



Catastrophic Student Accident Coverage

Carrier – Zurich American Insurance Company

Rate per student – \$1.33

Deductible – \$25,000 (responsibility of the student's primary health insurance or parent's out of pocket expenses)

Benefits –

- Accidental Death - \$10,000
- Accidental Dismemberment - \$20,000
- Heart Failure - \$10,000
- Seat belt / Air bag - \$5,000 (each)

Accident and Medical Excess –

- Maximum Amount - \$6,000,000
- 100% of Usual & Customary Expenses
- Treatment must occur within 90 day of injury or incident
- Expenses must be incurred within 520 weeks

Catastrophe Cash Benefit –

- Waiting Period – 6 months
- Maximum Benefit Amount - \$600,000
 - Initial Lump Sum Amount - \$120,000
 - Monthly Benefit Amount - \$4,000 (payable up to 120 months)

Covered Activities include –

- While on school premises enrolled as full-time student with the school.
- During the hours and on the days when the school is in session, including one hour before and after.
- During the hours and on the days when the school is not in session while participating in or attending a school sponsored activity.
- While participating in school-sponsored and supervised interscholastic sports (including football) practices or games.
- While participating in related sports conditioning or team activities on school premises;
- While acting as a student coach, student manager or student trainer during an interscholastic sports practice or game.
- While participating in band, cheerleading, or majorette practice or school-sponsored performances.
- While participating in school gym classes.
- While traveling under the supervision of the school as a group to such activity.
- While traveling directly and uninterruptedly to or from the Insured's residence and the meeting place for the purpose of participating in such activity

Exclusions –

1. Suicide or intentionally self-inflicted injury or any attempt at intentionally self-inflicted injury.
2. War or any act of war, whether declared or undeclared.
3. Involvement in any type of active military service.
4. Illness or disease, regardless of how contracted; medical or surgical treatment of illness or disease; or complications following the surgical treatment of illness or disease; except for accidental ingestion of contaminated foods.
5. Participation in the commission or attempted commission of any felony.
6. Being intoxicated while operating a motor vehicle.
7. An Insured will be conclusively presumed to be intoxicated if the level of alcohol in his or her blood exceeds the amount at which a person is presumed, under the law of the locale in which the accident occurred, to be intoxicated, if operating a motor vehicle.
8. An autopsy report from a licensed medical examiner, law enforcement officer reports, or similar items will be considered proof of the Insured's intoxication.
9. Being under the influence of any prescription drug, controlled substance, or hallucinogen, unless such prescription drug, controlled substance, or hallucinogen was prescribed by a Physician and taken in accordance with the prescribed dosage.
10. Travel or flight in any aircraft except as a fare-paying passenger on a regularly scheduled charter or commercial flight.
11. Participation in any team sport or any other athletic activity unless mentioned in the Covered Activities.
12. Any condition for which the Insured is entitled to benefits under any Workers' Compensation Act, No Fault Auto Coverage or similar law.
13. Insured riding in or driving any type of motor vehicle as part of a speed contest or scheduled race, including testing such vehicle on a track, speedway or proving ground.

Premiums and Exposures –

| | Students | Premium |
|------------------|-----------------|----------------|
| Baker | 5,855 | \$7,787 |
| Dixie | 2,090 | \$2,780 |
| Levy | 5,303 | \$7,053 |
| Union | 2,519 | \$3,350 |
| Bradford | 3,392 | \$4,511 |
| Gilchrist | 2,753 | \$3,662 |
| Nassau | 13,566 | \$18,043 |
| Columbia | 10,402 | \$13,835 |
| Hamilton | 1,579 | \$2,100 |
| Putnam | 10,479 | \$13,937 |

School District: Gilchrist County

Client Authorization to Bind Coverage

After careful consideration of NEFEC Risk Management's proposal for the 2019-2020 Policy year, we accept the following coverage(s). Please check the desired coverage(s) and note any coverage amendments below:

| | | LINE OF COVERAGE | CARRIER |
|--|---------------------------------|---|-----------------------------------|
| <input checked="" type="checkbox"/> Accept | <input type="checkbox"/> Reject | Catastrophic Student Accident Insurance | Zurich American Insurance Company |

Debra P. Robart
Signature (Superintendent or Risk Manager)

June 27, 2019
Date

INSTRUCTURE

Services Order Form

6330 South 3000 East, Suite 700, Salt Lake City, UT 84121, United States

Order #:

Q-79920-1

Date:

4/25/2019

Offer Valid Through:

6/30/2019

Order Form For Gilchrist County School District

Address: 310 NW 11TH AVE

City: TRENTON

State/Province: Florida

Zip/Postal Code: 32693

Country: United States

Order Information

Billing Frequency: Annual Upfront

Payment Terms: Net 30

Billing Contact

Name:

Debbie Hill

Email:

hilld@mygcsd.org

Phone:

352-463-3200

Primary Contact

Name:

Aaron Wiley

Email:

wileya@mygcsd.org

Phone:

(352) 463-4410

Year 1

| Description | Start Date | End Date | Metric | Qty | Price | Amount |
|---------------------------|------------|-----------|--------|-------|----------|--------------|
| Canvas Cloud Subscription | 7/1/2019 | 6/30/2020 | User | 1,510 | USD 6.20 | USD 9,362.00 |
| Recurring Sub-Total | | | | | | USD 9,362.00 |
| Year 1 Total | | | | | | USD 9,362.00 |

Year 2

| Description | Start Date | End Date | Metric | Qty | Price | Amount |
|---------------------------|------------|-----------|--------|-------|----------|--------------|
| Canvas Cloud Subscription | 7/1/2020 | 6/30/2021 | User | 1,510 | USD 6.51 | USD 9,830.10 |
| Recurring Sub-Total | | | | | | USD 9,830.10 |
| Year 2 Total | | | | | | USD 9,830.10 |

Year 3

| Description | Start Date | End Date | Metric | Qty | Price | Amount |
|---------------------------|------------|-----------|--------|-------|----------|---------------|
| Canvas Cloud Subscription | 7/1/2021 | 6/30/2022 | User | 1,510 | USD 6.84 | USD 10,328.40 |
| Recurring Sub-Total | | | | | | USD 10,328.40 |
| Year 3 Total | | | | | | USD 10,328.40 |
| Grand Total: | | | | | | USD 29,520.50 |

| Subscription | Metric | Description |
|--------------|--------|---|
| Canvas | User | Canvas K-12 subscription based on the number of full-time or part-time users (students, teachers, administrators) per year. |

Duration: Instructure may begin providing the services on the later of: (i) ninety (90) days prior to the earliest start date; or (ii) the date of the last signature on this Order Form ("Effective Date"). Notwithstanding the foregoing, any third-party content purchased under this order form will be made available on the applicable start date listed above.

Miscellaneous: Instructure's support terms are available as follows:
 Canvas & Catalog: <https://www.canvaslms.com/policies/support-terms>
 Bridge: <https://www.getbridge.com/support-terms>

| PURCHASE ORDER INFORMATION | TAX INFORMATION |
|---|--|
| Is a Purchase Order required for the purchase or payment of the products on this order form? Please Enter (Yes or No): <u>Yes</u> If yes, please enter PO Number: <u>9012000001</u> | Check here if your company is tax exempt: <input checked="" type="checkbox"/> Please email any/all exemption certifications to ar@instructure.com . |

By executing this Order Form, each party agrees to be legally bound by this Order Form and the applicable terms and conditions.

Gilchrist County School District

| | |
|------------|-----------------------|
| Signature: | <u>[Signature]</u> |
| Name: | <u>Aaron Wiley</u> |
| Title: | <u>Director at IT</u> |
| Date: | <u>6/24/19</u> |

Instructure, Inc.

| | |
|------------|-------|
| Signature: | _____ |
| Name: | _____ |
| Title: | _____ |
| Date: | _____ |



Date: 6/20/2019
Order Number: Q-173383
Revision: 2
Order Form Expiration Date: 8/30/2019

ORDER FORM

Please fax all pages to 1.877.519.9555 or email to orders@edmentum.com
To Pay by Credit Card: Call 214.294.9901 or e-mail creditcardprocessing@edmentum.com

Customer and Billing Address

Customer No.: 236748
Customer Name: Gilchrist Co School District
Billing Address: 310 Nw 11th Ave
Trenton, FL 32693-3804

Products and Services

| Products | Qty | License Start Date | License End Date | License Term (Months) | Extended Price |
|----------------------------|-----|--------------------|------------------|-----------------------|----------------|
| EdOptions Academy Standard | 1 | ** | ** | 12 | \$45,000.00 |

| | |
|-----------------|-------------|
| Subtotal: | \$45,000.00 |
| Estimated Tax: | \$0.00 |
| Total US Funds: | \$45,000.00 |

** Unless otherwise specified in this Order Form, the Start Date for your license(s) will be one of the following: (a) the day immediately following the expiration date of the prior license term or (b) the date in which we have accepted your order and have issued log-in credentials for your software license.

Invoicing and Payment Terms

| PO Due Date | Payment Due Date | Amount |
|----------------------|------------------|-------------|
| Due at Time of Order | Net 15 | \$15,000.00 |
| 9/16/2019 | 10/1/2019 | \$15,000.00 |
| 12/17/2019 | 1/1/2020 | \$15,000.00 |
| | Total | \$45,000.00 |

Terms and Conditions

For the purposes of this Order Form, "you" and "your" refer to Customer, and "we", "us" and "our" refer to edmentum Inc. and affiliates. This Order Form and any documents it incorporates (including the Standard Purchase and License Terms located at <http://www.edmentum.com/standardterms> and the documents it references) form the entire agreement between you and us ("Agreement"). You acknowledge that any terms and conditions in your purchase order or any other documents you provide that enhance our obligations or restrictions or contradict the Agreement do not have force and effect.

Purchase Order

You acknowledge that this Agreement is non-cancellable and you will submit a Purchase Order with this Order Form covering the initial portion of the amount and you will submit future Purchase Orders based on the Invoicing and Payment Terms table and timely make corresponding payment(s) for the remaining amount(s) owed.

Customer Contact for Future Purchase Orders:

Name: Linda Gartin
Email Address: gartinl@mygcsd.org

Acceptance

This offer will expire on the Order Form Expiration Date noted above unless we earlier withdraw or extend the offer in writing. I represent that I have read the terms and conditions included in this Agreement, that I am authorized to accept this offer and the Agreements terms and conditions on behalf

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of the customer identified above and that I do accept this offer on behalf of the customer who agrees to adhere to the Agreements terms and conditions. To the extent that either parties process does not require that I execute this Order Form, I accept, acknowledge and agree to the terms and conditions identified in and referenced in this Agreement as signified by my receipt, use or access of the products and/or services identified. Please fax all pages to 1.877.519.9555 or email to orders@edmentum.com.

Customer Signature:

Name (Printed or Typed):

Title:

Date:

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Appendix A: EdOptions Academy Products

All courses included in the table below will be available for enrollment at the indicated price.

| Products | Price |
|---|----------|
| EdOptions Academy 18 Week Core Courses | \$185.00 |
| EdOptions Academy 18 Week CTE and Elective Courses | \$185.00 |
| EdOptions Academy 18 Week Health and Fitness Courses | \$185.00 |
| EdOptions Academy 18 Week Advanced Courses | \$185.00 |
| EdOptions Academy 18 Week World Language Courses | \$185.00 |
| EdOptions Academy 18 Week Advanced World Language Courses | \$185.00 |
| EdOptions Academy Extension Fee | \$50.00 |
| EdOptions Academy 9 Week Semester Courses | \$90.00 |
| EdOptions Academy 9 Week Course Extension Fee | \$25.00 |
| EdOptions Academy Test Prep Courses | \$185.00 |
| EdOptions Academy Remediation Courses | \$185.00 |

Terms and Conditions for Academy Products:

Prices identified above do not include taxes and any taxes imposed on your purchases shall be invoiced and payable by you. To the extent that you have not provided a Subsequent Purchase Order to cover your Purchases, upon our request, you will promptly issue a subsequent Purchase Order in the amount we identify to cover such purchases. You agree to pay all invoices within fifteen (15) days of receipt. Although we will generally not invoice you until after you enroll, use, or access, we reserve the right to immediately invoice you for any services you purchase.

We provide a no charge grace period for enrollments that are dropped within the following number of days from enrollment:

Standard (9 or 18 week) courses = 14 days

Roles and Responsibilities:

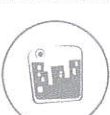
Our Responsibilities

We will administer the program with the support of your staff.

We will be responsible for the following:

- Provide the licensed courses to students using the program.
- Provide qualified teachers for each course.
- Provide live training and/or training through webinar(s) for individuals selected by you to facilitate the program, in accordance with the services you have purchased.
- Provide an online registration and course enrollment process.
- Provide online access to student progress on an ongoing basis to appropriate personnel that you identify.
- Provide access to the online courses that you've licensed 24 hours 7 days a week for student and organization use, subject to normal downtime for updates and maintenance.
- Provide reporting on student progress throughout each course and program.
- Access to learning management system which gives access to student info, student's official gradebook, and communications concerning student.
- Printable access to an enrolled student's transcript.

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Your Responsibilities

You will work with us to design and implement a program that meets the educational needs of the students selected to participate in the program.

You will be responsible for the following:

- Designate one person who will be the program administrator. This person will be responsible for coordinating the operation of the program with our staff.
- Arrange for our training to your staff involved in the program. The training will be provided through virtual sessions.
- Submit enrollment forms and other miscellaneous required documents via our Student Information System.
- Determine what course(s) students will take and assist students or administrators in accurately inputting required information.
- Ensure that students participating in this program have regular access to the internet.
- Provide proctors for the exams associated with each course.
- Promptly notify us in the event that you become aware of a change in law or regulation that impacts the operation of the program or the policies in place governing a student's participation in the program.
- Promptly contact us if a student withdraws, is suspended, or has other status changes that will affect the student's participation or progress in class.
- Using reasonable efforts to ensure that your students understand and adhere to our policies, including but not limited to our Student Code of Conduct policy.

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**DUAL ENROLLMENT ARTICULATION AGREEMENT
BETWEEN THE UNIVERSITY OF FLORIDA BOARD OF TRUSTEES AND
THE SCHOOL BOARD OF GILCHRIST COUNTY**

THIS DUAL ENROLLMENT ARTICULATION AGREEMENT ("Agreement"), between the **University of Florida Board of Trustees (the "University", or "UF")**, a public body corporate of the state of Florida, and the **School Board of Gilchrist County (the "School Board", or the "District")**, Florida, is entered into on this 13th day of May, 2019, for the purpose of enhancing learning opportunities for qualified high school students who are attending public high schools in Gilchrist County School District through the Dual Enrollment program, as encouraged by Section 1007.22 and 1007.271 of the Florida Statutes.

