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**THE SCHOOL BOARD OF HENDRY COUNTY  
FLORIDA SOUTHWESTERN STATE COLLEGE  
AGREEMENT AND ARTICULATED ACCELERATION PLAN FOR  
COLLEGE-INSTRUCTION FOR HIGH SCHOOL STUDENTS  
2016-2017**

This Agreement effective this 1<sup>st</sup> day of August 2016 is made by and between the District Board of Trustees of Florida SouthWestern State College, FL (hereinafter “College”) and the School Board of Hendry County Schools (hereinafter the “School District”) pursuant to s. 1007.271, Florida Statutes.

FURTHER, it is the intent of the School District and the College that a variety of articulated acceleration mechanisms be made available for secondary students. Articulated acceleration mechanisms shall include, but are not limited to, dual enrollment, early college/admissions, advanced placement, CLEP, the International Baccalaureate Program, AICE, or other institutional credit by exam.

FURTHER, this Agreement shall provide for delineation of institutional responsibility for costs of the Dual Enrollment program pursuant to s. 1007.271 (21), Florida Statutes, and the current General Appropriations Act.

FURTHER, pursuant to s. 1007.271, Florida Statutes, the School District and the College agree to cooperate in the advancement of the Career Pathways Program.

FURTHER, this Agreement includes articulation for Dual Enrollment college credit in A.A., A.S., and Certificate programs; and the Early Admissions Program.

FURTHER, this Agreement as established by the articulation committee shall provide the framework within all future cooperative objectives and activities shall be described. Committee members shall include:

- Florida SouthWestern State College, Provost and Vice President of Academic Affairs
- Florida SouthWestern State College, Dean of School of Education
- Florida SouthWestern State College, District Director of Dual Enrollment
- Hendry School District, Superintendent
- Hendry School District, Deputy Superintendent

FURTHER, the term of this agreement shall be August 1, 2016 through July 31<sup>st</sup>, 2017 and shall be subject to review and revision on an annual basis and to be completed before high school registration for the Fall term of the following school year. The Hendry County School District Deputy Superintendent and the Florida SouthWestern State College Provost and Vice President of Academic Affairs shall conduct the annual review and shall present substantive revision(s) for adoption.

FURTHER, either party shall have the right to terminate this Agreement by delivery of written notice not less than ninety (90) days prior to the termination date.

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NOW, THEREFORE, in consideration of the foregoing recitals, mutual promises contained herein the parties agree as follows.

### SECTION 1 – RATIFICATION OF ARTICULATION AGREEMENTS

This is the entire agreement between the parties and to the extent set forth herein ratifies any existing agreements between the College and the School District.

### SECTION 2 – NOTIFICATION OF STUDENTS AND PARENTS

The School District shall work collaboratively with the College to inform students and their parents or guardians in writing of opportunities under this Agreement and the requirements for participation including eligibility criteria and the process by which students and parents exercise their options to participate in dual enrollment. This information shall be provided to parents in written mail out and web formats and be included annually in each districts pupil progression plan and high school program of studies. Additionally, an explanation of accelerated programs for high school students shall be published in the Florida SouthWestern State College Catalog.

### SECTION 3 – COURSES AND PROGRAMS

All of the credits earned by high school students under this Articulated Acceleration Plan for College-Level Instruction for High School Students shall be defined as Accelerated Credit(s). Following validation of high school graduation, such credits may be applied to an associate degree or vocational certificate at the College, or transferred to another accredited college.

The statewide list is a **minimum** list of dual enrollment courses that must be accepted for high school credits by all school districts. The list provides a guarantee that certain dual enrollment courses will meet high school graduation requirements in specific subject areas; all other dual enrollment courses on the list are guaranteed high school elective credit. This list does not prohibit the offerings of other dual enrollment courses, if agreed upon by the School District and the College. **Please refer to Appendix A for the Florida SouthWestern State College Dual Enrollment/Early Admissions Course Matrix.**

The College and the School District shall collaborate in offering a variety of articulated acceleration mechanisms for secondary students. The following programs are authorized by this Agreement and are defined below:

1. **Dual Enrollment** – A status assigned to an eligible secondary school student who has certified that he/she is seeking an Associate Degree or Vocational Certificate and who is enrolled in a College post-secondary course that is creditable toward the high school diploma. A Dual Enrolled student must be concurrently enrolled in a high school program. Students enrolled in post-secondary instruction that is not creditable toward the high school diploma shall not be classified as Dual Enrollment. College preparatory instruction, as defined in State Board of

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Education Rules and physical education courses, shall not be included in the Dual Enrollment program pursuant to s. 1007.271 (2), Florida Statutes.

