

**2024-2026 Inter-Institutional Articulation Agreement Florida SouthWestern State College
and
The School Boards of Charlotte, Collier, Glades, Hendry, and Lee Counties**

This Inter-Institutional Articulation Agreement, hereinafter referred to as the "IAA", is effective from the 1st day of August, 2024 through the 31st day of July, 2026 between the District Board of Trustees of Florida SouthWestern State College, ("College") and the School Boards of Charlotte, Collier, Glades, Hendry, and Lee Counties, Florida ("School Districts").

The purpose of the IAA is to articulate the Dual Enrollment, Early Admissions, and Early College Programs, authorized under Florida Statute Sections 1007.27, .; 1007.271, .; 1007.273 .; and 1000.21. These programs are a cooperative effort between Florida SouthWestern State College and the School Districts of Charlotte, Collier, Hendry, Glades, and Lee counties to provide accelerated college opportunities for qualified students through the effective use of Florida's community/state college programs and services.

Ratification or Modification of All Existing Articulation Agreements

This IAA serves to ratify current existing IAA between the College and the School District. The provisions set forth in this IAA enables qualified students to simultaneously earn both high school and college credit. This Agreement may be amended upon the mutual agreement of all parties or as otherwise required by Florida Department of Education (FLDOE) Rule and Florida Statutes. A signed IAA will be submitted by the College to the Department of Education on or before August 1, 2024.

Part 1: Definition of Terms

1. Accelerated Pathways- The three Accelerated Pathways for eligible secondary students, described in this agreement are Dual Enrollment, Early Admission, and Early College.
2. Dual Enrollment Program- The Dual Enrollment Program is an Accelerated Pathway that is offered to eligible secondary students on a part-time basis (College credits are limited to 12 or less per semester, and students are required to enroll in at least one high school credit course). Students may enroll in college courses offered concurrently on the high school campus, courses on the college campus, and in online courses, to earn both high school and college credit simultaneously.
3. Early Admissions Program- Early admission is a full-time (12-18 credits) Accelerated Pathway. Early Admissions students may take college courses on the College's campus or online but may not enroll in concurrent courses. Students may continue to participate in extra-curricular activities at their sending school and at the College.
4. Early College-The Early College, described in Florida Statute Section 1007.273, provides a cohort of eligible 11th and 12th-grade students a full-time Early Admission Program to take courses at a mutually agreed upon location by the College and the School Districts (e.g., school-within-a-school model).
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-A person authorized by the School District to approve and sign certain documents, such as student appeals and withdrawals.
8. School Designee- A person authorized by the High School to submit and sign documents, such as registration and test scores.
9. Director of Accelerated Pathways- The College's person assigned the duty of overseeing the College's Accelerated Pathways.

Part 2: Dual Enrollment Program

Section 1: Description 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 Florida Statute Sections 1000.21, ., 1007.24, and 1007.271, F.S.; and Rule 6A-10.024, F.A.C... Approved Dual Enrollment Program courses are specified by the Florida Department of Education's statewide Agreement for Dual Enrollment Courses. The most recent list can be found on the FLDOE website (www.fldoe.org) (search for Dual Enrollment Equivalency List). In addition, high school credit for college courses will be awarded in accordance with the aforementioned Agreement by the high school.
2. Per Florida Statute Section 1007.271, applied academics for adult educational instruction, developmental education, and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the Dual Enrollment Program.
3. Dual Enrollment Program courses offered concurrently are listed in the **Concurrent Course Offerings** table (Appendix G).
4. Students have the option of working towards CAPE Industry Certifications or College Credit Certificates pursuant to Florida Statute Section 1008.44 found in the College's Course Catalog. See Career Pathways (Technical Credit to College) ABSTRACT found in Appendix A for additional information.
5. Prior to enrolling in a certificate program, it is the student's responsibility to meet with an FSW academic advisor to ensure they meet all eligibility requirements of the program.

Section 3: Student Participation in Dual Enrollment Program

1. Students initiate their option to participate by working directly with their School District Designee to ensure student eligibility to participate in the college program.
2. Students must initiate their application for Dual Enrollment Program courses through the College's online Accelerated Program Application found at <https://www.fsw.edu/admissions/dual>.
3. Eligible students are responsible to submit test scores in all college-level areas before being eligible to register for coursework.
4. The student or School Designee will arrange for all required test scores and transcripts to be provided to the College..
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 student is eligible and gives approval for enrollment in college courses.
6. Eligible students may access the College's academic, advising services and counseling services.

7. Students are required to provide their own transportation to and from the College for on-campus courses and related activities.
8. Students are required to secure their own Internet and computer access for online and hybrid courses including access to electronic test proctoring methods used by FSW.
9. Students are limited to dual enrollment courses that are both age and developmentally appropriate.

Section 4: Student Eligibility for Participation

1. Students must be enrolled in at least one high school credit course during each term, excluding summer, if participating in Dual Enrollment (12 credits or less). Early Admissions or Early College students are not required to be enrolled in any high school course during the term of their enrollment (see Parts 3 and 4)
2. Students must have a cumulative unweighted high school grade point average of 3.0 or better.
3. Students must have the approval of the School Designee (i.e. through the signature on the course registration forms)
4. Students may take credits through any available modality, including concurrent, on-campus, or online courses
5. 6th-10th grade students are limited to 9 credit hours per term, must have at least 5 high school credits in core graduation requirements, have the approval of School District Designee, along with two letters of recommendations.
6. Due to grade eligibility requirements, Dual Enrollment students must state their current grade level at the time of admission. No changes or exceptions will be made to extend grade levels or graduation dates.
7. Students must take and present test scores from one of the approved state college placement exams and place at the college level in the skill areas that are required for the courses the student wishes to take. The placement test scores must be valid as of the first day of the term in which the student enrolls in the course. Scores are valid for two years from date of testing.
8. Pursuant to Florida Statute Section 1008.30(4) (a) and Rule 6A-10.0315, F.A.C., , students who have been identified as deficient in basic competencies in one of the areas of reading, writing, or mathematics, as determined by scores on a postsecondary readiness assessment identified., shall not be permitted to enroll in college credit courses in curriculum areas precluded by the deficiency.
9. Students must meet or exceed placement test scores as outlined on the testing tables at <https://www.fsw.edu/testing/scoretables>
10. Students may enroll in college credit courses that are not precluded by the deficiency; however, students may not earn more than twelve (12) college credit hours prior to the correction of all deficiencies.

