

## **2020-2022 Inter-Institutional Articulation Agreement**

**Florida SouthWestern State College**

**and**

**The School Board of Charlotte, Collier, Glades, Hendry, and Lee County**

This Inter-Institutional Articulation Agreement, hereinafter referred to as the "IAA", is effective from the 1<sup>st</sup> day of August, 2020 through the 30<sup>th</sup> day of July, 2022 between the District Board of Trustees of Florida South Western State College, ("College") and the School Board of Charlotte, Collier, Glades, Hendry, and Lee County, Florida ("School District").

The purpose of the IAA is to articulate the Dual Enrollment, Early Admissions, and Collegiate Institute Programs, authorized under §§1007.27, F.S.; 1007.271, F.S.; 1007.273 F.S.; and 1000.21, F.S. and comply with 6A-10-0241, F.A.C. Articulation Plans for College Level Instruction for High School Students. These programs are a cooperative effort between Florida SouthWestern State College and the School Districts of Charlotte, Collier, Hendry, Glades, and Lee counties to provide accelerated college opportunities for qualified students through the effective use of Florida's community/state college programs and services.

### **Ratification or Modification of All Existing Articulation Agreements**

This IAA serves to ratify current existing IAA between the College and the School District. The provisions set forth in this IAA enables qualified students to simultaneously earn both high school and college credit. This Agreement may be amended upon the mutual agreement of the both parties should SBE Rules, Florida Statutes, or interpretations require such action by the Articulation Committee comprised of designated School District and College personnel. A signed IAA will be submitted by the College to the Department of Education on or before August 1, 2020.

### **Definition of Terms**

1. **Accelerated Pathways**- The three Accelerated Pathways for eligible secondary students, described in this agreement are Dual Enrollment, Early Admission, and Collegiate Institute.
2. **Dual Enrollment Program**- The Dual Enrollment Program is an Accelerated Pathway that is offered to eligible secondary students on a part-time basis (College credits are limited to 12 or less, and the student required to enroll in at least one high school credit course). Students may enroll in college courses offered concurrently on the high school campus, courses on the college campus, and in online courses, to earn both high school and college credit simultaneously.
3. **Early Admissions Program**- Early admission is a full-time Accelerated Pathway. Early Admissions students may take college courses on the College's campus or online but may not enroll in concurrent courses. Students may continue to participate in extra-curricular activities at their sending school and/ or at the College.
4. **Collegiate Institute**- The Collegiate Institute, described in 1007.273 F.S., provides eligible 11<sup>th</sup> and 12<sup>th</sup> grade students a full-time Early Admission Program to take courses at a mutually agreed upon location by the College and the School District (e.g., school-within-a-school model). The preferred location for a Collegiate Institute is within a high school which is geographically isolated from the College's Campuses and Center (e.g., twenty miles or more from the nearest College campus or center).

5. Concurrent Courses- College courses taught on a high school campus by a College credentialed professor. Concurrent Courses are one modality available to students in the Dual Enrollment Program and to students attending a Collegiate Institute.
6. Concurrent Faculty- A teacher employed by the School District and credentialed, approved, and assigned by the College to serve as a college course instructor.
7. School District Designee- A person authorized by the School District to approve and sign certain documents, such as student appeals and withdrawals.
8. School Designee- A person authorized by the High School to submit and sign documents, such as registration and test scores.
9. Director of Accelerated Pathways- The College's person assigned the duty of overseeing the College's Accelerated Pathways.

## **Dual Enrollment Program**

### **Section 1: Description of Process for Informing Parents and Students**

Students and parents will be informed about accelerated program opportunities and processes through the following methods:

The High School will provide:

- High school visits/ advising sessions
- Parent Information sessions
- High school curriculum guides
- High school counseling offices
- High school counseling websites

The College will provide:

- Program flyers and posters
- College Accelerated Program website
- College advising sessions
- College Accelerated Program Orientation

The information available to students and parents by both parties shall include:

1. The grade levels included in the program.
2. A description of the Dual Enrollment Program including the delineation of courses and industry certifications offered, online course availability, and the return on investment associated with participation in the program.
3. The high school and college credits earned for each postsecondary course completed and industry certification earned.
4. Student eligibility criteria.
5. The enrollment process and relevant deadlines.

### **Section 2: Courses and Programs Offered**

1. Dual Enrollment Program courses will be offered in accordance with sections 1000.21, F.S.; 1007.24, F.S.; 1007.271, F.S.; 1008.345, F.S.; and 1007.23, F.S. Approved Dual Enrollment Program courses are specified by

the Florida Department of Education's statewide Agreement for Dual Enrollment Courses. The 2019-2020 list is found on the DOE website at <http://www.fldoe.org/core/fileparse.php/5421/urlt/0078394-delist.pdf>. In addition, high school credit for college courses will be awarded in accordance with the fore mentioned Agreement.

2. Per 1007.271, F.S., applied academics for adult educational instruction, developmental education, and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the Dual Enrollment Program.
3. Dual Enrollment Program courses offered concurrently are listed in the **Concurrent Course Offerings** table (Appendix I).
4. Students have the option of working towards CAPE Industry Certifications or College Credit Certificates pursuant to 1008.44, F.S. found in the College's Course Catalog. Common certifications at the College are, but not limited to (see **Career Pathways (Technical Credit to College) ABSTRACT** found in Appendix A for additional information):
  - a. Autodesk Certified User – ADSK002 (suitable for students in AS Architectural Design and Construction Technology)
  - b. Microsoft Technology Associate (MTA Windows OS Operating System Fundamentals) – MICRO076) (suitable for AS Network Systems Technology)
  - c. Emergency Medical Technician (EMT)- NREMT001 (suitable for Emergency Medical Technician Certificate)
5. Prior to enrolling in a certificate program, it is the student's responsibility to meet with an academic advisor to ensure they meet all eligibility requirements of the program.

### **Section 3: Student Participation in Dual Enrollment Program**

1. Students initiate their option to participate by working directly with their School Designee to ensure student eligibility.
2. Students must initiate their application for Dual Enrollment Program courses through the College's online Accelerated Program Application found at <https://www.fsw.edu/admissions/dual>.
3. Eligible students are responsible to submit test scores in all college-level areas before being admitted by the College. Eligible test scores determine course taking eligibility.
4. The School Designee or the student will provide the College with valid test scores and transcripts for each student applying per the College's process for each submission.
5. Eligible students will work directly with the School Designee to complete an **Accelerated Pathways Registration Approval Form** (Appendix E). The signature of the School Designee on the form verifies student is eligible for grade point average and gives approval for enrollment in college courses.
6. Eligible students may access the College's academic, advising, and counseling services.

7. Students are required to provide their own transportation to and from the College for on-campus courses.
8. Students are required to secure their own Internet and computer access for online and hybrid courses.

#### **Section 4: Student Eligibility for Participation**

1. Students must be enrolled in at least one high school credit course during each term, excluding summer.
2. Students must have a cumulative unweighted high school grade point average of 3.0 or better.
3. Students may take up to the following credits through concurrent, on-campus, or online courses;
  - a. 6<sup>th</sup>-9<sup>th</sup> grade students are limited to 9 credit hours per term, must have at least 2 high school credits in core graduation requirements with a minimum 3.5 high school unweighted grade point average, and have approval of school district designee, along with two letters of recommendations.
  - b. 10<sup>th</sup> grade students are limited to 9 credit hours per term, must have a 3.5 high school unweighted grade point average, and have approval of School Designee.
  - c. Juniors and seniors must have a 3.0 unweighted grade point average.
4. For the Fall 2020, based on Department of Education Emergency Order NO. 2020-EO-02, the suspension of test requirements, initial eligibility is defined by the IAA Addendum (Appendix M).
5. Due to grade eligibility requirements, dual enrollment students must state their current grade level at time of admissions. No changes or exceptions will be made to extend grade levels or graduation dates.
6. Students must take and present test scores from one of the approved state college placement exams, Post-Secondary Educational Readiness Test (P.E.R.T), Accuplacer, SAT or ACT and place at the college level in the skill areas that are required for the courses the student wishes to take. The placement test scores must be valid as of the first day of the term in which the student enrolls in the course. Scores are valid for two years from date of testing.
7. Pursuant to 1008.30(4) (a), F.S., and § 6A-10.0315, F.A.C., which is hereby incorporated by reference, 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 identified in § 6A-10.0315, F.A.C., shall not be permitted to enroll in college credit courses in curriculum areas precluded by the deficiency.
8. Students must meet or exceed placement test scores of the following:

	Reading	English/ Writing	Mathematics
PERT	106	103	114
ACT	19	17	19
SAT	24	25	24
ACCUPLACER-Next Generation	245	245	242