2. **Career and Technical Dual Enrollment** – A status assigned to an eligible secondary school student who has identified in their application that he/she is seeking an Associate Degree or Vocational Certificate from a complete job preparatory program and is not enrolled in isolated technical courses; and who is enrolled in a College post-secondary course that is creditable toward the high school diploma.

**Technical Dual Enrollment students** must be assessed and advised in appropriate A.S. or technical certificate career pathways at the College. A Technical Dual Enrollment student must be concurrently enrolled in a high school program with a minimum 2.0 unweighted high school GPA. Students enrolled in post-secondary instruction that is not creditable toward the high school diploma shall not be classified as Career and Technical Dual Enrollment. College preparatory instruction, as defined in State Board of Education Rules and physical education courses, shall not be included in the Dual Enrollment program pursuant to s. 1007.271 (2), Florida Statutes.

3. **Early Admissions (College)** – Early Admissions is a status assigned to an eligible secondary school student who has completed the eleventh (11<sup>th</sup>) grade in high school and who has enrolled on a full-time basis **at the College Campus** in courses that are creditable toward the high school diploma and the Associate Degree or Certificate. Students are self-identified as Early Admissions. A student must enroll in a minimum of 12 college credit hours per semester or the equivalent to participate in the Early Admissions program; however, a student may not be required to enroll in more than 15 college credit hours per semester or the equivalent.
4. **Advanced Placement (AP)** – A status assigned to an eligible secondary school student enrolled in a course offered through the Advanced Placement Program administered by the College Entrance Examination Board, CEEB.
5. **College Level Examination Program (CLEP)** – A program through which secondary and post-secondary high school students generate post-secondary credits based on the receipt of a specified minimum score on nationally standardized subject area examinations.
6. **International Baccalaureate Program (IB)** – A curriculum in which eligible secondary students are enrolled in a program of studies offered and administered by the International Baccalaureate Office. The specific courses for which a student receives such credit shall be determined by the college.
7. **Career Pathways** – Partnerships developed and strengthened between the 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 School District

personnel, the College has identified courses and programs that can articulate from the School District to the College to help prepare students from Associate Degrees and Technical Certificates. The College provides the opportunity for high school graduates in one of our service area school districts (Charlotte, Collier, Hendry, Glades and Lee) to earn college credit that may be applied towards an Associate Degree. **Please refer to Appendix B regarding articulation.**

**SECTION 4 – DUAL ENROLLMENT ADMISSIONS, REGISTRATION AND ORIENTATION**

The School District is responsible for initial certification of student eligibility as outlined herein. Students and their parents are encouraged to develop the student’s educational plan through the use of FLVC.org automated advisement system. Please note that non-public schools must provide the College Registrar a written statement of legal compliance with Florida Statutes.

In order to seek admission for Dual Enrollment the students shall:

- A. Application – The high school student should submit an online application for admission and test scores to the College Admissions and Registration Office no later than two weeks prior to the beginning of the high school term. As part of the application the student must certify an intent to seek an Associate Degree or Technical Certificate. Home-schooled students must provide current proof of enrollment in home-school education program pursuant to s. 1002.41, Florida Statutes.
- B. Testing – The student should present current (no more than 2 years old) test scores on the ACT, SAT, or PERT. The PERT is scheduled and taken through Florida SouthWestern State College, either on the College campus or at the high school, and administered by the testing specialist or designee.

Students who apply to enter degree or certificate programs are tested using the ACT-E, SAT-Reasoning, or the Post Secondary Education Readiness test (hereafter referred to as PERT) assessment process. Placement in a course may occur when one minimum score in appropriate area has been met. Please refer to the College Catalog for specific placement score requirements and/or pre-requisite requirements.

*For an admission into any of the following courses, all dual enrollment students must have scores as listed below:*

**ENTRY PLACEMENT TEST CUTOFF SCORES (2016-2017)\***

COURSE**	ACT-E	PERT	SAT-R (Prior to March 1, 2016)	SAT- (On/after March 1, 2016)

All Courses	19-Reading	106-Reading	440-Critical Reading	24-Critical Reading
ENC 1101	17-English & 19-Reading	103-Writing Skills & 106-Reading	440-Critical Reading	24-Critical Reading
MAT 1033	19-Math	114-Math	440-Quantitative	24-Quantitative
MGF 1106 & MGF 1107	23 Math	123-Math	540-Quantitative	28.5-Quantitative
MAC 1105	23-Math	123-Math	540-Quantitative	28.5-Quantitative
STA 2023	23-Math	123-Math	540-Quantitative	28.5-Quantitative
MAC 1106	25-Math	135-Math	560-Quantitative	29-Quantitative