11. Exceptions to the twelve (12) college credit hour limitation may be granted by the College provided that the student is enrolled in secondary course(s) in the basic competency area(s) for which the student has been deemed deficient by the post-secondary readiness assessment, and is in good academic standing with a minimum College grade points average of 2.0. Students and the high School Designee must submit an **Accelerated Pathways Student Appeal** (Appendix I) to the Director of Accelerated Pathways to be approved.
12. Eligibility requirements are consistent across all modalities of instruction, including online, concurrent, and courses taken on the college campus, unless otherwise stipulated.
13. The **Accelerated Pathways Contract**, included on the Accelerated Pathways Student Registration Form, (Appendix D) will be used to inform students and parents of basic expectations for participants in the Dual Enrollment Program.
14. Per Florida Statute Section 1007.271., regardless of meeting student eligibility requirements for continued enrollment in the Dual Enrollment Program, a student may lose the opportunity to participate in a college course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.
15. Students must maintain at least a cumulative 2.0 College grade point average to continue in the Accelerated Pathways Program. The College Academic Warning procedures will apply to dual enrolled students who fall below the required 2.0 College GPA. Students placed on Academic Warning are given one semester to raise their cumulative College GPA to a 2.0. Students who do not meet the minimum GPA after one semester of Academic Warning will be dismissed from participation any Accelerated Pathways Program.
16. High school graduates are not eligible to participate in the Dual Enrollment Program. Recent high school graduates with at least 24 college credit hours may enter Summer Term courses post-graduation. If admitted, they are responsible for all tuition and associated fees and materials.

Eligible students may take full-term Fall, Spring, and Summer Term coursework. Permission to enroll in Fall and Spring mini- A or B Term is only granted in exceptional circumstances by the School District Designee and the College. Summer mini-A or B Term is limited to one course per term with a maximum of 12 total credits across all terms. (Courses with required co-requisites will be considered as one course, not to exceed 5 total credits.) Students are not permitted to participate in Study Abroad programs while in Dual Enrollment.

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 www.fldoe.org (search for Dual Enrollment Equivalency List)

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

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

1. The School Designee through one-on-one counseling, student and parent meetings, and printed materials will inform the student and their parent(s) about the college-level course expectations, including the College's policy on compliance with the Family Educational Rights and Privacy Act (FERPA) and access to student accommodations. Additional information can be found at <https://www.fsw.edu/registrar/ferpa>
2. The College will provide information on college-level course expectations on the course registration form, college application, and during orientation.
3. Students enrolled in the Dual Enrollment Program that require an academic accommodation based upon a disability will be provided with an academic accommodation consistent with Section 504 of the Rehabilitation Act of 1971, as amended, 29 U.S.C. Section 794, and its implementing regulation at 34 CFR Part 104; and Title II of the Americans with Disabilities Act of 1990 (Title II), as amended, 42 U.S.C. §§12131 *et seq.*, and its implementing regulation at 28 C.F.R. Part 35. All academic accommodation shall be in conformity with 34 CFR 104.44. The accommodation provided shall not be dependent on whether instruction occurs on a College campus or at a high school site.
 - a. For a student to benefit from accommodations at the College level, students are required to self- identify. For information regarding the self-identification process and the services available, refer to the Office of Adaptive Services at <http://www.fsw.edu/adaptiveservices> or 239-432-7354.
 - b. It is the obligation of the individual with a disability to request a reasonable accommodation. Enrolled students must submit any request for accommodations to the Office for Adaptive Services on the appropriate campus for consideration. Individuals with a disability must provide recent documentation from a qualified, licensed professional that speaks to the specific disability and the requested accommodation. Requests for accommodations must be specific to the documented needs. Once a student has been established with the office, it is the student's responsibility to request accommodations each semester that the student is enrolled.
 - c. Individual Education Plans (IEPs) are not acceptable forms of primary documentation. IEPs are plans which were structured and agreed to with that school at the time they were written. They are not binding agreements with Florida Southwestern State College. A valid IEP with the School Districts does not make the student eligible for college accommodations. Students with an IEP must request an accommodation. Approved School Districts 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.
 - e. Dual Enrollment Program students and their parents will be offered the College's Accelerated Pathways Student/ Parent Information Sessions, through on-campus events or live/ on-demand webinars. It shall be the primary responsibility of the School Designee to communicate to students and parents about college-level course expectations.
4. Dual Enrollment Program students have the same rights and considerations of all college students, as determined by the College's Students Rights and Responsibilities, found in the College's Catalog.

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

1. Exemptions to the grade point average, maximum number of allowable college credits, or other items as specified in the eligibility section of this document may be initiated by the High School Principal.
2. The School Designee will notify the College, in writing, of the reasons why the Principal wishes to exempt a student from the state criteria.
3. The Director of Accelerated Pathways reviews all exemption requests and makes a recommendation to the Associate Vice President of Academic Affairs..
4. The Associate Vice President of Academic Affairs is authorized to review and determine waiver eligibility in compliance with college operating procedures.
5. It is the responsibility of the College's Director of Accelerated Pathways to notify the Principal and School Designee of the approval or disapproval of the exemption.
6. Students whose IEP requires special education, transition planning, transition services or related services through the age of 21 may defer receipt of their standard diplomas, defined by 300.43 of Title 34, Code of Federal

Regulations (CFR), and consistent with Florida Statute Section 1003.5716 on transition planning, will meet minimum standard for admission as a standard high school diploma. 6A-1.09963(6), F.A.C, specifies the District's obligation to inform parents and students.

