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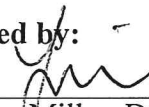
**TO:** Dr. Jeffery S. Allbritten, President

**SUBJECT:** Accelerated Pathways Interinstitutional Articulation Agreement for Charlotte County School District

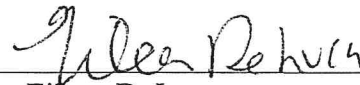
**DATE:** 8/10/18

The above captioned document has been prepared for your signature. I certify that all the information contained therein is true, complete, and correct to the best of my knowledge and belief, and I recommend that you sign the document. You can depend on this certification as the basis for your signature.

**Prepared by:**

  
\_\_\_\_\_  
Dr. Larry Miller, Dean  
School of Education & Charter Schools


**Verified by:**

  
\_\_\_\_\_  
Dr. Eileen DeLuca  
Acting Provost

**Verified by:**

  
\_\_\_\_\_  
Mr. Mark Lupe  
Office of General Counsel

**Recommended for President's Signature by:**

  
\_\_\_\_\_  
Dr. Gina Doeble  
Vice President, Administrative Services

8/16/18 

## 2018-2020 Inter-Institutional Articulation Agreement

Florida SouthWestern State College

and

The School Boards 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, 2018 through the 30<sup>th</sup> day of July, 2020 between the District Board of Trustees of Florida South Western State College, ("College") and the School Boards of Charlotte, Collier, Glades, Hendry, and Lee County, Florida ("School District").

The purpose of the IAA is to articulate three Accelerated Associate Degree Pathways: the Dual Enrollment Program, the Early Admissions Program, and Collegiate Institutes authorized under §§1007.27 F.S.; 1007.271 F.S.; 1007.273 F.S.; 1000.21 F.S.; and in compliance with 6A 10.024 F.A.C. These programs are a cooperative effort between Florida SouthWestern State College and the School Districts of Charlotte, Collier, Hendry, Glades, and Lee counties, private schools, and homeschools students, to provide college course taking opportunities for qualified students.

### 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 enable qualified students to simultaneously earn both high school and college credit. This Agreement may be amended upon the mutual agreement of the 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, 2018.

### Definition of Terms

1. Accelerated Pathways- The Accelerated Pathways to the Associate in Arts (AA) Degree or Associate in Science (AS) Degree are the Dual Enrollment Program, the Early Admission Program and Collegiate Institutes.
2. Dual Enrollment Program- The Dual Enrollment Program is a part-time college program allowing students to earn both high school and college credit simultaneously.
3. Early Admissions Program- Early admission is a full-time college program allowing students to earn both high school and college credit simultaneously.
4. Collegiate Institute- A Collegiate Institute is a full-time college program not located on the College Campus.
5. Concurrent Courses- College courses taught on a high school campus by a College credentialed professor.
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- The School District's personnel authorized to approve and sign certain documents, such as student appeals and withdrawals.
8. School Designee- The High School's personnel authorized 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.; 1007.23, F.S.; 1007.24, F.S.; 1007.271, F.S.; and 1008.345, F.S. Approved Dual Enrollment Program courses are specified by the Florida Department of Education's statewide Agreement for Dual Enrollment Courses. The 2017-2018 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 afore mentioned Agreement.
2. Per Section 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 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 H).
4. Students have the option of working towards CAPE Industry Certifications or College Credit Certificates pursuant to Section 1008.44, F.S. found in the College's Course Catalog. Common certifications at the College include:
  - 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)
 (see **Career Pathways (Technical Credit to College) ABSTRACT** found in Appendix A for additional information)
5. Prior to enrolling in a certification program, it is the student's responsibility to meet with a College academic advisor to ensure the student meets 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 determine 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 for submitting test scores before admission to the College.
4. The School Designee or the student will provide the College with copies of valid test scores and transcripts, if necessary for pre-requisite criteria, 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 D). The signature of the School Designee on the form verifies that the student is eligible pursuant to 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.
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 amounts of credit hours 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 a 3.5 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 unweighted grade point average, and have approval of School Designee.
  - c. Juniors and seniors may take up to 15 credit hours per term, must have a 3.0 unweighted grade point average.
4. 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), SAT or ACT and place at the college level in the skill areas 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.
5. Pursuant to Section 1008.30(6), F.S., and § 6A-10.0315, F.A.C., which are hereby incorporated by reference, students identified as deficient in basic competencies in reading, writing, or mathematics, as determined by scores on a postsecondary readiness assessment specified in § 6A-10.0315, F.A.C., shall not be permitted to enroll in college credit courses in curriculum areas precluded by the deficiency.
6. Students must meet or exceed the following placement test scores:

	Reading	English/ Writing	Mathematics
PERT	106	103	114
ACT	19	17	19
SAT	24	25	24

7. Students may enroll in college credit courses 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 point average of 2.0. Students and the High School Designee must submit an **Accelerated Pathways Student Appeal** (Appendix J) 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 specified.
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 Section 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 to the extent that the progress of other students or the efficient administration of the course is hindered.
12. Students must maintain their unweighted high school grade point average per grade level requirements and at least a term 2.0 College 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 term 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 enter Summer Term courses post-graduation after completing a **Request to Enter Full or Summer A Term Form** (Appendix K). If admitted, the students are responsible for all tuition and associated fees and materials.
14. Eligible students may take full term courses during the Fall and Spring Terms. Mini-term courses are not permitted. Eligible students may not enroll in Summer Term courses and will not be granted admission on an individual student basis. The School District and College may offer access to the Dual Enrollment Program during the summer semester based on availability for a specific program, school or on a district-wide basis. A separate memorandum must be agreed upon and executed by both parties describing the program, school, or grade-levels to be served.

#### **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. School Designee is responsible for deciding the suitability of courses and their applicability toward 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 Section 1003.4282, F.S., pursuant to Section 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 colleges and universities, as well as financial aid eligibility.
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 requirements 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" 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 determined by the individual college or university policy involved.
10. In accordance with Section 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 students 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. Dual Enrollment Program students requiring 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.

- a. In order 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 particular 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 School 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. By signing the **Accelerated Pathways Registration Form (Appendix E)**, students agree to the Accelerated Pathways Contract on the Form.
  5. Dual Enrollment Program students and their parent(s) are invited to the College's Accelerated Pathways Orientation in order to become familiar with 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 must be approved by the High School Principal and School District Designee.
2. The School District Designee will notify the College, in writing, of the reasons to exempt a student from the state criteria.
3. The Director of Accelerated Pathways will review all exemption requests and make a recommendation to the Dean of the School of Education.

4. The Dean of the School of Education will 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 District 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 Section 1003.5716 F.S. on transition planning, will meet minimum standards for admission as a student with a standard high school diploma.

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

1. Eligible students with a current term application are to register through the College's Registration Department by completing an **Accelerated Pathways Registration Form** (Appendix E) for any college course.
2. Students are responsible for submitting a completed form to drop or add courses pursuant to College's Registration by the specified deadlines.
3. Students who have not been registered through the College for a concurrent course, and have attended a course without registering pursuant to Paragraph One of this section, above, may be denied college credit.
4. 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 Withdrawal Petition** (Appendix I) 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 withdraw 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.
5. The College's Registrar makes the final determinations on late drop/late withdrawal petitions.

6. The Director of Accelerated Pathways notifies the School Designee of the registrant's final determination on all late drop/ late withdrawal petitions.
7. Students will not be allowed to repeat a course until after completion of high school graduation.
8. Termination of enrollment in a college course without satisfactory completion may hinder timely fulfillment of high school graduation requirements.
9. Students who drop or withdraw from classes may need to return to their designated high school to be considered a full time high school student. Students will need to discuss scheduling options with their school designee.

## 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 F) for monitoring and reporting student performance.
  - d. Concurrent Faculty are required to use the College's learning management system, Canvas or as specified by a College Academic Department, for tracking grades and attendance. Additional Canvas requirements could be made by Department Deans.
  - e. School Districts may require Concurrent Faculty to use the District's grading system in addition to the College's learning management system.
  - 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 (see **FSW's Accelerated Pathways Deadlines** in Appendix B).
  - b. School Designee must complete and submit the **Concurrent Course Approval Form** (Appendix G).
  - 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 Southern Association of Colleges and Schools Commission on Colleges 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. The School District Designee and College must approve any changes prior to onboarding of new concurrent courses if a Substantive Change Policy will occur. Criteria used in consideration of changes would include:
  - An increase to 25-49% of credits towards a program or degree at a single off-site location is required 60 days prior to the start of the term.
  - An increase of 50% of credits or more towards a program or degree at a single off-site location 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, High School Principal and School District Designee.
- 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 Student Opinion Survey 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 shall maintain the right to share educational information about students enrolled in the Dual Enrollment Program to the extent needed to serve such students and only in accordance with state and federal law.
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 (SSR) 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. The College will provide the School District with an exception report every two weeks after the 75-day deadline listing any textbook changes.
  - b. Students enrolled in the Dual Enrollment Program will be exempt from payment of all registration, matriculation, and laboratory fees from the College.
  - c. The School District must provide at no cost to the student all required textbook and instructional materials used in college courses. Exceptions to this rule are;
    - i. Home education student’s textbooks will be provided by the College.
    - ii. Charter school student’s textbooks will be provided by the Charter School.
    - iii. Non-public school students are responsible for the cost of their textbooks.
  - d. 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.