Dual Enrollment Placement Guidelines in College Mathematics

- MGF 1106 & MGF 1107      A minimum grade of “C” in MAT 1033 or minimum scores on placement testing either 123 (PERT) or 23 (ACT-E) or 540 (SAT-R-test prior to 03/01/2016) or 28.5 (SAT -test on/or after 03/01/2016)
- MAC 1105 & STA 2023      A minimum grade of “C” in MAT 1033 or minimum scores on placement testing either 123 (PERT) or 23 (ACT-E) or 540 (SAT-R-test prior to 03/01/2016) or 28.5 (SAT -test on/or after 03/01/2016)
- MAC 1140                      A minimum grade of “C” in MAC 1105 or appropriate CLM score
- MAC 1114                      A minimum grade of “C” in MAC 1105 or MAC 1106 or appropriate CLM score
- MAC 1147                      A minimum grade of “B” in MAC 1105 or appropriate CLM score
- MAC 2311                      Successful completion of MAC 1140 and MAC 1114 or MAC 1147 and with a minimum grade of a “C” or appropriate CLM score.

1. Prospective Dual Enrollment students have a maximum of three (3) attempts on the PERT.
2. A dual enrollment student may retest once per academic term, for a maximum of three (3) attempts in each subtest. Exceptions may be granted if mutually agreed upon by both the college and school district designees.

3. Pursuant to Rule 6A-10.0315(8), prior to administering a retest, the test administrator must require documentation from the student that verifies alternative remediation has occurred since the prior test attempt. **See Appendix C.** If a student produces acceptable SAT or ACT scores, these scores may be used for admission.
  4. All high school students are eligible to again take the PERT or present more recent ACT or SAT scores after high school graduation if it is in their best interest to do so. Testing required pursuant to § 1008.30(3), F.S., shall be exempted from the maximum number of attempts under this subsection.
  5. Students must satisfy the college preparatory testing requirements of Section 1008.30(4a), F.S. and Rule 6A-10.0315, F.A.C.
- C. Registration - Any student who has completed eligibility requirements and who seeks admission to any Dual Enrollment course shall require permission of the high school principal or designee.

Registration and Registration Policies – For Dual Enrollment classes held on the high school campus, all registration will occur at the high school and will be the responsibility of the high school principal or designee. All completed applications, test scores, and registrations for Dual Enrollment courses must be received by the Registrar, or designee, at the College Campus no later than two weeks prior to the first day of class at the high school. The Admissions and Registration Office on the College Campus will be responsible for registration of students taking Dual Enrollment courses held on the college campus. Admissions materials, verification of unweighted GPA, test scores, and the approved High School Acceleration Programs Form will be required of each student. These materials must have the approval and signature of the high school principal or designee two weeks prior to the beginning of the College term.

Course selection – Since accelerated high school students are meeting high school graduation requirements while taking college courses, it is imperative that these students work with high school counselors to ensure that their requirements are met. The college will accept the signature of the high school principal or designee as decisive regarding suitability of courses and/or their applicability towards high school graduation.

The counseling staff at the high school shall advise students according to their high school graduation requirements and have them complete the appropriate School District (MIS 636) and College forms (Accelerated High School Registration Approval Form, Appendix D). Final approval for enrollment shall be reflected by the affixed signature of the Superintendent or designee on the appropriate School District and College forms. The College shall accept the signature of the Superintendent or designee as decisive regarding acceptability of the credits in applying to high school graduation requirements.

- D. Withdrawal - A student with permission from his/her assigned school who drops out of a Dual Enrollment course must return to the assigned high school for class assignment by the Principal or designee. Students are not permitted to drop courses after the end of the college “drop/add” period. Students with extenuating circumstances wanting to withdraw after the end of the drop/add period must follow the late drop petition process outlined in the college catalog.

An Early Admissions student with permission from his/her assigned school, who drops or withdraws from a Dual Enrollment course and falls below 12 credit hours, must return to the assigned high school for class assignment by the Principal or designee and will lose his/her Early Admissions full-time status.

- E. Orientation - Complete new student orientation and advisement at the College if the student is to be classified as a Dual Enrollment/Early Admissions student.

#### SECTION 5 – DUAL ENROLLMENT ELIGIBILITY REQUIREMENTS

Pursuant to Florida Statutes 1007.271 an eligible secondary student is a student who is enrolled in any grades 6-12 in a Florida public school or in a Florida private school that is in compliance with Florida Statutes 1002.42(2). Procedural requirements that apply to public high school and charter high school students apply to non-public high school and home school students as well.