Section 8: Registration Policies for Dual Enrollment Program

1. Eligible students with a current term application that have met testing requirements are to register (add or drop courses) through the Office of the Registrar by completing an **Accelerated Pathways Registration Form** (Appendix D) for any college course by July 15th

for Fall courses, December 1st for Spring courses, and April 15th for Summer courses. All Accelerated Pathways Registration Forms require the approval/signature of the School District Designee.

2. Students will be required to complete the self-paced on-line Accelerated Pathways Orientation annually.
3. Students are responsible to submit a completed Accelerated Pathways Registration Form to the Office of the Registrar to drop or add courses by the stated deadlines. All Accelerated Pathways Registration Forms require the approval/signature of the School District Designee.
4. Students who have not been registered through the College for a concurrent course and have attended a course without registering pursuant to Paragraph One, above, may be denied college credit.
5. Students enrolled in the Dual Enrollment Program are not to initiate a withdrawal from their course(s) after the official College add/drop period has ended for the term the student is enrolled in without written consent from the School District Designee and School Designee. Students must present a completed **Accelerated Pathways Request for Withdrawal Form** (Appendix H) to the Director of Accelerated Pathways by the College's designated deadlines for the enrolled term.
 - 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.
6. In the case of a request for a Late Drop/Late Withdrawal, the student must present a completed Dual Enrollment Request for a Late Drop or Late Withdraw petition (Appendix J). The College's Registrar makes the final determinations on late drop/late withdrawal petitions.
7. The Director of Accelerated Pathways notifies the School Designee of the registrant's final determination on all late drop/ late withdrawal petitions.
8. Students will not be allowed to repeat a course until after completion of high school graduation.
9. Termination of enrollment in a college course without satisfactory completion may hinder

timely fulfillment of high school graduation requirements.

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

1. Concurrent Faculty Rules, Guidelines and Expectations

- a. Pursuant to 6A-14.064 (2)(a), F.A.C.: "all full-time or adjunct faculty teaching Dual Enrollment courses must meet Southern Association of Colleges and Schools Commission on Colleges' Principles of Accreditation: Foundations for Quality Enhancement, 2010 Edition, section 3.7.1, for postsecondary instructors in the course and discipline." These criteria apply to all faculty teaching postsecondary courses regardless of the physical location of the course being taught. The College shall ensure concurrent faculty teaching college courses through the Dual Enrollment Program meet these qualifications.
- b. Concurrent Faculty are required to be compliant with all College policies, procedures, and deadlines related to faculty credentialing or will not be added to the concurrent schedule.
- c. Concurrent Faculty are required to follow the **College's Job Classification Description** (Appendix E) for monitoring and reporting student performance.
- d. Concurrent Faculty are required to use the College's learning management system (Canvas) for tracking grades and attendance. Additional Canvas requirements may be made by Department Deans. No other learning management system (LMS) may be used unless required by the College.
- e. School Districts may require Concurrent Faculty to use the District's grading system in addition to the College's LMS.
- f. Concurrent Faculty may share appropriate educational information with their High School Principal or School Designee as needed.
- g. Concurrent Faculty are required to attend at least one meeting or professional development activity per year with the College.

2. Concurrent Class Scheduling

- a. School Designee must request Concurrent Courses prior to College's published deadlines according to the **FSW's Accelerated Pathways Deadlines** (Appendix B).
- b. School Designee must complete and submit the **Concurrent Course Approval Form** (Appendix 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. Registration in Concurrent Courses follows the same process used for courses on the college campus and online classes.
- f. Registration forms for concurrent students must be received by the College prior to the end of the College's drop/add period to ensure compliance with audit requirements.

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

3. Concurrent Course Oversight

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

Section 10: Monitoring of Student Performance

- 1. The College, School District Designee, and School Designee maintain the right to share educational information about students enrolled in the Dual Enrollment Program.
- 2. The College provides training to College Faculty on Dual Enrollment Program students, including

the use of the "early alert" system of students performing poorly in a course. When an "early alert" or "student of concern" is provided by a faculty member, the School Designee will be notified.

3. The College prepares student success rate reports by Concurrent Faculty member and course. The Director of Accelerated Pathways will share these reports with School Designees and Concurrent Faculty.
4. The College conducts annual student course evaluations and will share Concurrent Course results with School Designee and High School Principal.
6. Concurrent Faculty will be required to submit course-level assessments and general education assessments per Department and College-wide assessment plans.

Section 11: Transmission of Student Grades

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

Section 12: Funding Provisions of Delineated Costs

- I. 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 Districts to purchase according to their practices. For classes added after the forty-five {45} day notification deadline, the College will provide School Districts with textbooks changes after the deadline.
 - b. The School Districts must provide at no cost to the student all required textbooks and instructional materials used in college courses for the Fall and Spring terms.
 - c. The College will provide all required textbooks and instructional materials for the Summer term. The College and School Districts endeavor to reduce the costs of textbooks through collaboration to include the use of repositories for Summer Term. Students enrolled in the Dual Enrollment Program will be exempt from payment of all registration, matriculation, and laboratory fees from the College.
 - 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 Districts are not required to purchase optional or supplemental course materials. The School Districts must purchase all required course materials for students enrolled in the Dual Enrollment Program.