NOW IN CONSIDERATION OF THE FOREGOING, the mutual undertakings and benefits to accrue to both parties, UF and the School Board, individually referenced as the "Party" and collectively referenced as the "Parties", agree as follows:

I. TERM

The term of this Agreement shall be effective as of July 1, 2019, is subject to annual review, and shall continue until June 30, 2021, unless terminated by either party or extended by amendment to this Agreement, in accordance with this Agreement ("Term"). Such termination shall be upon thirty (30) days advance written notice. Such termination shall not affect the rights and duties of the Parties under this Agreement with respect to the Dual Enrollment students enrolled in the then current UF academic semester.

II. PROGRAM REQUIREMENTS

- A. **Purpose.** The purpose of Dual Enrollment is to allow acceleration of eligible secondary students while still enrolled in school to take courses offered by UF, through its online process, that count toward high school credit and toward a university degree.
- B. **Length.** Participation in Dual Enrollment may not exceed two academic years. For the purposes of this agreement, students transition from one school year to the next in August of each year. Students are authorized to take up to 2 courses and no more than 11 credit hours per semester.
- C. **Credits.** Dual Enrollment credits may be in addition to the normal school load or a part of the student's regular load. The list of UF's eligible Dual Enrollment courses is available in **Appendix A**, which is attached hereto and incorporated herein by reference.
- D. **Initial Eligibility Criteria.** UF agrees to permit students enrolled in Gilchrist County School District, who have been certified by their school official as qualified, to enroll in the approved dual credit courses. UF retains the right to change the GPA and minimum test score requirements within its sole discretion. Gilchrist County School District Liaison will be notified in writing if a change is made. Exceptions to these requirements may be granted on an individual basis if agreed upon in writing and signed by both Parties. Students participating in Dual Enrollment options must meet the following initial student eligibility requirements:
1. Enrolled in a course of study which will fulfill requirements for high school graduation;
 2. 3.6 cumulative unweighted high school GPA;
 3. One of the following minimum standardized test scores: composite PSAT score of 1130, composite SAT score of 1100 or composite ACT score of 22;
 4. Satisfy any course prerequisites, including but not limited to placement exams; and,

5. Meet any additional criteria set by the post-secondary institution.

E. Continuing Eligibility Criteria. Students who will graduate from high school prior to completion of the postsecondary course may not register for the course through Dual Enrollment. Exceptions to these requirements may be granted on an individual basis if agreed upon in writing and signed by both Parties. Dual Enrollment students are responsible for following UF's student code of conduct that outlines acceptable and unacceptable academic or behavioral misconduct for UF students, such behavior includes cheating and plagiarism, etc. The student code of conduct delineates appropriate disciplinary procedures and sanctions in the case of unacceptable behavior. Students may lose the opportunity to participate in the Dual Enrollment program if they are disruptive to the learning process; violate UF code of conduct or regulations and/or School Board Rules; or violate federal, state, or local laws. In addition to the requirements above, to continue in the Dual Enrollment program, students must:

1. Maintain a 3.6 cumulative unweighted high school GPA, and
2. Maintain a 3.0 cumulative UF GPA as confirmed by Gilchrist County School District and UF's Registrar's Office.

F. Registration Procedures. Documents required for each student must be submitted to UF, prior to registration and in accordance with guidelines and registration deadlines posted on the UF Dual Enrollment website. **Appendix B**, which is attached hereto and incorporated herein by reference, sets forth further details in connection with the registration procedure.

G. Withdrawal Procedures. All Dual Enrollment students are responsible for officially withdrawing from classes they are no longer attending in accordance with published University requirements and deadlines. Students who do not officially withdraw from a class may receive a failing grade. Such a failing grade becomes a part of their permanent transcript records and could have a negative effect on future college admissions, scholarship opportunities, and/or financial aid. All Dual Enrollment students are responsible for notifying the high school guidance counselor, in writing, prior to withdrawal from any Dual Enrollment course. All pre-registration advising, including but not limited to posted withdrawal procedures, is the responsibility of Gilchrist County School District.

H. Publicity. Gilchrist County School District may not use UF's name, logos, trademarks or images or the name or image of any employee or official of UF in any fundraising, publicity, advertising or media release without the prior written consent of UF on each occasion, which may be given only by the UF Vice President for University Relations or designee. UF may not use Gilchrist County School District's name, logos, trademarks or images or the name or image of any employee or official of Gilchrist County School District in any fundraising, publicity, advertising or media release without the prior written consent of Gilchrist County School District on each occasion.

III. ROLE OF THE UNIVERSITY

The University will:

- A. Publish deadlines and procedures on the Dual Enrollment website.
- B. Advise students of college level expectations and procedures as delineated in the attached **Appendix C**, which is attached hereto and incorporated herein by reference.
- C. Provide advising, as appropriate, to ensure proper course placement and selection.
- D. Notify the student of his or her grades as is regularly done with University students. In addition, a document will be sent via postal mail or an electronic transmission system to the High School indicating work completed.
- E. Have a process in place for virtual instructors to comply with student IEPs and 504s as well as serve the needs

of English Language Learners.

- F. Assign a letter grade to each student enrolled in a Dual Enrollment course. The letter grade assigned by the postsecondary institution shall then be posted to the high school transcript by Gilchrist County School District pursuant to s. 1007.271(20), F.S.
- G. Be responsible for making an annual report to the Commissioner of Education on the operation of the Dual Credit Enrollment program. Gilchrist County School District will provide to the University any information requested to complete such reports.
- H. Be responsible for monitoring the quality of curriculum to ensure that instruction is consistent with the University of Florida's policies and procedures.

IV. ROLE OF GILCHRIST COUNTY SCHOOL DISTRICT

The School Board will:

- A. Verify the enrolled students are residents of the school district and eligible for enrollment in accordance with Section 1002.45 Florida Statutes.
- B. Verify that the high school student and his/her parent(s) or guardian(s) have been counseled on the advisability of taking one or more college courses while in high school and on the specific requirements of the Dual Enrollment program. Pre-registration advising will include the curricular expectations of university-level academic work that typically exceed the work required of high school courses. Pre-registration advising will also include information regarding UF's published add/drop policies and deadlines, as well as the impact of performance in Dual Enrollment courses, which become a part of a student's permanent college transcript and are calculated into the student's permanent postsecondary GPA.
- C. Provide any required services to support a student's IEP consistent with the legal requirements for serving students with special needs in a virtual school.
- D. Provide access to computers and equipment, with internet access as necessary.
- E. Inform students and their parents about opportunities for students to participate in Dual Enrollment with the University.
- F. Designate a District Liaison to act for School Board in all matters pertaining to this Agreement and to accept and approve all deliverables and invoices.
- G. Pay UF the standard tuition rate per credit hour plus the tuition differential set forth in UF Regulation 3.0375, as amended, from the Florida Education Finance Program funds to the University. The current amount is \$149.24 per credit hour for all Gilchrist County School District students enrolled. This rate is subject to change annually.
- H. Reimburse UF for tuition for all students who are registered by the end of UF's Drop/Add period, within 30 days of receipt of the invoice. Gilchrist County School District will have no obligation to pay tuition for summer terms.
- I. Provide Dual Enrollment students, free of charge, required college textbooks and other instructional materials in accordance with Florida Statutes §1007.271(17). Instructional materials purchased by Gilchrist County School District on behalf of Dual Enrollment students shall be the property of Gilchrist County School District against which the purchase is charged.
- J. Award high school credit for the course(s) upon its (their) successful completion by the Dual Enrollment student and assign grade points, equivalent to those for AP/IB/AICE courses. Courses not taken for a grade are ineligible for Dual Enrollment. The Dual Enrollment Course—High School Subject Area Equivalency List published by the Florida Department of Education mandates the minimum subject area credit awarded for specific courses taken through Dual Enrollment. Courses not appearing on this list will be awarded high school elective credit with 3 University credit hours translating to 0.5 high school credits.
- K. Perform the initial screening and monitor student performance while participating in the Dual Enrollment program. Gilchrist County School District's counselors will communicate, as needed, with UF Dual Enrollment staff in connection with student monitoring (and, if necessary, providing support for) while

participating in the Dual Enrollment program.

V. JOINT RESPONSIBILITIES

- A. UF and Gilchrist County School District warrant and agree that all Dual Enrollment courses shall meet the provisions of the current State of Florida laws and regulations.
- B. UF and Gilchrist County School District will establish budgetary procedures to support specialized Dual Enrollment programs which will include the following provisions:
 - 1. UF and Gilchrist County School District will be eligible for Full-Time Equivalency (FTE) funding in accordance with Florida law and rules.
 - 2. Dual Enrollment students are exempt from the payment of registration, tuition and, laboratory fees for courses taken through Dual Enrollment at Florida public colleges or universities.
- C. UF and Gilchrist County School District will inform students and parents of the following:
 - 1. Dual Enrollment college credit will transfer to any Florida public college or university offering a course with the same prefix and number and must be treated as though taken at the receiving institution.
 - 2. If students do not, upon high school graduation, attend the same college or university where they earned the Dual Enrollment credit, the application of transfer credit to general education, prerequisite, and degree programs may vary at the receiving institution.
 - 3. If students choose to enroll in courses that require placement exams, the students will be required to pay for any/all placement exams.

VI. MISCELLANEOUS PROVISIONS

- A. **Liability.** To the extent permitted by Florida law, each Party agrees to be fully responsible for its acts of negligence or its agent's acts of negligence when acting within the course and scope of their employment under this Agreement. This section shall survive the termination of all performance or obligations under this Agreement and shall be fully binding.
- B. **No Waiver of Sovereign Immunity.** Nothing herein is intended to serve as a waiver of sovereign immunity by any agency or political subdivision to which sovereign immunity may be applicable or of any rights or limits to liability existing under Section 768.28, Florida Statutes. This section shall survive the termination of all performance or obligations under this Agreement and shall be fully binding.
- C. **No Third-Party Beneficiaries.** The Parties expressly acknowledge that it is not their intent to create or confer any rights or obligations in or upon any third person or entity under this Agreement. None of the Parties intend to directly or substantially benefit a third party by this Agreement. The Parties agree that there are no third-party beneficiaries to this Agreement and that no third party shall be entitled to assert a claim against any of the Parties based upon this Agreement. Nothing herein shall be construed as consent by an agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of any contract.
- D. **Equal Opportunity Provision.** The Parties agree that no person shall be subjected to discrimination because of age, race, color, disability, gender identity, gender expression, marital status, national origin, religion, sex or sexual orientation in the performance of the Parties' respective duties, responsibilities and obligations under this Agreement.
- E. **Remedies.** All rights and remedies provided in this Agreement are not intended to be exclusive of any other rights or remedies, and all rights and remedies shall be cumulative and shall be in addition to any other rights or remedies now or hereafter existing at law or in equity or by statute or otherwise. No single or partial

exercise by any Party of any right, power, or remedy hereunder shall preclude any other or future exercise thereof.

- F. Annual Appropriation.** The performance and obligations of both, the School Board of Gilchrist County and UF, under this Agreement, shall be contingent upon an annual budgetary appropriation by its governing body and/or the legislature. If either Party does not allocate funds for the payment of services or products to be provided under this Agreement, this Agreement may be terminated by such Party at the end of the period for which funds have been allocated upon written notice to the other Party at the earliest possible time before such termination. No penalty shall accrue to such terminating Party in the event this provision is exercised, and such terminating Party shall not be obligated or liable for any future payments due or any damages as a result of termination.
- G. Excess Funds.** Any Party receiving funds paid under this Agreement agrees to promptly notify the other Party of any funds erroneously received upon the discovery of such erroneous payment or overpayment and to refund such excess funds payment.
- H. Governing Law and Venue.** This Agreement shall be interpreted and construed in accordance with laws of the State of Florida. In the event of any legal or equitable action arising under this Agreement, the Parties agree that the jurisdiction and venue of such action shall lie exclusively within the courts of record of the State of Florida located in Alachua County, Florida, and the Parties specifically waive any other jurisdiction and venue.
- I. Public Records.** Each Party shall maintain its own respective records and documents associated with this Agreement in accordance with the records retention requirements applicable to public records. Each Party shall be responsible for compliance with any public records request served upon it pursuant to Chapter 119, Florida Statutes. Each Party acknowledges that this Agreement and all attachments thereto are public records.
- J. Student Records:** Notwithstanding any provision to the contrary within this Agreement, both Parties to this Agreement shall fully comply with the requirements of the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g; 34 CFR Part 99), and any other state or federal law or regulation regarding the confidentiality of student records.

The Parties agree to:

1. Hold the student records and information in strict confidence and not use or disclose except as required by this Agreement or permitted by law. All student records will be disclosed only to those who have a need to access the information in order to perform their assigned duties.
2. Safeguard the student records through administrative, physical and technological safety standards to ensure adequate controls are in place to protect these student records in accordance with FERPA's privacy requirements.
3. Continually monitor its operations and take all actions necessary to assure that the student information and records are safeguarded in accordance with the terms of this Agreement.

- K. Background Screening.** Dual Enrollment students attending courses at UF are deemed to be post-secondary students. UF instructional personnel are not required to submit to the same level background screening as secondary school instructional personnel. Accordingly, applicable UF instructional personnel will not require access to School Board of Gilchrist County school grounds nor require direct contact with secondary school students beyond the scope of its post-secondary curriculum delivered through its online process.

- L. Entirety of Agreement.** This Agreement ratifies or modifies all other agreements between Gilchrist County School District and UF that may affect Dual Enrollment. This document incorporates and includes all prior negotiations, correspondence, conversations, agreements and understandings applicable to the matters contained herein and the Parties agree that there are no commitments, agreements or understandings concerning the subject matter of this Agreement that are not contained in this document. Accordingly, the Parties agree that no deviation from the terms hereof shall be predicated upon any prior representations or agreements, whether oral or written.
- M. Binding Effect.** This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective successors and assigns. Reference in the preceding sentence to "assigns" shall not be deemed or construed to authorize, legitimize or render effective any assignment in violation of the provisions of paragraph O below.
- N. Assignment.** Neither this Agreement nor any interest herein may be assigned, transferred or encumbered by any Party without the prior written consent of the other Party. There shall be no partial assignments of this Agreement including, without limitation, the partial assignment of any right to receive payments.
- O. Incorporation by Reference.** All Exhibits/Appendices attached hereto and referenced herein, including Appendices A-C, shall be deemed to be incorporated into this Agreement by reference.
- P. Captions.** The captions, section designations, section numbers, article numbers, titles and headings appearing in this Agreement are inserted only as a matter of convenience, have no substantive meaning, and in no way define, limit, construe or describe the scope or intent of such articles or sections of this Agreement, nor in any way effect this Agreement and shall not be construed to create a conflict with the provisions of this Agreement.
- Q. Severability.** In the event that any one or more of the sections, paragraphs, sentences, clauses or provisions contained in this Agreement is held by a court of competent jurisdiction to be invalid, illegal, unlawful, unenforceable or void in any respect, such shall not affect the remaining portions of this Agreement and the same shall remain in full force and effect as if such invalid, illegal, unlawful, unenforceable or void sections, paragraphs, sentences, clauses or provisions had never been included herein.
- R. Preparation of Agreement.** The Parties acknowledge that they have sought and obtained whatever competent advice and counsel as was necessary for them to form a full and complete understanding of all rights and obligations herein and that the preparation of this Agreement has been their joint effort. The language agreed to, herein expresses their mutual intent and the resulting document shall not, solely as a matter of judicial construction, be construed more severely against one of the Parties than the other.
- S. Amendments.** No modification, amendment, or alteration in the terms or conditions contained herein shall be effective unless contained in a written document prepared with the same or similar formality as this Agreement and executed by each Party hereto.
- T. Waiver.** The Parties agree that each requirement, duty and obligation set forth herein is substantial and important to the formation of this Agreement and, therefore, is a material term hereof. Any Party's failure to enforce any provision of this Agreement shall not be deemed a waiver of such provision or modification of this Agreement unless the waiver is in writing and signed by the Party waiving such provision. A written waiver shall only be effective as to the specific instance for which it is obtained and shall not be deemed a continuing or future waiver.