Eligible secondary students who have identified an interest in taking these courses shall meet the following criteria:

- A. Students designated as Seniors in their high school shall:
1. Have attained an unweighted, cumulative 3.0 high school grade point average in high school. Per FS 1007.271 (3) exceptions to the required GPA may be granted if both the College Dean and the School District Deputy Superintendent mutually agree to the specific exception.
  2. Be permitted to enroll on an individual case basis, as authorized specifically by the high school principal or designee.
  3. Have achieved minimum passing scores on the ACT-E, SAT-R, or PERT, earning a score appropriate for College-level instruction, prior to enrollment (see matrix on page 5).
  4. Immediately upon completing their junior year requirements, students shall be permitted to enroll, providing they meet the entrance criteria for seniors.

5. If a student is projected to graduate from high school before the completion of the postsecondary course, the student may not take that course as a Dual Enrollment or Early Admissions student.

B. Students designated as juniors in their high school shall:

1. Have attained not less than a 3.0 unweighted, cumulative high school grade point average. Per FS 1007.271 (3) exceptions to the required GPA may be granted if both the College Dean and the School District Deputy Superintendent mutually agree to the specific exception.
2. Meet all other criteria stated above which apply to seniors.
3. Be permitted to enroll on an individual case basis, as authorized specifically by the principal or designee.
4. Immediately upon completing their sophomore year requirements, students shall be permitted to enroll, providing they meet the entrance criteria for juniors.

C. Students designated as sophomores in their high school shall:

1. Have attained not less than a **3.5 unweighted\***, cumulative grade point average (GPA). Per FS 1007.271 (3) exceptions to the required GPA may be granted if both the College Dean and the School District Deputy Superintendent mutually agree to the specific exception for the purpose of taking SLS 1101 – College Success Skills.
2. Meet all other criteria stated above which apply to seniors.
3. Be permitted to enroll on an individual case basis, as authorized specifically by the principal or designee.
4. Immediately upon completing their freshman year requirements, students shall be permitted to enroll, providing they meet the entrance criteria for sophomores.

D. Students designated as grades 6-9 shall:

1. Have attained not less than a **3.5 unweighted\***, cumulative high school grade point average (GPA). Per FS 1007.271 (3) exceptions to the required GPA may be granted if both the College Dean and the School District Deputy Superintendent mutually agree to the specific exception.
2. Meet all other criteria stated above which apply to seniors.
3. Be permitted to enroll on an individual case basis, as authorized specifically by the principal or designee.



4. Immediately upon completing their **fall semester** requirements, students shall be permitted to enroll, providing the following:

- PERT entrance requirements\*
- 3.5 *high school* GPA\*
- At least *two* teacher recommendations submitted to the College District Dual Enrollment office\*

E. Students with an IEP who meet the state and district guidelines for high school graduation deferral, and chose to defer under the state board rule, may participate in dual enrollment programs. Students do not have to meet the minimum entrance requirements that would otherwise apply to dual enrollment students, provided they have met the high school graduation requirements of their cohort. The college and school district will work collaboratively to outline a plan of progression and supports that the school district and the college will provide while the student participates in post-secondary setting.

F. Students continuing in the program must meet the following:

1. Florida SouthWestern State College students must maintain the required minimum high school GPA for continued participation in Dual Enrollment. The School District shall be responsible for monitoring continued high school GPA eligibility, confirmed each semester at the point of student registration. Exceptions to the required GPA may be granted if both the College Dean and the School District Deputy Superintendent mutually agree to the specific exception.
2. Students must maintain at least a cumulative 2.0 College grade point average to continue Dual Enrollment. The standard Florida SouthWestern State College Academic Warning procedures will apply to Dual Enrollment students who fall below the required 2.0 College GPA. Students placed on Academic Warning/Probation are given one semester to raise their cumulative, college GPA to a 2.0. Students who do not meet the minimum GPA after the semester of Academic Warning/Probation will no longer be eligible to continue in the Dual Enrollment program.
3. Per FS 1007.271 (3) regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the process of other students or the efficient administration of the course is hindered.
4. Students who meet the eligibility requirements of Dual Enrollment/Early Admissions are able to enroll in courses during the Fall and Spring semesters only. Permission to enroll in Summer courses may be granted if both the College Provost and Vice President of

Academic Affairs and the School District Deputy Superintendent mutually agree to the specific exception.

5. Apply all credits earned through Dual Enrollment as subject area or elective credits toward high school graduation requirements. Beginning Fall 2016, ECO 2013 will include the required financial literacy component required for high school graduation.
6. All courses must be at least three (3) credits and be taken for a letter grade, not pass/fail unless required by the college, not including required laboratory experiences which may be less than three credits.
7. Students who do not successfully complete a college course (grade of "D" or "F") may retake the course one time for grade forgiveness, with written permission by the School District Deputy Superintendent or designee. Per the college catalog, only the last grade earned in a repeated course will be computed into the grade point average at Florida SouthWestern State College, provided that the last assigned grade is not a "W." However, all attempts will appear on the college transcript. In accordance with 1003.4282, Florida Statutes, the School District School Board shall adopt grade forgiveness policies to assist students in meeting high school graduation requirements.