2. Tuition

- a. Pursuant to Florida Statute Section 1011.62, it is understood that students enrolled in the Dual Enrollment Program may be counted as full-time equivalent enrollment by the College.
- b. Pursuant to Florida Statute Section 1007.271, ., and Florida Statute Section 1007.273, it is understood that students receiving instruction under the provisions of this agreement shall be exempt from the payment of all application, registration, and laboratory fees to the High School or to the College.
- c. For the Fall and Spring terms, the College will assess the standard tuition rate per credit hour to the high school from the Florida Education Finance Program (FEFP) for dual enrolled students when the student is certified as taking college courses for college and high school credit and the courses are approved for dual credit per this agreement through the College's faculty. For 2024-2026 the standard tuition rate for a Florida College System institution is \$71.98 per credit hour.
- d. For the Summer term, the College will assume responsibility for the tuition costs. The College will seek reimbursement for the tuition costs from the State of Florida. In the event the College does not receive reimbursement or only receives partial reimbursement from the state for the Summer Term, the College agrees to not invoice the School Districts for the difference.
- e. Concurrent Courses, taught by Concurrent Faculty, are not assessed the standard tuition rate per credit. Concurrent courses, taught by college faculty, are assessed the standard tuition rate per credit.

3. Equipment

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

Section 13: School Districts Collaboration and Communication

1. The College will provide the School Districts with an annual list of College deadlines (Appendix B).
2. The College and School Districts 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., **2024-2025 Department Chairs and Department Deans** Appendix C).
3. The Director of Accelerated Pathways will regularly communicate with School Districts and School District Designees and Concurrent Faculty through the provided contact information.

4. The Director of Accelerated Pathways will present to stakeholders an annual Accelerated Program Report.
5. All accelerated pathways program students, including concurrent students, are assigned an academic advisor and can access advising services through in-person, Zoom or phone meetings. Group advising and registration sessions may also be offered at the high school location or FSW campus.

Part 3: Early Admissions Program

The Early Admissions Program is a full-time Accelerated Pathways Program providing high school students the opportunity to earn both high school and college credits simultaneously by taking college courses on 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 (Part 2).

Exceptions

1. Must meet all college ready test score requirements to be admitted.
2. Must be in 11th or 12th grade.
3. Must be enrolled full-time at College.
4. May not be enrolled in any high school courses.
5. Must enroll in a minimum of 12 college credit hours per Fall and Spring terms.
6. May enroll up to 18 college credit hours per Fall and Spring term; up to 12 credits per Summer term.
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 Admissions Program but may be eligible to continue to participate in the Dual Enrollment Program.
9. All Early Admissions students will be required to take SLS 1515, Cornerstone as is required by all first-time in college students. It is recommended for a student's first semester and on the college campus.

Part 4: Early College

The Early College, described in Florida Statute Section 1007.273., provides eligible 11th and 12th grade students a full-time Accelerated Pathways Program to take courses at a mutually agreed upon location by the College and the School Districts (e.g., school-within-a-school mode). The preferred location for an Early College 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).

Early College processes are the same as the processes used by the Dual Enrollment Program, with the following exceptions listed below (Part 2).

Exceptions (Students)

1. Must meet all test score requirements to be admitted.
2. Must be in 11th or 12th 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 Fall and Spring terms.
6. May enroll up to 18 college credit hours per Fall and Spring terms; up to 12 credits per Summer term.
7. Early College courses may not be in addition to the normal high school or part of the student's regular load. Students attending full-time College courses may not be enrolled in any high school courses but may participate in extra-curricular activities at the high school.
8. May not be required to enroll in more than 15 college credit hours per semester.
9. Students who fall below the full-time status are no longer part of the Early College Program but may be eligible to continue to participate in the Dual Enrollment Program.
10. Early College students may take college courses concurrently, through College Faculty at the high school campus, through the College's campus or online, as agreed on in the SACSCOC prospectus and agreement with the School Districts.
11. Preference will be given to Early College 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 Early College program must enter a student performance contract which must be signed by the student; the parent, and a representative of the School Districts 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. Early Colleges are located at a site that is mutually agreed upon by the College and the School Districts (e.g., school-within-a-school model).
2. School Districts wanting to implement a Early College at their high school site need to file an official letter and detailed plan of implementation request by October 1st for the subsequent year.
3. For the purposes of the Early College, 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 a 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 Districts 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. Early College courses will follow the College's calendar and site-specific calendar but stay within the daily start and end times of the High School.
7. The School Districts and the College will work in conjunction to determine course availability due to staffing, course, and academic planning requirements.
8. Concurrent Faculty, credentialed and approved by the College, have priority in Early College courses.
9. The School Districts 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 Early College uses a cohort model. Each cohort is labeled according to the grade level they would be in if they were high school students. The Early College has a junior and senior cohort, each cohort cap that is mutually agreed by to the College and School Districts. If enrollment falls below the yearly minimum requirements, the cohort is subject to cancellation by the College. Cohorts that meet the minimum requirements will not be canceled by the College.

Funding Provision

1. The School Districts shall reimburse the costs associated with the College's costs associated with the proportion of salary and benefits when FSW College faculty teach on a high school site.