9. 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.
8. Exceptions to the twelve (12) college credit hour limitation may be granted by the College provided that the student is enrolled in secondary course(s) in the basic competency area(s) for which the student has been deemed deficient by the post-secondary readiness assessment, and is in good academic standing with a minimum College grade points average of 2.0. Students and the high School Designee must submit an **Accelerated Pathways Student Appeal** (Appendix K) to the Director of Accelerated Pathways to be approved.
9. Eligibility requirements are consistent across all modalities of instruction, including online, concurrent, and courses taken on the college campus, unless otherwise stipulated.
10. The **Accelerated Pathways Contract** (Appendix E) will be used by high school counseling staff to inform students and parents of basic expectations for participants in the Dual Enrollment Program.
11. Per 1007.271, F.S., regardless of meeting student eligibility requirements for continued enrollment in the Dual Enrollment Program, a student may lose the opportunity to participate in a college course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.
12. Students must maintain at least a cumulative 2.0 College term grade point average to continue in an Accelerated Program. The College Academic Warning procedures will apply to dual enrolled students who fall below the required 2.0 College GPA. Students placed on Academic Warning are given one semester to raise their cumulative College GPA to a 2.0. Students who do not meet the minimum GPA after one semester of Academic Warning will be dismissed from the Dual Enrollment Program.
13. High school graduates are not eligible to participate in the Dual Enrollment Program. Recent high school graduates with at least 24 earned college credit hours may to enter Summer Term courses post-graduation completing a **Request to Enter Full or Summer A Term Form** (Appendix L). If admitted, they are responsible for all tuition and associated fees and materials.
14. Eligible students may take full term Fall and Spring Terms. Permission to enroll in Summer A or B Term is not granted on an individual student basis. The School District and College may offer access to the Dual Enrollment Program during the summer semester for a specific program, school, or on a district-wide basis. A separate memorandum must be drafted and executed by both parties stipulating the program, school, or grade-levels to be served and summer term eligibility.

#### **Section 5: Delineation of High School Credit Earned**

1. Approved college course offerings are specified by the Florida Department of Education's statewide Agreement of Dual Enrollment. In addition, high school credit for Dual Enrollment Program courses will be awarded in accordance with the aforementioned agreement. The Florida Department of Education provides and annually updates the Dual Enrollment Course- High School Subject Area Equivalency List. This information is available online at <http://www.fldoe.org/core/fileparse.php/5421/urlt/0078394-delist.pdf>.

2. Since students enrolled in the Dual Enrollment Program are meeting high school graduation requirement while taking college courses, the College accepts the signature of the School Designee as decisive regarding suitability of courses and/ or the applicability towards high school graduation.
3. All courses must be at least three (3) credits and be taken for a letter grade, not including required co-requisite courses.
4. School Districts will apply all credits earned through the Dual Enrollment Program as subject area or elective credits toward high school graduation requirements. All credits not earned but attempted must be entered on the high school transcript.
5. Dual Enrollment Program courses must apply directly toward the student's general requirements for high school graduation as outlined in 1003.4282, F.S., pursuant to 1007.271, F.S.
6. Participating in any Dual Enrollment Program course creates a college transcript for the student. All grades, including withdrawals, will be posted to the student's permanent academic record. Low grades in college courses may adversely affect subsequent admission to public or private colleges and universities, as well as financial aid eligibility and/or availability.
7. College credits earned through an articulated accelerated mechanism, as defined in this IAA from 1007.27 F.S., are not calculated towards the excess hours requirement in 1009.286, F.S. which states students are required to pay an excess hour surcharge for each credit hour in excess of the number of credit hours required to complete the baccalaureate degree program in which a student is enrolled.
8. Students earning credit under various acceleration programs are guaranteed transferability of credit under provisions of the State Articulation Agreement in cases where the student completes "general education requirements" and/or the Associate of Arts degree and is transferring to a state university in Florida.
9. Students earning college credit through the Dual Enrollment Program in courses outside of the general education categories or outside of the AA degree requirements are not guaranteed transferability of credit and will be evaluated by the individual college or university policy involved.
10. In accordance with 1007.271 (18), F.S., all courses taken through the Dual Enrollment Program must be weighted the same as Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses when weighted grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against courses offered in the Dual Enrollment program are prohibited.

#### **Section 6: Process for Informing Students and Their Parents of College-Level Course Expectations**

1. The School Designee through one-on-one counseling, student and parent meetings, and printed materials will inform the student and their parent(s) about the college-level course expectations, including the College's policy on compliance with the Family Educational Rights and Privacy Act (FERPA) and access to student accommodations.
2. The College will provide information on college-level course expectations on the course registration form, college application, and during orientation.

3. Students enrolled in the Dual Enrollment Program that require an academic accommodation based upon a disability will be provided with an academic accommodation consistent with Section 504 of the Rehabilitation Act of 1971, as amended, 29 U.S.C. Section 794, and its implementing regulation at 34 CFR Part 104; and Title II of the Americans with Disabilities Act of 1990 (Title II), as amended, 42 U.S.C. §§12131 *et seq.*, and its implementing regulation at 28 C.F.R. Part 35. All academic accommodation shall be in conformity with 34 CFR 104.44. The accommodation provided shall not be dependent on whether instruction occurs on a College campus or at a high school site.
  - a. For a student to benefit from accommodations at the College level, students are required to self-identify. For information regarding the self-identification process and the services available, refer to the Office of Adaptive Services at <http://www.fsw.edu/adaptiveservices> or 239-432-7354.
  - b. It is the obligation of the individual with a disability to request a reasonable accommodation. Enrolled students must submit any request for accommodations to the Office for Adaptive Services on the appropriate campus for consideration. Individuals with a disability must provide recent documentation from a qualified, licensed professional that speaks to the specific disability and the requested accommodation. Requests for accommodations must be specific to the documented needs. Once a student has been established with the office, it is the student's responsibility to request accommodations each semester that the student is enrolled.
  - c. Individual Education Plans (IEPs) are not acceptable forms of primary documentation. IEPs are plans which were structured and agreed to with that school at the time they were written. They are not binding agreements with Florida SouthWestern State College. A valid IEP with the school district does not make the student eligible for college accommodations. Students with an IEP must request an accommodation. Approved district accommodations may be helpful in determining the level of support and types of accommodations which were provided to a student in the past.
  - d. Students who take courses concurrently, and have approved high school accommodations, may not be supported by the College if issues arise and the student has not self-identified through the College's process.
4. Parents and students will sign the **Letter of Acknowledgement** (Appendix F) detailing college expectations and unique policies of dual enrollment students.
5. Dual Enrollment Program students and their parents will be offered the College's Accelerated Pathways Student/ Parent Information Sessions, through on-campus events or live/ on-demand webinars to thoroughly explain college-level course expectations.
6. Dual Enrollment Program students have the same rights and considerations of all college students, as determined by the College's Students Rights and Responsibilities, found in the College's Catalog.

#### **Section 7: Exceptions to Required Grade Point Averages on an Individual Student Basis**

1. Exemptions to the grade point average, maximum number of allowable college credits, or other items as specified in the eligibility section of this document may be initiated by the High School Principal.

2. The School Designee will notify the College, in writing, of the reasons why the Principal wishes to exempt a student from the state criteria.
3. The Director of Accelerated Pathways reviews all exemption requests and makes a recommendation to the Dean of the School of Education.
4. The Dean of the School of Education is authorized to review and determine waiver eligibility in compliance with college operating procedures.
5. It is the responsibility of the College's Director of Accelerated Pathways to notify the Principal and School Designee of the approval or disapproval of the exemption.
6. Students whose IEP requires special education, transition planning, transition services or related services through the age of 21 may defer receipt of their standard diplomas, defined by 300.43 of Title 34, Code of Federal Regulations (CFR), and consistent with 1003.5716 F.S. on transition planning, will meet minimum standard for admission as a standard high school diploma. § 6A-1.09963(6), F.A.C, specifies the District's obligation to inform parents and students.

