

**Articulation Coordinating Committee  
December 8, 2011  
10:00 a.m. – 12:00 p.m.**

Conference Call  
Dial in: (888) 808-6959  
Code: 2459544

**Meeting Agenda**

<b>Welcome and Introductions</b>	
ACC History and Duties	Matthew Bouck
<b>Action Item</b>	
Pg. 7 Gold Standard Career Pathways	John McNeely
Pg. 24 <i>UF Young Entrepreneurs for Leadership &amp; Sustainability</i> dual enrollment program	Matthew Bouck
<b>Discussions Items (pg. 32)</b>	
ACC Chair(s)	
ACC Standard Operating Procedures	
Higher Education Coordinating Council Recommendations	

**Articulation Coordinating Committee  
2011-2013 Membership**

<b>State University System</b>	<b>Florida College System</b>	<b>Public K-12 Education</b>
<p><b>Dr. Tony Waldrop</b> Provost and Executive Vice President University of Central Florida twaldrop@ucf.edu</p>	<p><b>Dr. Edwin Massey</b> President Indian River State College emassey@irsc.edu</p>	<p><b>Dr. Fran Adams</b> Superintendent Indian River County Schools Fran.Adams@indianriverschools.org</p>
<p><b>Dr. Rosa Jones</b> Vice President, Student Affairs and Undergraduate Education Florida International University Rosa.Jones@fiu.edu</p>	<p><b>Dr. Barbara Sloan</b> Provost &amp; Vice President of Academic Affairs Tallahassee Community College SLOANB@tcc.fl.edu</p>	<p><b>Dr. Walter Christy</b> Director of Secondary Programs Brevard County Schools Christy.Walter@Brevardschools.org</p>
<b>Career and Technical Education</b>	<b>Nonpublic Education</b>	<b>Students</b>
<p><b>Dr. Falecia Williams</b> Campus President, West Campus Valencia College fawilliams@valenciacollege.edu</p>	<p><b>Dr. David Persky</b> Assistant to the President St. Leo University David.Persky@saintleo.edu</p>	<p><b>Ted Stratton</b> 2011-12 Gubernatorial Fellow Florida College System ted.stratton@fldoe.org</p>
<p><b>Susan Miller</b> Director, Curriculum and Instruction, Hillsborough Technical Education Centers Hillsborough County Schools susan.miller@sdhc.k12.fl.us</p>	<p><b>Dr. Betty Tilton</b> Keiser University btilton@keiseruniversity.edu</p>	

## Brief History of the Articulation Coordinating Committee

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The first Florida articulation agreement was created in 1959 to ensure the transfer of general education program credit. A more comprehensive agreement between community colleges and universities was established in 1971 to define the associate in arts degree as the transfer degree, continue the general education agreement, establish a common transcript, provide for a common calendar, establish a common course numbering system, and create the Articulation Coordinating Committee (ACC).

The ACC was established as an advisory body to the Commissioner of Education on articulation policies and programs. It was originally composed of three representatives from the university system, three from the community college system, and one representative from the Department of Education to serve as chair. The Committee was created to mediate institutional or student conflicts, interpret the Articulation Agreement, and other activities to enhance articulation. In 1979, the Legislature enacted Chapter 79-222, Laws of Florida (Section 229.551, Florida Statutes), which specified that “Articulation...shall be governed by the articulation agreement, as established by the Department of Education.” The language provided the statutory authority for the ACC to oversee the implementation of the Agreement. In 1983, the ACC was expanded to include representatives from public schools and area vocational centers. This was in line with a 1983 modification to the Agreement that included secondary to postsecondary issues.

Upon the advent of the school code re-write in 2001, most educational boards were removed from statute, including the ACC. Duties of the ACC were delineated in the implementing rule for the Statewide Articulation Agreement (Chapter 6A-10.024, Florida Administrative Code). Around this time, nonpublic education representatives were included as members of the ACC, which operated until 2011 with eighteen members: four members from the Department of Education to represent the state university system, the community college system, public workforce education, and the public pre-K-12 schools; three members representing the state university system, three members representing the state community college system, one member representing career education, three members representing public schools, two members representing nonpublic postsecondary institutions, one member representing nonpublic secondary education, and one member representing students.

In Chapter 2011-177, Laws of Florida, the Legislature created Section 1007.01(3), Florida Statutes, which re-established the ACC in statute, changed its reporting structure, and modified its membership. The ACC now reports to the Higher Education Coordinating Council, State Board of Education, and Board of Governors. The committee consists of two members each representing the State University System, the Florida College System, public career and technical education, public K-12 education, and nonpublic education and one member representing students. The chair is elected from the membership.