Students who withdraw (grade of "W") from a college course may retake the course one time with written permission from the School District Deputy Superintendent or designee. Per the college catalog, course(s) receiving a grade of "W" are included in attempted courses when determining a standard of academic progress. All attempts will appear on the college transcript.

8. Student performance in the Dual Enrollment courses shall be monitored by the faculty member on a regular basis via written testing and performance on assignments. Schools shall be advised by the College of final grades via the official grade report at the conclusion of the semester.
9. A student with permission from his/her assigned school who drops out of a Dual Enrollment course must return to the assigned high school for class assignment by the Principal or designee. Students are not permitted to drop courses after the end of the college "drop/add" period. Students with extenuating circumstances wanting to withdraw after the end of the drop/add period must have written permission from the School District Deputy Superintendent or designee
10. An Early Admissions student with permission from his/her assigned school, who drops or withdraws from a Dual Enrollment course and falls below 12 credit hours, must return to the assigned high school for class assignment by the Principal or designee and will lose his/her Early Admissions full-time status.

11. A student who enrolls as high school Dual Enrollment must present minimum passing scores on all sections of placement testing to continue enrollment beyond 12 credit hours pursuant to s. 1008.30 (4) (a), Florida Statutes. For example, if a student passes the Reading and Writing portions of the placement test, but does not pass the Math portion, he or she may take non-math courses for up to 12 credit hours. Before beginning the 13<sup>th</sup> hour, the student must have passed the math portion of the exam. All students must be on College Level Reading to enroll in any course as a dual enrollment student.
12. All pre-requisites for courses must be met prior to student registration. Neither the high school principal nor the professor of record shall override a pre-requisite or allow a student who lacks a pre-requisite to “sit in” on a college class taught at the high school. The College shall not be held responsible in cases in which students are allowed to participate in a Dual Enrollment class when they lack the admissions requirement or have not been properly registered.

G. Course Loads - Dual Enrolled student credit courses are limited as follows:

1. Junior and Senior Dual Enrollment students are limited to a maximum of eleven (11) credit hours per semester.
2. Sophomore Dual Enrollment students are limited to six (6) credit hours per semester.
3. Grades 6-9 course loads as approved by the School District designee.

H. Course Expectations - All courses must be at least three (3) credits and be taken for a letter grade, not pass/fail unless required by the college, not including required laboratory experiences which may be less than three credits. Students are ineligible to repeat a course until after high school graduation.

## SECTION 6 – GRADE WEIGHTS AND REPORTING

A. Grade Reporting – When a high school student completes a course on the College campus and a final grade has been assigned, the high school will be advised of the student’s grade in the course. This will be transmitted no later than two weeks after the completion of the Dual Enrollment course conducted at the College campus.

Grades for College classes completed on the high school campus will be recorded by the instructors into the Florida SouthWestern student Grading System at a date as determined in the Annual Dual Enrollment Academic Calendar approved by the College.

- B. Transferability of Credits – College credit becomes valid when students who have taken courses under this agreement present evidence of high school graduation to the College. Such credit shall then be applicable to an Associate Degree at Florida SouthWestern State College, or shall be transferable to another regionally accredited college or university. As indicated in the Florida Department of Education’s statement on dual enrollment transfer guarantees, Florida dual enrollment college credit will transfer to any Florida public college or university offering the Statewide Course Numbering System course number, and must be treated as though taken at the receiving institution. However, if students do not attend the same college or university where they earned the dual enrollment credit the application of transfer credit to general education, prerequisite, and degree programs may vary at the receiving institution. Private and out-of-state colleges and universities may or may not grant college credit for courses taken through dual enrollment. The high school counselor will inform students orally and in writing, it is the student’s responsibility to provide the College with all documentation relevant to this section.
- C. College Transcript – Dual Enrollment courses are part of a student’s permanent college transcript and are calculated into the student’s permanent postsecondary GPA. Poor performance as a Dual Enrollment student can ultimately impact one’s postsecondary career, including academic standing and financial aid eligibility.
- D. Per s. 1007.271(18) Florida Statutes, College Level Dual Enrollment/Early Admissions courses will be weighted the same as advanced placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

## SECTION 7 – COLLEGE LEVEL EXPECTATIONS

- A. College Course-Level Expectations – In support of Florida State Rule 6A-14.064 the College and School District, represented by the College Dean and School District Deputy Superintendent, will coordinate efforts to inform students and parents of college course-level expectations pursuant to said State Rule.