#### **Section 8: Registration Policies for Dual Enrollment Program**

1. Eligible students with a current term application that have met testing requirements are to register through the College's Registration department by completing an **Accelerated Pathways Registration Form (Appendix E)** for any college course by July 15<sup>th</sup> for Fall courses or December 1<sup>st</sup> for Spring Courses.
2. Students will be required to complete the online Accelerated Pathways Orientation annually.
3. Students are responsible to submit a completed form to drop or add courses to the College's Registration by the stated deadlines.
4. Students who have not been registered through the College for a concurrent course and have attended a course without registering pursuant to Paragraph One, above, may be denied college credit.
5. Students enrolled in the Dual Enrollment Program are not to initiate a withdrawal from their course(s) after the official College add/drop period has ended for the term the student is enrolled without written consent from the School District Designee and School Designee. Students must present a completed **Accelerated Pathways Request for Withdrawal (Appendix J)** to the College's Registration Department by the College's designated deadlines for the enrolled term. The College will follow its process for reviewing and determining eligibility for late drop/ late withdrawal petitions.
  - a. **Withdrawal-** A student who wishes to withdrawal from a course for academic or personal reasons, after the add/drop date and within the stated College deadlines, will receive a "W" on their College transcript. The GPA is not affected. Fees are not waived.
  - b. **Late Drop-** Removes a course or courses from a term due to major extenuating circumstances beyond a student's control, which prevent course completion and occur after the drop deadline, but prior to the midpoint of the course. Course fees and academic history for the term are removed.
  - c. **Late Withdrawal-** Withdraws a student from a course or courses due to major extenuating circumstances beyond a student's control, which prevent course completion and occur after the

published withdrawal deadline. Students will receive grades of 'W' (withdrawal), and the course will be counted as an attempt. The GPA is not affected. Fees are not waived.

6. The College's Registrar makes the final determinations on late drop/late withdrawal petitions.
7. The Director of Accelerated Pathways notifies the School Designee of the registrant's final determination on all late drop/ late withdrawal petitions.
8. Students will not be allowed to repeat a course until after completion of high school graduation.
9. Termination of enrollment in a college course without satisfactory completion may hinder timely fulfillment of high school graduation requirements.

## **Section 9: Professional Rules, Schedules and Oversight of Concurrent Faculty and Courses**

### **1. Concurrent Faculty Rules, Guidelines and Expectations**

- a. Pursuant to 6A-14.064 (2)(a), F.A.C.: "all full-time or adjunct faculty teaching Dual Enrollment courses must meet 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." These criteria apply to all faculty teaching postsecondary courses regardless of the physical location of the course being taught. The College shall ensure concurrent faculty teaching college courses through the Dual Enrollment Program meet these qualifications.
- b. Concurrent Faculty are required to be compliant with all College policies, procedures, and deadlines related to faculty credentialing or will not be added to the concurrent schedule.
- c. Concurrent Faculty are required to follow the **College's Job Classification Description (Appendix G)** for monitoring and reporting student performance.
- d. Concurrent Faculty are required to use the College's learning management system (Canvas) for tracking grades and attendance. Additional Canvas requirements could be made by Department Deans. No other learning management system (LMS) may be used unless required by the College.
- e. School Districts may require Concurrent Faculty to use the District's grading system in addition to the College's LMS.
- f. Concurrent Faculty may share appropriate educational information with their High School Principal or School Designee as needed.
- g. Concurrent Faculty are required to attend at least one meeting or professional development activity per year with the College.

### **2. Concurrent Class Scheduling**

- a. School Designee must request Concurrent Courses prior to College's published deadlines according to the **FSW's Accelerated Pathways Deadlines (Appendix B)**.
- b. School Designee must complete and submit the **Concurrent Course Approval Form (Appendix H)**.
- c. The Director of Accelerated Pathways verifies that a College approved credentialed Concurrent Faculty member is assigned to teach the course.
- d. The Director of Accelerated Pathways creates the course number and schedules Concurrent Courses.
- e. Enrollment in Concurrent Courses follows the same process used for courses on the college campus and online classes.
- f. Registration forms for concurrent students must be received by the College prior to the end of the College's drop/add period to ensure compliance with audit requirements.

- g. The Director of Accelerated Pathways will provide verified rosters of each Concurrent Course to the School Designees. Concurrent Faculty are required to provide attendance verification through the College's process.
- h. Scheduling of Concurrent Courses is contingent on SACSCOC Substantive Change Policy, found at <http://www.sacscoc.org/pdf/081705/SubstantiveChange.pdf>. The College is required to provide written notification to SACSCOC of changes in accordance with the substantive change policy and, when required, seek approval prior to the initiation of changes. Consideration of changes would include:
  - An increase to 25-49% of credits towards a program or degree is required 60 days prior to the start of the term.
  - An increase of 50% of credits or more towards a program or degree requires an additional prospectus due to the College by October 1<sup>st</sup> for implementation during the subsequent academic year.
  - The credit thresholds are monitored over a rolling four-year period, equivalent to each freshman's high school cohort.
  - Final approval regarding substantive changes are at the determination of SACSCOC.

### 3. Concurrent Course Oversight

- a. The College is responsible for ensuring that the curriculum and assessment procedures in concurrent courses meet College and SACSCOC standards regardless of whether the course is taught through the College or at the high school campus.
- b. Coordination of concurrent courses shall be the joint responsibility of the Director of Accelerated Pathways, Academic Deans, and the High School Principal.
- c. To demonstrate curriculum expectations are being met, Concurrent Faculty shall provide an annual portfolio including;
  - A short reflective statement on teaching philosophy and accomplishments.
  - Copies of SOS and Student Success and Grade Distribution, along with a reflection based on each of these reports.
  - Copies of the syllabi used for the current semester.
  - A copy of the final exam used in the last semester.
  - A copy of one assignment that demonstrates how the faculty member addresses a general education outcome.
  - Submission according to the timeline set by the College.
  - Participation in a classroom observation process with academic dean or designee.
- d. Test and assessments in the concurrent courses may include, common course assessments, copy of the final exams, and submission of assignment examples and student artifacts.

### Section 10: Monitoring of Student Performance

- 1. The College, School District Designee, and School Designee maintain the right to share educational information about students enrolled in the Dual Enrollment Program.
- 2. The College provides training to College Faculty on Dual Enrollment Program students, including the use of the "early alert" system of students performing poorly in a course. When an "early alert" or "student of concern" is provided by a faculty member, the School Designee will be notified.
- 3. The College prepares student success rate reports by Concurrent Faculty member and course. The Director of Accelerated Pathways will share these reports with School Designees and Concurrent Faculty.

4. The College conducts annual student course evaluations and will share Concurrent Course results with School Designee and High School Principal.
6. Concurrent Faculty will be required to submit course-level assessments and general education assessments per Department and College-wide assessment plans.

#### **Section 11: Transmission of Student Grades**

1. The College will provide all student grades to School Designee within 10 business days of College's deadline for grade submission by College and Concurrent Faculty.
2. High School Principals in conjunction with their Concurrent Faculty may utilize either the extended concurrent grade submission deadline in Spring Term, which is ten business days after the College's faculty, or follow the College's faculty calendar for submission through the College's designated system.

#### **Section 12: Funding Provisions of Delineated Costs**

##### **1. Textbook and Instructional Materials**

- a. In compliance with §6A-14.092, F.A.C., the College will adopt textbooks and instructional materials no later than seventy-five (75) days prior to the first day of classes for 95% of sections. The College will share a list of adopted textbooks and instructional materials with the School District to purchase according to their practices. For classes added after the forty-five (45) day notification deadline, the College will provide School Districts with textbooks changes after the deadline.
- b. The District must provide at no cost to the student all required textbook and instructional materials use in college courses.
- c. Students enrolled in the Dual Enrollment Program will be exempt from payment of all registration, matriculation, and laboratory fees from the College.
- d. Students enrolled in home education will not be liable for the cost of instructional materials.
- e. Specialized and limited-access programs and courses may have expenses in addition to books and materials that will be the responsibility of the student. Programs in the Health Sciences may have costs for (including but not limited to) uniform, medical testing, and background checks that are the responsibility of the student. The costs beyond the standard rate of tuition for courses with a travel component (including local, state, national, and international travel) will be the responsibility of the student.
- f. The School District is not required to purchase optional or supplemental course materials. The School District must purchase all required course materials for students enrolled in the Dual Enrollment Program.

##### **2. Tuition**

- a. Pursuant to 1011.62, F.S., it is understood that students enrolled in the Dual Enrollment Program may be counted as full-time equivalent enrollment by the College.
- b. Pursuant to 1007.271, F.S., and 1007.273, F.S., it is understood that students receiving instruction under the provisions of this agreement shall be exempt from the payment of all application, registration, and laboratory fees to the High School or to the College.
- c. The College will assess the standard tuition rate per credit hour to the high school from the Florida Education Finance Program (FEFP) for dual enrolled students when the student is certified as taking college courses for college and high school credit and the courses are approved for dual credit per this agreement through the College's faculty. For 2020-2022 the standard tuition rate a Florida College System institution is \$71.98 per credit hour.

- d. Concurrent Courses, taught by Concurrent Faculty, are not assessed the standard tuition rate per credit. Concurrent courses, taught by college faculty, are assessed the standard tuition rate per credit.

