

**NAVARRE TEACHER CAREER ACADEMY/SPECIALIZED INSTITUTE PROGRAM**  
**AGREEMENT BETWEEN THE UNIVERSITY OF WEST FLORIDA AND THE SCHOOL**  
**BOARD OF SANTA ROSA COUNTY, FLORIDA**

**WHEREAS**, the Florida Legislature has promulgated Section 1003.493, Florida Statutes, requiring public schools and school districts to make available to students certain programs integrating a rigorous academic curriculum with an industry-specific curriculum aligned to priority workforce needs (herein referred to as "Academy Programs"); and

**WHEREAS**, the University of West Florida, for and on behalf of the University of West Florida Board of Trustees, a public body corporate (the "University" or "UWF") and the School Board of Santa Rosa County, Florida (the "School Board") desire to accomplish those objectives in connection with the School Board's specialized institute or academy programs herein described through the adoption of the following agreement;

**THEREFORE, FOR AND IN CONSIDERATION** of the mutual duties and obligations set forth herein and for other good and valuable consideration, this Agreement is entered into by and between the University and the School Board.

**I. PURPOSE:**

The purpose of the following agreement is to offer graduates of the designated Career Academy programs who enroll at UWF the opportunity to earn not in excess of six (6) credit hours of University undergraduate (lower division) credit after completion of their second semester at UWF. Such credit hours will be applied toward the requirements to earn teacher education degrees from UWF as herein described. Such credits shall be earned only in the manner and subject to fulfillment of the requirements set forth in Article V below.

**II. ACADEMY PROGRAM INFORMATION**

Academy Programs may be designated from time to time for purposes of this Agreement by the School Board's Academy Program Contact upon approval of the University's Academy Program Contact, with notice to both the School Board's Enrollment Services Point of Contact and the University's Program Point of Contact. Designation of Academy Programs shall be effective upon completion and execution of UWF Course and Student Learning Outcomes Designation substantially in the form attached hereto as Exhibit A. Contact Information for University and School Board is set forth in Article III herein. The Academy will consult with the Department of Teacher Education and Educational Leadership to assure curriculum content aligns with designated courses.

### III. POINTS OF CONTACT

The University's Point of Contact for matters related to this Agreement shall be the following:

University Academy Program Contact:

Name:	Dr. Guofang Wan Department of Teacher Education and Educational Leadership Department Chair
Address:	11000 University Parkway Pensacola, Florida 32514
Telephone Number:	850-474-2308
E-mail Address:	gwan@uwf

The School Board's Point of Contact for this Agreement shall be the following:  
District Academy Program Contact:

Name:	Charlin Knight Director of Workforce Education
Address:	Santa Rosa County School District 5086 Canal Street Milton, FL 32570
Telephone Number:	850-983-5000
E-mail Address:	KnightC@santarosa.k12.fl.us

University and School Board may change their Point of Contact from time to time by written instrument containing the name and contact information of the new Point of Contact delivered to the other party's Point of Contact.

### IV. UNIVERSITY CURRICULUM

The current courses offered by the University are set forth in the most recent University catalog. Notwithstanding anything herein to the contrary, the University shall maintain the right to revise its course offerings and the requirements for its degrees in its discretion.

### V. AGREEMENT PROVISIONS

#### A. ACADEMY GRADUATES' OPPORTUNITY TO EARN CREDIT

Currently enrolled UWF students may be given the opportunity to earn credit in accordance with University Policy AC 41.01 Credit by Proficiency and who meet each of the following requirements:

- i. Following successful completion of the Academy Programs and receipt of high school diploma; and maintaining continuous enrollment at a Florida public institution of higher learning. Students must be admitted directly to UWF within two semesters of their last term at high school or students must

be admitted to UWF within three years from receipt of high school diploma if the student was working towards and earned their Associate of Arts degree. Continuous enrollment is defined as enrollment not interrupted by non-attendance for more than three consecutive terms.

- ii. Students will meet with designated UWF Department of Teacher Education and Educational Leadership advisor (or department chairperson) to request an opportunity to earn credit by proficiency for two (2) courses from the UWF College of Education and Professional Studies.
- iii. In order to earn credit by proficiency, students will be required to demonstrate proficiency in all of the learning outcomes of UWF Department of Teacher Education and Educational Leadership courses in a manner determined by a faculty committee.
- iv. The department chair submits the successfully earned and approved credit earned by proficiency to the Office of Undergraduate Admissions who will record the credit on the student's transcript as Credit by Proficiency.

Credit by Proficiency earned hereunder shall be in addition to credits that may be earned by students in connection with any other accelerated learning program maintained by the University and successfully completed by such students.

#### **B. CATALOG IN EFFECT/CONTINUOUS ENROLLMENT**

Students will complete the course work under the terms of the catalog in effect during the term of their first enrollment at University. Upon enrollment at University, students are subject to the provisions of the University continuous enrollment policy.

#### **C. COMPLIANCE WITH LAW**

The parties hereto acknowledge and agree that the Santa Rosa County School District is a subdivision of the State of Florida and that the University of West Florida Board of Trustees is a public body corporate of the State of Florida. As such, the performance under this Agreement and any amendments hereto or attachments connected herewith, shall at all times be subject to any and all applicable federal and state laws and regulations. Jurisdiction over any dispute arising out of this Agreement shall lie in Escambia County, Florida.

