to deal with dual enrollment issues:

(1) Process for authorizing new MDC Dual Enrollment Courses

To add new dual enrollment courses to the approved MDC- MDCPS list, a process has been put in place by the Office of the Associate Provost for Academic Affairs. (See Attachment “A”). The offering of dual enrollment courses has financial implications for registration purposes, as tuition has to be waived for participating high school students. Courses have to be coded as dual
enrollment in the college’s course directory by the District office of Academic Programs in order to avoid the system issuing a bill that charges registration, tuition and lab fees to these students.

(2) Memorandum of Understanding for Dual Enrollment Courses offered at High School Sites, taught by MDC Faculty

Dual enrollment courses may be offered on the high school sites, taught by College faculty. A Memorandum of Understanding must be signed between the Campus offering the dual enrollment course(s) and the high school where the dual enrollment courses are taught by college faculty. (See Memorandum of Understanding - Attachment “B”).

The Memorandum of Understanding indicates: the name of college course(s) to be taught, the number of credits; the instructor’s name; the days and time the college courses will be held; the start and end dates (term); the full address of the school; and the signatures of the High School Principal and the Campus President.

The Associate Dean of Academic Affairs is the academic liaison at each Campus responsible for overseeing the instructional issues associated with College instructors teaching dual enrollment courses at the high school. This office keeps the fully executed copy of the Memorandum of Understanding as well as documentation pertaining to the academic credentials of the faculty.

In order to offset instructional and administrative costs, the College charges the school district a fee. This is stipulated in the Memorandum of Understanding that must be signed by the Campus offering the dual enrollment courses, and the high school.

(3) Billing Procedures for Dual Enrollment Courses taught at the High School Site

(a) A Billing Procedure has been established by the District Office of Student Financial Services. (See Billing Procedure, Attachment “C”). A copy of the signed Memorandum of Understanding is to be sent to: District Office of Student Financial Services, Building 9, Room 9254 - Kendall Campus. Attention: Alicia Brito.

(b) The high school where the dual enrollment courses are taught should obtain a Purchase Order (P.O) number from M-DCPS School Board so when MDC bills the school district, they can match the school that is being billed for the instructional services rendered by MDC. If this P.O.# is available, it should be included in the Billing Notification Form.

(c) At the end of the term, the Associate Academic Dean and/or dual enrollment coordinator prepares a package with supporting documentation (class rolls, attendance record, grades, etc.

(D) A Billing Notification Form (See Attachment “D”) is sent to by the Campus Associate Academic Dean’office to Student Financial Services who will match it to the Memorandum of Understanding on file, and create an accounts receivable transaction to bill the School district. A copy of the bill is also sent to the high school.

(e) All payments received from the School District to Miami Dade should be sent to the Controller’s Office, Kendall Campus, who will notify Student Financial Services.
The Dual Enrollment Coordinator and the Director of School and College Relations should have copies of the Memorandum of Understanding and Billing Notification for the record.

(4) Process for Private Schools to Participate in Dual Enrollment Program at MDC

Florida Statutes, Section 1007.271 (2) establishes that a private secondary school may participate in the dual enrollment program, provided it complies with Florida Statutes Section 1002.42 (2) [Annual Private School Survey] and conducts a secondary curriculum pursuant to Section 1003.43 [General Requirements for High School Graduation].

The District Director of School and College Relations, under the Office of the Associate Provost for Academic Affairs, is responsible for implementing the process of communicating with private schools interested in participating in the dual enrollment program at MDC and obtaining documentation from the high schools. Registration and Admission offices are informed of schools who are interested to participate in dual enrollment in order to waive registration fees for their students. A list of participating private schools is posted on the College’s Dual Enrollment website. (See Process for Private Schools to Participate in Dual Enrollment Program at MDC, Attachment “E”).

(5) Dual Enrollment for Home School Students

Pursuant to Section 1007.271 (4) F.S., the legislative intent is to provide articulated acceleration mechanisms for students in home education programs with the same educational opportunities available to public and private secondary school students. Home education students are exempt from payment of registration and lab fees. Credits earned through dual enrollment shall apply toward the completion of a home education program that meets the requirements of Section 1002.41, F.S.