- e. 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., 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., 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. Pursuant to 1007.271 Districts shall pay public postsecondary institutions the standard tuition rate per credit hour from funds provided in the Florida Education Finance Program when dual enrollment course instruction takes place on the postsecondary institution's campus and the course is taken during the fall or spring term.
- d. When dual enrollment is provided on the high school site by postsecondary institution faculty, the school district shall reimburse the costs associated with the postsecondary institution's proportion of salary and benefits to provide the instruction.
- e. When dual enrollment course instruction is provided on the high school site by school district faculty, the school district is not responsible for payment to the postsecondary institution. A postsecondary institution may enter into an agreement with the school district to authorize teachers to teach dual enrollment courses at the high school site or the postsecondary institution. A school district may not deny a student access to dual enrollment unless the student is ineligible to participate in the program subject to provisions specifically outlined in this section.

## 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 additional equipment, the College will provide the list of required materials before the concurrent course is scheduled.
- c. The School Principal and School District Designee will make the determination if this course will be offered at the high school based on equipment needs.

### **Section 13: School 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., **2018-2019 Department Chairs and Department Deans** Appendix C).
3. The Director of Accelerated Pathways will regularly communicate with School District and School Designees and Concurrent Faculty through the provided contact information.
4. The Director of Accelerated Pathways will present an annual Accelerated Pathways professional development for the College, School Districts, and High Schools and report data based on institutional data.

## 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 concurrently enrolled in any high school course while participating in the Early Admissions Program.
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.

## 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 high school activities.
8. May not be required to enroll in more than 15 college credit hours per semester.
9. 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.
10. Collegiate Institute students may take college courses concurrently, through College Faculty at the High School campus, through the College's campus or online.
11. 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.
12. Each student participating in the Collegiate Institute program must enter into 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 mutually agreed upon by the College and the School District (e.g., school-within-a-school model).
2. School Districts seeking 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 observe 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 first priority in Collegiate Institute courses.
9. The School 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 schools students. The Collegiate Institute has a junior and senior cohort, each cohort cap mutually agreed by to the College and School District. If enrollment falls below the yearly minimum requirements, the cohort is subject to cancellation. Cohorts that meet the minimum requirements will not be canceled by the College.

#### **Funding Provision**

1. School districts shall pay public postsecondary institutions the standard tuition rate per credit hour from funds provided in the Florida Education Finance Program when dual enrollment course instruction takes place on the postsecondary institution's campus and the course is taken during the fall or spring term.
2. When dual enrollment is provided on the high school site by postsecondary institution faculty, the school district shall reimburse the costs associated with the postsecondary institution's proportion of salary and benefits to provide the instruction.
3. When dual enrollment course instruction is provided on the high school site by school district faculty, the school district is not responsible for payment to the postsecondary institution. A postsecondary institution may enter into an agreement with the school district to authorize teachers to teach dual enrollment courses at the high school site or the postsecondary institution. A school district may not deny a student access to dual enrollment unless the student is ineligible to participate in the program subject to provisions specifically outlined in this section.

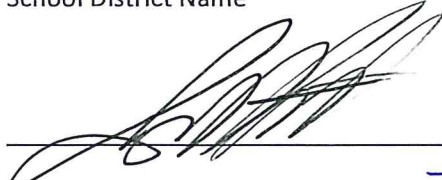
This Agreement may be amended upon the mutual agreement of both parties.

This Agreement shall commence for the 2018-2019 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.