#### **D. TERM**

This agreement becomes effective the 2017-2018 academic school year. This agreement shall renew automatically by July 1 each year if there is no other written notification. This agreement shall be subject to modification in the event necessary to comply with requirements of legislative action, regional accreditation, disciplinary accreditation, the Department of Education, the University of West Florida Board of Trustees, the School Board of Santa Rosa County, Florida, the Florida Board of Governors, and the Florida Department of Education. Modifications shall be in writing and signed by both parties.

#### **E. UPDATES**

This agreement will be reviewed every three years by the two respective Academy Program Contacts or their designees. This agreement may be terminated by either party with or without cause upon thirty (30) days written notice to the other party. Academy Programs may be removed from this Agreement by the School Board's Academy Program Contact upon notice to the University's Academy Program

Contact and Enrollment Affairs Contact. New Academy Programs may be designated for purposes of this Agreement as described in Article II, above.

#### **F. PUBLIC RECORDS LAW**

All parties shall allow public access to all documents, papers, letters, or other materials subject to the provisions of Chapter 119, Florida Statutes, and made or received in connection with this Agreement. Refusal by either party to allow such public access shall be grounds for unilateral cancellation of this Agreement.

#### **G. COMMUNICATIONS**

The School Board shall provide a mechanism for communicating the educational and economic benefits, as well as the requirements for participation and enrollment procedures to parents and students.

#### **H. STATE REPORTING**

Each party is responsible for reporting any information required by the State in a timely manner.

**IN WITNESS HEREOF** the University of West Florida, for and on behalf of the University of West Florida Board of Trustees, a public body corporate and the School Board of Santa Rosa County, Florida, have caused this Agreement to be executed by their duly authorized representatives.

#### **SCHOOL BOARD OF SANTA ROSA COUNTY, FLORIDA**

Attest:

\_\_\_\_\_  
Timothy Wyrosdick, Superintendent Santa Rosa County School District  
Date: \_\_\_\_\_

**University of West Florida, by and for the University of  
West Florida Board of Trustees, a public body corporate**

\_\_\_\_\_  
William Crawley, Dean of College of Education and Professional Studies  
Date: \_\_\_\_\_

\_\_\_\_\_  
Bob Shaw, Assistant Dean of College of Education and Professional Studies  
Date: \_\_\_\_\_

\_\_\_\_\_  
Dr. George Ellenberg, Provost  
Date: \_\_\_\_\_

Exhibit A  
UWF COURSE AND STUDENT LEARNING OUTCOMES DESIGNATION

Name and prefix of UWF Course	Semester Credit Hours	Student Learning Outcomes for course
EDF 1005  Introduction to Education	3	<p>After completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Professionalism               <ol style="list-style-type: none"> <li>a. Demonstrate effective oral and written communication skills, including digital literacy, for the field of education.</li> <li>b. Examine the attributes and ethical standards of highly effective professional educators and their positive impact on students and communities.</li> <li>c. Determine how one's personal values, interest and experience may influence the teaching and learning in diverse settings through reflective practice.</li> <li>d. Recognize requirements for educator preparation certification, as well as career options in the field of education.</li> </ol> </li> <li>2. Historical/Philosophical Foundations               <ol style="list-style-type: none"> <li>a. Identify current and historical trends, events, issues, and individuals who have influenced school curricula and the development of school systems.</li> <li>b. Examine key educational philosophies and their influences on education, as well as the impact on personal learning experiences.</li> <li>c. Explain the relationship between schools and society, including addressing social justice issues.</li> </ol> </li> <li>3. Structure of schools               <ol style="list-style-type: none"> <li>a. Describe the legal foundations of education, student and teacher rights, governance structure, and legal trends.</li> <li>b. Identify the impact of current economic dynamics on local, state, and federal funding sources for education.</li> <li>c. Examine effective inquiry-based strategies for incorporating higher-order and probing questions that challenge student thinking, promote discussion, and elicit possible misconceptions.</li> <li>d. Examine current teaching practices, educational settings, and school environments through structured observational learning.</li> <li>e. Recognize strategies to engage diverse student populations; including exceptionalities, race, ethnicity, gender, sexual orientation/identity, religion, language background and socioeconomic status.</li> </ol> </li> <li>4. Field Experience</li> </ol>

		a. Complete a minimum of 15 hours of field experience in a school setting.
EDF 2085  Teaching Diverse Populations	3	<p>After completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Develop knowledge base through the study of multicultural diversity as it relates to education in a pluralistic society and the world.</li> <li>2. Reflect through discussions and assess personal attitudes as they affect our relationship to others from diverse groups within the public and private schools, society, and the world.</li> <li>3. Develop a historical perspective of racism and prejudice in America and parts of the world and its impact on educational trends and reforms.</li> <li>4. Review literature that considers multicultural issues in public and private schools and concerns that help students expand their understanding of diversity.</li> <li>5. Define ways to integrate multiculturalism into the existing curriculum, and appropriate strategies for implementation.</li> <li>6. Present the issues related to equity, equality and excellence especially as they relate to the teachers' roles in the public and private schools.</li> <li>7. Develop an affinity for multicultural awareness as it impacts on our interdependence within a global society in an effort to help students develop their potential for academic, social, and vocational success in a multicultural world.</li> </ol>