The MDC Dual Enrollment Website addresses Dual Enrollment for Home School Students.
STATUTORY REFERENCES RELATED TO INTERINSTITUTIONAL ARTICULATION AGREEMENTS AND DUAL ENROLLMENT (IN NUMERICAL ORDER)

1007.235, Florida Statutes, District interinstitutional articulation agreements.--

1007.271, Florida Statutes, Dual enrollment programs.--

1008.30, Florida Statutes, Common placement testing for public postsecondary education.--
http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1008.30&URL=1000-1099/1008/Sections/1008.30.html
The Interinstitutional Articulation Agreement, as required by section 1007.235, Florida Statutes, should begin with an introductory section that clearly identifies the parties involved, the term (a beginning and ending date) of the agreement, the make-up of the Articulation Committee involved in negotiating and drafting the agreement, and a description of the process by which the agreement is renewed or terminated. Following the introductory information, consider these required components:

1. **Ratification of articulation agreements between the community college and school district.**
   This section attests to the ratification and modifications of all other agreements between the community college and the school district. Such agreements might include plans involving career education center/community college transfers, Tech Prep, placement, testing, and dual enrollment agreements beyond the scope of this document (such as agreements unique to a specific magnet program, academy or school). As provided by law, this section should include a list of these agreements and any additional agreements with state universities or eligible independent colleges and universities.

2. **Courses and programs available to students eligible for dual enrollment, including a plan for the community college to provide guidance services.**
   A brief description of the dual enrollment program, including statutory requirements (such as exemption from the payment of tuition and fees) is an appropriate introduction to this section of the agreement. The following reference to the 2006 legislative changes can be addressed in this section. Beginning with students entering grade 9 in the 2006-07 school year, the revised language for section 1007.271, F.S., requires school districts to: “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 calculation, weighting systems that discriminate against dual enrollment courses are prohibited.”
   It is important for the community college to provide and coordinate services with district guidance counselors regarding the selection of dual enrollment courses. When advising students about course availability, the Dual Enrollment Course Equivalency List, approved by the Articulation Coordinating Committee and State Board of Education, provides a great starting point. While this list identifies the college courses guaranteed for credit required for high school subject areas, it does not list all dual enrollment courses that count for subject area or practical arts elective credit. Current law allows for any course in the Statewide Course Numbering System, to be offered as dual enrollment, with the exception of remedial and physical education skills courses. The 2007-2008 implementation of the A++ Secondary Redesign Act requires high schools to offer “Major Areas of Interest” (MAI). Each year, districts can propose modifications and add courses that to Major Areas of Interest, which presents an important opportunity for postsecondary institutions to share with district partners suggested dual enrollment courses that can enhance the MAI. Using FACTS.org, students should develop an academic plan that includes courses that will result in a technology certificate, associates degree, or baccalaureate degree. If the student intends to seek a baccalaureate degree, the plan must include courses that meet general education and prerequisite requirements for entrance into the selected baccalaureate degree program. It is not advisable for students to take excessive courses that will meet neither general education nor common prerequisite requirements. The intent is to provide maximum access while guiding students toward a well planned program of study.

   a. **The process by which parents and students are notified of the option to participate.**
      This is the section to delineate the district and postsecondary institutional responsibilities for promoting the dual enrollment program and notifying parents and students of the option to participate? When and how will this be handled? Be specific. (Section 1007.271(5) F.S.)

   b. **The process by which students and parents exercise their option to participate.**
      Procedures for participation, along with firmly established deadlines, are essential to the agreement. Explanations should address the application and associated forms for admission to the program, required recommendations/signatures, designated contacts to whom parents and/or students submit their paperwork, the process by which students register and withdraw from courses, maximum course loads, grade
forgiveness, weighting of dual enrollment course grades, and the process by which grades are distributed. Confusion and frustration often occur when the high school and the college share conflicting information about procedures and deadlines. Provide information about differing college and district term schedules and start dates. Without an official resource, parents seek resolution with their school board, the college president, or the DOE; none of which has the individual authority to make these decisions. Having these components clearly documented saves considerable time and inconvenience.

c. **Eligibility criteria for student participation in dual enrollment courses and programs.**
   Section 1007.271, F.S., establishes that students eligible for dual enrollment have an unweighted GPA of 3.0 and demonstrate readiness for college coursework through scores on college placement tests. List the specific cut scores required for enrollment (particularly if they vary by discipline). Participation in career and technical dual enrollment requires a 2.0 unweighted GPA. Additional requirements shall not arbitrarily prohibit students from participating in dual enrollment courses. Clearly delineate any exception to the GPA requirement and/or any additional community college admission requirements (such as high school grade level). In this section, include promising practices, such as college reach-out or pilot programs that promote participation and increase underrepresented student access and address critical workforce needs.