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

This Agreement shall commence for the 2024-2026 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

Hendry County School District 04/02/2024

School District Name Date

Jon Basquin 04/02/2024
Jon Basquin

Board Chair, District School Board Date

Michael Swindle 04/02/2024
Michael Swindle

Superintendent, School District Date

Madison Tanner 04/02/2024
M. Tanner *approved as to form.*

Approved by School District Counsel Date

Jeff Allbritten 6/05/2024
Jeff Allbritten (Jun 6, 2024 14:39 EDT)

President, Florida SouthWestern State College Date

Carl J. Coleman 6/05/2024
Carl J. Coleman (Jun 6, 2024 08:39 EDT)

General Counsel, Florida SouthWestern State College Date

Appendix A
Career Pathways (Technical Credit to
College) ABSTRACT

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

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

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

Appendix B
FSW Accelerated Pathways Deadlines 2024-25

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

July 8 th	Fall Application deadline – Dual enrollment student taking courses at FSW
July 15 th	Last day for dual enrollment registration for Fall Term for students taking courses at an FSW location
August 19	FSW first day of Fall classes
August 26	Last date to add or drop courses without penalty
August 27	FSW Attendance Verification due
October 24	Last date to withdraw from Fall courses with completed, approved forms
November 22	Spring Application deadline – Dual enrollment student taking courses at FSW
December 2	Last day for dual enrollment registration for Spring Term for students taking courses at an FSW location
December 10	FSW grades due at noon, including concurrent courses
January 8 th	FSW first day of Spring classes
January 15	Last date to add or drop courses
January 16	FSW Attendance Verification due
March 14	Last date to withdraw from Spring courses with completed, approved forms
March 31	Summer Application deadline – Dual enrollment student taking courses at FSW
April 15	Last day for dual enrollment registration for Summer Term
May 1	FSW grades due at noon

Appendix C
2024-2025 School Deans

College of Education

Dean- Dr. April Fleming

College of Arts, Humanities & Social Sciences

Dean- Dr. Brian Page

Dual Enrollment Coordinator (English)- Jeremy Pilarski

College of Business & Technology

Dean- Dr. Mary Myers

Associate Dean- Jennifer Baker

School of Pure & Applied Sciences

Dean- Dr. Elizabeth Schott

Associate Dean- Dr. Angus Cameron

Academic Affairs

Vice President, Academic Affairs – Dr. Judith Bilsky

Associate Vice President, Academic Affairs- Dr. Martin McClinton

Accelerated Pathways Director-Dr. Tammy Caraker

Accelerated Pathways High School Registration Approval Form

PART I – TO BE COMPLETED BY STUDENT (USE Black or Blue INK ONLY)

FSW Student ID Number @	Last Name	First Name	
High School Information Name: County:	Student Date of Birth Month: Day: Year:	CURRENT High School Enrollment Year <input type="radio"/> Freshman <input type="radio"/> Junior <input type="radio"/> Sophomore <input type="radio"/> Senior	Term of Enrollment Year: <input type="radio"/> Fall <input type="radio"/> Spring

I have completed the 2023-2024 Accelerated Pathways Orientation Course in my Canvas account.

I understand by signing this form I am adhering to the FSW Accelerated Pathways Programs Requirements located on the second page of this form, including registration, drops and withdrawal policies for FSW dual enrollment students.

I understand that I have to pick up any course materials provided by FSW from the designated FSW campus (home/private school students for Fall and Spring semesters; all students for Summer semester).

<u>This section is to DROP* courses that you are already enrolled in.</u>						
FSW CRN	Subject/ Course	Section Number	Course Delivery**	Course Title	FSW Note:	
<u>This section is to ADD courses that you are requesting to be enrolled in</u>						
FSW CRN Alt CRN***	Subject/ Course	Section Number	Course Delivery**	Course Title	FSW Note:	
Student's Signature:					Date:	

* Once courses are dropped, Registration will process the below ADD courses (if applicable). If courses are unavailable or there is an issue with registration, the dropped courses WILL NOT be reinstated.

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

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

PART II – TO BE COMPLETED BY HIGH SCHOOL DESIGNEE (regarding the student’s enrollment and history)

<input type="radio"/> Dual Enrollment (Part-time)	Unweighted Cum	Expected	Total Semester
<input type="radio"/> Early Admission (Full-time)	High School GPA	Graduation Year	Credits
If any of Added courses have prerequisite that have been met by high school or coursework other than FSW courses, attach appropriate transcripts, complete the Prereq. fields in the next row, and attached copies of the transcript.			
Course/Subject that have Prereqs.	Attached Transcripts (for Prereq)	Signature of School Designee	Date
	<input type="radio"/> High School Transcript <input type="radio"/> AICE, IB, AP Transcript*	Print Name:	

* Student must have official AICE, IB, AP, etc. transcript submitted to and accepted by FSW three weeks before the first day of the semester if those classes are prerequisite to the registered courses in order to ensure that the registration is not dropped for not having prerequisite.

PART III – TO BE COMPLETED BY FSW COLLEGE ADMINISTRATION

Additional comments on registration:		
Signature (Registration)	Print Name	Date

FSW Accelerated Pathways Requirements

Dual Enrollment, Early Admission, or Collegiate Institute

FSW provides several mechanisms for Accelerated Pathways through our Dual Enrollment, Early Admissions, and Collegiate Institute (Clewiston, Moore Haven) 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

6th-9th*	Sophomores	Juniors	Seniors
3.0	3.0	3.0	3.0

*6th-9th transcript of successful completion of 5 core high school courses and submission of two letters of recommendation.

Dual Enrollment: part time, high school based or through FSW

Juniors & Seniors: up to 12 semester hours

Sophomore limit – up to 9 semester hours

6th-9th limit- up to 9 semester hours

Early Admissions & Collegiate Programs: full-time, no high school classes

Juniors & Seniors: 12-18 semester hours

Accelerated Pathways students must complete the DE/EA admissions application process at Florida SouthWestern prior registration.

Accelerated Pathways students must submit minimum college-level passing scores on the appropriate section(s) of acceptable placement test. Early Admission- Must submit minimum passing scores for all parts of the placement test at initial registration. (see <https://www.fsw.edu/testing>)

Accelerated Pathways 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, www.fsw.edu/dualenrollment.