- U. **Force Majeure.** Neither Party shall be obligated to perform any duty, requirement or obligation under this Agreement if such performance is prevented by fire, hurricane, earthquake, explosion, wars, sabotage, accident, flood, acts of God, strikes, or other labor disputes, riot or civil commotions, or by reason of any other matter or condition beyond the control of either Party, and which cannot be overcome by reasonable diligence and without unusual expense ("Force Majeure"). In no event shall a lack of funds on the part of either Party be deemed Force Majeure.
- V. **Default.** The Parties agree that, in the event that either Party is in default of its obligations under this Agreement, the non-defaulting Party shall provide to the defaulting Party (30) days written notice to cure the default. However, in the event said default cannot be cured within said thirty (30) day period and the defaulting Party is diligently attempting in good faith to cure same, the time period shall be reasonably extended to allow the defaulting Party additional cure time. Upon the occurrence of a default that is not cured during the applicable cure period, this Agreement may be terminated by the non-defaulting Party upon thirty (30) days notice. Such termination shall not affect the rights and duties of the Parties under this Agreement with respect to the Dual Enrollment students enrolled in the then current UF academic semester.
- W. **Authority.** Each person signing this Agreement on behalf of either Party individually warrants that he or she has full legal power to execute this Agreement on behalf of the Party for whom he or she is signing, and to bind and obligate such Party with respect to all provisions contained in this Agreement.
- X. **Notice.** When any of the Parties desire to give notice to the other, such notice must be in writing, sent by either email or U.S. Mail, postage prepaid, addressed to the Party for whom it is intended at the place last specified; the place for giving notice shall remain such until it is changed by written notice in compliance with the provisions of this paragraph. For the present, the Parties designate the following as the respective places for giving notice:

To School Board of Gilchrist County: Rob Rankin, Superintendent
Gilchrist County School District
310 NW 11th Avenue
Trenton, FL 32693

With a copy to:

To UF: Dr. Joseph Glover
Provost and Senior Vice President for
Academic Affairs
University of Florida
235 Tigert Hall
Box 113175
Gainesville, FL, 32611-3175

With a copy to: Dr. Brian K. Marchman
Assistant Provost and Director,
Distance & Continuing Education
2046 NE Waldo Rd #1150
Gainesville, FL 32609

[Signature page to follow.]

SIGNATURE PAGE TO DUAL ENROLLMENT ARTICULATION AGREEMENT
BETWEEN THE UNIVERSITY OF FLORIDA BOARD OF TRUSTEES AND
THE SCHOOL BOARD OF GILCHRIST COUNTY

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized representatives on the date indicated below.

THE SCHOOL BOARD OF GILCHRIST COUNTY, FLORIDA:

Witnesses:

By: _____

By: _____
Superintendent of Schools

By: _____

Date: _____

THE UNIVERSITY OF FLORIDA BOARD OF TRUSTEES:

Witnesses:

By: _____

By: _____
Joseph Glover
Senior Vice President and Provost

By: _____

Date: _____

Appendix A

Tentative Course List

| Course Number | Course Title | High School Subject Area | High School Credit Awarded | College Credits Awarded | *State (SUS) General Education Core Course | **UF General Education Core Course |
|---------------|-------------------------------------|--|----------------------------|-------------------------|--|------------------------------------|
| AEB 2014 | Economic Issues, Food and You | Elective | 0.5 | 3 | No | Yes Social Science |
| ARC 1720 | Survey of Architecture History | Elective | 0.5 | 3 | No | Yes Humanities & International |
| ARH 2000 | Art Appreciation | Performing/ Fine Arts | 0.5 | 3 | Yes Humanities | Yes Humanities & Diversity |
| AST 1002 | Discovering the Universe | Science | 0.5 | 3 | Yes Physical Sciences | Yes Physical Sciences |
| BSC 2005 | Biological Sciences (Non-Majors) | Science | 0.5 | 3 | Yes Biological Science | Yes Biological Science |
| CHM 1020 | Chemistry for Liberal Arts | Science | 0.5 | 3 | Yes Physical Science | Yes Physical Science |
| CHM 1025 | Introduction to Chemistry | Science <i>Requires: MAC 1147 or Equivalent</i> | 0.5 | 2 | Yes Physical Science | Yes Physical Science |
| COP 3502 | Programming Fundamentals 1 | Elective <i>Prereq required*</i> | 0.5 | 3 | No | No |
| COP 3503 | Programming Fundamentals 2 | Elective <i>Prereq Required*</i> | 0.5 | 3 | No | No |
| COP 3530 | Data Structures and Algorithm | Elective <i>Prereq Required*</i> | 0.5 | 4 | No | Yes Mathematics |
| COT 3100 | Applications of Discrete Structures | Elective <i>Prereq Required*</i> | 0.5 | 3 | No | Yes Mathematics |
| ECO 2013 | Principles of Macroeconomics | Elective | 0.5 | 4 | Yes Social Science | Yes Social Science |

| | | | | | | |
|----------|--|---|-----|---|-----------------------------|---|
| ECO 2023 | Principles of Microeconomics | Elective | 0.5 | 4 | No | Yes Social Science |
| ENC 1101 | Writing Academic Arguments | English | 1.0 | 3 | Yes Composition | Yes Composition |
| ENC 1102 | Rhetoric and Academic Research | English <i>Requires- ENC 1101</i> | 1.0 | 3 | Yes Composition | Yes Composition |
| ENY 2040 | The Insects | Elective | 0.5 | 3 | No | Yes Biological Sciences |
| ESC 1000 | Introduction to Earth Science | Science | 0.5 | 3 | Yes Physical Sciences | Yes Physical Sciences |
| FOS 2001 | Man's Food | Elective | 0.5 | 3 | No | Yes Biological Sciences |
| GLY 1000 | Exploring the Geological Sciences | Science | 0.5 | 3 | No | Yes Physical Sciences |
| GLY 1102 | Age of Dinosaurs | Elective | 0.5 | 3 | No | Yes Physical or Biological Science |
| GLY 1880 | Earthquakes, Volcanoes and Other Hazards | Elective | 0.5 | 3 | No | Yes Physical Sciences |
| HSC 3102 | Personal and Family Health | Physical Education: Personal Fitness | 0.5 | 3 | No | Yes Social Science |
| IDS 2338 | Rethinking Citizenship | Elective | 0.5 | 3 | No | Yes Social Science |
| ISS 2160 | Cultural Diversity in the US | Elective | 0.5 | 3 | No | Yes Social Science & Diversity |
| MAC 1105 | College Algebra | Mathematics <i>Placement test needed</i> | 1.0 | 3 | Yes Mathematics | Yes Mathematics |
| MAC 1114 | Trigonometry | Mathematics | 1.0 | 2 | No | Yes Mathematics |
| MAC 1140 | Precalculus Algebra | Mathematics <i>Placement test needed</i> | 1.0 | 3 | Yes Mathematics | Yes Mathematics |

| | | | | | | |
|-------------|--|---|-----|---|-----------------------------|--------------------------------------|
| | | | | | | |
| MAC 1147 | Precalculus: Algebra and Trig | Mathematics <i>Placement test needed</i> | 1.0 | 4 | Yes Mathematics | Yes Mathematics |
| MAC 2233 | Survey of Calculus 1 | Mathematics <i>Placement test needed</i> | 1.0 | 3 | Yes Mathematics | Yes Mathematics |
| MAC 2311 | Analytic Geometry and Calculus 1 | Mathematics <i>Placement test needed</i> | 1.0 | 4 | Yes Mathematics | Yes Mathematics |
| MAC 2312 | Analytic Geometry and Calculus 2 | Mathematics <i>Req. MAC 2311 or equivalent</i> | 1.0 | 4 | Yes Mathematics | Yes Mathematics |
| MAC 2313 | Analytic Geometry and Calculus 3 | Mathematics <i>Req. MAC 2311 & 2312</i> | 1.0 | 4 | Yes Mathematics | Yes Mathematics |
| MAP 2302 | Differential Equations | Mathematics <i>Req. MAC 2312</i> | 1.0 | 3 | No | Yes Mathematics |
| MCB 2006 | Microbes without Borders | Elective | 0.5 | 3 | No | No |
| MMC 1000 | Survey of Mass Communication | Elective | 0.5 | 3 | No | No |
| MMC 3702 | Rock N Roll and American Society | Elective | 0.5 | 3 | No | No |
| MUL 2010 | Experiencing Music | Performing/ Fine Arts | 0.5 | 3 | Yes Humanities | Yes Humanities & International |
| PHY 2020 | Introduction to Principles of Physics | Science | 0.5 | 3 | Yes Physical Sciences | Yes Physical Sciences |
| PSY 2012 | Intro to Psychology | Elective | 0.5 | 3 | Yes Social Science | Yes Social Science |
| REL 2121 | American Religious History | Elective | 0.5 | 3 | No | Yes Humanities & Diversity |

| | | | | | | |
|----------|---|----------------------------------|-----|---|--------------------------|--|
| REL 2300 | Introduction to World Religions | Elective | 0.5 | 3 | No | Yes Humanities & International |
| SLS 1501 | College Success | Elective | 0.5 | 3 | No | No |
| SPN 1130 | Beginning Spanish 1 | Elective: Foreign Language | 1.0 | 5 | No | No |
| SPN 1131 | Beginning Spanish 2 | Elective: Foreign Language | 1.0 | 5 | No | No |
| SYG 2000 | Principles of Sociology | Elective | 0.5 | 3 | Yes Social Science | Yes Social Science |
| THE 2000 | Theater Appreciation | Performing/ Fine Arts | 0.5 | 3 | Yes Humanities | Yes Humanities & Diversity |
| WIS 2040 | Wildlife Issues | Elective | 0.5 | 3 | No | Yes Biological Sciences |
| WIS 2552 | Biodiversity Conservation- Global Perspective | Elective | 0.5 | 3 | No | Yes Biological Sciences & International |

NOTES:

All courses and faculty are subject to change

Some courses have prerequisites you must meet before being approved

All SUS institutions must accept these courses for transfer credit in the categories listed

All undergraduate students (except those transferring to UF with an A.A. from a public Florida college) are required to complete UF's general education requirement to graduate.

Math Placement via ALEKS score:

If your major requires MAC 2233:

ALEKS Score The first course listed in **bold** is the course you should begin with:

0 - 34% **MAC 1105** → MAC 1140 → MAC 2233

35 - 49% **MAC 1140** → MAC 2233

50 and above **MAC 2233***

If your major requires MAC 1105, MAC 1140, MAC 1147, or MAC2311 (or you are pre-health):

ALEKS Score The first course listed in **bold** is the course you should begin with:

0 - 34% **MAC 1105** → MAC 1140 → MAC 1114 → MAC 2311

35 - 49% **MAC 1140** → MAC 1114 → MAC 2311

50 - 74% **MAC 1147** → MAC 2311

75 and above **MAC 2311***

If you have incoming math credit, you may use that as placement into Math courses at UF if the credit appears on your transcript or you provide proof of credit. However, the ALEKS placement is the best predictor of success in UF MAC courses. **ALEKS Fee: \$10.00**

Contact us with questions:
Dual-Enrollment@dce.ufl.edu
352-273-4155
<http://dualenrollment.dce.ufl.edu/>

Appendix B

Online Registration Process: Once student has spoken with individual guidance counselor about intent to participate in our program:

1. Student should browse the [Courses](#) section of our website to familiarize themselves with available courses.
 - a. Parent/Student will fill out UF of Florida Online Dual Enrollment Application ([on our website](#)) requesting admission into the program
 - i. Scores and GPA provided will be verified with the school guidance counselor or submitted with the application if home schooled
 - b. Parent/Student will be asked to fill out the "Distance Learning" [Non-Degree Application](#) (NDAP)
 - i. All non-degree applications will be routed to our office
 - ii. Once this is filled out, the student will get a UFID
 - c. Parent/Student will be notified of acceptance by email
 - d. Student Services will contact by email with orientation instructions and to set up an advising/registration appointment
 - e. Every semester the Non-Degree Application/Request, including the residency classification portion, must be completed through UF Registrar

Appendix C

Online Student Orientation: Each student will have an individual advising session with a Dual Enrollment advisor via phone/Skype.

1. Orientation To Include:
 - a. How to sign up for a gatorlink account
 - b. Expectations of UF students
 - c. ISIS system- Clearing holds
 - d. E-Learning log-in page
 - e. Advisor and advising relationship
 - f. Student responsibilities every semester
2. Student Services/ Advising Responsible for:
 - a. Review of courses completed- matched to State Core General Education Courses
 - b. Video, email or phone updates 3 times a semester minimum
 - c. Course grades monitoring and instructor contact assistance throughout the semester-if needed
 - d. Connecting student to resources as needed-on campus
 - e. Identifying and contacting high risk students via grade monitoring
3. In first Advising Meeting priorities are:
 - a. Welcome and Introductions
 - b. Clarity about expectations
 - c. Reminder that grades are on permanent high school and college transcripts
 - d. Encouragement to thoroughly explore the course before drop/add & advice of deadline
 - e. Discussion about how our current courses will fit their graduation and gen ed needs
 - f. Review of selected courses for registration & textbook procedures
4. Every semester the students will be registered by student services staff

**DUAL ENROLLMENT ARTICULATION AGREEMENT
BETWEEN THE UNIVERSITY OF FLORIDA BOARD OF TRUSTEES AND
THE SCHOOL BOARD OF GILCHRIST COUNTY**

THIS DUAL ENROLLMENT ARTICULATION AGREEMENT ("Agreement"), between the **University of Florida Board of Trustees (the "University", or "UF")**, a public body corporate of the state of Florida, and the **School Board of Gilchrist County (the "School Board", or the "District")**, Florida, is entered into on this 13th day of May, 2019, for the purpose of enhancing learning opportunities for qualified high school students who are attending public high schools in Gilchrist County School District through the Dual Enrollment program, as encouraged by Section 1007.22 and 1007.271 of the Florida Statutes.