**d. Institutional responsibilities for student screening prior to enrollment and monitoring enrolled students.**
   Delineate the responsibility for the initial screening and ongoing monitoring of participants in this section or incorporate into “b” and/or “c” above. Point out the requirements for continued participation in the program. Clearly identifying which GPA is being considered (the college or high school), and how often the GPAs are reviewed. This will help avoid the potential dispute when a student is dismissed from the program. A key advising point to share with parents and students is that dual enrollment grades are calculated and recorded in the student’s college GPA and transcript. This is a permanent record that four-year universities review, and can affect admission decisions.

   In addition to outlining the academic criteria for continued enrollment in the program, this section is a good place to inform students about college campus expectations. Colleges often require that dual enrollment students obtain parking permits and college library cards. College orientation information provides a helpful introduction to the college campus experience. This section of the agreement should identify behavioral expectations in dual enrollment courses taught on college campuses and the code of conduct and consequences enforced. Maturity/discipline issues arise and addressing them in the agreement leaves less room for dispute when these incidences occur.

**e. Criteria by which the quality of dual enrollment courses and programs are to be judged and maintained.**
   Dual enrollment courses are college courses with the identical content and learning outcomes expected of all other college courses identified with the same statewide course prefixes and numbers. Teachers of dual enrollment courses have college teaching credentials established by the Southern Association of Colleges and Schools (SACS). This agreement must outline the procedures for maintaining teacher quality and content integrity of courses, similar to the guidelines in the Council of President’s Statement of Standards. Such procedures should include a plan for recruiting, selecting and evaluating faculty and monitoring dual enrollment course instruction taught on the high school and college campus.

**f. Institutional responsibilities for the cost of dual enrollment courses and programs.**
   A strong agreement employs cost-sharing and cost-saving measures and considers the effectiveness of combining resources to cover costs associated with the program. An important point to remember is that school districts receive FTE funding for student participation in dual enrollment courses, even when students attend courses taught on the college campus.

   Cost-sharing, although not required, is strongly encouraged, particularly for the cost of instruction. Though there are several variations of this model, a key cost-saver allows each entity to contribute half of each instructor’s salary. The dollar figure, for example, can be calculated on a college adjunct’s pay or the cost of a teacher overload. Whatever the rate decided, each entity is responsible for half that amount for each dual enrollment instructor. If the school district pays the instructor’s salary, the community college would pay the school district half the agreed upon cost of an instructor. Conversely, if the community college pays
the instructor’s salary, the school district would pay to the community college half the agreed upon cost of an instructor. The opportunity for this financial balance provides incentive for both entities to actively recruit instructors qualified to teach dual enrollment. Another cost-saving incentive could include tuition-free college coursework and professional development opportunities for district teachers to advance their teaching qualifications and credentials needed to teach dual enrollment courses on the high school campus. While school districts are responsible for the purchase of students’ textbooks, the two entities can come to an agreement on a reasonable length of time for the use of “class sets” of dual enrollment textbooks. If, for example, there can be a guaranteed use of a set of textbooks for 3 years from the time of purchase, the costs associated with textbooks can be greatly diminished. Many districts have cost-saving procedures that require students to return used dual enrollment textbooks to the college bookstore at the end of the term, whereby the district receives textbook reimbursement for the resale of used books. With the exception of those areas with rapidly changing technology (which can be specified in the agreement), most academic texts can be used effectively for much longer than they typically are used. Though this may involve compromise on the part of the instructors, it should not compromise the quality or integrity of the course.

