Submitter:  
Agreement Effective Date: 8/1/2022

Representing:  
Florida College:  Fl Soutwestern State College

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<th>District(s) the Agreement(s) include</th>
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Type of Dual Enrollment Articulation Agreement for Submission  
Public Postsecondary Institution – School District  

(A) Public Postsecondary Institution Agreement with Public School Districts

Each district school superintendent and each public postsecondary institution president shall develop a comprehensive dual enrollment articulation agreement for the respective school district and postsecondary institution. The superintendent and president shall establish an articulation committee for the purpose of developing the agreement. Each state university president may designate a university representative to participate in the development of a dual enrollment articulation agreement. A dual enrollment articulation agreement shall be completed and submitted annually by the postsecondary institution to the Department of Education on or before August 1.

1. A 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 both parties should SBE Rules and Florida Statutes. A signed IAA will be submitted by the College to the Department of Education on or before August 1, 2022.

2. A description of the process by which students and their parents are informed about opportunities for student participation in the 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.

3. A delineation of courses and programs available to students eligible to participate in dual enrollment.

Section 2: Courses and Programs Offered

1. Dual Enrollment Program courses will be offered in accordance with sections 1000.21, F.S.; 1007.24, F.S.; 1007.271, F.S.; and 1007.23, F.S.. Approved Dual Enrollment Program courses are specified by the Florida Department of Education’s statewide Agreement for Dual Enrollment Courses. The most recent agreement can be found on the FLDOE website (www.fldoe.org) named as the “Dual Enrollment Course-High School Subject Area Equivalency List”. In addition, high school credit for college courses will be awarded in accordance with the fore mentioned Agreement.

2. Per 1007.271, F.S., applied academics for adult educational instruction, developmental education, and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the Dual Enrollment Program.

3. Dual Enrollment Program courses offered concurrently are listed in the Concurrent Course Offerings table (Appendix G).

4. Students have the option of working towards CAPE Industry Certifications or College Credit Certificates pursuant to 1008.44, F.S. found in the College’s Course Catalog. 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 academic advisor to ensure they meet all eligibility requirements of the program.

4. A description of the process by which students and their parents exercise options to participate in the dual enrollment program.
Dual Enrollment Articulation Agreement Submission Site

Section 3: Student Participation in Dual Enrollment Program

1. Students initiate their option to participate by working directly with their School Designee to ensure student eligibility.

2. Students must initiate their application for Dual Enrollment Program courses through the College’s online Accelerated Program Application found at https://www.fsw.edu/admissions/dual.

3. Eligible students are responsible to submit test scores in all college-level areas before being admitted by the College. Eligible test scores determine course-taking eligibility.

4. The School Designee or the student will provide the College with valid test scores and transcripts for each student applying per the College’s process for each submission.

5. Eligible students will work directly with the School Designee to complete an Accelerated Pathways Registration Approval Form (Appendix D). The signature of the School Designee on the form verifies student is eligible for grade point average and gives approval for enrollment in college courses.

6. Eligible students may access the College’s academic and advising services.

7. Students are required to provide their own transportation to and from the College for on-campus courses.

8. Students are required to secure their own Internet and computer access for online and hybrid courses.

5 A list of any additional initial student eligibility requirements for participation in the dual enrollment program.

Section 4: Student Eligibility for Participation

1. Students must be enrolled in at least one high school credit course during each term, excluding summer.

2. Students must have a cumulative unweighted high school grade point average of 3.0 or better.

3. Students may take up to the following credits through concurrent, on-campus, or online courses:
   a. 6th-9th grade students are limited to 9 credit hours per term, must have at least 5 high school credits in core graduation requirements with a minimum 3.5 high school unweighted grade point average, and have the approval of school district designee, along with two letters of recommendations.
   b. 10th grade students are limited to 9 credit hours per term, must have a 3.5 high school unweighted grade point average, and have the approval of the School Designee.
   c. Juniors and seniors must have a 3.0 unweighted grade point average. College credits are limited to 12 or less per term and the student is required to enroll in at least one high school credit course per Fall and Spring term.