NOW IN CONSIDERATION OF THE FOREGOING, the mutual undertakings and benefits to accrue to both parties, UF and the School Board, individually referenced as the "Party" and collectively referenced as the "Parties", agree as follows:

I. TERM

The term of this Agreement shall be effective as of July 1, 2019, is subject to annual review, and shall continue until June 30, 2021, unless terminated by either party or extended by amendment to this Agreement, in accordance with this Agreement ("Term"). Such termination shall be upon thirty (30) days advance written notice. Such termination shall not affect the rights and duties of the Parties under this Agreement with respect to the Dual Enrollment students enrolled in the then current UF academic semester.

II. PROGRAM REQUIREMENTS

- A. **Purpose.** The purpose of Dual Enrollment is to allow acceleration of eligible secondary students while still enrolled in school to take courses offered by UF, through its online process, that count toward high school credit and toward a university degree.
- B. **Length.** Participation in Dual Enrollment may not exceed two academic years. For the purposes of this agreement, students transition from one school year to the next in August of each year. Students are authorized to take up to 2 courses and no more than 11 credit hours per semester.
- C. **Credits.** Dual Enrollment credits may be in addition to the normal school load or a part of the student's regular load. The list of UF's eligible Dual Enrollment courses is available in **Appendix A**, which is attached hereto and incorporated herein by reference.
- D. **Initial Eligibility Criteria.** UF agrees to permit students enrolled in Gilchrist County School District, who have been certified by their school official as qualified, to enroll in the approved dual credit courses. UF retains the right to change the GPA and minimum test score requirements within its sole discretion. Gilchrist County School District Liaison will be notified in writing if a change is made. Exceptions to these requirements may be granted on an individual basis if agreed upon in writing and signed by both Parties. Students participating in Dual Enrollment options must meet the following initial student eligibility requirements:
1. Enrolled in a course of study which will fulfill requirements for high school graduation;
 2. 3.6 cumulative unweighted high school GPA;
 3. One of the following minimum standardized test scores: composite PSAT score of 1130, composite SAT score of 1100 or composite ACT score of 22;
 4. Satisfy any course prerequisites, including but not limited to placement exams; and,

5. Meet any additional criteria set by the post-secondary institution.

E. Continuing Eligibility Criteria. Students who will graduate from high school prior to completion of the postsecondary course may not register for the course through Dual Enrollment. Exceptions to these requirements may be granted on an individual basis if agreed upon in writing and signed by both Parties. Dual Enrollment students are responsible for following UF's student code of conduct that outlines acceptable and unacceptable academic or behavioral misconduct for UF students, such behavior includes cheating and plagiarism, etc. The student code of conduct delineates appropriate disciplinary procedures and sanctions in the case of unacceptable behavior. Students may lose the opportunity to participate in the Dual Enrollment program if they are disruptive to the learning process; violate UF code of conduct or regulations and/or School Board Rules; or violate federal, state, or local laws. In addition to the requirements above, to continue in the Dual Enrollment program, students must:

1. Maintain a 3.6 cumulative unweighted high school GPA, and
2. Maintain a 3.0 cumulative UF GPA as confirmed by Gilchrist County School District and UF's Registrar's Office.

F. Registration Procedures. Documents required for each student must be submitted to UF, prior to registration and in accordance with guidelines and registration deadlines posted on the UF Dual Enrollment website.

Appendix B, which is attached hereto and incorporated herein by reference, sets forth further details in connection with the registration procedure.

G. Withdrawal Procedures. All Dual Enrollment students are responsible for officially withdrawing from classes they are no longer attending in accordance with published University requirements and deadlines. Students who do not officially withdraw from a class may receive a failing grade. Such a failing grade becomes a part of their permanent transcript records and could have a negative effect on future college admissions, scholarship opportunities, and/or financial aid. All Dual Enrollment students are responsible for notifying the high school guidance counselor, in writing, prior to withdrawal from any Dual Enrollment course. All pre-registration advising, including but not limited to posted withdrawal procedures, is the responsibility of Gilchrist County School District.

H. Publicity. Gilchrist County School District may not use UF's name, logos, trademarks or images or the name or image of any employee or official of UF in any fundraising, publicity, advertising or media release without the prior written consent of UF on each occasion, which may be given only by the UF Vice President for University Relations or designee. UF may not use Gilchrist County School District's name, logos, trademarks or images or the name or image of any employee or official of Gilchrist County School District in any fundraising, publicity, advertising or media release without the prior written consent of Gilchrist County School District on each occasion.

III. ROLE OF THE UNIVERSITY

The University will:

- A. Publish deadlines and procedures on the Dual Enrollment website.
- B. Advise students of college level expectations and procedures as delineated in the attached **Appendix C**, which is attached hereto and incorporated herein by reference.
- C. Provide advising, as appropriate, to ensure proper course placement and selection.
- D. Notify the student of his or her grades as is regularly done with University students. In addition, a document will be sent via postal mail or an electronic transmission system to the High School indicating work completed.
- E. Have a process in place for virtual instructors to comply with student IEPs and 504s as well as serve the needs

of English Language Learners.

- F. Assign a letter grade to each student enrolled in a Dual Enrollment course. The letter grade assigned by the postsecondary institution shall then be posted to the high school transcript by Gilchrist County School District pursuant to s. 1007.271(20), F.S.
- G. Be responsible for making an annual report to the Commissioner of Education on the operation of the Dual Credit Enrollment program. Gilchrist County School District will provide to the University any information requested to complete such reports.
- H. Be responsible for monitoring the quality of curriculum to ensure that instruction is consistent with the University of Florida's policies and procedures.

IV. ROLE OF GILCHRIST COUNTY SCHOOL DISTRICT

The School Board will:

- A. Verify the enrolled students are residents of the school district and eligible for enrollment in accordance with Section 1002.45 Florida Statutes.
- B. Verify that the high school student and his/her parent(s) or guardian(s) have been counseled on the advisability of taking one or more college courses while in high school and on the specific requirements of the Dual Enrollment program. Pre-registration advising will include the curricular expectations of university-level academic work that typically exceed the work required of high school courses. Pre-registration advising will also include information regarding UF's published add/drop policies and deadlines, as well as the impact of performance in Dual Enrollment courses, which become a part of a student's permanent college transcript and are calculated into the student's permanent postsecondary GPA.
- C. Provide any required services to support a student's IEP consistent with the legal requirements for serving students with special needs in a virtual school.
- D. Provide access to computers and equipment, with internet access as necessary.
- E. Inform students and their parents about opportunities for students to participate in Dual Enrollment with the University.
- F. Designate a District Liaison to act for School Board in all matters pertaining to this Agreement and to accept and approve all deliverables and invoices.
- G. Pay UF the standard tuition rate per credit hour plus the tuition differential set forth in UF Regulation 3.0375, as amended, from the Florida Education Finance Program funds to the University. The current amount is \$149.24 per credit hour for all Gilchrist County School District students enrolled. This rate is subject to change annually.
- H. Reimburse UF for tuition for all students who are registered by the end of UF's Drop/Add period, within 30 days of receipt of the invoice. Gilchrist County School District will have no obligation to pay tuition for summer terms.
- I. Provide Dual Enrollment students, free of charge, required college textbooks and other instructional materials in accordance with Florida Statutes §1007.271(17). Instructional materials purchased by Gilchrist County School District on behalf of Dual Enrollment students shall be the property of Gilchrist County School District against which the purchase is charged.
- J. Award high school credit for the course(s) upon its (their) successful completion by the Dual Enrollment student and assign grade points, equivalent to those for AP/IB/AICE courses. Courses not taken for a grade are ineligible for Dual Enrollment. The Dual Enrollment Course—High School Subject Area Equivalency List published by the Florida Department of Education mandates the minimum subject area credit awarded for specific courses taken through Dual Enrollment. Courses not appearing on this list will be awarded high school elective credit with 3 University credit hours translating to 0.5 high school credits.
- K. Perform the initial screening and monitor student performance while participating in the Dual Enrollment program. Gilchrist County School District's counselors will communicate, as needed, with UF Dual Enrollment staff in connection with student monitoring (and, if necessary, providing support for) while

participating in the Dual Enrollment program.

V. JOINT RESPONSIBILITIES

- A. UF and Gilchrist County School District warrant and agree that all Dual Enrollment courses shall meet the provisions of the current State of Florida laws and regulations.
- B. UF and Gilchrist County School District will establish budgetary procedures to support specialized Dual Enrollment programs which will include the following provisions:
 - 1. UF and Gilchrist County School District will be eligible for Full-Time Equivalency (FTE) funding in accordance with Florida law and rules.
 - 2. Dual Enrollment students are exempt from the payment of registration, tuition and, laboratory fees for courses taken through Dual Enrollment at Florida public colleges or universities.
- C. UF and Gilchrist County School District will inform students and parents of the following:
 - 1. Dual Enrollment college credit will transfer to any Florida public college or university offering a course with the same prefix and number and must be treated as though taken at the receiving institution.
 - 2. If students do not, upon high school graduation, attend the same college or university where they earned the Dual Enrollment credit, the application of transfer credit to general education, prerequisite, and degree programs may vary at the receiving institution.
 - 3. If students choose to enroll in courses that require placement exams, the students will be required to pay for any/all placement exams.

VI. MISCELLANEOUS PROVISIONS

- A. **Liability.** To the extent permitted by Florida law, each Party agrees to be fully responsible for its acts of negligence or its agent's acts of negligence when acting within the course and scope of their employment under this Agreement. This section shall survive the termination of all performance or obligations under this Agreement and shall be fully binding.
- B. **No Waiver of Sovereign Immunity.** Nothing herein is intended to serve as a waiver of sovereign immunity by any agency or political subdivision to which sovereign immunity may be applicable or of any rights or limits to liability existing under Section 768.28, Florida Statutes. This section shall survive the termination of all performance or obligations under this Agreement and shall be fully binding.
- C. **No Third-Party Beneficiaries.** The Parties expressly acknowledge that it is not their intent to create or confer any rights or obligations in or upon any third person or entity under this Agreement. None of the Parties intend to directly or substantially benefit a third party by this Agreement. The Parties agree that there are no third-party beneficiaries to this Agreement and that no third party shall be entitled to assert a claim against any of the Parties based upon this Agreement. Nothing herein shall be construed as consent by an agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of any contract.
- D. **Equal Opportunity Provision.** The Parties agree that no person shall be subjected to discrimination because of age, race, color, disability, gender identity, gender expression, marital status, national origin, religion, sex or sexual orientation in the performance of the Parties' respective duties, responsibilities and obligations under this Agreement.
- E. **Remedies.** All rights and remedies provided in this Agreement are not intended to be exclusive of any other rights or remedies, and all rights and remedies shall be cumulative and shall be in addition to any other rights or remedies now or hereafter existing at law or in equity or by statute or otherwise. No single or partial

exercise by any Party of any right, power, or remedy hereunder shall preclude any other or future exercise thereof.

- F. Annual Appropriation.** The performance and obligations of both, the School Board of Gilchrist County and UF, under this Agreement, shall be contingent upon an annual budgetary appropriation by its governing body and/or the legislature. If either Party does not allocate funds for the payment of services or products to be provided under this Agreement, this Agreement may be terminated by such Party at the end of the period for which funds have been allocated upon written notice to the other Party at the earliest possible time before such termination. No penalty shall accrue to such terminating Party in the event this provision is exercised, and such terminating Party shall not be obligated or liable for any future payments due or any damages as a result of termination.
- G. Excess Funds.** Any Party receiving funds paid under this Agreement agrees to promptly notify the other Party of any funds erroneously received upon the discovery of such erroneous payment or overpayment and to refund such excess funds payment.
- H. Governing Law and Venue.** This Agreement shall be interpreted and construed in accordance with laws of the State of Florida. In the event of any legal or equitable action arising under this Agreement, the Parties agree that the jurisdiction and venue of such action shall lie exclusively within the courts of record of the State of Florida located in Alachua County, Florida, and the Parties specifically waive any other jurisdiction and venue.
- I. Public Records.** Each Party shall maintain its own respective records and documents associated with this Agreement in accordance with the records retention requirements applicable to public records. Each Party shall be responsible for compliance with any public records request served upon it pursuant to Chapter 119, Florida Statutes. Each Party acknowledges that this Agreement and all attachments thereto are public records.
- J. Student Records:** Notwithstanding any provision to the contrary within this Agreement, both Parties to this Agreement shall fully comply with the requirements of the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g; 34 CFR Part 99), and any other state or federal law or regulation regarding the confidentiality of student records.

The Parties agree to:

1. Hold the student records and information in strict confidence and not use or disclose except as required by this Agreement or permitted by law. All student records will be disclosed only to those who have a need to access the information in order to perform their assigned duties.
2. Safeguard the student records through administrative, physical and technological safety standards to ensure adequate controls are in place to protect these student records in accordance with FERPA's privacy requirements.
3. Continually monitor its operations and take all actions necessary to assure that the student information and records are safeguarded in accordance with the terms of this Agreement.

- K. Background Screening.** Dual Enrollment students attending courses at UF are deemed to be post-secondary students. UF instructional personnel are not required to submit to the same level background screening as secondary school instructional personnel. Accordingly, applicable UF instructional personnel will not require access to School Board of Gilchrist County school grounds nor require direct contact with secondary school students beyond the scope of its post-secondary curriculum delivered through its online process.

- L. Entirety of Agreement.** This Agreement ratifies or modifies all other agreements between Gilchrist County School District and UF that may affect Dual Enrollment. This document incorporates and includes all prior negotiations, correspondence, conversations, agreements and understandings applicable to the matters contained herein and the Parties agree that there are no commitments, agreements or understandings concerning the subject matter of this Agreement that are not contained in this document. Accordingly, the Parties agree that no deviation from the terms hereof shall be predicated upon any prior representations or agreements, whether oral or written.
- M. Binding Effect.** This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective successors and assigns. Reference in the preceding sentence to "assigns" shall not be deemed or construed to authorize, legitimize or render effective any assignment in violation of the provisions of paragraph O below.
- N. Assignment.** Neither this Agreement nor any interest herein may be assigned, transferred or encumbered by any Party without the prior written consent of the other Party. There shall be no partial assignments of this Agreement including, without limitation, the partial assignment of any right to receive payments.
- O. Incorporation by Reference.** All Exhibits/Appendices attached hereto and referenced herein, including Appendices A-C, shall be deemed to be incorporated into this Agreement by reference.
- P. Captions.** The captions, section designations, section numbers, article numbers, titles and headings appearing in this Agreement are inserted only as a matter of convenience, have no substantive meaning, and in no way define, limit, construe or describe the scope or intent of such articles or sections of this Agreement, nor in any way effect this Agreement and shall not be construed to create a conflict with the provisions of this Agreement.
- Q. Severability.** In the event that any one or more of the sections, paragraphs, sentences, clauses or provisions contained in this Agreement is held by a court of competent jurisdiction to be invalid, illegal, unlawful, unenforceable or void in any respect, such shall not affect the remaining portions of this Agreement and the same shall remain in full force and effect as if such invalid, illegal, unlawful, unenforceable or void sections, paragraphs, sentences, clauses or provisions had never been included herein.
- R. Preparation of Agreement.** The Parties acknowledge that they have sought and obtained whatever competent advice and counsel as was necessary for them to form a full and complete understanding of all rights and obligations herein and that the preparation of this Agreement has been their joint effort. The language agreed to, herein expresses their mutual intent and the resulting document shall not, solely as a matter of judicial construction, be construed more severely against one of the Parties than the other.
- S. Amendments.** No modification, amendment, or alteration in the terms or conditions contained herein shall be effective unless contained in a written document prepared with the same or similar formality as this Agreement and executed by each Party hereto.
- T. Waiver.** The Parties agree that each requirement, duty and obligation set forth herein is substantial and important to the formation of this Agreement and, therefore, is a material term hereof. Any Party's failure to enforce any provision of this Agreement shall not be deemed a waiver of such provision or modification of this Agreement unless the waiver is in writing and signed by the Party waiving such provision. A written waiver shall only be effective as to the specific instance for which it is obtained and shall not be deemed a continuing or future waiver.