New instructional costs that colleges and districts should consider are the costs of licensing fees for electronic media access. Today, many students are required to pay a fee for electronic media access. Textbooks may continue to be re-used, but in contrast, the student may need to obtain an updated CD-ROM or license fee for each course, that is generally not re-usable. Electronic access is often password protected and does not become the property of the district or college. If the e-access fee is a required component of the textbook purchase, the district and college must address and delineate who will assume responsibility for these costs.

As required by law, students with disabilities must receive appropriate accommodations. Issues related to this topic must be negotiated and delineated. Which entity covers the cost of accommodations? Whose criteria determine the need for accommodations (K-12 or CC)? Providing these details in the agreement helps avoid difficult situations that, while rare, occasionally do arise.

**g. Responsibility for providing student transportation.**

This section should clearly outline who is responsible for the cost of transportation for courses taught at locations other than the high school campus. If it is the student’s responsibility to provide his/her own transportation, this should be stated in the agreement. A number of districts have outstanding promising practices in terms of providing bus transportation to sites off campus.

3. **Mechanisms and strategies for reducing the incidence of postsecondary remediation in math, reading, and writing for first-time-enrolled recent high school graduates.**

Though most districts have partnership activities between the community college and school district that serve to lessen the need for remediation when students enter postsecondary education, few interinstitutional agreements adequately address this topic. This section should specify the process by which the local Articulation Committee will: analyze the unique problems that have been identified in this district and develop corrective actions; measure and communicate outcomes; collaborate, develop and implement strategies that will better prepare students for college course enrollment upon graduation from high school; analyze the costs associated with the implementation of postsecondary remedial education and secondary-level corrective actions; and identify and implement the strategies for reducing such costs. The results of the Articulation Committee’s analysis/assessment should be annually reported to the district school board and community college board of trustees. It is worthwhile to describe a realistic action plan in this section of the agreement. Examples of activities and strategies described in this section include: federal, state, or local grant programs focused on remediation, CPT testing agreements, co-sponsored after-school or summer tutoring/remediation programs, and collaborative teacher-faculty initiatives.

4. **Mechanisms and strategies for promoting “tech prep” programs of study.**

Many districts have a separate “tech prep” articulation agreement in place that thoroughly addresses a plan to make students aware of the program, promotes enrollment, and articulates a sequential program of study leading to a postsecondary career and/or technical education degree or certificate. If such an agreement exists, reference in this section and provide a copy as an appendix to this agreement. Districts that do not have a separate “tech
prep” agreement must address the components discussed in the previous paragraph at this point in the interinstitutional agreement.

5. **A plan that outlines the mechanisms and strategies for improving the preparation of elementary, middle, and high school teachers.**

Another opportunity to enhance articulation outcomes and document promising practices is to outline the strategies and activities that address ongoing professional development of district teachers. The plan should address both pre-service and in-service activities developed with the intent of improving teacher preparation at all levels and addressing local critical teacher shortages. Pursuant to s. 1007.235(3), F.S., professional development programs should include curriculum content and the utilization of new technologies that respond to local, state and national priorities.
PROCESS FOR AUTHORIZING MDC COURSES TO BE OFFERED AS DUAL ENROLLMENT

The Florida Department of Education has determined that in order to protect students that move from one school district to another school district, community colleges and schools should prepare a list that allows such students to transfer their dual enrollment courses across districts.

The state process starts with community colleges and school districts submitting recommendations for courses to be added to the “Dual Enrollment Equivalency List”.

- Statewide faculty committees review these recommendations and submit these course additions for approval to the Articulation Coordinating Committee (ACC) and the State Board of Education.
- This “State” list guarantees courses that meet high school graduation requirements statewide. The purpose of the list is to provide high school students with transfer guarantees should they relocate to another district. Therefore, if a course is on the list and Miami-Dade County Public Schools awards English credit for the course, a student would be guaranteed English credit if he moves to Seminole County.
- The review process occurs once a year, in September, for final approval from the State Board of Education in December. Therefore, it is important to submit recommendations to the State on a timely basis.
- Campus Academic Deans should submit recommendations of courses to be considered for the “state” list to the Associate Provost of Academic Affairs by August 31st.