Charlotte County Public Schools

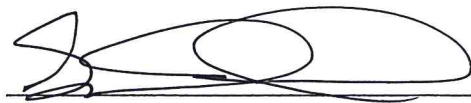
School District Name



7/24/18

Board Chair, District School Board - Jon Vincent

Date

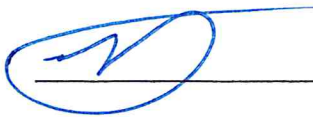


7/24/18

Superintendent, School District - Steve Dionisio

Date

Approved as to form:



7/24/18

School Board Counsel, School District - Michael McKinley

Date

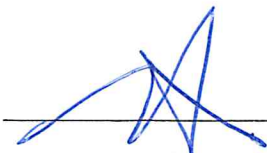


8/16/18

President, Florida SouthWestern State College

Date

Approved as to Form:

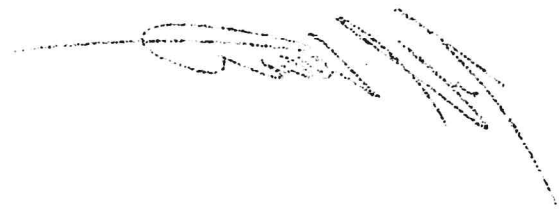


8/14/17

General Counsel, Florida SouthWestern State College

Date

21/12/12



**Appendix B**  
**FSW Accelerated Pathways Deadlines**  
**2018-2019\***

**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

August 5<sup>th</sup>- Application deadline for new students

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 School District and School Designee list

August 20<sup>th</sup>- FSW first day of Fall classes

August 27<sup>th</sup>- Last date to add or drop courses

August 28<sup>th</sup>- FSW Attendance Verification Form due by all faculty

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

October 26<sup>th</sup>- Last date to withdraw from courses with completed, approved forms

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

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

December 12<sup>th</sup>- FSW grades due, including concurrent courses

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

January 7<sup>th</sup>- FSW first day of Spring classes

January 14<sup>th</sup>- Last date to add or drop courses

January 15<sup>th</sup>- FSW Attendance Verification Form due by all faculty

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

March 19<sup>th</sup>- Last date to withdraw from courses with completed, approved forms

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

May 17<sup>th</sup>- FSW concurrent faculty grades due

\*2019-2020 FSW Accelerated Learning Deadlines will be updated and attached to this agreement when calendars are official available.



**Appendix C**  
**2018-2019 Department Chairs and Department Deans\***

**College of Education**

Dean- Dr. Larry Miller

Department Chair- Dr. Joyce Rollins

Accelerated Learning Director- Dr. Amanda Sterk

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

Dean- Dr. Deborah Teed

Associate Dean- Dr. Kathy Clark

Department Chair- Dr. Rebecca Harris (English)

Dual Enrollment Coordinator (English)- Dr. Amy Trogan

Department Chair- Dr. Brian Page (Social Sciences)

Dual Enrollment Coordinator (Social Science)- Professor Matthew Vivyan

Department Chair- Dr. Martin Tawil

Dual Enrollment Coordinator (Student Services)- Professor Wanda Day

Department Chair (Communications)- Dr. Fernando Mayoral

**College of Business & Technology**

Dean- Dr. Thomas Rath

Department Chair- Professor Leroy Buggers

**School of Pure & Applied Sciences**

Dean- Dr. Martin McClinton

Department Chair (Mathematics)- To Be Determined

Department Chair (Sciences)- Professor Peggy Romeo

**\*All contact information can be found at [www.fsw.edu/directory](http://www.fsw.edu/directory)**

Appendix D



**Accelerated Pathways Placement Test Referral Form**

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ M.I. \_\_\_\_\_  
 Grade \_\_\_\_\_ High School \_\_\_\_\_  
 Florida SouthWestern Student ID# \_\_\_\_\_

**INSTRUCTIONS:** Present this form with all appropriate signatures, along with a picture identification card, when testing for placement purposes at Florida SouthWestern State College. Students are not allowed to test without a referral form and a photo ID.

**NOTICE:** Florida SouthWestern State College allows Dual Enrollment students **three attempts at the P.E.R.T.** during their high school careers. The initial test counts as the first attempt. Additional attempts are considered by subtest. After three attempts, a student will not be eligible to take the P.E.R.T. again until admission status transitions from a Dual Enrollment student to a high school graduate.

**FIRST TIME TEST**

*Select the section of the P.E.R.T. the eligible high school student will be taking.*

*All subtests are required unless the student has scored into college-level placement on ACT/SAT.*

\_\_\_\_\_ All Subtest    \_\_\_\_\_ Reading    \_\_\_\_\_ Writing    \_\_\_\_\_ Mathematics

(If First Time Test you may skip to the last box for signatures)

**RETEST**

At Florida SouthWestern State College, remediation is required prior to retesting for the P.E.R.T. A student will be allowed to retest, using available retest attempts, each fall, spring, and summer term **once registration begins for degree-seeking students.** (See the Florida SouthWestern State College Official College Calendar for the dates that registration begins for degree-seeking students).