Selected historical accomplishments of the ACC:

- Standard occupational program lengths
- Credit by examination guarantees – *ACC Credit-by-Examination Guidelines*
- Approval of Applied Technology Diploma (ATD) programs
- Recommendations for identification of the “Talented Twenty”
- Associate in science to baccalaureate articulation agreements

Guidelines for nonpublic participation on the Statewide Course Numbering System  
Activities related to Ch. 95-243 (SB 2330), "Time to Degree"

Appoint faculty committees to establish common prerequisite courses

Appoint faculty committees to establish proper course levels

Oversee identification of 36-hour general education block

Identify degree hours for baccalaureate and associate in arts

Continuing maintenance of common program prerequisites

Approval of PSAV program to AAS/AS degree articulation agreements

Approval of *Dual Enrollment Course-High School Subject Area Equivalency List*

Acceleration study recommendations (2003 study mandated by HB 1739)

Creation of *2+2 Pathways to Success* brochure

Creation of and revision of the *Statewide Articulation Manual*



- (b) Propose guidelines for interinstitutional agreements between and among public schools, career and technical education centers, Florida College System institutions, state universities, and nonpublic postsecondary institutions.
- (c) Annually recommend dual enrollment course and high school subject area equivalencies for approval by the State Board of Education and the Board of Governors.
- (d) Annually review the statewide articulation agreement pursuant to s. 1007.23 and make recommendations for revisions.
- (e) Annually review the statewide course numbering system, the levels of courses, and the application of transfer credit requirements among public and nonpublic institutions participating in the statewide course numbering system and identify instances of student transfer and admissions difficulties.
- (f) Annually publish a list of courses that meet common general education and common degree program prerequisite requirements at public postsecondary institutions identified pursuant to s. 1007.25.
- (g) Examine statewide data regarding articulation to identify issues and make recommendations to improve articulation throughout the K-20 education system.
- (h) Recommend roles and responsibilities of public education entities in interfacing with the single, statewide computer-assisted student advising system established pursuant to s. 1007.28.

History.—s. 344, ch. 2002-387; s. 111, ch. 2007-217; s. 7, ch. 2011-177.

**Articulation Coordinating Committee**

**December 8, 2011**

**Subject: Gold Standard Career Pathways – Industry Certification Articulation Agreements**

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**PROPOSED COMMITTEE ACTION**

Approval:

Fourteen Gold Standard Career Pathways Articulation Agreements based on industry certifications.

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Supporting Documentation: Materials in ACC Packet

Presenter: John McNeely

## **Gold Standard Career Pathways – Industry Certification Articulation Agreements**

Fourteen Gold Standard Career Pathways Articulation Agreements based on industry certifications are being recommended for approval.

- In 2008 the State Board of Education (SBE) approved three statewide career and technical education articulation agreements based on nationally recognized industry certifications recommended by the Articulation Coordinating Committee (ACC).
- On July 14, 2009, nine additional statewide articulation agreements based on industry certifications were approved by the SBE as recommended by the ACC.
- Forty-eight more agreements were approved by the SBE on March 26, 2010 as recommended by the ACC.
- Twenty-five more agreements were approved by the SBE on June 15, 2010 as recommended by the ACC.
- Seventeen more agreements were approved by the SBE on December 17, 2011 as recommended by the ACC.

Each of the 14 industry certifications appears on the Career and Professional Education Act (CAPE) Comprehensive Certification List, the Comprehensive Industry Certification List approved by Workforce Florida, Inc. (WFI) and involving the Department of Economic Opportunity and Banner Centers, and the Federal Perkins IV Technical Skill Attainment Inventory. Each of the 14 industry certifications have been linked to AAS/AS degree programs by the Division of Career and Adult Education. Gold Standard Career Pathways – Industry Certification Articulation Agreements have been reviewed and recommended by faculty and approved by the Occupational Education Standing Committee.

The process for vetting these agreements was reviewed and acknowledged by both the Council on Instructional Affairs on October 23, 2009, and the Council of Presidents Steering Committee on October 21, 2009.