However, a course does not have to be on the state list to be offered. In fact, any course in the Statewide Course Numbering System can be offered as dual enrollment (EXCEPT remedial, physical education activity, and private lesson courses). Dual enrollment courses can be offered to the public school students to address local needs, including critical workforce needs, or magnet programs. The courses offered beyond the state equivalency list should be clearly outlined in the Interinstitutional Articulation Agreement.

Steps to add dual enrollment courses to the approved MDC/MDCPS list:

(1) Proposed additions to the existing MDC dual enrollment course list must be forwarded to the Associate Provost for Academic Affairs by April 1st in order to be considered for inclusion in the Interinstitutional Articulation agreement that is established with Miami- Dade County Public Schools.

Departments interested in offering dual enrollment courses should be made aware of this process so they submit the request to add new dual enrollment courses through the Academic Deans office.
(2) Department chairpersons/directors should provide a rationale for adding the course(s) to the dual enrollment list.

(3) After review of the proposed request for addition of new dual enrollment courses, the Academic Dean will submit the approval to the Associate Provost of Academic Affairs.

(4) The approved courses will be coded in the College’s course dictionary as dual enrollment so that they are available when Registrars verify that the course may be offered as dual enrollment.

(5) New approved dual enrollment courses will be added to the MDC List of eligible dual enrollment courses and posted on the web on an annual basis.

Office of the Associate Provost for Academic Affairs 03/2007
This Memorandum of Understanding establishes a plan whereby eligible students from (school name) will take courses listed as currently active and authorized Dual Enrollment courses. Courses will be taught by the ____________ Campus of Miami Dade College, during the ____________ term.

These college courses are offered with the intent of providing instruction for advanced and high achievement students who are enrolled in high school and who can progress through the educational system at a rate consistent with their abilities.

Upon completion of each course, the student will receive the appropriate number of college credits as listed in the Miami Dade College catalog. Courses will also be applied to meet high school graduation requirements.

**Students Role and Responsibilities**

Each student must be enrolled in (school name) and must receive credit for each College dual enrollment course completed. The high school must ensure that:

1. Each student has a minimum high school unweighted 3.0 GPA average.
2. Successful completion of the Basic Skills Assessment Test (CPT), SAT/ACT.
3. Permission from the student’s parent(s) or legal guardian(s), high school guidance counselor and high school principal to participate in the College’s dual enrollment courses.
4. Expressed intent by each student to pursue a postsecondary degree.

**Faculty Role and Responsibilities**

(School name) and Miami Dade College shall be responsible for procuring sufficient qualified instructors to teach the College’s dual enrollment courses to (school name) students at the high school. Instructors must be approved in writing by the College and must meet the following minimum standards and requirements:

1. All instructors must meet the MDC Faculty Qualifications criteria. Those criteria are in accord with the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) regarding the academic credentials for instructors. At a minimum, each instructor must have a Masters Degree in the specific discipline or a Masters Degree and at least 18 graduate credit hours in that particular discipline. (School name) must provide the College with each instructor’s MDC Qualification forms and graduate transcripts as soon as possible, but no later than three weeks prior to each dual enrollment class. If questions arise about faculty qualifications, the appropriate MDC Campus Academic Dean should be contacted and asked to review the qualifications.

2. Miami Dade College will schedule class observations to be conducted by the College’s designee at least once per year.

3. Miami Dade College and the instructor will be responsible for procuring and providing student feedback surveys in a timely manner.
4. Each instructor shall be required to maintain a one (1) hour office period each week per every 3 credit class. This may be completed before or after the class session. A specific office or meeting area must be assigned to carry out this task.

5. No later than the week prior to each College semester, each instructor must submit a course syllabus to the College’s designee.

6. At the end of the term, each instructor must submit student grades to the College’s designee.

High School Role and Responsibilities

For Dual Enrollment courses taught at a high school site for which the College provides the instructor, (school name) will reimburse the College to offset the cost of providing an instructor at the following rate:

<table>
<thead>
<tr>
<th>College Course</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Credit Course</td>
<td>$4,300</td>
</tr>
<tr>
<td>4 Credit Course</td>
<td>$5,733</td>
</tr>
<tr>
<td>5 Credit Course</td>
<td>$7,166</td>
</tr>
</tbody>
</table>

Classes of less than ten (10) students will not be staffed. The college must be notified of the need for an instructor by a mutually agreed-upon date. For Dual Enrollment courses taught by a qualified teacher on the high school faculty, only the administrative fee will be provided to MDC. However, all non-fulltime MDC college credit course instructors, including a member of the high school faculty, must have their credentials reviewed and approved in writing by the appropriate MDC Academic Dean.