Students enrolled in the Accelerated Pathways 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 and Home school student’s textbooks will be provided through the College.

Home school students must also present an annual Acknowledgement of Home Education Enrollment and a Home School Verification Affidavit from the county School District.

Accelerated Pathways students must present a completed Accelerated Pathways High School Registration Approval Form (AR-058) at each registration to add or drop from a class.

Approved courses are any 3- or more-credit courses except PE, Applied Music, and college preparatory course. Co-requisite lab courses are also approved when taken with the associated lecture course. Students must meet all required College prerequisites.

Approved courses cannot be taken in a mini-semester for Fall or Spring; one course per mini-semester is allowed in the Summer.

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, www.fldoe.org.

DE & EA students must maintain the required high school GPA (see above) and an FSW semester GPA of 2.0 to remain eligible for Accelerated Pathways. Students who fall below an FSW cumulative GPA of 2.0 will be on Academic Probation for one semester, and can be removed from the program.

Accelerated Pathways students have access to the College’s academic support centers, Honors program, clubs and activities.

Accelerated Pathways students are protected under the Family Educational Rights & Privacy Act (FERPA), <https://www.fsw.edu/registrar/ferpa>.

Accelerated Pathways 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), <https://www.fsw.edu/adaptiveservices>.

Students must meet college ready testing levels to enter Dual Enrollment courses – Score tables are located at <https://www.fsw.edu/testing/scoretables>. 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.



Classification Description

Job Title: Concurrent Faculty

Pay Grade: CONC

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 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 week 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 and Adjunct Faculty Guide including the Family Educational Rights and Privacy Act and American Disabilities Act (ADA).

CONCURRENT FACULTY

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

Submits an annual Concurrent Faculty Portfolio and required supplemental documentation.

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

Utilizes College's email system to maintain correspondence with the Accelerated 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

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.

CONCURRENT FACULTY

- 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: July 11, 2018.

CONCURRENT COURSE APPROVAL FORM

Part I: School Administration Complete

NAME OF SCHOOL DISTRICT:

Date:

NAME OF HIGH SCHOOL:

Phone:

CONTACT PERSON:

email:

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

SEMESTER: Fall Spring YEAR:

SUBJ/ COURSE	COURSE TITLE	INSTRUCTOR NAME	NEW INSTRUCTOR Y/N	# OF SECTIONS REQUESTED (# Fall, # Spring)

Principal (or Designee):

Signature

Part II- FSW Director of Accelerated Pathways Complete

Approved Courses

SUBJ/ COURSE	COURSE TITLE	INSTRUCTOR NAME	ASSIGNED CRN (IF KNOWN)

FSW Director of Accelerated Programs (or Designee)

Concurrent Course Offerings

Course Number	Course Name	Prerequisites	Testing Requirements
ENC1101	Composition I		Demonstration of College level communication
ENC1102	Composition II	ENC1101 with a grade of C or better, or equivalent	Demonstration of College level communication
AMH2010	History of the US to 1877		College ready reading
AMH2020	History of the US Since 1877		College ready reading
FRE1120	Elementary French I		Demonstration of College level communication
FRE1121	Elementary French II	FRE1120 with C or better	Demonstration of College level communication
POS2041	American National Government		College ready reading
MAC1105	College Algebra	MAT0057 with grade of A; MAT 1033 with grade of C or better; MGF1106/7 with grade of B or better	Demonstration of College level communication and computation
MAC1140	PreCalculus Algebra	MAC1105 with a minimum of C or better	Demonstration of College level communication and computation
BSC1010	General Biology I	HS Biology with C or better; BSC1005 with C or better	Demonstration of College level communication and computation
BSC1010L	General Biology I Laboratory	HS Biology with C or better; BSC1005 with C or better	Demonstration of College level communication and computation
BSC1085C	Anatomy & Physiology I	Recommend HS Biology with C or better	Demonstration of College level communication and computation
BSC1086C	Anatomy & Physiology II	BSC1085C or BSC1093C with a C or better	Demonstration of College level communication and computation
BSC1011	General Biology II	BSC1010 and BSC1010L with C or better	Demonstration of College level communication and computation
BSC1011L	General Biology II Laboratory	BSC1010 and BSC1010L with C or better	Demonstration of College level communication and computation
STA2023	Statistical Methods I	HS Statistics with B or better or MAT1100/MAT1033/MGF1106/MGF113 with C or better or MAC1105 with C or better	Demonstration of College level computation
CCJ1020	Introduction to Criminal Justice		College ready reading
CJE1640	Introduction to Crime Scene Technology		College ready reading

Additional courses may be approved by the FSW Department based on review of the concurrent instructor's credentials and qualifications. No courses will be added to a concurrent schedule without proper authorization.

ACCELERATED PATHWAYS PROGRAM STUDENT APPEAL

Instructions:

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

SECTION I: STUDENT INFORMATION

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

SECTION II: PERIOD OF REQUEST

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

SECTION III: REASON FOR REQUEST

- Exception for minimum GPA requirement
- Exception for 12-hour rule
- Other:

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 Pathways Review _____ Date _____ <input type="checkbox"/> Support <input type="checkbox"/> Do not support request
Associate Vice President, Academic Affairs Review _____ Date _____ <input type="checkbox"/> Approve <input type="checkbox"/> Do not support request



REQUEST FOR A LATE DROP OR LATE WITHDRAW • DE STUDENTS ONLY

FSW allows students to *drop* courses for several days after the start of the term.

FSW allows students to *withdraw* from courses through the midpoint of the term.

This petition is to be used for situations in which a dual-enrolled student wishes to drop or withdraw from a course after the published deadline due to *major extenuating circumstances* beyond the student's control which prevented adherence to the official published deadline(s).