- On September 14, 2011, the Occupational Dean of each of Florida's Colleges was sent a list of 33 industry certifications as described above and asked to meet with appropriate department chairs/instructors to identify the number of credits appropriate to articulate college credit.
- These proposed credits were compiled and on October 05, 2011, were sent back to the deans who were asked to review the credit offered by all colleges to determine consensus on the number of credits to be articulated statewide.
- At the regular quarterly meeting of the Occupational Education Standing Committee (OESC) on October 12, 2011, a face-to-face attestation of credits was done among the deans. This process resulted in 14 proposed Gold Standard Career Pathways – Industry Certification Articulation Agreements.



**Gold Standard Career Pathways  
Industry Certification Articulation Agreements - Phase 6**

Number	Certification Code	Industry Certification Title	Articulate to AAS/AS Program	Articulated Credits
1	ADESK002	Autodesk Certified User - AutoCAD	Drafting and Design Technology	3
2	ADESK002	Autodesk Certified User - AutoCAD	Architectural Design and Construction Technology	3
3	ADESK011	Autodesk Certified User – Autodesk Inventor	Engineering Technology	3
4	AMAMA001	Certified Medical Assistant (CMA)	Health Services Management	3
5	AMEDT005	Registered Phlebotomy Technician (RPT)	Medical Laboratory Technology	3
6	CERHB001	Biotechnician Assistant	Biotechnology	3
7	CERHB001	Biotechnician Assistant	Biotechnology Laboratory Technology	3
8	DANBD001	Certified Dental Assistant (CDA)	Dental Assisting Technology and Management	5
9	INTUT001	QuickBooks Certified User	Accounting Technology	3
10	NREMT001	Emergency Medical Technician – Basic (EMT)	Emergency Medical Services	9
11	PROSO017	Certified Internet Web (CIW) JavaScript Specialist	Computer Programming and Analysis	3
12	PROSO020	Certified Internet Web (CIW) Site Development Associate	Internet Services Technology	3
13	PROSO022	Certified Internet Web (CIW) Web Design Specialist	Internet Services Technology	3
14	PTCBD001	Certified Pharmacy Technician	Pharmacy Management	9

# Florida Department of Education

## Statewide Articulation Agreement Industry Certification to AAS/AS Degree Program

<b>AAS/AS Degree Name:</b>	Drafting and Design Technology		
<b>CIP Number(s):</b>	<b>AAS:</b>	0615020200	<b>AS:</b> 1615020200
<b>Industry Certification:</b>	Autodesk Certified User – AutoCAD		<b>Code:</b> ADESK002
<b>College Credit:</b>	<p>The minimum award of course credits or a block of credit toward the above AAS/AS program is <b>3</b> hours of credit.</p> <p>This agreement does not preclude the awarding of additional credits by any college through local agreements.</p>		
<b>Admission Requirements</b>			
<p>Students entering the above Associate in Applied Science and/or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and 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.</p>			
<b>Validation Mechanism:</b>			
<p>To be eligible for articulation, the student must show evidence of their current <u>Autodesk Certified User – AutoCAD</u> certification at the time of request for award of credit.</p>			
<b>Rationale/Justification:</b>			
<p>The <u>Autodesk Certified User – AutoCAD</u> certification represents industry acknowledgement of technical skill attainment of competencies in the <u>Drafting and Design Technology</u> program.</p>			
<b>Applicability:</b>			
<p>Florida College System administrators, program deans and faculty from Florida’s Biotechnology programs were consulted and agreed that the “<u>Autodesk Certified User – AutoCAD</u>” certification shall articulate <u>three (3)</u> college credit hours toward the AAS/AS Degree in <u>Drafting and Design Technology</u>.</p>			
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>
	<b>Approved / Denial</b>		<b>Approved / Denied</b>

# Florida Department of Education

## Statewide Articulation Agreement Industry Certification to AAS/AS Degree Program

<b>AAS/AS Degree Name:</b>	Architectural Design and Construction Technology		
<b>CIP Number(s):</b>	<b>AAS:</b>	0615010100	<b>AS:</b> 1615010100
<b>Industry Certification:</b>	Autodesk Certified User - AutoCAD		<b>Code:</b> ADESK002
<b>College Credit:</b>	<p>The minimum award of course credits or a block of credit toward the above AAS/AS program is <b>3</b> hours of credit.</p> <p>This agreement does not preclude the awarding of additional credits by any college through local agreements.</p>		
<b>Admission Requirements</b>			
<p>Students entering the above Associate in Applied Science and/or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and 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.</p>			
<b>Validation Mechanism:</b>			
<p>To be eligible for articulation, the student must show evidence of their current <u>Autodesk Certified User - AutoCAD</u> certification at the time of request for award of credit.</p>			
<b>Rationale/Justification:</b>			
<p>The <u>Autodesk Certified User - AutoCAD</u> certification represents industry acknowledgement of technical skill attainment of competencies in the <u>Architectural Design and Construction Technology</u> program.</p>			
<b>Applicability:</b>			
<p>Florida College System institution administrators, program deans and faculty were consulted and agreed that the "Autodesk Certified User - AutoCAD" certification shall articulate <u>three (3)</u> college credit hours toward the AAS/AS Degree in <u>Architectural Design and Construction Technology</u>.</p>			
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>
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**Florida Department of Education**  
**Statewide Articulation Agreement**  
**Industry Certification to AAS/AS Degree Program**