4. 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.

5. Students must take and present test scores from one of the approved state college placement exams, Post-Secondary Educational Readiness Test (P.E.R.T), Accuplacer, SAT or ACT and place at the college level in the skill areas that are required for the courses the student wishes to take. The placement test scores must be valid as of the first day of the term in which the student enrolls in the course. Scores are valid for two years from date of testing.

6. Pursuant to 1008.30(4) (a), F.S., and § 6A-10.0315, F.A.C., which is hereby incorporated by reference, students who have been identified as deficient in basic competencies in one of the areas of reading, writing, or mathematics, as determined by scores on a postsecondary readiness assessment identified in § 6A-10.0315, F.A.C., shall not be permitted to enroll in college credit courses in curriculum areas precluded by the deficiency.

7. Students must meet or exceed placement test scores of the following:

   Reading English/ Writing Mathematics
   PERT 106 103 114
   ACT 19 17 19
   SAT 24 25 24
   ACCUPLACER-Next Generation (July 31, 2022 and before) 245 245 242
   ACCUPLACER-Next Generation (August 1, 2022 and after) 256 253 261

8. 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.

9. 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
Dual Enrollment Articulation Agreement Submission Site

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.

10. Eligibility requirements are consistent across all modalities of instruction, including online, concurrent, and courses taken on the college campus, unless otherwise stipulated.

11. The Accelerated Pathways Contract (Appendix D) will be used by high school counseling staff to inform students and parents of basic expectations for participants in the Dual Enrollment Program.

12. Per 1007.271, F.S., regardless of meeting student eligibility requirements for continued enrollment in the Dual Enrollment Program, a student may lose the opportunity to participate in a college course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.

13. Students must maintain at least a cumulative 2.0 College term grade point average to continue in an Accelerated Program. The College Academic Warning procedures will apply to dual enrolled students who fall below the required 2.0 College GPA. Students placed on Academic Warning are given one semester to raise their cumulative College GPA to a 2.0. Students who do not meet the minimum GPA after one semester of Academic Warning will be dismissed from the Dual Enrollment Program.

14. High school graduates are not eligible to participate in the Dual Enrollment Program. Recent high school graduates with at least 24 earned college credit hours may to enter Summer Term courses post-graduation. If admitted, they are responsible for all tuition and associated fees and materials.

15. 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 one course per term without additional approval. This does not include summer abroad programs.

6. A delineation of the high school credit earned for the passage of each dual enrollment course.
Dual Enrollment Articulation Agreement Submission Site

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 https://www.fldoe.org/schools/higher-ed/fl-college-system/academic-student-affairs/dual-enrollment.stml

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 1003.4282, F.S., pursuant to 1007.271, F.S.

6. Participating in any Dual Enrollment Program course creates a college transcript for the student. All grades, including withdrawals, will be posted to the student’s permanent academic record. Low grades in college courses may adversely affect subsequent admission to public or private colleges and universities, as well as financial aid eligibility and/or availability.

7. College credits earned through an articulated accelerated mechanism, as defined in this IAA from 1007.27 F.S., are not calculated towards the excess hour requirement in 1009.286, F.S. which states students are required to pay an excess hour surcharge for each credit hour in excess of the number of credit hours required to complete the baccalaureate degree program in which a student is enrolled.

8. Students earning credit under various acceleration programs are guaranteed transferability of credit under provisions of the State Articulation Agreement in cases where the student completes “general education requirements” and/or the Associate of Arts degree and is transferring to a state university in Florida.

9. Students earning college credit through the Dual Enrollment Program in courses outside of the general education categories or outside of the AA degree requirements are not guaranteed transferability of credit and will be evaluated by the individual college or university policy involved.

10. In accordance with 1007.271 (18), F.S., all courses taken through the Dual Enrollment Program must be weighted the same as Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses when weighted grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against courses offered in the Dual Enrollment program are prohibited.