Petitions requesting a Late Drop or Late Withdraw must be filed within one (1) year of the semester in which the petitioned course ends.

IMPORTANT: YOUR PETITION PACKET • READ ALL DIRECTIONS CAREFULLY

Gather the required information from your professor and from your high school to complete the form. Add a signed and dated statement, and third-party documentation. (Your signed and dated statement, as well as your third-party documentation, and Pages 1, 2, and 4 of this packet may be used for multiple courses, pending the courses you are petitioning fall within the same term. Print out and use Page 3 - one course per Page 3 - for as many courses you are petitioning.)

A complete petition is a packet and includes all of the following:

- The Request for a Late Drop or a Late Withdraw form, which must contain:
 - * All four (4) pages, with each section completed.
 - * Your last date of attendance ("LDA") for the course being petitioned, reported by the professor along with the professor's signature.
 - * Indication of your high school's support, or non-support, of your petition.
- A signed and dated statement, or letter, in your own words (typed or written in a legible manner) describing the major extenuating circumstances that prevented course completion. This statement should explain the situation in enough detail so the committee may understand the extraordinary nature of your hardship. Be clear about the reason for your request and your desired outcome. If seeking to Drop or Withdraw from only a part of your course schedule, include an explanation for the selectivity.
- Third-party documentation that supports the claims made in your signed and dated statement.

Only complete petition packets will be reviewed. Incomplete petition packets will not be reviewed. Should you submit an incomplete petition packet, your incomplete petition will be held for one additional petition cycle. Refer to the calendar on the website for relevant dates: www.fsw.edu/registrar/forms ▶ "Petition Review Committee Schedule."

- * If, after one additional cycle, you have not submitted all required components to complete your petition packet, the incomplete petition you submitted will be void - but you may submit a new, complete petition packet for the next cycle.
- Petitions requesting a Late Drop or Late Withdraw will not be considered once a graduation is processed. Once FSW awards a certificate or degree, the student record up to that point is considered "sealed," and changes that would affect calculations such as GPA, or credit hours attempted or earned, are not allowed.

Timeline

The Petition Review Committee meets monthly to review and preside over complete petition packets. Results - whether approved or denied - are communicated to your FSW @Bucs email address, in accordance with the published timeline/ calendar: www.fsw.edu/registrar/forms ▶ "Petition Review Committee Schedule."

STUDENT ACKNOWLEDGMENT

I have thoroughly read Page 1 of this document. I understand submitting a petition requesting a Late Drop or Late Withdraw is to ask for an exception to academic policy, and I must submit a statement as well as third-party documentation that supports my statement. I understand I must submit a complete petition packet, which includes a statement and third-party documentation.

Student's First Name and Last Name (Print, Please)

Student's Signature



STUDENT INFORMATION, Page 2

Student's First Name and Last Name (Print, Please)

Student ID Number

Student's @Bucs email address

ACTION REQUESTED

Indicate whether you are requesting a Late Drop or a Late Withdraw. You must make a selection, and select only one.

- **Drop:** A Drop removes a course from the academic record.
- **Withdraw:** A Withdraw does not remove the course from the academic record, but a grade of "W" is assigned to the course. Courses with grades of "W" are counted as attempts but are not calculated into the GPA.

Late Drop

Late Withdraw

MAJOR EXTENUATING CIRCUMSTANCES

Indicate the reason (major extenuating circumstances) for your request by making a selection from the boxes below.

Major Extenuating Circumstances are conditions that are sudden, exceptional, and beyond the control of the student, such as a serious illness, a call to active military duty, a substantial change in employment, a death in the immediate family, or another emergency circumstance, in line with Florida State Department of Education Rule 6A-14.0541 [2].

Failure to attend a course, failure to drop or withdraw by published deadlines, and/or attempting to avoid an unsatisfactory grade are not serious and compelling reasons for submitting petitions to request Late Drops or Late Withdraws. (These cases are neither exceptional nor beyond a student's control.)

Medical.	Call to Military Service.	Substantial Change in Employment.	Death of an Immediate Family Member.
<p>A medical matter occurred during the term being petitioned which prevented you from completing the course.</p>	<p>A branch of the military has summoned you to service during the term being petitioned.</p>	<p>Your employer has required an increase in your work hours, or you have started a new job, or your employer has forced you to relocate during the term being petitioned - any of which have prevented you from completing the course.</p>	<p>An immediate family member is defined as a parent, legal guardian, spouse, child, or sibling. Grandparents, great-grandparents, cousins, and in-laws are extended family members.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>REQUIRED ATTACHMENTS: Attach third-party, supporting documentation. Acceptable third-party documentation includes the following:</p> <p>Written verification from the relevant medical practitioner's office on letterhead.</p> <ul style="list-style-type: none"> • The letter must indicate the severity, duration, and academic impact of the medical condition and recovery period. • If the medical situation relates to someone else, the medical documentation must identify you, by name, as the primary caregiver for the patient. <p>Photographs of medical trauma are not acceptable.</p>	<p>REQUIRED ATTACHMENTS: Attach third-party, supporting documentation. Acceptable third-party documentation includes the following:</p> <p>Copy of military orders showing your call to duty or your call to training.</p>	<p>REQUIRED ATTACHMENTS: Attach third-party, supporting documentation. Acceptable third-party documentation includes the following:</p> <p>Letter from your employer on company/organization letterhead indicating your recent hire, or your increase in hours, or your relocation.</p> <ul style="list-style-type: none"> • Your employer's name must be printed and signed. • Your employer's contact information must be included within the letter. 	<p>REQUIRED ATTACHMENTS: Attach third-party, supporting documentation. Acceptable third-party documentation includes the following:</p> <ol style="list-style-type: none"> 1. Copy of death certificate, funeral bulletin, or obituary of the deceased. <u>and</u> 2. Documentation verifying the relationship; for example, copies of legal documents such as birth or marriage certificates - for both the deceased and for you, the petitioner - are required to prove family ties.