- U. **Force Majeure.** Neither Party shall be obligated to perform any duty, requirement or obligation under this Agreement if such performance is prevented by fire, hurricane, earthquake, explosion, wars, sabotage, accident, flood, acts of God, strikes, or other labor disputes, riot or civil commotions, or by reason of any other matter or condition beyond the control of either Party, and which cannot be overcome by reasonable diligence and without unusual expense ("Force Majeure"). In no event shall a lack of funds on the part of either Party be deemed Force Majeure.
- V. **Default.** The Parties agree that, in the event that either Party is in default of its obligations under this Agreement, the non-defaulting Party shall provide to the defaulting Party (30) days written notice to cure the default. However, in the event said default cannot be cured within said thirty (30) day period and the defaulting Party is diligently attempting in good faith to cure same, the time period shall be reasonably extended to allow the defaulting Party additional cure time. Upon the occurrence of a default that is not cured during the applicable cure period, this Agreement may be terminated by the non-defaulting Party upon thirty (30) days notice. Such termination shall not affect the rights and duties of the Parties under this Agreement with respect to the Dual Enrollment students enrolled in the then current UF academic semester.
- W. **Authority.** Each person signing this Agreement on behalf of either Party individually warrants that he or she has full legal power to execute this Agreement on behalf of the Party for whom he or she is signing, and to bind and obligate such Party with respect to all provisions contained in this Agreement.
- X. **Notice.** When any of the Parties desire to give notice to the other, such notice must be in writing, sent by either email or U.S. Mail, postage prepaid, addressed to the Party for whom it is intended at the place last specified; the place for giving notice shall remain such until it is changed by written notice in compliance with the provisions of this paragraph. For the present, the Parties designate the following as the respective places for giving notice:

To School Board of Gilchrist County: Rob Rankin, Superintendent
Gilchrist County School District
310 NW 11th Avenue
Trenton, FL 32693

With a copy to:

To UF: Dr. Joseph Glover
Provost and Senior Vice President for
Academic Affairs
University of Florida
235 Tigert Hall
Box 113175
Gainesville, FL, 32611-3175

With a copy to: Dr. Brian K. Marchman
Assistant Provost and Director,
Distance & Continuing Education
2046 NE Waldo Rd #1150
Gainesville, FL 32609

[Signature page to follow.]

SIGNATURE PAGE TO DUAL ENROLLMENT ARTICULATION AGREEMENT
BETWEEN THE UNIVERSITY OF FLORIDA BOARD OF TRUSTEES AND
THE SCHOOL BOARD OF GILCHRIST COUNTY

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized representatives on the date indicated below.

THE SCHOOL BOARD OF GILCHRIST COUNTY, FLORIDA:

Witnesses:

By: _____

By: _____

Superintendent of Schools

By: _____

Date: _____

THE UNIVERSITY OF FLORIDA BOARD OF TRUSTEES:

Witnesses:

By: _____

By: _____

Joseph Glover

Senior Vice President and Provost

By: _____

Date: _____

Appendix A

Tentative Course List

| Course Number | Course Title | High School Subject Area | High School Credit Awarded | College Credits Awarded | *State (SUS) General Education Core Course | **UF General Education Core Course |
|---------------|-------------------------------------|--|----------------------------|-------------------------|--|------------------------------------|
| AEB 2014 | Economic Issues, Food and You | Elective | 0.5 | 3 | No | Yes Social Science |
| ARC 1720 | Survey of Architecture History | Elective | 0.5 | 3 | No | Yes Humanities & International |
| ARH 2000 | Art Appreciation | Performing/ Fine Arts | 0.5 | 3 | Yes Humanities | Yes Humanities & Diversity |
| AST 1002 | Discovering the Universe | Science | 0.5 | 3 | Yes Physical Sciences | Yes Physical Sciences |
| BSC 2005 | Biological Sciences (Non-Majors) | Science | 0.5 | 3 | Yes Biological Science | Yes Biological Science |
| CHM 1020 | Chemistry for Liberal Arts | Science | 0.5 | 3 | Yes Physical Science | Yes Physical Science |
| CHM 1025 | Introduction to Chemistry | Science <i>Requires: MAC 1147 or Equivalent</i> | 0.5 | 2 | Yes Physical Science | Yes Physical Science |
| COP 3502 | Programming Fundamentals 1 | Elective <i>Prereq required*</i> | 0.5 | 3 | No | No |
| COP 3503 | Programming Fundamentals 2 | Elective <i>Prereq Required*</i> | 0.5 | 3 | No | No |
| COP 3530 | Data Structures and Algorithm | Elective <i>Prereq Required*</i> | 0.5 | 4 | No | Yes Mathematics |
| COT 3100 | Applications of Discrete Structures | Elective <i>Prereq Required*</i> | 0.5 | 3 | No | Yes Mathematics |
| ECO 2013 | Principles of Macroeconomics | Elective | 0.5 | 4 | Yes Social Science | Yes Social Science |

| | | | | | | |
|----------|--|---|-----|---|-----------------------------|---|
| ECO 2023 | Principles of Microeconomics | Elective | 0.5 | 4 | No | Yes Social Science |
| ENC 1101 | Writing Academic Arguments | English | 1.0 | 3 | Yes Composition | Yes Composition |
| ENC 1102 | Rhetoric and Academic Research | English <i>Requires- ENC 1101</i> | 1.0 | 3 | Yes Composition | Yes Composition |
| ENY 2040 | The Insects | Elective | 0.5 | 3 | No | Yes Biological Sciences |
| ESC 1000 | Introduction to Earth Science | Science | 0.5 | 3 | Yes Physical Sciences | Yes Physical Sciences |
| FOS 2001 | Man's Food | Elective | 0.5 | 3 | No | Yes Biological Sciences |
| GLY 1000 | Exploring the Geological Sciences | Science | 0.5 | 3 | No | Yes Physical Sciences |
| GLY 1102 | Age of Dinosaurs | Elective | 0.5 | 3 | No | Yes Physical or Biological Science |
| GLY 1880 | Earthquakes, Volcanoes and Other Hazards | Elective | 0.5 | 3 | No | Yes Physical Sciences |
| HSC 3102 | Personal and Family Health | Physical Education: Personal Fitness | 0.5 | 3 | No | Yes Social Science |
| IDS 2338 | Rethinking Citizenship | Elective | 0.5 | 3 | No | Yes Social Science |
| ISS 2160 | Cultural Diversity in the US | Elective | 0.5 | 3 | No | Yes Social Science & Diversity |
| MAC 1105 | College Algebra | Mathematics <i>Placement test needed</i> | 1.0 | 3 | Yes Mathematics | Yes Mathematics |
| MAC 1114 | Trigonometry | Mathematics | 1.0 | 2 | No | Yes Mathematics |
| MAC 1140 | Precalculus Algebra | Mathematics <i>Placement test needed</i> | 1.0 | 3 | Yes Mathematics | Yes Mathematics |

| | | | | | | |
|----------|--|---|-----|---|-----------------------------|--------------------------------------|
| | | | | | | |
| MAC 1147 | Precalculus: Algebra and Trig | Mathematics <i>Placement test needed</i> | 1.0 | 4 | Yes Mathematics | Yes Mathematics |
| MAC 2233 | Survey of Calculus 1 | Mathematics <i>Placement test needed</i> | 1.0 | 3 | Yes Mathematics | Yes Mathematics |
| MAC 2311 | Analytic Geometry and Calculus 1 | Mathematics <i>Placement test needed</i> | 1.0 | 4 | Yes Mathematics | Yes Mathematics |
| MAC 2312 | Analytic Geometry and Calculus 2 | Mathematics <i>Req. MAC 2311 or equivalent</i> | 1.0 | 4 | Yes Mathematics | Yes Mathematics |
| MAC 2313 | Analytic Geometry and Calculus 3 | Mathematics <i>Req. MAC 2311 & 2312</i> | 1.0 | 4 | Yes Mathematics | Yes Mathematics |
| MAP 2302 | Differential Equations | Mathematics <i>Req. MAC 2312</i> | 1.0 | 3 | No | Yes Mathematics |
| MCB 2006 | Microbes without Borders | Elective | 0.5 | 3 | No | No |
| MMC 1000 | Survey of Mass Communication | Elective | 0.5 | 3 | No | No |
| MMC 3702 | Rock N Roll and American Society | Elective | 0.5 | 3 | No | No |
| MUL 2010 | Experiencing Music | Performing/ Fine Arts | 0.5 | 3 | Yes Humanities | Yes Humanities & International |
| PHY 2020 | Introduction to Principles of Physics | Science | 0.5 | 3 | Yes Physical Sciences | Yes Physical Sciences |
| PSY 2012 | Intro to Psychology | Elective | 0.5 | 3 | Yes Social Science | Yes Social Science |
| REL 2121 | American Religious History | Elective | 0.5 | 3 | No | Yes Humanities & Diversity |

| | | | | | | |
|----------|---|----------------------------------|-----|---|--------------------------|--|
| REL 2300 | Introduction to World Religions | Elective | 0.5 | 3 | No | Yes Humanities & International |
| SLS 1501 | College Success | Elective | 0.5 | 3 | No | No |
| SPN 1130 | Beginning Spanish 1 | Elective: Foreign Language | 1.0 | 5 | No | No |
| SPN 1131 | Beginning Spanish 2 | Elective: Foreign Language | 1.0 | 5 | No | No |
| SYG 2000 | Principles of Sociology | Elective | 0.5 | 3 | Yes Social Science | Yes Social Science |
| THE 2000 | Theater Appreciation | Performing/ Fine Arts | 0.5 | 3 | Yes Humanities | Yes Humanities & Diversity |
| WIS 2040 | Wildlife Issues | Elective | 0.5 | 3 | No | Yes Biological Sciences |
| WIS 2552 | Biodiversity Conservation- Global Perspective | Elective | 0.5 | 3 | No | Yes Biological Sciences & International |

NOTES:

All courses and faculty are subject to change

Some courses have prerequisites you must meet before being approved

All SUS institutions must accept these courses for transfer credit in the categories listed

All undergraduate students (except those transferring to UF with an A.A. from a public Florida college) are required to complete UF's general education requirement to graduate.

Math Placement via ALEKS score:

If your major requires MAC 2233:

ALEKS Score The first course listed in **bold** is the course you should begin with:

0 - 34% **MAC 1105** → MAC 1140 → MAC 2233

35 - 49% **MAC 1140** → MAC 2233

50 and above **MAC 2233***

If your major requires MAC 1105, MAC 1140, MAC 1147, or MAC2311 (or you are pre-health):

ALEKS Score The first course listed in **bold** is the course you should begin with:

0 - 34% **MAC 1105** → MAC 1140 → MAC 1114 → MAC 2311

35 - 49% **MAC 1140** → MAC 1114 → MAC 2311

50 - 74% **MAC 1147** → MAC 2311

75 and above **MAC 2311***

If you have incoming math credit, you may use that as placement into Math courses at UF if the credit appears on your transcript or you provide proof of credit. However, the ALEKS placement is the best predictor of success in UF MAC courses. **ALEKS Fee: \$10.00**

Contact us with questions:
Dual-Enrollment@dce.ufl.edu
352-273-4155
<http://dualenrollment.dce.ufl.edu/>

Appendix B

Online Registration Process: Once student has spoken with individual guidance counselor about intent to participate in our program:

1. Student should browse the [Courses](#) section of our website to familiarize themselves with available courses.
 - a. Parent/Student will fill out UF of Florida Online Dual Enrollment Application ([on our website](#)) requesting admission into the program
 - i. Scores and GPA provided will be verified with the school guidance counselor or submitted with the application if home schooled
 - b. Parent/Student will be asked to fill out the "Distance Learning" [Non-Degree Application](#) (NDAP)
 - i. All non-degree applications will be routed to our office
 - ii. Once this is filled out, the student will get a UFID
 - c. Parent/Student will be notified of acceptance by email
 - d. Student Services will contact by email with orientation instructions and to set up an advising/registration appointment
 - e. Every semester the Non-Degree Application/Request, including the residency classification portion, must be completed through UF Registrar

Appendix C

Online Student Orientation: Each student will have an individual advising session with a Dual Enrollment advisor via phone/Skype.

1. Orientation To Include:
 - a. How to sign up for a gatorlink account
 - b. Expectations of UF students
 - c. ISIS system- Clearing holds
 - d. E-Learning log-in page
 - e. Advisor and advising relationship
 - f. Student responsibilities every semester
2. Student Services/ Advising Responsible for:
 - a. Review of courses completed- matched to State Core General Education Courses
 - b. Video, email or phone updates 3 times a semester minimum
 - c. Course grades monitoring and instructor contact assistance throughout the semester-if needed
 - d. Connecting student to resources as needed-on campus
 - e. Identifying and contacting high risk students via grade monitoring
3. In first Advising Meeting priorities are:
 - a. Welcome and Introductions
 - b. Clarity about expectations
 - c. Reminder that grades are on permanent high school and college transcripts
 - d. Encouragement to thoroughly explore the course before drop/add & advice of deadline
 - e. Discussion about how our current courses will fit their graduation and gen ed needs
 - f. Review of selected courses for registration & textbook procedures
4. Every semester the students will be registered by student services staff

CAREER PATHWAYS ARTICULATION AGREEMENT

Florida Gateway College

And

Gilchrist County School Board

Academic Year: 2019-2020

Articulation Agreement Programs of Study

In a continuing effort to provide career opportunities for secondary school students in Career Pathways programs to progress into Florida Gateway College (hereafter FGC or the College), the Gilchrist County School Board and FGC Board of Trustees agree to extend college credit for courses at FGC outlined in this agreement and according to the following requirements.