### **3. Equipment**

- a. The College's Department Deans may require additional laboratory equipment for Concurrent Courses that is comparable to the College's on-campus courses and would be at the expense of the high school.
- b. For courses needing an additional equipment, the College will provide the list of required materials.

### **Section 13: District Collaboration and Communication**

1. The College will provide the School District an annual list of College deadlines (Appendix B).
2. The College and School District will submit an annual list of contacts that are authorized to sign and receive documents and communications including name, department and contact information (e.g., **2020-2021 Department Chairs and Department Deans Appendix C**).
3. The Director of Accelerated Pathways will regularly communicate with District and School Designees and Concurrent Faculty through the provided contact information.
4. The Director of Accelerated Pathways will present to stakeholders an annual Accelerated Program professional development of the College, School District, and high school report-based data on dual enrollment students and college courses.
5. Concurrent students will have at least one advising event arranged at their high school or at their local FSW campus or center during the academic year provided by FSW. Remote or LMS videos may be offered as supplemental if necessary.

## **Early Admissions Program**

The Early Admissions Program is a full-time Dual Enrollment Program providing high school students the opportunity to earn both high school and college credits simultaneously by taking college courses the College's campus or online, but not through concurrent courses. Students may continue to participate in extra-curricular activities at their sending school and/ or at the College. The Early Admissions Program processes are the same to that of Dual Enrollment with the following exceptions.

### **Exceptions**

1. Must meet all test score requirements to be admitted.
2. Must be in 11<sup>th</sup> or 12<sup>th</sup> grade.
3. Must be enrolled full-time at College.
4. May not be enrolled in any high school courses.
5. Must enroll in a minimum of 12 college credit hours per semester.
6. May enroll up to 18 college credit hours per semester.
7. May not be required to enroll in more than 15 college credit hours per semester.
8. Eligible students who fall below the full-time status are no longer part of the Early Admission Program but may be eligible to continue to participate in the Dual Enrollment Program.
9. All Early Admission students will be required to take SLS 1515, Cornerstone as is required by all first time in college students. It is recommended for a student's first semester and on the college campus.

## **Collegiate Institute**

The Collegiate Institute, described in Section 1007.273, F.S., provides eligible 11<sup>th</sup> and 12<sup>th</sup> grade students a full-time Early Admission Program to take courses at a mutually agreed upon location by the College and the School District (e.g., school-within-a-school model). The preferred location for a Collegiate Institute is within a school which is geographically isolated from a College Campus or Center (e.g., twenty miles or more from the nearest College Campus or Center).

Collegiate Institute processes are the same as the processes used by the Dual Enrollment Program, with the following exceptions listed below.

### **Exceptions (Students)**

1. Must meet all test score requirements to be admitted.
2. Must be in 11<sup>th</sup> or 12<sup>th</sup> grade.
3. Must be enrolled full-time through the College.
4. May not be enrolled in any high school courses.
5. Must enroll in a minimum of 12 college credit hours per semester.
6. May enroll up to 18 college credit hours per semester.
7. Collegiate Institute courses may not be in addition to the normal high school or part of the student's regular load. Students attending full-time College courses may not be enrolled in any high school courses but may participate in extra-curricular activities at the high school.
8. May not be required to enroll in more than 15 college credit hours per semester.
10. Students who fall below the full-time status are no longer part of the Collegiate Institute Program but may be eligible to continue to participate in the Dual Enrollment Program.
11. Collegiate Institute students may take college courses concurrently, through College Faculty at the high school campus, through the College's campus or online, as agreed on in the SACSCOC prospectus and agreement with the School District.
12. Preference will be given to Collegiate Institute students, but available seats may be offered to Dual Enrollment Program students to meet designated enrollment numbers. For fairness and equity, a lottery system will be used if applicant numbers exceed available seats for both full-time and part-time students.
13. Each student participating in the Collegiate Institute program must enter a student performance contract which must be signed by the student, the parent, and a representative of the school district and the College. The performance contract must include the schedule of courses, by semester, and industry certifications to be taken by the student, student attendance requirements, and course grade requirements.

### **Exceptions (Program)**

1. Collegiate Institutes are located at a site that is mutually agreed upon by the College and the School District (e.g., school-within-a-school model).
2. Districts wanting to implement a Collegiate Institute at their high school site need to file an official letter and detailed plan of implementation request by October 1<sup>st</sup> for the subsequent year.
3. For the purposes of the Collegiate Institute, the designated location is considered an Off-Campus Site of the College where students can earn 50% or more credits towards an educational program. For purposes of Clery Act compliance, High School shall be treated as a separate College campus. On behalf of the College, the School District shall report to the College's Public Safety all reportable Clery Act crimes and incidents that occur within the campus's Clery Geography as defined as required and defined and required by 20 USC 1092 and 34 CFR 668.46.

4. The School District and College must enter into a separate articulated agreement which defines location and operating procedures.
5. An approved SACSCOC Prospectus is required before implementation.
6. Collegiate Institute courses will follow the College's calendar and site-specific calendar but stay within the daily start and end times of the High School.
7. The School District and the College will work in conjunction to determine course availability due to staffing, course, and academic planning requirements.
8. Concurrent Faculty, credentialed and approved by the College, have priority in Collegiate Institute courses.
9. The District will employ a full-time, dedicated Program Coordinator who will work in collaboration with the College and High School to monitor student performance. The Program Coordinator will also work with each student to identify experiential learning opportunities such as internships and volunteer placements.
10. The Collegiate Institute uses a cohort model. Each cohort is labeled according to the grade level they would be in if they were high school students. The Collegiate Institute has a junior and senior cohort, each cohort cap that is mutually agreed by to the College and School District. If enrollment falls below the yearly minimum requirements, the cohort is subject to cancellation by the College. Cohorts that meet the minimum requirements will not be canceled by the College.

#### **Funding Provision**

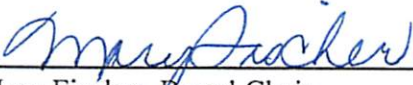
1. The College will not assess the standard tuition rate per credit hour if taught by high school concurrent faculty. The College will assess the standard tuition rate per credit hour if taught by college faculty at the high school.

This Agreement may be amended upon the mutual agreement of the both parties should SBE Rules, Florida Statutes, or interpretations require such action.

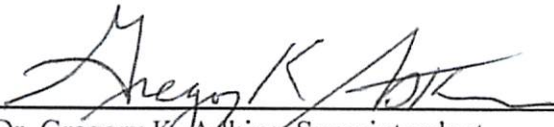
This Agreement shall commence for the 2020-2022 school year and will be reviewed annually to consider revisions.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by the dates indicated below.

**THE DISTRICT SCHOOL BOARD OF LEE COUNTY**

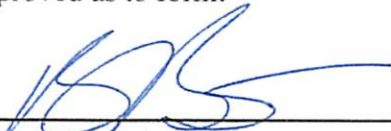
  
\_\_\_\_\_  
Mary Fischer, Board Chair

7/28/2020 APPROVED  
Date

  
\_\_\_\_\_  
Dr. Gregory K. Adkins, Superintendent

7/28/2020  
Date  
JUL 28 2020  
SCHOOL BOARD OF  
LEE COUNTY

Approved as to form:

  
\_\_\_\_\_  
School Board Attorney

6/24/2020  
Date

**FLORIDA SOUTHWESTERN STATE COLLEGE**

  
\_\_\_\_\_  
President, Florida SouthWestern State College

8/19/20  
Date

Approved as to Form:

\_\_\_\_\_  
General Counsel, Florida SouthWestern State College

\_\_\_\_\_  
Date

**Appendix A**  
**Career Pathways (Technical Credit to College)**  
**ABSTRACT**

Area partnerships are developed and strengthened between Florida SouthWestern State College and business, industry, labor, educational agencies, parents, civic organizations, and any other group necessary for the support and promotion of the initiative within the area. Working with District personnel, Florida SouthWestern State College has identified courses and programs that can articulate from the school districts to the College to help prepare students for Associate Degrees and career certificates.

Florida SouthWestern State College provides the opportunity for high school graduates to earn credit that may be applied to an Associate Degree. High school students who have completed a technical program from one of the five-county school districts (Charlotte, Collier, Hendry, Glades, or Lee) may be eligible for college credit at Florida SouthWestern State College. Articulated credit may be awarded to the eligible post-secondary graduate who meets the following criteria:

- The student must be currently enrolled and seeking an Associate Degree in a correlating program at Florida SouthWestern State College. Thus, the student will successfully meet all requirements that apply to an Associate Degree seeking student as stated in the Florida SouthWestern State College Catalog.
- Students will be awarded articulated credit upon successful completion of 12 college credit hours towards the Associate Degree.
- Students must complete one the approved technical programs of study.