The Office of the Registrar cannot return documents to you. Do not submit original documents; instead, submit clear, readable copies of original documents. Documents you submit to the Office of the Registrar become the property of the Office of the Registrar and will not be returned.



STUDENT INFORMATION, Page 3

Student's First Name and Last Name (Print, Please) _____

Student ID Number _____

COURSE INFORMATION • ONE (1) COURSE PER PAGE (Page 3)

Complete the course information for the course you are petitioning. Use this page (Page 3) for ONLY one (1) course. (One course per page.) (To petition for multiple courses within the same term, make and use copies of Page 3. You may use Pages 1, 2, and 4 as well as your statement and documentation for multiple courses you may be petitioning within the same term.)

TERM (circle one): FALL SPRING SUMMER YEAR: _____

COURSE REFERENCE NUMBER (CRN): _____
(This is a five-digit code specific to the section of the course.)

COURSE PREFIX (LETTERS) and NUMBER: _____
(Examples: ENC 1101, HUM 2020)

COURSE TITLE (Examples: Composition I; Introduction to Humanities): _____

ATTENDANCE INFORMATION

Ask your professor to complete this section. Your professor should provide your last date of attendance ("LDA"), as well as sign and date this document.

(Attached email communications between you and your professor via your official @Bucs email account, including a response from the professor noting your last date of attendance, are acceptable.)

STUDENT'S LAST DATE of RECORDED ATTENDANCE: _____

Professor's First Name and Last Name (Print, Please) _____

Professor's Signature _____

Date _____

INDICATION OF HIGH SCHOOL SUPPORT OR NON-SUPPORT

Ask a qualified representative from your high school (Counselor, Assistant Principal, Vice Principal, or Principal) to complete this section.

A representative from your high school must indicate whether they support, or do not support, your petition since dual-enrolled students' courses impact both the FSW student record and the high school record. In line with this, FSW must ensure the high school is aware of the possible change to your academic record.

Name and address of high school (PRINT, PLEASE):	Name of high school: _____
	Address of high school: _____
Name and title of high school representative reviewing the petition (PRINT, PLEASE):	First name, Last name: _____
	Title or position: _____
Indication of high school representative's support or non-support for the petition:	<input type="checkbox"/> The high school is IN SUPPORT and APPROVES this petition. <input type="checkbox"/> The high school is NOT IN SUPPORT and DENIES this petition.

SIGNATURE: HIGH SCHOOL REPRESENTATIVE _____

DATE REVIEWED _____



STUDENT CONFIRMATION

My signature certifies I have completed this document, and I attached a relevant statement and third-party documentation, per the section "Major Extenuating Circumstances, Required Attachments" (Page 2). Also, my signature certifies I have read, and I understand and accept all ramifications that may result from this petition, including:

- I attest all assertions in this document and the related attachments are true.
- I understand the decision of an approved petition cannot be rescinded or overturned.

Student's First Name and Last Name (Print, Please)

Student's Signature

Date

SUBMITTING YOUR COMPLETE PETITION PACKET

Make sure your packet is complete prior to submitting it. A complete petition packet includes all of the following:

- The completed Request for a Late Drop or Late Withdraw form, including information and signatures from your professor and from your high school representative.
- A signed and dated statement in your own words.
- Third-party documentation that supports the claims made in your signed and dated statement.

Only complete petition packets will be reviewed. (Refer to Page 1, "Important: Your Petition Packet.")

Submit your petition in one of two ways:

- In person, at the Office of the Registrar at the Lee Campus. (S-Building, Second Floor)
- Email Registrar@fsw.edu, from your @Bucs email account. (Due to privacy and confidentiality guidelines, petition documents from external email messaging applications will not be accepted.)
⇒ In the Subject line of the email, include your first and last name, and note **DE Petition**.

Do not ask other staff members, such as your advisor, to submit your petition for you. You are responsible for completing your own petition packet, including writing a statement, gathering all third-party documentation, and submitting it to the Office of the Registrar in its entirety.

OFFICE OF THE REGISTRAR • STAFF USE ONLY

APPROVED

DENIED

PENDING BY: _____
(Date/Deadline)

SIGNATURE: PETITION REVIEW COMMITTEE REPRESENTATIVE

DATE REVIEWED

DATE PROCESSED

DATE RESULTS EMAILED TO STUDENT



TO: School District Partners (Charlotte, Collier, Glades, Hendry and Lee) and Private Schools

FROM: Dr. Martin McClinton, Associate Vice President of Academic Affairs
Dr. Tammy Caraker, Director of Accelerated Pathways Programs

SUBJECT: Required Update to Inter-Institutional Agreement (2024-26) - Statutory Update, Florida Statute 985.04
Dual Enrolled Students Taken into Custody

DATE: May 29, 2024

House Bill 1473 on School Safety was approved by the 2024 Legislature and signed by Governor Ron DeSantis on May 6, 2024. The bill amends section 985.04, Florida Statutes, to require that the district superintendent notify a college's or university's chief of police or public safety director whenever a dual enrolled student is taken into custody by law enforcement for certain serious offenses. This memo serves to add the following statement to the IAA, Section 13: : **District Collaboration and Communication**

6. If the child is a dual enrolled student at a postsecondary institution, the superintendent of schools, or his or her designee, must notify the chief of police or the public safety director of the postsecondary institution at which the student is dual enrolled within 1 business day after receiving the initial notification.

This language will be reflected in future IAA updates.

CC: Jerry Connolly, Chief of FSW Police
Dr. April Palmer, Assistant Vice President of Student Life