Mechanisms and Strategies for the Development and Promotion of Career Pathways (Technical Preparation) Programs

A. Courses and Programs Offered under this Agreement

1. Courses to be provided by FGC under this agreement will be mutually agreed upon by FGC and the County School Board and will avoid unnecessary duplication of existing courses in grades 9-12. Courses and program offerings will include those listed in the Appendix. Alterations to this list of offerings may be made with mutual consent of FGC and the County School Board.
2. A student education plan will be developed by the county's Career Pathways (hereafter CP) Representative in collaboration with the FGC Director of Recruitment and Communications for each student applying for CP credit. In order to develop said plan, the student will present to the county CP Representative a copy of CP application, which will be continually evaluated for purposes of determining college credits to be applied toward a degree, certificate, or diploma from FGC. The student's stated education objective will be correlated to the FGC program under which said degree, certificate, or diploma falls (i.e. "Objective: to pursue post-secondary study in the area of Criminal Justice.")
3. Special consideration for CP students in limited enrollment programs will be identified in Appendix A.

B. Process for Notifying Students and Parents about Opportunities to Participate in CP Programs

1. FGC will provide information to the high schools regarding requirements for participation in, and the educational benefits to be derived from, CP programs.
2. The high schools, in turn, will utilize printed, published, electronic, or other media to notify students and their parents or guardians of the opportunity to participate in these

3. Articulated acceleration programs. Additionally, the high schools will provide information, using these same methods, to students and their parents or guardians, of the eligibility criteria for participation in these programs.

C. Process for Students to Exercise their Options to Participate in CP Programs

1. Students wishing to participate in CP programs should contact their high school guidance counselors for information about CP.

D. Eligibility Criteria

1. The student must be enrolled in a career-themed course in the appropriate high school Career and Technical Education (CTE) program.
2. The student must be able to demonstrate mastery of high school CP courses taken (i.e. courses taken with the “CTE program”) with a grade of at least 3.0 (“B”) on a 4.0 scale.
3. Students who remain eligible in progressive years through successfully maintaining the required grade point average (GPA) will continue to be eligible to take the Career Pathways Exam for Credit (CPEC) until the date of their high school graduation.
4. The student must be admitted to FGC within two years from the date of high school graduation, complete the full admissions process and meet other college entrance requirements. The College program must be completed within five (5) years of the date of high school graduation.
5. The evaluation of the assessments, CPEC and/or portfolio, will be accomplished by FGC faculty unless otherwise agreed upon in advance.
6. A minimum CPEC or portfolio score of 80% is considered passing.
7. Articulated credit, including credit for industry certification, will be awarded to students who have declared an A.S. area of study. Credit must be related to the declared A.S. degree program.
8. Industry certification must be current at the time of application for credit.
9. The degree track listed on the statewide articulation agreement must be offered at FGC to receive credit through industry certification.
10. The student must present to the FGC Director of Recruitment and Communications a completed *Student Request for Career Pathways Credit* form along with a copy of the CPEC award certificate verifying successful completion of the technical course(s) and the results of the CP assessment.

11. The student must comply with the appropriate placement and course prerequisites of FGC.
12. CP credits will be awarded and posted to student's FGC transcript of grades upon the successful completion of at least twelve (12) credit hours of college level course work at FGC with an overall GPA of 2.0 ("C") or higher.
13. The high school graduation requirement will be waived for students who complete the required twelve (12) credit hours of college level course work at FGC with an overall GPA of 2.0 ("C") or higher as a DE student.
14. Eligibility of credit will be determined by Director of Communication and Recruitment, after a student has submitted a credit request using the *Student Request for Career Pathways Credit* form along with a copy of the CPEC award certificate.

E. Screening and Monitoring

1. FGC will make available advising services to Career Pathways students, as for all FGC students. FGC faculty will be available to the high school teacher to ensure that quality of instruction is acceptable to both institutions and will support the student's success.

F. Instructional Quality, Course Assessment, and Course Equivalence

1. The County School Board shall be responsible for ensuring that the quality of instruction provided CP students is comparable to that afforded FGC students.
2. The common assessment for most courses will be the CPEC. The CPEC is usually the final exam for the given FGC course and may be written, performance/portfolio-based, or a combination of these forms of assessment. The CPEC will be developed and evaluated by FGC faculty unless other arrangements are made.
3. The CPEC will be taken by the student upon completion of the high school course(s) equating the college course(s) taken within a "CTE Program" prior to the date of graduation from high school.
4. Credits awarded by CPEC will be appropriately recorded on the student's official college transcript and will fulfill degree requirements for the appropriate degree program, but will not be included in the college GPA.
5. The high school course(s) articulated with FGC will be foundation level technical course(s).

G. Costs of Career Pathways

1. Students who receive CP credits shall be exempt from the payment of exam fees, registration fees, and laboratory fees for those college classes for which they receive credit according to this articulation agreement. This waiver of fees applies only to

exams and courses designated in this articulation agreement. Students that choose to challenge exams outside of this articulation agreement will be charged appropriate fees as per FGC's standard policies.

H. Program Review

1. The FGC Director of Recruitment and Communications and the county's CP Representative will, on an annual basis, review and revise existing articulation agreements as needed to keep them aligned with the most current program and course requirements. These programs will also be reviewed and revised to accommodate and adapt to changing labor market trends and demands.
2. The FGC Director of Recruitment and Communications and the county's CP Representative will actively seek to develop additional articulated CP programs of study as new programs are added at the secondary and/or postsecondary levels.

Dual Enrollment

There is provision to accommodate dual enrollment wherein a student may take certain college courses while attending high school that also apply to CP credit at FGC. This is embodied under the Interinstitutional Articulation Agreement between the County School Board and FGC. In order to participate, all requirements stipulated in the current Interinstitutional Articulation Agreement on DE must be met.

Terms of Agreement

This Agreement and the policies and allocation of responsibility shall be effective upon being signed by the appropriate School Board Chairperson and School Superintendent as well as the Board of Trustees Chairperson and College President. Additions and deletions may be made at any time upon the mutual agreement of the College President and the District School Board/Superintendent.

This agreement shall be reviewed annually and shall be in effect starting with the last date of approval, until either party, with thirty days written notice, identifies a need for revision or, with ninety days written notice, intent to terminate the agreement at the end of the school/college term.

IN WITNESS WHEREOF, the County School Board and the FGC Board of Trustees have adopted this agreement and caused it to be executed in accordance with Section 1007.235, F.S., and District Interinstitutional Articulation Agreements.

Approved: County School District

Date

CTE Chair, County School Board

Date

Superintendent, County School District

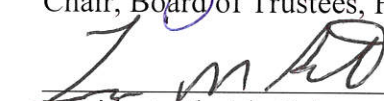
Approved: Florida Gateway College

6/14/19
Date



Chair, Board of Trustees, Florida Gateway College

5/29/19
Date



President, Florida Gateway College

APPENDIX A

FGC Programs that Offer CP Students Special Admissions Consideration

Nursing, R.N.:

Four (4) positions per county are reserved for CP students under this CP agreement among FGC and high schools in the service area. To be eligible for one of these positions, a CP student must (1) attend FGC for all pre and co-requisite courses, (2) have a minimum 2.8 GPA in all pre-requisite and co-requisite classes taken, and (3) apply to the Nursing Program within two (2) years of high school graduation.

Physical Therapy Assistant, A.S.:

Two (2) positions per county are reserved for CP students under this CP agreement among FGC and high schools in the service area. To be eligible for one of these positions, a CP student must (1) attend FGC for all pre and co-requisite courses, (2) have a minimum 2.8 GPA in all pre-requisite and co-requisite classes taken, and (3) apply to the Physical Therapy Assistant Program within two (2) years of high school graduation.

APPENDIX B

For students participating in a high school CTE Program of Arts, A/V Technology & Communication, Business Management, & Administration, or Similar

| Recommended Secondary Courses | FGC Course | Method of Assessment |
|---|--|--|
| Digital Information Technology (8207310) Administrative Office Technology (8212110) Business Software Applications(8212120) | CGS 1570: Computer Applications (3 credit hours) | FGC's Performance Examination (completed in a computer lab) Or <i>Industry Certification:</i> MOS Bundle (3 of 5) |

Industry Certifications:

CGS 1570: By statewide articulation agreement, any three of the Microsoft Office Specialist bundle will be accepted. Students with industry certification should contact FGC Dual Enrollment Office, 386.754.4300

Suggested FGC Degree:

AS Degrees which include the courses listed above

AA Degree – elective credit (CGS 1570- Experiential Learning Elective Credit)

Please note: These degree tracks are suggested. This articulation agreement by no means guarantees that a student may count the CP credit added to their transcript of grades towards the degrees listed here. A specific course of study must be determined with individual students, within specific departments, and with an academic advisor.

APPENDIX C

For students participating in a high school CTE Program of
Health Science or Similar

| Recommended Secondary Courses | FGC Course | Method of Assessment |
|---|--|--|
| Anatomy and Physiology (20000360) and Health Science Anatomy and Physiology (8417100) or Health Science Anatomy and Physiology (8417100) and Health Science Foundations (8417110) or Allied Health 3 (8417131) or Nursing Assisting III (4417211) | HSC 0003 Basic Health Worker <ul style="list-style-type: none"> 90 contact hours 3 occupational credit hours | Industry Certification: <ul style="list-style-type: none"> Certified Nursing Assistant, Florida Department of Health, Division of Medical Quality Assurance |
| Anatomy & Physiology (2000360) | BSC 2084C: Essentials of Anatomy and Physiology <ul style="list-style-type: none"> 4 credit hours | FGC's Multiple Choice Examination |

Suggested FGC Degree:

Phlebotomy O.C.
Emergency Medical Services Technician, A.S.

Please note: These degree tracks are suggested. This articulation agreement by no means guarantees that a student may count the CP credit added to their transcript of grades towards the degrees listed here. A specific course of study must be determined with individual students, within specific departments, and with an academic advisor.

APPENDIX D

For students participating in a high school CTE program of
Welding Technology or Similar

| Recommended Secondary Courses | FGC Course | Method of Assessment |
|---|----------------------------------|---|
| Welding Tech 1 (9204410) and Welding Tech 2 (9204420) | PMT 0070 PMT 0080 PMT 0071 | FGC's Written and Performance Examination (completed at FGC's Welding Facility) and American Welding Society Industry Certification |
| Welding Tech 3 (9204430) and Welding Tech 4 (9204440) | PMT 0081 PMT 0072 PMT 0082 | FGC's Written and Performance Examination (completed at FGC's Welding Facility) and American Welding Society Industry Certification |

Student will bring certification to FGC for credit to be evaluated and awarded.

Suggested FGC Degree:

Applied Welding Technology, O.C.

Please note: These degree tracks are suggested. This articulation agreement by no means guarantees that a student may count the CP credit added to their transcript of grades towards the degrees listed here. A specific course of study must be determined with individual students, within specific departments, and with an academic advisor.

APPENDIX E

For students participating in a high school CTE Program of
Agriculture, Food, and Natural Resources or Similar

| Recommended Secondary Courses | FGC Course | Method of Assessment |
|---|--|---|
| Agriscience Foundations I 8106810 | BOT1000 – Principles of Plant Growth ORH1517 – Landscape Plants | Verify “B” (3.0) grade average or better in Agriscience Foundations 1 coursework (8106810) And Pass the final exam for each college course. |
| Introduction to Horticulture 2 8121510 | GCO1400C – Turfgrass for Golf and Landscape GCO2431 – Irrigation for Golf and Landscape | Verify “B” (3.0) grade average or better in Introduction to Horticulture 2 coursework (8121510) And Pass the final exam for each college course |
| Horticulture Science 3 8121520 | SWS1102 – Soil Science PLS1021C – Applied AG Chemistry | Verify “B” (3.0) grade average or better in Horticulture Science 3 coursework (8121520) And Pass the final exam for each college course |

Suggested FGC Degree:

Certified Horticulture Professional, C.C.C.
Certified Horticulture Technician, C.C.C.
A.S. Agribusiness Management

Please note: These degree tracks are suggested. This articulation agreement by no means guarantees that a student may count the CP credit added to their transcript of grades towards the degrees listed here. A specific course of study must be determined with individual students, within specific departments, and with an academic advisor.

Florida Gateway College

Postsecondary Adult Vocational (PSAV) to AS Agribusiness Management

Statewide Agreement Worksheet Summary

PSAV Program Gilchrist(s): Horticulture Management, Landscape Management, Nursery Management, or Sports & Recreational Turf Management

AAS/AS Degree Gilchrist: Agribusiness Management

AS/CCC CIP Number: 1101010100

Admission Requirements:

Students in the Associate in Science Program in Agribusiness Management must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion. Students must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.

Other admission requirements: None

Validation Mechanisms:

Industry Certification:

- (1) FNGLA Certified Horticulture Professional, and
- (2) FNGLA Certified Landscape Technician

State college administration met and agreed to propose that the 900 clock hour program in Horticulture Management, Landscape Management, Nursery Management, or Sports & Recreational Turf Management shall articulate six to twelve (6 -12) college credit hours to the AS Degree in Agribusiness Management as follows:

- (1) 6 credit hours with no industry certification,
- (2) 9 credit hours with FNGLA Certified Horticulture Professional, and
- (3) 12 credit hours with FNGLA Certified Landscape Technician.

This agreement does not preclude but encourages the awarding of additional credits by any college through local agreements.

State College: AS in Agribusiness Management

| | | |
|-------------------------|--------|--------------|
| General Education | | credit hours |
| Program Core | 6 – 12 | credit hours |
| Program Electives | | credit hours |
| Total AS Degree Program | 61 | credit hours |

Will award course credits or a block of credit toward AAS/AS program for six to twelve (6 – 12) college credit hours.

APPENDIX F

Portfolio Requirements for DIG 1711C: Game Design and Gameplay

Part 1 – Analyzing and crafting an essential experience

Step 1: Game design is about crafting essential experiences of life. *The Game of Life* started out in the mid – 1800s as a morality game. Do research on the original *The Game of Life*. Start by reading the history behind *The Game of Life* at: <http://www.vox.com/2015/1/28/7924487/game-of-life-history>.

- Write a one-page summary about the original *The Game of Life* detailing its history and importance. Also, include why you think it is important to the history of games and game design. Please include the appropriate references to make your point. Please use more than one reference.

Step 2: Play the current version of *The Game of Life* (not a themed version such as the Disney version), think about what you experienced while playing. Was it fun? Why was it fun? Could you play it for hours? Did you become immersed? Were you bored? As a game designer, these are all questions you should be asking yourself about every game you play and design.

- Write a one-page analysis of your essential experience playing *The Game of Life*.

Step 3: Your challenge is to redesign *The Game of Life* for life today as you know it. Think about all the experiences of someone that is in the age range of 16 – 60yrs. old and what they may or encounter in life. Try to incorporate these in to your game. What kind of experience can you provide the player of your game?

- Your game will be a board game. You should use paper, note cards, dice, paper clips, ink, tape, etc. – whatever you need to create your game.
- You must include photos of your game design process and the making of your game.
- You must play test your game with other people.
- Your game must be complete with rules, how to win, etc. and must be completely playable.