7. A description of the process for informing students and their parents of college-level course expectations.
Section 6: Process for Informing Students and Their Parents of College-Level Course Expectations

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

2. The College will provide information on college-level course expectations on the course registration form, college application, and during orientation.

3. Students enrolled in the Dual Enrollment Program that require an academic accommodation based upon a disability will be provided with an academic accommodation consistent with Section 504 of the Rehabilitation Act of 1971, as amended, 29 U.S.C. Section 794, and its implementing regulation at 34 CFR Part 104; and Title II of the Americans with Disabilities Act of 1990 (Title II), as amended, 42 U.S.C. §§12131 et seq., and its implementing regulation at 28 C.F.R. Part 35. All academic accommodation shall be in conformity with 34 CFR 104.44. The accommodation provided shall not be dependent on whether instruction occurs on a College campus or at a high school site.

   a. For a student to benefit from accommodations at the College level, students are required to self-identify. For information regarding the self-identification process and the services available, refer to the Office of Adaptive Services at http://www.fsw.edu/adoptiveservices or 239-432-7354.

   b. It is the obligation of the individual with a disability to request a reasonable accommodation. Enrolled students must submit any request for accommodations to the Office for Adaptive Services on the appropriate campus for consideration. Individuals with a disability must provide recent documentation from a qualified, licensed professional that speaks to the specific disability and the requested accommodation. Requests for accommodations must be specific to the documented needs. Once a student has been established with the office, it is the student’s responsibility to request accommodations each semester that the student is enrolled.

   c. Individual Education Plans (IEPs) are not acceptable forms of primary documentation. IEPs are plans which were structured and agreed to with that school at the time they were written. They are not binding agreements with Florida SouthWestern State College. A valid IEP with the school district does not make the student eligible for college accommodations. Students with an IEP must request an accommodation. Approved district accommodations may be helpful in determining the level of support and types of accommodations which were provided to a student in the past.

   d. Students who take courses concurrently, and have approved high school accommodations, may not be supported by the College if issues arise and the student has not self-identified through the College’s process.

4. Dual Enrollment Program students and their parents will be offered the College’s Accelerated Pathways Student/Parent Information Sessions, through on-campus events or live/on-demand webinars to thoroughly explain college-level course expectations.

5. Dual Enrollment Program students have the same rights and considerations of all college students, as determined by the College’s Rights and Responsibilities, found in the College’s Catalog.

8. The policies and procedures, if any, for determining exceptions to the required grade point averages on an individual student basis.

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

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

   2. The School Designee will notify the College, in writing, of the reasons why the Principal wishes to exempt a student from the state criteria.

   3. The Director of Accelerated Pathways reviews all exemption requests and makes a recommendation to the Dean of the School of Education.

   4. The Vice Provost 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 1003.5716 F.S. on transition planning, will meet minimum standard for admission as a standard high school diploma. § 6A-1.09963(6), F.A.C, specifies the District’s obligation to inform parents and students.

9. The registration policies for dual enrollment courses as determined by the postsecondary institution.
Section 8: Registration Policies for Dual Enrollment Program

1. Eligible students with a current term application that have met testing requirements are to register through the College’s Registration department by completing an Accelerated Pathways Registration Form (Appendix D) for any college course by July 15th for Fall courses, December 1st for Spring courses, and April 15th for Summer courses.

2. Students will be required to complete the self-paced online Accelerated Pathways Orientation annually.

3. Students are responsible to submit a completed form to drop or add courses to the College’s registration by the stated deadlines.

4. Students who have not been registered through the College for a concurrent course and have attended a course without registering pursuant to Paragraph One, above, may be denied college credit.

5. Students enrolled in the Dual Enrollment Program are not to initiate a withdrawal from their course(s) after the official College add/drop period has ended for the term the student is enrolled in without written consent from the School District Designee and School Designee. Students must present a completed Accelerated Pathways Request for Withdrawal (Appendix H) 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.

6. The College’s Registrar makes the final determinations on late drop/late withdrawal petitions.

7. The Director of Accelerated Pathways notifies the School Designee of the registrant’s final determination on all late drop/late withdrawal petitions.