Such coordination, at a minimum, must include new student orientation to the following, per Rule 6A-14.064, F.A.C.:

1. Any letter grade below a “C” will not count as credit toward satisfaction of the requirements in Rule 6A-10.030, F.A.C; however, all grades are calculated in a student’s GPA and will appear on their college transcript.

2. All grades, including “W” for withdrawal, become a part of the student’s permanent college transcript and may affect subsequent postsecondary admission.
3. While appropriate for college-level study, course materials and class discussions may reflect topics not typically included in secondary courses which some parents may object to for minors. Courses will not be modified to accommodate variation in student age and/or maturity.
4. The selection of courses to meet degree requirements, including approved program common prerequisite courses, in order to minimize student and state costs for excess hours.
5. The inclusion of Dual Enrollment course plans in their personal career planner to minimize enrollment in a random selection of college courses.

#### SECTION 8 – STUDENT SERVICES

All students who are completing courses under the terms of this Agreement shall be entitled to all appropriate student services available at the College, including academic advising, the Learning Resources Center, the open computer labs, tutorial services, etc., are available to all Dual Enrollment, Early Admission, and CI students on the same basis as for other college students.

Guidance Services and Academic Advising – These services are provided to accelerated students through both the College and the high school. Services may be offered in small groups or individually. Information in these services includes the use of the automated advisement system (FLVC.org), as well as course and program requirements leading to an Associate Degree or Career Certificate. The College provides guidance services to home-educated, private and public school students and School District personnel to inform students and parents about the articulation accelerated programs and to assist them in the educational planning process.

Florida SouthWestern State College offers students with documented disabilities programs to equalize access to the educational process. For those students attending classes on a Florida SouthWestern Campus, the College will provide services under the Individuals with Disabilities Education Act (IDEA). For said students attending classes located on high school sites, the School District will provide academic accommodations.

- A. College Adaptive Services provides services in the provision of educational accommodations to self-identifying students. For information regarding services available, please 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 Program Office for Students with Disabilities 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 he or she 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 particular school at the time they were written. They are not binding agreements with Florida SouthWestern State College. On the other hand, IEPs may be helpful in determining the level of support and types of accommodations which were provided to a student in the past, and they may provide insight regarding successful support.
- D. Transportation to and from the College campus shall be the responsibility of the student.

#### SECTION 9 – OVERSIGHT OF DUAL ENROLLMENT COURSES & FACULTY

- A. The College is responsible for ensuring that the curriculum and assessment procedures in Dual Enrollment courses meet College and Southern Association standards regardless of whether the Dual Enrollment courses are taught on the College or the high school campus.
- B. Procedures for provision of college-level instruction.
  - 1. In preparation for scheduling classes for the Fall and Spring semesters at Florida SouthWestern State College, the District Director of Dual Enrollment, or his/her designees shall contact the School District Deputy Superintendent, or his/her designee to determine the courses which are to be offered on site within the School District. Dual Enrollment courses shall be offered at high schools only during the Fall and Spring semesters. Both the Fall and Spring semesters shall begin and conclude on a date agreed upon by the School District and the College. **Please refer to Appendix E for Course and Instructor Approval Form.**
  - 2. The School District Deputy Superintendent and the high school Principal or designee shall determine, with input from the District Director of Dual Enrollment of Florida SouthWestern State College or designee, and in accordance with College deadlines, an appropriate time for offering any courses located on a high school campus. All high school-based classes to be offered as Dual Enrollment sections must be printed and published in the College's upcoming semester's class schedule according to the college scheduling deadlines. Classes that do not appear in the class schedule will not be offered.
  - 3. A proposed syllabus for each Dual Enrollment section must be submitted by every professor, to the District Director of Dual Enrollment and to the appropriate College department chair for review and approval. As the College and School District Academic

Calendar start dates may be different, any syllabi distributed to students prior to this approval must be designated as “Draft” until approved by the appropriate College Dean and faculty department chair.

- C. The high school-based faculty member’s performance in each College course will be monitored by the appropriate College administrator. This monitoring will only reflect on the faculty member’s ability to teach Florida SouthWestern State College Courses and will have no bearing on the individual’s status as a teacher of high school courses. In addition, students will participate in Student Evaluation of Instruction surveys each semester using the appropriate College form.
- D. As Dual Enrollment students are expected to do college level work and to demonstrate competency equivalent to that of students in other sections of the same course. The quality assessment of high school-based Dual Enrollment courses, programs, and instruction shall include, but not limited to, these criteria:
1. Follow the State of Florida approved course content outline designated for the specific course title and number according to the post-secondary Common Course Numbering System.
  2. A college-approved course syllabus in the format supplied. This syllabus must be issued to students at the first class meeting each semester.
  3. An Adjunct Faculty Portfolio, in the timeline established by the College, by the Dual Enrollment Faculty. The portfolio shall include:
    - a. A short reflective statement on teaching philosophy and accomplishments.
    - b. A self-evaluation based on student reports of instruction.
    - c. Copies of the syllabi used for the current semester.
    - d. A copy of the final exam used in the last semester.
    - e. A copy of one assignment that demonstrates how the faculty member addresses a general education outcome.
  4. Performance evaluation of students in sequential courses.
  5. College’s Student Evaluation of Instruction surveys in an environment similar to that afforded to students in other college classes (this evaluation will only reflect on the faculty member’s ability to teach Florida SouthWestern Courses and will have no bearing on the individual’s status as a teacher of high school courses).