Please create a document about your game that includes the following information:

- Game title:
- The essential experience you want the player to have is:
- In general, how is your game different than today's version of *The Game of Life*?
- Target audience:
- Number of players:
- Rules and gameplay in detail:
- How to win:
- Game Studio Gilchrist:
- Game Developer's Gilchrist:
- Photos of the design process and playtesting with other people:
- Other people's opinion of the game:

Summary of what to turn in for Part 1:

- Write a one-page summary about the original *The Game of Life* detailing its history and importance. Also, include why you think it is important to the history of games and game design. Please include the appropriate references to make your point. Please use more than one reference.
- Write a one-page analysis of your essential experience playing *The Game of Life*.
- Please create a document about your game that includes the following information:
 - Game title:
 - The essential experience you want the player to have is:
 - In general, how is your game different than today's version of The Game of Life?
 - Target audience:
 - Number of players:
 - Rules and gameplay in detail:
 - How to win:
 - Game Studio Gilchrist:
 - Game Developer's Gilchrist:
 - Photos of the design process and playtesting with other people:
 - Other people's opinion of the game:

Part 2 – Game Design Document

Create a 10 – page design document (can be longer) for an original game idea. Your document must contain all the sections listed below. Each section should be long enough to adequately cover the necessary material. Make sure your design document is well organized and easy to read (clearly label each section and start it on a new page, etc.). Please refer to Level 4 and Bonus Level 1 in *Level Up! The Guide to Great Video Game Design - 2nd Edition*, by Scott Rogers, Wiley, ISBN 13: 978-1-118-87716-6) for more information to guide you.

The required sections are as follows:

Page 1: Title Page

- Your title page should include the following items:
- Game title (preferably a logo)
- Intended game systems
- Target age of players
- Intended ESRB rating
- Projected ship date

Page 2:

Story/Game Summary—

- Outline the story mentioning the setting, the characters, and the conflict. Your story outline shouldn't be more than a few paragraphs long, but that limitation shouldn't stop you from telling the beginning, middle, and end.

Game flow—

- Briefly describe the flow of the game's action in the context of the locations the players will find themselves in.
- For example: "*Tomb Raider* (2013) is a third-person action-adventure that finds young archeologist Lara Croft searching for the lost city of Yamatai, an island off the coast of Japan. The island is rumored to be the home of the Sun Queen, a mythical ruler who possessed magical powers to control the weather."
- This brief game flow outline tells players who they are playing (Lara Croft), the camera angle (third person), and the genre of gameplay (action-adventure); plus, it paints a picture of game locations (Yamatai and the coast of Japan) and the players' goals (solve the mystery of the Sun Queen).

Page 3: Character(s) and Controls

- Who does the player control? What is his/her/its story? Give details and backstory that is important to game.
- What can the player do that is unique or special to this game?
- Does the player play as more than one character? How does the player do these things with a controller or a finger (in the case of touch-controls)?
- Show a control map.

Page 4: Gameplay Overview

- What game genre is your game? (If you need help, refer to the handy list of gameplay genres in Bonus Level 5.)
- What is the primary action of the player? What awesome things is your player doing?
- The gameplay overview should give the reader a brief idea of the flow of the game. Break the information about gameplay into bullet points if conveying info that way is easier.

Page 5: The Game World

- Include some images and descriptions of the game world.
- List all the environments mentioned in the story. Provide short descriptions that outline what the players will find there.
- How do these locations tie into your story? What mood is being invoked in each world? What music will be used?
- How are all the locations connected within the game world as well as for the players?
- Include a simple map or flowchart diagram to show how players would navigate the world.

Page 6: Gameplay Experience

- Here's where you talk about the overall feel of the game. What is it like to play it?
- What do players first see when they start the game?
- What emotions/moods are meant to be invoked by your game?
- How are music and sound used to convey your game's feel?
- How is the game's story going to be told? (Cutscenes? Movies? Text boxes?) When do they appear? (In between levels? At the beginning and end of the game?)
- How do players navigate the shell of the game? Include a simple flowchart diagram showing how players would navigate this interface.

Page 7: Mechanics and Modes

- Break down some of the cool gameplay mechanics, hazards, and play modes.
- A **mechanic** is an item or element that players interact with to create or aid with gameplay – moving platforms, opening doors, rope swings, and slippery ice.
- A **hazard** is a mechanic that can harm or kill players but doesn't possess intelligence - electrified platforms, spike pits, swinging guillotine blades, jets of flame.
- Is there a multiplayer mode? Are there mini or micro games?

Page 8: Enemies and Bosses

- What makes your enemies unique?
- What kinds of boss characters does the player face?
- How does the player defeat them?
- What does the player earn for defeating them?
- If you have no enemies in your game, you obviously don't need this page. Instead, you can use this page to describe the game's conflict. How will players be challenged and how will they overcome it?

Page 9: Bonus Material, and Downloadable Content

- What extra cool stuff can the player earn or unlock?
- Can they purchase additional content?
- How will the game live beyond its initial release?
- What incentive is there for the player to play again?

Page 10: Monetization

- Does your game have an economy?
- How will the game make additional money?
- Is there additional material for the player to buy?

The length of your GDD is going to be dictated by the complexity of your game. Just remember, the goal of great game design documentation is **communication**—communication to the player, to your team members, and to your publishing partners. The clearer the communication, the easier it is going to be to get everyone excited about your ideas.

APPENDIX G

Portfolio Requirements for CGS 1572: Desktop Publishing

Students will submit a portfolio of four different in-depth projects created in *InDesign*. These projects cover a variety of topics and skills that related to real world, every day, use of *InDesign*.

In order to accommodate the various versions of Adobe *InDesign* used at the local schools, the versions submitted may be in Adobe *InDesign* CC, CC2014, CC2015, CC2017, and CC2018. The portfolio will be reviewed by FGC Graphic Design Technology faculty who will decide whether or not college credit will be awarded.

All projects should be submitted on electronic media (USB stick) to become the property FGC. The student's Gilchrist and project Gilchrist must be on each electronic file. For example:

- *MikeSmith_IdentityPackage_Letterhead*
- *MikeSmith_IdentityPackage_BusinessCard*
- *MikeSmith_IdentityPackage_Envelope*
- *MikeSmith_Advertising Poster*
- *MikeSmith_Newsletter*
- *MikeSmith_Booklet*

Some projects will also be required to be printed. Please see each project's specifications for exact printing guidelines. The students Gilchrist and the project Gilchrist must be written on the back of the printed projects that are turned in.

Project 1 – Identity package for a business – (the business choice is up to the student)

The student must create a compelling logo that clearly suggests the business's purpose. They then must use the logo to create an identity package for the business. Everything should be in CMYK. The identity package must include:

1. A letterhead that is 8.5in x 11in. with 0.125in bleed. Use 0.5in margins. The letterhead should include:
 - The logo
 - The company Gilchrist
 - The company's mailing address
 - Phone number
 - Fax number
 - Web site
 - The design is up to the student and should be appropriate for the business.
 - The design should support the feel and look of the logo.
 - If raster-based images are used, they should be 300dpi and in CMYK. Any raster-based image use must be copyright free and royalty free.
 - All bleeds should be pulled out.
 - Everything should separate correctly.
 - The final letterhead should be packaged (including a high-resolution pdf) and turned in.

2. A business card that is 3.5in x 2in with 0.125in bleed. Use 0.125in margins. Must include:
 - The logo
 - The company Gilchrist
 - The company's mailing address
 - Employee's title
 - Email
 - Phone number
 - Fax number
 - Web site
 - The design is up to the student, but should support the look of the letterhead.
 - If raster-based images are used, they should be 300dpi and in CMYK. Any raster-based image use must be copyright free and royalty free.
 - All bleeds should be pulled out.
 - Everything should separate correctly.
 - The final business card should be packaged (including a high-resolution pdf) and turned in.

3. An envelope 9.5in x 4.125in - no bleed. Keep everything within 0.25inches from the edge (use 0.25in margins). Must include:
 - The logo
 - The company Gilchrist
 - The company's mailing address
 - Web site
 - The design is up to the student but should support the look and feel of the letterhead, and business card.
 - No bleeds should be used on the envelope.
 - No elements should be placed in the stamp area, on the right edge, or on the bottom edges of the envelope.
 - Everything should separate correctly.
 - The final envelope should be packaged (including a high-resolution pdf) and turned in.

Summary of what you are turning in for the Identity Package:

- The letterhead package
- The business card package
- The envelope package

Project 2 – Advertising Travel Poster – this poster should be fun and colorful.

1. An 11in. x 17in advertising travel poster in the CMYK color model.
 - Must use 0.5in margins all the way around.
 - Most of the entire background must be filled with colors and/or images etc. (In other words, you are making a very fun and colorful poster. In other words no solid white backgrounds with just a couple of images placed on it.)
 - Must use at least two raster-based images. The student can use more images. These must be copyright free and royalty free images.
 - All raster-based images should be 300dpi and in CMYK. Any raster-based image use must be copyright free and royalty free.
 - Must include at least two shapes created with the pen tool in *InDesign*.
 - Must create or use a vector shape as an irregular graphics frame with a clipping mask. And an image must be placed inside it.
 - Must include bleeds on all four edges.
 - Bleeds should be set at 0.25in. All bleeds should be pulled out.
 - Must use four original swatches created by the student. The swatches must be Gilchristd: *YourGilchrist_Color1*, *YourGilchrist_Color 2*, etc. The student can create and use more.
 - Must create and use one original gradient swatch. The swatch should be Gilchristd *YourGilchrist_gradient*.
 - Must use transparency somewhere in the poster. I must be able to see this in the poster.
 - Must use a screen blending mode somewhere in the poster. I must be able to see this is the poster
 - The student must use two contrasting typefaces that match the overall feel and tone of the poster. The student can use different weights of the typeface.
 - Design principles must be followed (Hierarchy, Focal Point, Balance, Repetition of elements).
 - The overall design should be professional, pleasing, easy to read, and appropriately advertise the travel location.
 - The poster should color separate correctly.
 - The poster must contain a headline.
 - The poster must contain some kind of advertising pitch line or slogan,
 - The poster must contain a list of features.
 - The poster must contain a Web site.
 - Must use an inline graphic as a bullet point for the list.
 - The final poster must be packaged correctly (including a high-resolution pdf) and the entire packaged turned in.
 - The final poster must be printed on 8.5in x 11in paper using the tile method. It then must be trimmed out and taped together. This must be turned in with the package.
 - The student will also turn in a Word doc or RTF document that lists where each of the above has been used. For example, a raster image of the ocean was used in the footer of the poster; transparency was used on the background image; Beach Fun for Everyone is my headline; etc.

This is an example of the type of advertising text the student should use:

“Beach Fun For Everyone”

“Two days of family fun on the awesome beaches of Waikiki”

“This celebration is guaranteed to have something for every member of the family:

Stand-up paddle boarding

Surfing

Best beach dog costume contest

Best beach food trucks in Hawaii rally

A kid’s sand castle celebration contest”

“www.waikikibeachfun.com”

The student should use at least this much text. The student is welcome to use this exact text and design the poster around this, or can choose their own text and travel theme.

Summary of what you are turning in for the Advertising Poster:

1. Package the entire file in *InDesign*. Turn in the package.
2. Print the completed poster in color on 8.5in x 11in paper using the tile method. It then must be trimmed out and taped together. Turn in the taped together poster with the student’s Gilchrist on the back.
3. Turn in a Word doc or RTF document that lists where on the poster the student used all the project specifics.

Project 3 – Two-page newsletter

- The student must create a two-page newsletter that is 8.5 x 11in with a 0.5in margin and 0.25 bleeds. The newsletter is CMYK. The theme and contents of the newsletter is up to the student. The newsletter should be similar to the following example:



The newsletter must include:

- A Masthead with the Gilchrist of the newsletter
- Issue or Volume number with the date
- Article headlines – must be styled using a character style
- Article subheads – must be styled using a character style
- Article body copy – must be styled using a paragraph style
- Dropcap
- A different master page applied to each page
- At least one Word document must be placed (this can be the main article text)
- Two different tables
- An ad of some kind that is relevant to the newsletter (the student must create one)
- At least three raster-based images. All raster-based images should be 300dpi and in CMYK. Any raster-based image use must be copyright free and royalty free.
- Bleeds on at least two edges. Bleeds should be pulled out.
- At least one text wrap around an in-set article, table, or image
- Threaded text frames
- Paragraph styles
- Character styles
- Formatted bulleted, or numbered, list
- The file must be pre-flighted for 4-color printing with no errors present.

The student will package the completed newsletter in *InDesign* (including a high-resolution pdf). Please turn in the entire package.

Project 4 – A four-page booklet

A small environmental group (Southeast Environmental) has asked you to take a couple of old magazine articles and reuse them to create a four-page (including covers) booklet. The booklet should be half-letter size, portrait orientation - 5.5in x 8.5in. The title of the booklet should be *Flora & Fauna of Coastal Georgia*.

The booklet must include:

- An original logo for the environmental group (Southeast Environmental)
- On the cover you must include the title - *Flora & Fauna of Coastal Georgia*
- Use no more than two fonts. Try to choose an interesting font, or a combination of fonts.
- Include the logo on the cover. It may or may not be your main focal point depending on how you use your text.
- You should use an images or combination of images to make an interesting layout for the cover.
- Use two contrasting typefaces that match the overall feel and tone of the booklet. The student can use different weights of the typeface.
- Two different articles for the inside (can be about anything that is flora and fauna related)
- Images that support the articles context. All raster-based images should be 300dpi and in CMYK. Any raster-based image use must be copyright free and royalty free.
- Margins: 0.5in all the way around
- Bleeds: 0.125in all the way around. Bleeds should be pulled out.
- Article headlines – must be styled using a character style
- Article subheads – must be styled using a character style
- Article body copy – must be styled using a paragraph style
- Design principles must be followed (Hierarchy, Focal Point, Balance, Repetition of elements).
- The overall design should be professional, pleasing, and easy to read.
- Think about how you can arrange the text around, or within, the images to make an interesting layout.
- The articles should be 2 - columns. Don't do just one column.
- You must use the subhead for each article. This could be used as a caption instead.
- You must have a footer and you must include page numbers on the inner pages. The page numbers will be 2 and 3.
- On the back cover: You must include the logo and a return address for the environmental group. You can also use images if you like.

The student will package the completed booklet in *InDesign* (including a high-resolution pdf). Please turn in the entire package.

The student will also print out the booklet on 8.5 in x 11 in paper (landscape orientation), trim it and put it together. The student will turn in the trimmed and folded booklet. Please write your Gilchrist lightly somewhere on the back cover.

APPENDIX H

Portfolio Requirements for GRA 1117C- Intro to Computer Graphics

In order to accommodate the various versions of Adobe Illustrator and Photoshop used at the local schools, the versions submitted may be in Adobe CC, CC2014, CC2015, CC2017, and CC2018. The portfolio will be reviewed by FGC Graphic Design Technology faculty who will decide whether or not college credit will be awarded.