**Appendix B**  
**FSW Accelerated Pathways Deadlines**  
**2020-2021\***

**All deadlines will follow the College's annual calendar unless otherwise noted below.**

June 15<sup>th</sup>- Deadline to onboard new credentialed professors

June 15<sup>th</sup>- Deadline to submit concurrent course requests for Fall term

July 15<sup>th</sup> - Last day for dual enrollment registration for Fall Term

August 6<sup>th</sup>- Syllabus submission to Director of Accelerated Learning and Academic Department for Fall Term

August 10<sup>th</sup>- Deadline for submission of District and School Designee list

August 24<sup>th</sup>- FSW first day of Fall classes

August 31<sup>st</sup> - Last date to add or drop courses without penalty

September 1<sup>st</sup> - FSW Attendance Verification Form due by all faculty

October 15<sup>th</sup>- Deadline to submit concurrent course requests for Spring term

October 29<sup>th</sup>- Last date to withdraw from courses with completed, approved forms

November 15<sup>th</sup>- Final Fall invoice forwarded to District for Fall Term

November 28<sup>th</sup>- Syllabus submission to Director of Accelerated Learning and Academic Department for Spring Term

December 1<sup>st</sup>- Last day for dual enrollment registration for Spring Term

December 15<sup>th</sup>- FSW grades due, including concurrent courses

December 30<sup>th</sup>- District Payment due for Fall Term

January 6<sup>th</sup>- FSW first day of Spring classes

January 13<sup>th</sup>- Last date to add or drop courses

January 14<sup>th</sup>- FSW Attendance Verification Form due by all faculty

March 15<sup>th</sup>- Final Spring invoice forwarded to District for Spring Term

March 22<sup>nd</sup> - Last date to withdraw from courses with completed, approved forms

April 30<sup>th</sup>- District Payment due for Spring Term

April 29<sup>th</sup>- Final Spring Term grades due for faculty

May 13<sup>th</sup>- FSW concurrent faculty grades due

**\*2020-2021 FSW Accelerated Learning Deadlines will be updated and attached to this agreement when calendars are official available.**

**Appendix C**  
**2020-2021 Department Chairs and Department Deans**

**College of Education**

Dean- Dr. April Fleming

Department Chair- Dr. Joyce Rollins

DE Coordinator- Professor Joanne Devine

**College of Arts, Humanities & Social Sciences**

Dean- Dr. Deborah Teed

Associate Dean- Dr. Brian Page

Department Chair (English) - Dr. Amy Trogan

Dual Enrollment Coordinator (English)- Jeremy Pilarski

Department Chair (Social Science)- Terri Housley

Dual Enrollment Coordinator (Social Science)- Professor Matthew Vivyan

Department Chair (Humanities)- Professor Dana Roes

Department Chair (Academic Success)- Karen Maguire

Department Chair (Communications)- Dr. Fernando Mayoral

**College of Business & Technology**

Dean- Dr. Debbie Pshiountas

Department Chair- Professor Leroy Buggers

**School of Pure & Applied Sciences**

Dean- Dr. Donald McGarey

Department Chair (Mathematics)- Professor Ivana Ilic

Department Chair (Sciences)- Professor Peggy Romeo

**Academic Affairs**

Vice Provost- Dr. Martin McClinton

Accelerated Learning Director- Dr. Amanda Sterk

**<http://www.fsw.edu>**   **<http://www.fsw.edu/testing/placement>**

**Grade\_\_\_\_\_ High School**

Revised February 2020

## Appendix E

# Accelerated Learning High School Registration Approval Form

### PART I – TO BE COMPLETED BY STUDENT

<b>FSW STUDENT ID NUMBER</b> @ _____	<b>LEGAL LAST NAME</b>	<b>LEGAL FIRST NAME</b>
<b>HIGH SCHOOL INFORMATION</b> Name _____ County _____	<b>DATE OF BIRTH</b> DAY _____ MONTH _____ YEAR _____	<b>CURRENT HIGH SCHOOL ENROLLMENT YEAR</b> FRESHMAN   SOPHOMORE   JUNIOR   SENIOR  <b>TERM OF ENROLLMENT</b> YEAR _____   FALL   SPRING

\_\_\_\_\_ I verify that I have completed the FSW Accelerated Pathways Orientation in its entirety found at <https://fsw.instructure.com/enroll/X9CCW9>. I understand by not doing so, I am not eligible for dual enrollment and can be removed from the program.

\_\_\_\_\_ My parent(s)/guardian(s) and I have read and completed the "FSW Accelerated Pathways Letter of Acknowledgement and Contract" found at [www.fsw.edu/dualenrollment](http://www.fsw.edu/dualenrollment).

REGISTER – DROP				
FSW CRN	SUBJ/COURSE	SECTION NUMBER	COURSE DELIVERY	COURSE TITLE

\* Once courses are dropped, Registration will process the below add form (if applicable). If courses are unavailable or there is an issue with registration, the dropped courses will not be reinstated.

REGISTER* – ADD					
FSW CRN	ALT CRN**	SUBJ/COURSE	SECTION NUMBER	COURSE DELIVERY***	COURSE TITLE
Student's Signature			Date		

\*\*Students may enter one alternate CRN to be used in case of a closed course. A CRN must be provided. An "all" function can be used only for online courses that will give FSW Registration permission to search and register for open CRNs of online courses for that particular course request.

\*\*\* Course Delivery Codes- LEE- Lee Campus, CHA- Charlotte Campus, HG- Hendry-Glades Campus, COL- Collier Campus, EOL -Online Courses, CON- Concurrent Courses

### PART II – TO BE COMPLETED BY HIGH SCHOOL DESIGNEE

Student is using alternative assessments: Yes \_\_\_\_\_ (if yes, complete Part II)

No \_\_\_\_\_ (If no, skip to Part III)

**Writing (ENC 1101)**

**Math (MAT 1033/ MAC 1105)**

**Science (Pre-reqs still apply)**

Eligible Scores \_\_\_\_\_

Eligible Scores \_\_\_\_\_

Eligible Scores \_\_\_\_\_

PSAT (25W) \_\_\_\_\_

PSAT (24M/ 28.5M) \_\_\_\_\_

PSAT (25W/ 24M) \_\_\_\_\_

College-Level Course \_\_\_\_\_

Algebra 2 (MAC 1105) \_\_\_\_\_

Writing Assessment \_\_\_\_\_

English 2 (A or B) \_\_\_\_\_

3 Credits of Math (MAT 1033) \_\_\_\_\_

Math Assessment \_\_\_\_\_

**PART III – TO BE COMPLETED BY HIGH SCHOOL DESIGNEE**

<b>UNWEIGHTED CUM HIGH SCHOOL GPA</b>	<b>PROGRAM ENTRY</b> DUAL ENROLLMENT (Part-time) EARLY ADMISSION (Full-time)	<b>SCHOOL DESIGNEE LAST NAME</b>	<b>SCHOOL DESIGNEE FIRST NAME</b>
<b>ATTACHED SCORES</b> AICE/ IB/ AP SCORES TRANSCRIPT	<b>SIGNATURE OF SCHOOL DESIGNEE</b>		<b>DATE</b>

**PART IV – TO BE COMPLETED BY FSW COLLEGE ADMINISTRATION**

<b>REGISTRATION LAST NAME</b>	<b>REGISTRATION FIRST NAME</b>	<b>DATE</b>
<b>SIGNATURE REGISTRATION OR DESIGNEE</b>		<b>Additional comments on registration:</b>