6. Tests and assessments in the course on the level of and covering material equivalent to that of other college classes. This will include, but is not limited to:
  - a. The use and administration of a common course assessment for each Dual Enrollment course offered on-site in the high schools, which will constitute a major component of the overall grade issued for that course.
  - b. Submitting a copy of the final exam, if not the common course assessment, for each course taught in each semester offered.
- E. Instructional quality shall be monitored by the appropriate College Dean or designee in the College and by the Principal or designee in the high school. Student Evaluation of Instruction surveys shall be provided to the College administrator by the faculty member each semester.
- F. Courses offered on a high school campus site must be comprised of Dual Enrollment students only. Enrollment for classes designated as writing intensive must be capped at 25 students per section.
- G. Appointment of Faculty:
  1. For Dual Enrollment courses offered on the high school site, the principal or designee in each high school of the District shall publicize the teaching opportunities involved in the program. The College, in conjunction with designated School District personnel, will identify qualified applicants from the full-time high school faculty for selection by the principal. Under terms of this agreement, such applicants if qualified under regional accreditation standards shall be given first preference for instruction of courses to be offered at the high school site.
  2. High school faculty who wish to teach courses offered under this agreement must meet the same qualifications as all other faculty employed by the College for similar instruction.
  3. Potential instructors must apply to the Dual Enrollment adjunct pool through the College's job board. Credentials for any high school personnel being proposed as faculty for Dual Enrollment courses must be submitted to the College Director of Dual Enrollment or designee. This submission must occur no later than four weeks prior to the first day of classes at the high school campus.
  4. For all designated courses, the College Dean will qualify Dual Enrollment faculty to ensure college-level instruction.
  5. The College Dean is responsible for the final determination of the applicant's credentials.



#### H. Dual Enrollment In-Service Training and Mentoring:

1. Each semester, high school faculty who teach dual enrollment courses will be required to participate in an in-service experience hosted by the College. The College Director of Dual Enrollment or designee and the School District Deputy Superintendent or designee will collaborate on the in-service activities.
2. To ensure course consistency and equivalency, high school faculty and college faculty in the same discipline will schedule at least one meeting per semester for the purpose of exchanging information, establishing peer relations, and reviewing course entry and exit competencies. These meetings will be scheduled through the offices of the College Director of Dual Enrollment or designee and the School District Deputy Superintendent or designee.
3. Students are expected to do college-level work and to demonstrate competency equivalent to that of students in other college sections of the same course.

### SECTION 10 – INSTITUTIONAL RESPONSIBILITIES FOR THE COST FOR DUAL ENROLLMENT COURSES AND PROGRAMS

#### A. Tuition and Fees:

1. Students enrolled in the Dual Enrollment/Early Admissions program shall be exempt from payment of all registration, matriculation, textbooks, and laboratory fees.
2. Students enrolled in home education or non-public school will be liable for the cost of instructional materials, special course fees, and any other fees.

#### B. Distribution of Financial Resources:

1. The College shall count students enrolled in courses under the terms of this Agreement as full-time equivalent students for purposes of generating FTE for College Program Funding, as provided by the current General Appropriations Act.
2. The School District shall count students enrolled in courses at the high school site or on campus at the College site in reporting enrollment to the State to generate funding, as provided in the current General Appropriations Act.
3. For dual enrollment courses offered on the College campus, the School District pays the standard tuition rate per credit hour from the Florida Education Finance Program (FEFP). For 2016-2017, the standard tuition at a Florida College System institution is \$71.98 per credit hour. The School District will be invoiced each term one week after the last day of drop and add. Payment will be due 45 days from date of invoice.