8. Students will not be allowed to repeat a course until after completion of high school graduation.

9. Termination of enrollment in a college course without satisfactory completion may hinder timely fulfillment of high school graduation requirements.

10. Exceptions, if any, to the professional rules, guidelines, and expectations stated in the faculty or adjunct faculty handbook for the postsecondary institution.
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 could be made by Department Deans. No other learning management system (LMS) may be used unless required by the College.
   e. School Districts may require Concurrent Faculty to use the District’s grading system in addition to the College’s LMS.
   f. Concurrent Faculty may share appropriate educational information with their High School Principal or School Designee as needed.
   g. Concurrent Faculty are required to attend at least one meeting or professional development activity per year with the College.

2. Concurrent Class Scheduling
   a. School Designee must request Concurrent Courses prior to College’s published deadlines according to the FSW’s Accelerated Pathways Deadlines (Appendix B).
   b. School Designee must complete and submit the Concurrent Course Approval Form (Appendix 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 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.

11. Exceptions, if any, to the rules, guidelines, and expectations stated in the student handbook of the postsecondary institution which apply to faculty members.

   n/a

12. The responsibilities of the school district regarding the determination of student eligibility before participating in the dual enrollment program and the monitoring of student performance while participating in the dual enrollment program.
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.

13. The responsibilities of the postsecondary institution regarding the transmission of student grades in dual enrollment courses to the school district.

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.

14. A funding provision that delineates costs incurred by each entity.

Section 12: Funding Provisions of Delineated Costs
1. Textbook and Instructional Materials
   a. In compliance with §6A-14.092, F.A.C., the College will adopt textbooks and instructional materials no later than seventy-five (75) days prior to the first day of classes for 95% of sections. The College will share a list of adopted textbooks and instructional materials with the School District to purchase according to their practices. For classes added after the forty-five (45) day notification deadline, the College will provide School Districts with textbooks changes after the deadline.
   b. The District must provide at no cost to the student all required 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 District 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 District is not required to purchase optional or supplemental course materials. The School District must purchase all required course materials for students enrolled in the Dual Enrollment Program.

2. Tuition
   a. Pursuant to 1011.62, F.S., it is understood that students enrolled in the Dual Enrollment Program may be counted as full-time equivalent enrollment by the College.
   b. Pursuant to 1007.271, F.S., and 1007.273, F.S., it is understood that students receiving instruction under the provisions of this agreement shall be exempt from the payment of all application, registration, and laboratory fees to the High School or to the College.
   c. 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 2022-2024 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 District 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.
15. Any institutional responsibilities for student transportation, if provided.

7. Students are required to provide their own transportation to and from the College for on-campus courses.

16. For students with disabilities, a postsecondary institution eligible to participate in dual enrollment pursuant to s. 1011.62(1)(i) shall include in its dual enrollment articulation agreement, services and resources that are available to students with disabilities who register in a dual enrollment course at the eligible institution.

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/adaptive services or 239-432-7354.

b. It is the obligation of the individual with a disability to request a reasonable accommodation. Enrolled students must submit any request for accommodations to the Office for Adaptive Services on the appropriate campus for consideration. Individuals with a disability must provide recent documentation from a qualified, licensed professional that speaks to the specific disability and the requested accommodation. Requests for accommodations must be specific to the documented needs. Once a student has been established with the office, it is the student’s responsibility to request accommodations each semester that the student is enrolled.

c. Individual Education Plans (IEPs) are not acceptable forms of primary documentation. IEPs are plans which were structured and agreed to with that school at the time they were written. They are not binding agreements with Florida SouthWestern State College. A valid IEP with the school district does not make the student eligible for college accommodations. Students with an IEP must request an accommodation. Approved district accommodations may be helpful in determining the level of support and types of accommodations which were provided to a student in the past.

d. Students who take courses concurrently, and have approved high school accommodations, may not be supported by the College if issues arise and the student has not self-identified through the College’s process.