**FSW Accelerated Pathways Student Contract**

<b>DUAL ENROLLMENT, EARLY ADMISSION, OR COLLEGIATE INSTITUTE</b>				
FSW provides several pathways for Accelerated Pathways through our Dual Enrollment, Early Admissions, and Collegiate Institute (Clewiston) for high school students to receive college credit.				
Per state guidelines and standards set by the FSW IAA, students must meet the following unweighted cumulative high school GPA			<b>Dual Enrollment:</b> part time, high school based or through FSW Juniors & Seniors: up to 15 semester hours Sophomore limit – up to 9 semester hours 6 <sup>th</sup> -9 <sup>th</sup> grade by permission <b>Early Admissions &amp; Collegiate Programs:</b> full-time, no high school classes Juniors & Seniors: 12-18 semester hours	
6 <sup>th</sup> -9 <sup>th</sup> *	Sophomores	Juniors	Seniors	
3.5	3.5	3.0	3.0	
*6 <sup>th</sup> -9 <sup>th</sup> by permission by School Designee				
Dual Enrollment- Students must submit minimum college-level passing scores on the appropriate section(s) of the placement test.				
Early Admission- Must submit minimum passing scores for all parts of the placement test at initial registration.				
Accelerated Learning students have differing policies from traditional college students on course selection, withdrawing from a course after add/drop deadlines, and retaking courses. Refer to your School District's Inter-Institutional Articulation Agreement (IAA) for more information on these processes. <a href="http://www.fsw.edu/dualenrollment">www.fsw.edu/dualenrollment</a> .				
Students enrolled in the Accelerated Learning programs shall be exempt from payment of all application, registration, matriculation, and laboratory fees. Public school students have textbooks provided to the student by their school. Non-public school students are responsible for their textbooks. Home school student's textbooks will be provided through the College.				
Must complete the DE/EA admissions application process at Florida SouthWestern prior registration.				
Home school students must also present an annual Acknowledgement of Home Education Enrollment and a Home School Verification Affidavit from the county School District.				
Must present a completed Accelerated Learning High School Registration Approval Form (AR-058) at each registration to add or drop from a class.				
Approved courses are any full-term 3 credits or more courses except PE, Applied Music, and college preparatory (DLA). Students must meet all required College prerequisites.				
All courses taken through FSW's Accelerated Pathways produces a permanent college transcript. High school transcripts will abide by the Dual Enrollment Equivalency list from the Florida Department of Education, <a href="http://www.fdoe.org">www.fdoe.org</a>				
DE & EA students must maintain their eligible high school GPA and a Florida SouthWestern State College term GPA of 2.0 to remain eligible for Accelerated Pathways. Students who fall below a 2.0 will be on Academic Probation for one semester, and can be removed from the program.				
Accelerated Learning students have access to the College's academic support centers, Honors program, clubs and activities.				
Accelerated Learning students are protected under the Family Educational Rights & Privacy Act (FERPA).				
Accelerated Learning students who have an IEP or 504 must complete the self-identification process through the College's Adaptive Services to receive accommodations pursuant to Titles I and II of the Americans with Disabilities Act (ADA).				
Dual Enrollment students missing test scores in writing and/or math are limited to 12 credit hours. After 12 credit hours are utilized, students must submit college-level passing scores for all parts of the placement tests.				
* Students must meet pre-requisites to enter certain courses.				

AR-058-B (Revised 05/27/20). Other versions of this form prior to this date are obsolete.

## Appendix F

### Letter of Acknowledgement for Dual Enrollment

<b>FSW STUDENT ID NUMBER</b> _ @ _ _ _ _ _ _ _ _	<b>LEGAL LAST NAME</b>	<b>LEGAL FIRST NAME</b>
<b>HIGH SCHOOL INFORMATION</b> Name _____ County _____	<b>DATE OF BIRTH</b> DAY _____ MONTH _____ YEAR _____	<b>CURRENT HIGH SCHOOL ENROLLMENT YEAR</b> FRESHMAN SOPHOMORE JUNIOR SENIOR  <b>TERM OF ENROLLMENT</b> YEAR _____ FALL SPRING

For the Fall 2020, based on Department of Education Emergency Order NO. 2020-EO-02, test requirements for initial eligibility in the dual enrollment program have been suspended. In accordance to F.S. 1007.271 (3), Florida SouthWestern State College and district school partners in Charlotte, Collier, Glades, Hendry and Lee County have established additional initial student eligibility requirements to ensure student readiness for postsecondary instruction. As part of this additional requirement, a signed Letter of Acknowledgement is required for registration as a dual enrollment student for the Fall 2020 semester only.

I understand by signing this Letter of Acknowledgement as a parent/ guardian and a student that I have thoroughly read this agreement and understand the implications of taking college-level coursework as a high school student. Further information on policies and procedures can be found in the Inter-Institutional Articulation Agreement found at [www.fsw.edu/dualenrollment](http://www.fsw.edu/dualenrollment).

As a college student and parent/ guardian, I acknowledge that:

1. Dual enrollment students have differing policies from traditional college students on course selection, withdrawing from a course after add/drop deadlines, and retaking courses.
2. Dual enrollment courses are part of the student's high school and college academic record. Doing poorly in courses can have a severe impact on high school graduation, college admissions, financial aid, and scholarships. They may also be removed from the dual enrollment program, be put on academic probation, and be asked to submit initial eligibility test scores for the Spring 2021.
3. Dual enrollment students are responsible for their college success.
4. Dual enrollment students need to be actively engaged in the course materials, have ample study time, and access resources for support.
5. Dual enrollment students fall under Family Educational Rights Privacy Act (FERPA) as outlined in the College Catalog.

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Parent Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

## Appendix G



**Job Title:** Concurrent Faculty

**Pay Grade:** Depends on  
Qualifications

**Job Code:** DEIN

**FLSA Status:** TEMP

### **Job Purpose**

The Concurrent Faculty is responsible for providing professional quality work as a college teaching faculty member working in the local public schools. Work includes conducting and teaching courses within the prescribed curriculum for student's concurrently enrolled in both public high school and the College; preparing and delivering lectures to students; compiling, administering and grading examinations; and providing academic assistance to students as needed.

### **General Responsibilities**

#### **Essential Functions**

Teaches courses as assigned by the Academic Department in accordance with the course description as outlined in the course syllabus and other approved curricular materials.

Cooperates with the school administrator in the purchase of appropriate supplies, equipment, library books, textbooks, etc., appropriate to the course(s) taught in relation to the Department's common adoption of materials.

Completes and submits in a timely manner grade reports, absence reports, and other specific reports which may be required by the School District and the College through the College's or learning management system.

Provides an updated course syllabus each semester for approval from the Department before class begins on the high school campus with distribution during the first day of class each term. This includes an outline for each course taught, in accordance with the College's standard course outline format.

Prepares thoroughly for each class.

Meets all scheduled classes promptly and teaches for the full time allotted. Provides academic assistance to students as necessary.

Knows, understands and adheres to the College Catalog, District Adjunct Faculty Guide including the Family Educational Rights and Privacy Act and American Disabilities Act (ADA).

Becomes familiar with and follows all School District and College procedures, timelines, and policies.

Submit Concurrent Faculty Portfolio as defined by the IAA and required supplemental documentation.

Attend one in-service experience or faculty meeting each year hosted by the College.

Utilize College's email system to maintain correspondence with the Accelerated Learning Office, College's Department Faculty, and other necessary offices.

Performs other related duties as assigned, which are specifically related to the above responsibilities.

These essential job functions are not to be construed as a complete statement of all duties performed; employees will be required to perform other job related duties as required. An employee with a disability is encouraged to contact the Human Resources Office to evaluate the job in greater detail in order to determine if she/he can safely perform the essential functions of this job with or without reasonable accommodation.

### **Knowledge, Skills and Abilities**

#### **Minimum Qualifications**

The Concurrent Faculty teaching general education courses at the undergraduate level or classes designed to transfer to a baccalaureate degree are required to have a master's degree from a regionally accredited institution of higher education in the teaching discipline, or a master's degree with a concentration in the teaching discipline (this includes a minimum of 18 graduate semester credit hours in the teaching discipline).

Demonstrated experience using a personal computer, office software such as MS Office and electronic mail.

Demonstrated ability to:

- Think critically and creatively, have a high standard of integrity, and be motivated to incorporate best practices into the organizational culture.
- Exhibit a thorough knowledge of policies, procedures, and outside regulations pertaining to the position.
- Possess a working knowledge of operational and fiscal analysis techniques.
- Make presentations in front of various group sizes.
- Take initiative and independently plan, organize, coordinate and perform work in various situations where numerous and diverse demands are involved.
- Anticipate, investigate, and analyze problems and address them proactively.
- Communicate effectively, both orally and in writing.
- Establish and maintain effective working relationships with faculty, staff, students and the public.
- Work in a fast-paced, demanding environment.
- Work independently and follow through on assignments.
- Exhibit solid organizational skills and be detail oriented.
- Work with a variety of constituencies and be willing to contribute to a team effort.
- Exercise discretion and good judgment at all times and in all contexts and maintain confidentiality.
- Work effectively with all constituencies of the College.
- Collect, organize, analyze and present information in a meaningful manner.
- Collaborate and be effective working with diverse populations.