Specific Nature of the Services to be provided by the College

1. Miami Dade College, __________ Campus will teach _______ dual enrollment courses consisting of _______ credits each to (name of school) students during the (academic year) school year at the high school site (address of the school). The course offerings must have sufficient student enrollment to be offered at the high school. The agreed upon minimum enrollment figure has been mutually established prior to registration by the College and the school and is listed below along with the number of course credit hours.

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Prefix and Title</th>
<th>College Credits</th>
<th>Minimum Enrollment</th>
</tr>
</thead>
</table>

2. In addition, to offset the increased cost of the College for reassigning or paying supplements to campus staff to manage and monitor high school site dual enrollment courses, (name of school) will reimburse the College an administrative surcharge at the following rate:

<table>
<thead>
<tr>
<th>Number of Sections Per Year/Per School</th>
<th>Flat Rate Yearly Administrative Overload</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>$1,200</td>
</tr>
<tr>
<td>5-10</td>
<td>$2,400</td>
</tr>
</tbody>
</table>
Funds pursuant to this provision will be paid by Miami-Dade County School Board or the Private School following the MDC Dual Enrollment Payment process upon receipt of an invoice and following the MDC procedures for payment. These funds will be transferred in no less than thirty (30) days and not more than sixty (60) days after completion of the term in which the service was provided.

This agreement is based on the new College Credit Dual Enrollment rule, 6A-14.064, approved by the State Board of Education, and effective on July 1, 2010. It clarifies the responsibility of the college in providing rigorous academic oversight for all dual enrollment courses, faculty credentials, exams, grades, and the award of postsecondary credit, irrespective of the delivery location. The rule can be viewed at: https://www.flrules.org/gateway/ruleNo.asp?id=6A-14.064.

This Memorandum of Understanding is effective as of the date of its signature. It will be valid for the duration of the academic year, and will be revised during the annual review and renewal of the Interinstitutional Articulation agreement between MDC and M-DCPS or the specified Private School.

IN WITNESS THEREOF, the Academic Dean and President of the _________ Campus of Miami Dade College, and the Principal of (name of school) are the signatories of this Memorandum of Understanding. A copy of this memorandum will be provided by the MDC authorizer to the MDC District Director of School and College Relations.

The MDC signatures attest to the following: assurance that the instructor(s) meet the MDC Faculty Credentials Criteria and that the cumulative number of college credit course offerings over a three-year period do not/will not exceed 24% of a certificate or degree program unless prior SACS approval has been received.

ATTEST:

Miami Dade College

High School

______________________________________________
Campus Academic Dean
Miami Dade College

______________________________________________
Campus President
Miami Dade College

______________________________________________
High School Principal
(Title of High School)

Date: ___________________________

Date: ___________________________
Dual Enrollment Billing Procedures

A. Agreement to offer dual enrollment courses at the High Schools

1. Agreements are negotiated by the High Schools and appropriate MDC campus officials, and a *Memorandum of Understanding* is completed.

2. A copy of the fully executed agreement is kept at the Academic Deans office and a copy is sent to Student Financial Services for control purposes.

B. Students who meet the dual enrollment eligibility criteria are registered at MDC upon submitting a regular MDC Admission Application together with a Dual Enrollment approval form, and passing the College Placement Test.

1. Documentation is sent to the Registrar and students are coded Dual Enrollee and registered for approved classes.

C. End of term processing

1. The department / Academic Dean designée prepares documentation required by the High Schools (class rolls, attendance, grades, etc.), forwarding the packet to the appropriate High School.