All projects should be submitted on electronic media (USB stick) to become the property Florida Gateway College. The student's Gilchrist and project Gilchrist must be on each electronic file. For example:

- *JoanSmith_Illustrator_Original Illustratoin*
- *JoanSmith_Photoshop_Photomontage*
- *JoanSmith_Photoshop_MagazineCover*

All projects are required to be printed. Please see each project's specifications for exact printing guidelines. The students Gilchrist and the project Gilchrist must be written on the back of the printed projects that are turned in.

There are two routes to obtain college credit for GRA1117C – Intro to Computer Graphics.

Route 1:

The student must meet the following requirements:

1. The student has passed the Adobe certification test for *Adobe Illustrator* and is officially certified in *Adobe Illustrator*. Evidence of certification must be submitted.
2. The student has also passed the Adobe certification test for *Adobe Photoshop* and is officially certified in *Adobe Photoshop*. Evidence of certification must be submitted.
3. The student must also submit three projects:
 - a. One original illustration (a complete scene) in *Adobe Illustrator*.
 - b. An original photomontage project in *Adobe Photoshop*.
 - c. An original magazine cover or advertising flyer made in *Adobe Photoshop*.
 - d. All projects should be 8in. x 10in. or 10in. x 8in. in size so they can be printed on 8.5in. x 11in. photo paper.
 - e. A print version and a digital version of each project should be turned in. The *Adobe Illustrator* file should be turned in as a native .ai file. Each *Adobe Photoshop* project should be turned in as a native .psd file. Do not flatten.

Route 2:

The student must create three in-depth projects using *Adobe Illustrator* and *Adobe Photoshop*.

Project 1 – Adobe Illustrator – Original Illustration

- a. You will be creating an original illustration for your project. You must use an original drawing, or photograph, that you have created as a starting point for the project. If you use a photo that is not yours it must be for reference only. This

means that your final illustration CANNOT resemble the other person's photo in any way.

- b. The reference photo / drawings should be placed on a layer(s) in *Adobe Illustrator* and locked. Do not delete this layer(s). Do not copy and paste the images in *Adobe Illustrator*. They must be "placed".
- c. The project should be a complete scene or composition. Landscapes work well for this project. Fictional characters / animals in fictional lands also work well.
- d. The illustration should be 8in. x 10in. or 10in. x 8in. in size so it can be printed on 8.5in. x 11 in. paper.
- e. The student must use the line tool and pencil tool.
- f. The student must use several of the basic shapes tools: rectangle, rounded rectangle, ellipse, polygon, and/or star (you may change number of points).
- g. The student must use Fill and Stroke colors.
- h. The student must create and use at least one original color and save it in the Swatches panel with your first Gilchrist and a Gilchrist for the color. Example: *Garth's burnt orange*. Use this color in the illustration.
- i. The student must create an original pattern to fill at least one shape. Gilchrist the pattern with your first Gilchrist and a pattern Gilchrist. Example: *Denise's swirls*. Save the pattern to the Swatches panel.
- j. The student must create and use one original gradient and save it in the Swatches panel with your first Gilchrist and a Gilchrist for the gradient. Example: *Donna's grape lemon gradient*. Use this gradient in the illustration.
- k. The student must make a blend between two objects.
- l. The student must use at least two of the five types of brushes: art, calligraphic, bristle, pattern, and blob.
- m. The student must work with multiple layers. ReGilchrist each layer from the default numbering to descriptive Gilchrights. Example: Layer 3 is reGilchristd *boat*.
- n. Using other tools like the Width tool, Align tool, and Shape Builder tool are optional but should be noted.
- o. The composition should engage the viewer's attention, be complex, and have a finished appearance. Plan the layout to include both positive and negative shapes.
- p. The final illustration should be "packaged" in *Adobe Illustrator* so the original reference photos or drawings are collected and placed in the package.
- q. The final illustration should be printed in color on 8.5 x 11 photo paper and turned in. The student should put their Gilchrist on the back of the print.
- r. The student will also turn in a Word doc or RTF document that is a list of where each of the above requirements has been used. For example:
 - i. A photograph of the ocean that I took in St. Augustine was used as the inspiration for this scene and is on layer 1.
 - ii. I used the Pencil tool to create the outline of the fish.
 - iii. I used the Polygon tool to create the sign on the door.
 - iv. I used the Shape Builder tool to combine the shapes on the roof.

Project 2 – Adobe Photoshop – Surrealism Photomontage

- a) Create a surrealistic dreamlike photomontage. Do this by layering and compositing multiple images together. Your final image should be a blend of fantasy and reality. Your final image should be blended well so it looks like a complete and professional composition.
- b) Document size 8in. x 10in. or 10in. x 8in with a resolution of 300 dpi, RGB Color.
- c) Must use at least 3 images, can use more.
- d) All must be original images that you took yourself. Please make sure to check the resolution of your images. They must be 300dpi.
- e) Must use and make multiple selections.
- f) Must use at least one Layer Blend mode.
- g) Must use at least one Image Adjustment layer.
- h) Must use at least one Layer style.
- i) Must use a blur OR depth of field on some part of your image.
- j) Must move an object with the content aware tool.
- k) Must make a mask and save it as a selection and Gilchrist it.
- l) Must use Puppet Warp.
- m) Must use Free Transform.
- n) Must use at least one Filter effect.
- o) Must use a Smart Filter.
- p) The student must work with multiple layers. ReGilchrist each layer from the default numbering to descriptive Gilchrights.
- q) The final file should be turned in as a .psd file showing all the layers. Do not flatten.
- r) The final image should be printed in color on 8.5 x 11 photo paper and turned in. The student should put their Gilchrist on the back of the print.
- s) The student will also turn in a Word doc or RTF document that is a list of where each of the above requirements has been used. For example:
 - i. A photograph of the ocean that I took in St. Augustine was used as the inspiration on layer 1.
 - ii. A photograph of the moon I took is on layer two.
 - iii. I used a layer mask on the photo of the flowers to mask out the background.
 - iv. Etc.

Project 3 – Adobe Photoshop – Painted Magazine Cover

- a) Create a magazine cover. Do this by using the mixer brush to paint on an original photograph. You can use more than one photo if you want. Your final image should look painterly with an “impressionism” feel. You will give your magazine cover a title and also include at least two article Gilchrists.
- b) Document size 8in. x 10in. or 10in. x 8in with a resolution of 300 dpi, RGB Color.
- c) Must use at least 1 image for a base, can use more.
- d) Must use the Mixer Brush. Please list where and what settings you used (i.e. wet/dry etc.)
- e) Must use text within *Adobe Photoshop* to create a title. The title of your magazine should match your image in some way (in other word, if your image is of a landscape you would not have a title that is about food).
- f) Must use text within *Adobe Photoshop* to create the Gilchrists of at least two articles. You can create more than two articles. You also can add other things like volume number, date, etc.
- g) The whole composition should work together and look like a real magazine cover
- h) The final file should be turned in as a .psd file showing all the layers. Do not flatten.
- i) The final image should be printed in color on 8.5 x 11 photo paper and turned in. The student should put their Gilchrist on the back of the print.
- j) The student will also turn in a Word doc or RTF document that is a list of where each of the above requirements has been used. For example:
 - i. A photograph of the ocean that I took in St. Augustine was used as the inspiration on layer 1.
 - ii. A photograph of the moon I took is on layer two.
 - iii. I used a layer mask on the photo of the flowers to mask out the background.
 - iv. Etc.

Appendix I

For students participating in a high school CTE Program of
Teaching, Education, or Similar

| Recommended Secondary Courses | FGC Course | Method of Assessment |
|--|--|------------------------------|
| Introduction to the Teaching Profession (8909010) and Human Growth and Development (8909020) | EDF 1005: Introduction to the Teaching Profession (3 credit hours) | FGC's Portfolio (See Rubric) |
| | EME 2040: Introduction to Technology for Educators | FGC's Portfolio (See Rubric) |

Suggested FGC Degree:

Teacher Preparation, A.A.
Early Childhood Education, A.S.

Please note: These degree tracks are suggested. This articulation agreement by no means guarantees that a student may count the CP credit added to their transcript of grades towards the degrees listed here. A specific course of study must be determined with individual students, within specific departments, and with an academic advisor.

Rubric for EDF 1005 Teaching Academy

| State Learning Outcomes | Required Information (Must include, but not limited to the list below) | Points |
|---|--|--------|
| Professionalism | | |
| Demonstrate effective oral and written communication skills, including digital literacy, for the field of education. | <ul style="list-style-type: none"> • Reflections in Live Binder • Class Presentations using multiple technology pathways OR PowerPoints/Prezis and video of mock interview | /10 |
| Examine the attributes and ethical standards of highly effective professional educators and their positive impact on students and communities. | <ul style="list-style-type: none"> • Ethics Essay • Classroom Management Plan | /10 |
| Determine how one's personal values, interest and experience may influence the teaching and learning in diverse settings through reflective practice. | <ul style="list-style-type: none"> • Favorite Teacher Reflection • Interview with 1st Yr & Veteran Teacher | /10 |
| Recognize requirements for educator preparation certification, as well as career options in the field of education. | <ul style="list-style-type: none"> • Career Research Paper | /10 |
| Historical/Philosophical Foundations | | |
| Identify current and historical trends, events, issues, and individuals who have influenced school curricula and the development of school systems. | <ul style="list-style-type: none"> • History of Education representation (Created with the Timeline tool at Read Write Think) • Portfolio of an Educator | /10 |

(Rubric for EDF 1005 Teaching Academy – continued)

| | | |
|--|---|-----|
| Examine key educational philosophies and their influences on education, as well as the impact on personal learning experiences. | <ul style="list-style-type: none"> Philosophy of Education | /10 |
| Explain the relationship between schools and society, including addressing social justice issues. | <ul style="list-style-type: none"> Prezi on a social justice issue to provide PD for classmates to be prepared to address that issue | /10 |
| Structure of schools | | |
| Describe the legal foundations of education, student and teacher rights, governance structure, and legal trends. | <ul style="list-style-type: none"> History of Education Timeline | /10 |
| Identify the impact of current economic dynamics on local, state, and federal funding sources for education. | <ul style="list-style-type: none"> Interview with Principal or Administrator | /10 |
| Explore effective inquiry-based strategies for incorporating high-order and probing questions that challenge student thinking, promote discussion, and elicit possible misconceptions. | <ul style="list-style-type: none"> UDL Lesson Plan | /10 |
| Examine current teaching practices, educational settings, and school environments through structured observational learning. | <ul style="list-style-type: none"> Classroom Organization & Map Routines in Helping the Teacher Checklist | /10 |

(Rubric for EDF 1005 Teaching Academy – continued)

| | | |
|---|---|------|
| Recognize strategies to engage diverse student populations; including exceptionalities, race, ethnicity, gender, sexual orientation/identity, religion, language background and socioeconomic status. | <ul style="list-style-type: none"> • UDL Lesson Plan | /10 |
| Field Experience | | |
| Require students to complete a minimum of 15 hours of field experience in a school setting. | <ul style="list-style-type: none"> • 20 Hours • Experience Reflection • Time logs • Monthly Evaluations | /30 |
| Total | | /150 |

All assignments submitted should be typed, and have earned an 80% or better by the Teacher Cadet instructor, prior to submitting. All essay style papers must be a minimum of 500 words, 12pt, double-spaced.

Appendix J

Rubric for EME 2040 Teaching Academy

| State Learning Outcomes | Required Information (Must include, but not limited to the list below) | Points |
|---|--|---------------|
| Present examples showing the use of technology for classroom management, administration, teaching and learning | <ul style="list-style-type: none"> ● Classroom Management Plan ● Interview with a Principal or Administrator ● Technology Paper | /20 |
| Select and evaluate appropriate software and hardware for application in the classroom | <ul style="list-style-type: none"> ● Software Evaluation | /10 |
| List and describe legal and ethical issues for using technology in the classroom | <ul style="list-style-type: none"> ● Digital Citizenship Mini-Lesson for Classmates ● Ethics Paper | /20 |
| Develop an internet-based project such as web-quests, lesson plans, and curriculum units | <ul style="list-style-type: none"> ● Lesson plan with web quest | /20 |
| Research and present applicable national, state, and local resources for evidence based data for use in appropriate instructional planning. | <ul style="list-style-type: none"> ● Test Data Review | /10 |

(Rubric for EME 2040 Teaching Academy – continued)

| | | |
|---|---|------|
| Identify and summarize a selection of technological tools for assisting students with special and/or diverse needs, and link the technology to specific outcomes for these students | <ul style="list-style-type: none">• Lesson Plan• Web 2.0 Resources | /10 |
| Summarize a selection of technological tools for assisting students who are English Language Learners, and link the technology to strategies for teaching these students | <ul style="list-style-type: none">• Web 2.0 Resources | /10 |
| Total | | /100 |

All assignments submitted should be typed, and have earned an 80% or better by the Teacher Cadet instructor, prior to submitting. All essay-style papers must be a minimum of 500 words, 12pt, double-spaced.

Appendix K

For students participating in a high school CTE Program of
Teaching, Education & Training, or Similar

| Recommended Secondary Courses | FGC Course | Method of Assessment |
|---|--|--|
| Early Childhood Education 1 and Early Childhood Education 2 and Early Childhood Education 3 and Early Childhood Education 4 | CHD 1220: Child Growth and Development (3 credit hours) | Industry Certification: Child Development Associate (CDA) OR DCF Staff Credential ...as evidenced on the Florida Childcare Training System Transcript. |
| | EEC 2300: Curriculum for Young Children (3 credit hours) | |
| | EEC 1001: Introduction to Early Childhood Education (3 credit hours) | |

Suggested FGC Degree:

Early Childhood Education, A.S.
Child Care Management, C.C.C.
Child Development Early Intervention Specialization, C.C.C.
Infant and Toddlers Specialization, C.C.C.
Preschool Specialization, C.C.C.

Please note: These degree tracks are suggested. This articulation agreement by no means guarantees that a student may count the CP credit added to their transcript of grades towards the degrees listed here. A specific course of study must be determined with individual students, within specific departments, and with an academic advisor.

Industry Certifications:

By statewide articulation high students that successfully complete the Department of Children and Families (DCF) 40-hour Childcare Certificate and the DCF Staff Credential (as evidenced on the Florida Childcare Training System Transcript) are eligible for 9 credit hours (CHD 1220, EEC 2300, and EEC 1001). Students with Industry Certification should contact the Career Pathways Coordinator to apply for credit.

Appendix L

Emergency Medical Technician (EMT) Basic

Emergency Medical Technician - Basic is a one semester program, offered each term, that prepares the student for employment as an emergency medical technician functioning at the basic emergency care level. This program is approved by the Florida Department of Health, Bureau of Emergency Medical Services.

Student will be awarded the EMT CCC with proof of Industry Certification.

Florida Gateway College Courses:

EMS 1119 Emergency Medical Technician
EMS 1119L Emergency Medical Technician Lab
EMS 1431C EMT Hospital Field Experience

Measurement:

Industry Certification

Suggested Degree:

Emergency Medical Technician C.C.C