4. For dual enrollment courses offered on the high school campus by college faculty, the school district must reimburse the college for costs associated with the proportion of salary and benefits of the instructor and other actual costs associated with Dual Enrollment to be determined during the 2016-2017 academic year with billing to occur between April 1 and May 1 2017.
- C. Courses which are taught under the provisions of this Agreement shall be provided in the facilities of the high schools of the School District, on the College Campus, or in the appropriate off-campus center. High school facilities for purpose of this Agreement shall be available at no cost to the College.
  - D. Regular School District personnel may teach a Dual Enrollment course as part of their regular class load.
  - E. Dual Enrollment teachers may be employed by the College to teach a class outside of the high school work day. For purposes of College faculty load calculations, they are subject to College adjunct faculty load procedures and limitations. Adjunct faculty members' maximum loads are twelve (12) contact hours per semester (Fall and Spring semesters). Anything beyond twelve (12) contact hours must be approved by the Provost and Vice President of Academic Affairs. The high school adjunct faculty member will satisfy the course teaching needs of the high school prior to being offered adjunct teaching responsibilities at the college outside of Dual Enrollment.
  - F. The College and School District shall coordinate services to secure books and other instructional materials for use by students enrolled in Dual Enrollment courses on the high school campus.
    1. Books and other instructional materials, with the exception of lab supplies, shall be provided by the School District to high school students enrolled under the provisions of this Agreement at no cost to the student. Students who withdraw, with permission from a high school principal or designee, from a course(s) prior to completion shall be required to return textbooks and other instructional materials to the School District designee, and reimburse the School District for any/all lost or damaged textbooks/instructional materials.
    2. The College will communicate to the School District at the earliest possible date, all relevant information about the texts which have been selected for specific courses involved in the Dual Enrollment program. Based upon this information, the School District will purchase and distribute the appropriate texts from the College bookstore (or other provider if the textbook costs are less) to the Dual Enrollment students.

3. The Superintendent, or designee, shall be responsible for the preparation of Department of Education form MIS 636, which is to be submitted to the College by the students at the time of purchase.
4. The textbooks and other materials will be collected from the students at the conclusion of the course (or at the time of termination of the student prior to the completion of the course) by the district or high school designee. The books will remain housed in the School District book repository for future disposition at the discretion of the School District.
5. Textbook and other relevant coursework materials currency and compliance, as required by relevant State Rule and College requirements, will commence with the 2016-2017 Dual Enrollment Articulation Agreement. Dual Enrollment courses and instructors will use textbooks and other relevant coursework materials as adopted by the College for use in all sections of a course.

#### SECTION 11 – MECHANISMS AND STRATEGIES FOR REDUCING THE INCIDENCE OF POST-SECONDARY REMEDIATION

The College shall collaborate with the School District to design mechanisms and strategies for reducing the incidence of post-secondary remediation.

- A. The College and School District shall offer resources to help prospective students to prepare for the PERT.
- B. The College shall extend on- or off-campus PERT testing to eligible students.
- C. The School District may administer the PERT to students on the high school campus at a mutually negotiated time to identify students who need to enroll in remedial courses in the senior year.

#### SECTION 12 – MECHANISMS AND STRATEGIES FOR PROMOTING CAREER PATHWAYS PROGRAMS OF STUDY

The College shall collaborate with the School District to design mechanisms and strategies to promote career and technical education.

- A. Charlotte, Collier, Hendry, Glades, and Lee District Schools and Florida SouthWestern State College are Consortium partners in the career and technical education pathway program which offers students the opportunity to focus on technical high school electives that will help train them for high-skill, high-wage occupations (**See Appendix B**).

- B. While high school students are preparing for careers and postsecondary education, they can begin to earn Florida SouthWestern State College credits. The College shall provide continuous opportunities for technical program students to earn college credit that may be applied towards an Associate Degree.
- C. The College and School District shall collaborate to update career and technical education brochures and media targeted to the high school population, make presentations in area high schools and high tech centers, and promote career and technical education via the College website and the partnership with Alliance of Educational Leaders (a consortium of secondary and postsecondary institutions' academic administration).

SECTION 13 – STRATEGIES FOR IMPROVING THE PREPARATION OF ELEMENTARY, MIDDLE, AND HIGH SCHOOL TEACHERS

The College shall collaborate with the School District to provide training for prospective and active teachers.

- A. As a baccalaureate degree granting institution, the College has been authorized to offer four-year degrees in Education. Such degrees will train K-12 teachers in FEAP and Florida standards. In addition, current teachers will be eligible to enroll at Florida SouthWestern State College to complete necessary coursework to remain a certified Florida educator.
- B. The College and School District may engage in offering other training to prepare individuals for appropriate State Educator Tests.

Sally Berger  
Board Chair, District School Board of Hendry County

9/16/16  
Date

Paul H. Bee  
Superintendent, Hendry County Public Schools

09/16/16  
Date

[Signature]  
President, Florida South Western State College

9/15/16  
Date

**APPROVED AS TO FORM:**

**BY:** [Signature]  
Office of General Counsel