2. The **Billing Notification Form** (attached) is sent to Student Financial Services
   High School to be billed
   Address and Contact
   Course(s) taught, Reference Number
   Term and year, instructor
   M-DCPS Purchase Order Number
   Amount to be billed

D. Billing process

1. Student Financial Services will match the Memorandum of Understanding to the Billing Notification Form (attached t)

2. An accounts receivable transaction will be created in Odyssey for the High School

   **Receiveable Type: DU Dual Enrollment**
   Debit 10090000-D19000-90-17201 (receivable)
   Credit 10090000-D19000-90-48901 (revenue)

3. A bill will be created and mailed to the Miami Dade County Public Schools at the following address along with a copy of the *Memorandum of Understanding*. A copy of the bill along with the supporting documents will be mailed to the appropriate High Schools.

   Miami Dade County Public Schools
   Accounts Payable Department
   Attn: Eleanor Whitmore
4. A reminder statement will be sent if the amount due remains outstanding for more than 30 days.

E. Payments received

1. All checks received are to be sent to the Controller’s Office, Kendall Campus.

2. Student Financial Services will be notified upon receipt of all related checks by the Controller’s Office.

3. Student Financial Services will arrange for each payment to be applied to the appropriate accounts receivable account.

Dual Enrollment Procedure/2006
TO: Kendall Campus

FROM: _______________________________

DATE: _______________________________

SUBJECT: Request to Bill M-DCPS for Dual Enrollment Courses

High Schools where Course taught (include Address):
_____________________________________________________

Course taught: ____________________________________________

Reference number _________________________________________

Term and Year ____________________________________________

Instructor ________________________________________________

Amount per class: _________________________________________

P.O. # ___________________________________________________

Total: ____________________________________________________

Attach the contract (Memorandum of Understanding).

Email or mail the request to:
Alicia Brito, Student Financial Services
Kendall Campus
Room 9254
(305) 237-2831
(Attachment “E”)

PROCESS FOR PRIVATE SCHOOLS TO PARTICIPATE IN DUAL ENROLLMENT PROGRAM AT MIAMI DADE COLLEGE

Florida Statutes, Section 1007.271 (2) establishes that a private postsecondary school may participate in the dual enrollment program provided it complies with Florida Statutes, Section 1002.42(2), and conducts a secondary curriculum pursuant to Florida Statutes, Section 1003.43.

The following describes the process that has been implemented at Miami Dade College, Office of the Associate Provost for Academic Affairs, under the responsibility of the District Director of School and College Relations.

CURRENT PROCESS:

(1) Private high schools interested in providing their students the opportunity to enroll in dual enrollment courses at Miami Dade College may contact any of the College’s Campuses. The school will be directed to contact the District Director of School and College relations (writing, phone, e-mail) in the Office of the Associate Provost for Academic Affairs (District).

(2) The District Director of School & College Relations sends written response to the school principal/guidance counselor specifying the requirement for the school to participate in the dual enrollment program and have the fees waived for their students:

   (a) The private school must provide a Notarized Affidavit certifying the school is in compliance with Florida Statutes:
       Section 1002.42 Annual Private School Survey
       Section 1003.43 General Requirements for High School Graduation

   (b) The private school provide a copy of the school’s Certificate of Accreditation.

   (c) The private school provides its assigned ETS Code.

   (c) The private school is informed that courses that count toward high school graduation will be provided at no cost. However, private high school students must pay for their textbooks and supplies.

NOTE: Copies of the two statutes are provided with the College’s letter, as well as a copy of Miami Dade College’s Dual Enrollment application form that lists the requirements, eligibility criteria, courses that can be taken, etc.

(3) Once the District Director of School & College Relations receives the required documentation from the school, a response letter is sent to the school confirming MDC’s acceptance of their documents showing compliance with the Florida Statues, and the ability of their students to enroll in dual enrollment courses.
(4) The District Director sends a notification to the College wide Registrar, Assistant Collegewide Registrar, Campus Registrars, Dual enrollment coordinators, and Recruitment directors at the campuses informing them that “XXX” private high school has certified their compliance with the requisite statutes that allow its students to dual enroll at Miami Dade College and not be assessed fees.

(5) The College wide Registrar’s Office codes the private school into the system so that tuition waivers are in place for those students from the participating private school.

(6) Originals of documents provided by the interested private school are kept in the District Office.

(7) The list of Private Schools eligible to participate in the College’s dual enrollment program can be found on the web under “High School Opportunities”: http://www.mdc.edu/asa/dual_enrollment.asp

(8) Contact information:
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