Check sub-tests that apply:    \_\_\_\_\_ All Subtests    \_\_\_ Reading    \_\_\_ Writing    \_\_\_ Mathematics

I certify that this student meets the minimum unweighted grade point average (GPA) eligibility for Dual Enrollment at Florida SouthWestern State College.

_____	_____	_____
Student Signature	(Phone Number)	Date
_____	_____	_____
High School Counselor OR Authorized Designee Signature/Title	(Phone Number)	Date

Appendix E



Accelerated Pathways Registration Form

PART I – TO BE COMPLETED BY STUDENT

FSW STUDENT ID NUMBER   @		LEGAL LAST NAME		LEGAL FIRST NAME	
HIGH SCHOOL INFORMATION Name _____ County _____		DATE OF BIRTH MONTH _____ DAY _____ YEAR _____		CURRENT HIGH SCHOOL ENROLLMENT YEAR <input type="checkbox"/> FRESHMAN <input type="checkbox"/> SOPHOMOR <input type="checkbox"/> JUNIOR <input type="checkbox"/> SENIOR TERM OF ENROLLMENT YEAR _____ <input type="checkbox"/> FALL <input type="checkbox"/> SPRING	
REGISTER <input type="checkbox"/> ADD <input type="checkbox"/> DROP					
FSW CRN	SUBJ/COURSE	SECTION NUMBER	COURSE TITLE	COURSE DELIVERY	
Student's Signature			Date		

\* In addition to a specific CRN number, a student may elect "ALL" as an FSW CRN online course. FSW Registration is then able to find an available online course that is the same subj/course but may not be the same instructor. Example- 12345/all. It is the student's responsibility to inform the school of a different CRN code.

\* This form must be completed and submitted after College admittance. Students, by signing the form, have agreed to "Student Contract" located on the second page of this form.

\* 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

UNWEIGHTED CUM HIGH SCHOOL GPA	PROGRAM ENTRY <input type="checkbox"/> DUAL ENROLLMENT (Part-time) <input type="checkbox"/> EARLY ADMISSION (Full-time) <input type="checkbox"/> COLLEGIATE	SCHOOL DESIGNEE LAST NAME	SCHOOL DESIGNEE FIRST NAME
SIGNATURE OF SCHOOL DESIGNEE			DATE

PART III – TO BE COMPLETED BY FSW COLLEGE ADMINISTRATION

<input type="checkbox"/> Application Error	<input type="checkbox"/> Missing Test Scores	<input type="checkbox"/> Registration Error- Class full	<input type="checkbox"/> Registration Error- Pre-Req.	<input type="checkbox"/> Other (see comment)
REGISTRATION LAST NAME			REGISTRATION FIRST NAME	
SIGNATURE REGISTRATION OR DESIGNEE				DATE

COMMENT	

## 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> *	<b>Sophomores</b>	<b>Juniors</b>	<b>Seniors</b>
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.fldoe.org">www.fldoe.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).			

### ENTRY PLACEMENT TEST CUTOFF SCORES

COURSE*	PERT	ACT	SAT
ENC 1101	103-English & 106 Reading	17-English & 19 Reading	24-Critical Reading & 25 Writing
MAT 1033	114-Math	19-Math	24
MGF 1106/ 1107	123-Math	23-Math	28.5
MAC 1105/ STA 2023	123-Math	23-Math	28.5
MAC 1106	135-Math	25-Math	29
ALL OTHER COURSES*	106-Reading	19-Reading	24-Critical Reading

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.

Placement scores are subject to change in State Board Rules. Scores must be current within two years of date of enrollment.

AR-058-B (Revised 6/14/18). Other versions of this form prior to this date are obsolete.

**Appendix F**

**Job Title:** Concurrent Faculty

**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, School 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 an annual Concurrent Faculty Portfolio and required supplemental documentation.

Attend one in-service experience each semester hosted by the College and one yearly faculty meeting.

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 G



**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:

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

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

NUMBER OF CREDITS OFFERED CONCURRENTLY FOR 2017-2018 \_\_\_\_\_

NUMBER OF CREDITS OFFERED CONCURRENTLY FOR 2018-2019 \_\_\_\_\_

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 H

2018-2020

<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

## 2018-2020

<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	
BSC 1050C	Environmental Biology : Our Global Environment	No Pre-req	Reading, Writing, Math
BSC 1051C	Environmental Biology : Southwest Florida Ecosystems	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	

## 2018-2020

<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
<b>Student Success</b>			
SLS 1101	College Success Skills	No Pre-req	Reading



## Appendix J



**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 credit 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 K



**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)