### **Critical Skills/Expertise**

All employees are expected to:

- Promote a common purpose consistent with stated College goals and demonstrate a commitment to students and the learning environment.
- Possess the knowledge of general written standards and procedures utilized, and have the ability to read, interpret, and follow procedural and policy manual related to the job tasks.
- Demonstrate the ability to respond to supervision, guidance and direction in a positive, receptive manner and in accordance with stated policies.
- Provide quality customer service by creating a welcoming and supportive environment.
- Present a professional image in word, action and attire.
- Demonstrate professionalism in dealing with a diverse population while understanding and respecting each other's view of the world, personalities and working styles.
- Conduct oneself in a manner consistent with the College's standards of ethical conduct.
- Apply effective techniques to create working relationships with others to achieve common goals; successfully communicates and collaborates with others to achieve goals.
- Demonstrate skills necessary to look at situations and processes critically to make recommendations for improvement.

### **Work Conditions/Physical Demands/Special Conditions**

**Physical:** Routinely requires the ability to see, hear, and speak. Routinely requires sitting, bending, stooping, walking. On occasion, incumbents may be required to lift 20 or more pounds.

**Environmental:** Normal general office.

**Mental:** Routinely requires the ability to interpret, analyze and perform critical thinking skills.

Approved: March 30, 2018.

Appendix H



**CONCURRENT COURSE APPROVAL FORM**

**Part I- School Administration Complete**

NAME OF SCHOOL DISTRICT: \_\_\_\_\_ Date: \_\_\_\_\_

NAME OF HIGH SCHOOL: \_\_\_\_\_ Phone: \_\_\_\_\_

CONTACT PERSON: \_\_\_\_\_

The above-mentioned high school is requesting approval to offer the following college credit courses through the district Accelerated Program:

SEMESTER: Fall \_\_\_\_\_ Spring \_\_\_\_\_ YEAR: \_\_\_\_\_

SUBJ/COURSE	COURSE TITLE	INSTRUCTOR NAME	NEW INSTRUCTOR Y/N	# OF SECTIONS REQUESTED

NUMBER OF CREDITS OFFERED CONCURRENTLY FOR 2019-2020 \_\_\_\_\_

NUMBER OF CREDITS OFFERED CONCURRENTLY FOR 2020-2021 \_\_\_\_\_

SEMESTER TERM DATES: \_\_\_\_\_ TO \_\_\_\_\_

PRINCIPAL (OR DESIGNEE): \_\_\_\_\_ DATE: \_\_\_\_\_  
(Signature)

**Part II- FSW Director of Dual Enrollment Complete**

Approved Courses:

SUBJ/COURSE	COURSE TITLE	INSTRUCTOR	ASSIGNED CRNS

FSW DIRECTOR OF DUAL ENROLLMENT: \_\_\_\_\_ DATE: \_\_\_\_\_  
(Signature)

**Appendix I**

**2020-2021**

<b>Concurrent Course Offerings</b>			
<b>Course Number</b>	<b>Course Name</b>	<b>Pre-Requisites</b>	<b>Testing Requirements</b>
<b>English</b>			
ENC 1101	Composition I	No Pre-Requisite	Reading & Writing
ENC 1102	Composition II	ENC 1101	
SPC 2017	Fundamentals of Speech	ENC 1101	Reading & Writing
<b>Math</b>			
MAC 1105	College Algebra	MAT 1033 or College level placement scores	Reading & Math
MAC 1114	Trigonometry	MAC 1105 or 1106 with "C" or better	
MAC 1140	Pre-Calculus Algebra	MAC 1105 with "C" or better	
STA 2023	Statistical Methods I	MAT 1033 or College level placement Scores	Reading & Math
<b>Education</b>			
EDF 2005	Intro to the Teaching Profession	No Pre-Requisite	Reading
EDF 2085	Intro to Diversity for Educators	No Pre-Requisite	Reading
EME 2040	Intro to Technology for Educators	No Pre-Requisite	Reading
<b>Social Science</b>			
AMH 2010	History of the United States to 1865	No Pre-Requisite	Reading
AMH 2020	History of the United States 1865 to Present	No Pre-Requisite	Reading
DEP 2004	Human Growth and Development	No Pre-Requisite	Reading
ECO 2013	Economics I	No Pre-Requisite	Reading
POS 2041	American National Government	No Pre-Requisite	Reading
PSY 2012	General Psychology I	No Pre-Requisite	Reading

**2020-2021**

<b>Dual Enrollment - Course Offerings at the HS Sites</b>			
<b>Course Number</b>	<b>Course Name</b>	<b>Pre-Requisites</b>	<b>Testing Requirements</b>
<b>Natural Sciences</b>			
BSC 1010	Biological Science I	BSC 1005 or one year HS bio with "C" or better.	Reading, Writing, Math
BSC 1010L	Biological Science I Lab	BSC 1005 or one year HS bio with "C" or better.	Reading, Writing, Math
BSC 1011	Biological Sciences II	BSC 1010 & 1010L	
BSC 1011L	Biological Science II Lab	BSC 1010 & 1010L	
EVR 1001C	Intro to Environmental Science	No Pre-req	Reading, Writing, Math
OCE 1001	Introduction to Oceanography	No Pre-req	Reading, Writing, Math
<b>Business and Technology</b>			
CGS 1000	Computer Literacy	No Pre-req	Reading
CGS 1100	Microcomputer Skills	No Pre-req	Reading
GEB 1011	Introduction to Business	No Pre-req	Reading
MAN 2021	Management Principles	No Pre-req	Reading
<b>Speech and Foreign Language</b>			
FRE 1120	Elementary French I	No Pre-req	Reading & Writing
FRE 1121	Elementary French II	FRE 1120	
GER 1120	Elementary German I	No Pre-req	Reading & Writing
GER 1121	Elementary German II	GER 1120	

SPN 1120	Beginning Spanish I	No Pre-req	Reading & Writing
SPN 1121	Beginning Spanish II	SPN 1120	

**2020-2021**

<b>Dual Enrollment - Course Offerings at the HS Sites</b>			
<b>Course Number</b>	<b>Course Name</b>	<b>Pre-Requisites</b>	<b>Testing Requirements</b>
<b>Humanities and Fine Arts</b>			
ARH 1050	History of Art I: Pre-Historic Times to the Renaissance	No Pre-req	Reading
ARH 1051	History of Art II: Renaissance to the Present	No Pre-req	Reading
HUM 2211	Studies in Humanities: The Ancient World Through the Medieval Period	Testing into ENC 1101	Reading & Writing
HUM 2235	Studies in Humanities: The Renaissance Through the Age of Reason	Testing into ENC 1101	Reading & Writing
HUM 2510	Studies in Humanities: Humanities Through Arts	Testing into ENC 1101	Reading & Writing
MUH 2018	Jazz History and Appreciation	No Pre-req	Reading
MUL 1110	Musical History and Appreciation	No Pre-req	Reading

Appendix J



Accelerated Pathways Withdrawal Petition

**PART I – TO BE COMPLETED BY STUDENT**

<b>FSW STUDENT ID NUMBER</b> _ @ _ _ _ _ _ _ _ _ _ _		<b>LEGAL LAST NAME</b>	<b>LEGAL FIRST NAME</b>
<b>HIGH SCHOOL INFORMATION</b> Name _____ County _____		<b>DATE OF BIRTH</b> DAY _____ MONTH _____ YEAR _____	<b>REASON FOR REQUEST</b> <input type="checkbox"/> District policy <input type="checkbox"/> Severe illness/ hospitalization <input type="checkbox"/> Death in the immediate family <input type="checkbox"/> Other- to be explained in documentation
<b>PROGRAM ENTRY (Please X one)</b> <input type="checkbox"/> DUAL ENROLLMENT (Part-time) <input type="checkbox"/> EARLY ADMISSION (Full-time) <input type="checkbox"/> Collegiate High School or Institute		<b>TERM OF ENROLLMENT</b> <input type="checkbox"/> FALL <input type="checkbox"/> SPRING	<b>Documentation Submitted</b> <input type="checkbox"/> Student letter of appeal <input type="checkbox"/> Accelerated Program Withdrawal Petition
Student's Signature*		Email Address	Date of Petition

Accelerated students are not allowed to retake courses while still in high school.

A "W" will be placed on a student's high school and college transcript.

Students must follow the College's deadlines for withdrawal. For a Late Drop/Late Withdrawal Petition students will follow the College's process.

**PART II – TO BE COMPLETED SCHOOL DESIGNEE**

FSW CRN	SUBJ/COURSE	Courses to Withdraw COURSE TITLE	COURSE DELIVERY
School Designee Review _____ <input type="checkbox"/> Support <input type="checkbox"/> Do Not Support Request			TODAY'S DATE
School District Designee Review _____ <input type="checkbox"/> Support <input type="checkbox"/> Do Not Support Request			TODAY'S DATE
FSW Registration Signature of Completion _____			TODAY'S DATE

Appendix K



**ACCELERATED PATHWAYS STUDENT APPEAL**

**Instructions:**

Complete this form to request for a **ONE SEMESTER EXCEPTION** to the minimum standards outlined in the Dual Enrollment Articulation Agreements. An appeal will only be considered with the support of the High School Designee and proper supporting documentation. **Appeals without the High School Designee's signature and supporting documentation will automatically be denied.**

**SECTION I: STUDENT INFORMATION**

Name (Last, First and Middle)	Student ID: @_____
High School Name	Email: _____@fsw.edu

**SECTION II: PERIOD OF REQUEST**

Semester	
<input type="checkbox"/> Fall _____	<input type="checkbox"/> Spring _____

**SECTION III: REASON FOR REQUEST**

- ☐ Exception for minimum GPA requirement
- ☐ Exception for 12-hour rule

**SECTION IV: IDENTIFICATION OF SUPPORTING DOCUMENTATION**

- ☐ Student letter of appeal as to why an exception should be allowed
- ☐ High School Designee letter in support of appeal
- ☐ Transcript indicating current GPA
- ☐ Student schedule indicating course remediation

**SECTION V: SIGNATURES**

Signature of Student	Date
Signature of High School Designee	Date

Director, Accelerated Program Review _____ Date _____	
<input type="checkbox"/> Support	<input type="checkbox"/> Do not support request
Academic Dean Review _____ Date _____	
<input type="checkbox"/> Approve	<input type="checkbox"/> Do not support request

Appendix L



**Current Year High School Graduate  
Request to Enter Full or Summer A Term**

Date: \_\_\_\_\_

This is to confirm the following student \_\_\_\_\_,  
(Student Name)

is expected to graduate on \_\_\_\_/\_\_\_\_/\_\_\_\_ with a standard high school  
(Month/Day/Year)

diploma from \_\_\_\_\_ and wishes to enroll in Summer  
(High School Name)  
Full or A term courses.

School Counselor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I understand that in order to be admitted to FSW, in-progress transcripts must be submitted to the Office of Admissions. I further understand that I will not be eligible for federal financial aid for Full or Summer A term because financial aid funding is only available to students once a final, official high school transcript with a graduation date is received and processed by the Office of Admissions.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Office Use Only**

- ☐ Approved
- ☐ Denied

Reason: \_\_\_\_\_

Initials: \_\_\_\_\_ Date: \_\_\_\_\_

OFFICE OF ADMISSIONS  
TELEPHONE (239) 489-9054 /E-MAIL [admissions@fsw.edu](mailto:admissions@fsw.edu)

## **Appendix M**

### **Inter-Institutional Articulation Agreement**

**Florida SouthWestern State College**

**and**

**The School Board of Charlotte, Collier, Glades, Hendry, and Lee County**

#### **Addendum**

**May 27, 2020**

For the Fall 2020, based on Department of Education Emergency Order NO. 2020-EO-02, test requirements for initial eligibility in the dual enrollment program have been suspended. According to F.S. 1007.271 (3), Florida College System institution boards of trustees may establish additional initial student eligibility requirements to ensure student readiness for postsecondary instruction.

This addendum provides the additional student initial eligibility requirements for participation in the dual enrollment program for Fall 2020 only. Students will be notified of this addendum through multiple communication channels from their High School and the College through emails and webinar sessions.

**1. For Initial Eligibility, student must at a minimum**

- a. Have an unweighted high school GPA of 3.00
- b. Complete the Dual Enrollment Orientation Canvas Course
- c. Have the recommendation of the school.

**OR meets the requirements laid out in the 2020-22 IAA**

**2. Students whose initial eligibility is based only on 1.(a), 1.(b), and 1.(c):**

- a. Are limited to 9 credits for Fall 2020.
- b. Must sign, along with their parents or guardians, the "Letter of Acknowledgement" (see below).
- c. May only take courses in these specific areas unless eligible through alternative assessment as outlined in 3. below:
  - i. SLS 1515
  - ii. Social Science (non-writing intensive, no required prerequisites)
  - iii. Humanities (non-writing intensive, no required prerequisites)
  - iv. Electives (non-writing intensive, no prerequisites)

**3. Students may show college-readiness for courses not identified in 2.(c) through additional assessment means.**

- a. For courses with prerequisites of writing, reading and/or mathematic scores, PSAT scores may be used. Eligibility scores are:
  - i. Reading 24
  - ii. Writing (ENC 1101 & Writing Intensive Courses) 25

iii. Math (MAT 1033/ MAC 1105)

24/ 28.5

b. For Mathematics:

- i. MAT1033 Intermediate Algebra: A student must have completed three credits of high school math (including Algebra 1, Geometry, and 1 additional credit after Geometry) with a "C" or higher in last course.
- ii. MAC 1105 College Algebra: a grade in High School Algebra 2 (or higher-level mathematic coursework) of "B" or better can be used.

c. For ENC1101 Composition I students must have completed either:

- i. College-level coursework from any Advanced Placement, Cambridge AICE, International Baccalaureate or prior dual enrollment course with a "B" or higher. Students may also use the CLEP with a college credit qualifying score in any subject.
- ii. English 2 with a "B" or better and FSW's "Are You Ready for ENC 1101?" module

d. For Natural Science coursework students must meet either:

- i. 3.(a) scores in reading, writing and math
- ii. Both 3.(b) and 3.(c) above.

4. Students who meet initial eligibility and the alternative assessments for MAT 1033 and ENC 110 may take an additional 12 credits, not totaling more than 18 credits, as an Early Admission student.

5. Students who have met initial eligibility prior to Fall 2020 and are still deficient in an area of writing or mathematics may use the additional means as outlined in 3. to meet continued eligibility requirements or may continue as defined by 2.

6. If students are successful in their college coursework in Fall 2020, they can continue in the course progression without having to retroactively meet the Initial Eligibility requirements of the IAA. However, they will still need to meet the 3.0 unweighted high school GPA and the specific course requirements outlined in the IAA (Appendix H) and College Catalog for classes offered in Spring 2021 onward.

7. If a student is not in good academic standing with a minimum College grade point average of 2.0 at the end of the Fall 2020 semester, the student will be required to retroactively meet the IAA Initial Eligibility Requirements in order to continue with the Dual Enrollment program.

8. Exemptions may be initiated by the High School Principal through the Accelerated Pathways Appeal process per the IAA.



### Agenda Item Details

Meeting	Jul 28, 2020 - School Board Meeting Agenda 6:00 PM - Virtual
Category	E. Consent - Academic Services
Subject	13. Approval of Agreement and Articulated Acceleration Plan for College Instruction for High School Students with Florida SouthWestern State College 2020-2022
Type	Action (Consent)
Fiscal Impact	Yes
Dollar Amount	1,400,000.00
Budgeted	Yes
Budget Source	A school will receive FTE credit for dual credit enrollment students. This agreement waives Florida SouthWestern State College (FSW) application, registration, matriculation and laboratory fees for students. For dual enrollment courses offered on the college campus, the School District shall pay to FSW, the FSW standard tuition rate per credit hour for instruction that takes place for all courses in which our students are enrolled. The School District will provide textbooks and other required instructional materials (with the exception of calculators, consumable materials, bluebooks, notebooks, and folders) to dual enrollment students enrolled under the provisions of this Agreement. The estimated cost associated with payment of tuition and textbooks is estimated at \$1,400,000.00.
Recommended Action	Approval of the 2020-2022 Agreement and Articulated Acceleration Plan with Florida SouthWestern State College and the District School Board of Lee County, Florida to enhance learning opportunities for eligible students with the opportunity to take specified college level courses in lieu of standard curricular courses, at the estimated cost of \$1,400,000.00. Approval authorizes the Superintendent to execute related documents.
Goals	Objective 3 - Increase College and Career Readiness Objective 1 - Increase Academic Achievement

The Agreement and Articulated Acceleration Plan with Florida SouthWestern State College (FSW) for college-level instruction was designed for the purpose of enhancing learning opportunities for eligible students with the opportunity to take specified college-level courses in lieu of the standard high school curriculum and pursuant to s.1007.271 and s.1007.272, Florida Statutes.

This agreement shall be in force for the 2020-2021 and 2021-2022 school years until its expiration on July 30, 2022.

There is 1 PDF attachment.

FSW Articulation Agreement 8.01.2020 thru 7.30.2022 - Signed.pdf (10,505 KB)

### Motion & Voting

Approval of the Consent Items, exclusive of pulled items (if applicable).

Motion by Elizabeth Vaughn, second by Gwynetta Gittens.

**Final Resolution: Motion Carried**

**Yea: Cathleen Morgan, Chris Patricca, Melisa Giovannelli, Mary Fischer, Debbie Jordan, Gwynetta Gittens, Elizabeth Vaughn**