<b>AAS/AS Degree Name:</b>	Engineering Technology			
<b>CIP Number(s):</b>	<b>AAS:</b>	0615000001	<b>AS:</b>	1615000001
<b>Industry Certification:</b>	Autodesk Certified User – Autodesk Inventor		<b>Code:</b>	ADESK011
<b>College Credit:</b>	<p>The minimum award of course credits or a block of credit toward the above AAS/AS program is <b>3</b> hours of credit.</p> <p>This agreement does not preclude the awarding of additional credits by any college through local agreements.</p>			
<b>Admission Requirements</b>				
<p>Students entering the above Associate in Applied Science and/or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and 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.</p>				
<b>Validation Mechanism:</b>				
<p>To be eligible for articulation, the student must show evidence of their current <u>Autodesk Certified User – Autodesk Inventor</u> certification at the time of request for award of credit.</p>				
<b>Rationale/Justification:</b>				
<p>The <u>Autodesk Certified User – Autodesk Inventor</u> certification represents industry acknowledgement of technical skill attainment of competencies in the <u>Engineering Technology</u> program.</p>				
<b>Applicability:</b>				
<p>Florida College System institution administrators, program deans and faculty were consulted and agreed that the “Autodesk Certified User – Autodesk Inventor” certification shall articulate <u>three (3)</u> college credit hours toward the AAS/AS Degree in <u>Engineering Technology</u>.</p>				
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>	
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# Florida Department of Education

## Statewide Articulation Agreement Industry Certification to AAS/AS Degree Program

<b>AAS/AS Degree Name:</b>	Health Services Management		
<b>CIP Number(s):</b>	<b>AAS:</b>	0318070100	<b>AS:</b> 1318070100
<b>Industry Certification:</b>	Certified Medical Assistant (CMA)		<b>Code:</b> AMAMA001
<b>College Credit:</b>	<p>The minimum award of course credits or a block of credit toward the above AAS/AS program is <b>3</b> hours of credit.</p> <p>This agreement does not preclude the awarding of additional credits by any college through local agreements.</p>		
<b>Admission Requirements</b>			
<p>Students entering the above Associate in Applied Science and/or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and 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.</p>			
<b>Validation Mechanism:</b>			
<p>To be eligible for articulation, the student must show evidence of their current <u>Certified Medical Assistant (CMA)</u> certification at the time of request for award of credit.</p>			
<b>Rationale/Justification:</b>			
<p>The Certified Medical Assistant (CMA) certification represents industry acknowledgement of technical skill attainment of competencies in the <u>Health Services Management</u> program.</p>			
<b>Applicability:</b>			
<p>Florida College System institution administrators, program deans and faculty were consulted and agreed that the "<u>Certified Medical Assistant (CMA)</u>" certification shall articulate <u>three (3)</u> college credit hours toward the AAS/AS Degree in <u>Health Services Management</u>.</p>			
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>
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# Florida Department of Education

## Statewide Articulation Agreement Industry Certification to AAS/AS Degree Program

<b>AAS/AS Degree Name:</b>	Medical Laboratory Technology		
<b>CIP Number(s):</b>	<b>AAS:</b>	0317030900	<b>AS:</b> 1317030900
<b>Industry Certification:</b>	Registered Phlebotomy Technician (RPT)		<b>Code:</b> AMEDT005
<b>College Credit:</b>	<p>The minimum award of course credits or a block of credit toward the above AAS/AS program is <b>3</b> hours of credit.</p> <p>This agreement does not preclude the awarding of additional credits by any college through local agreements.</p>		
<b>Admission Requirements</b>			
<p>Students entering the above Associate in Applied Science and/or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and 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.</p>			
<b>Validation Mechanism:</b>			
<p>To be eligible for articulation, the student must show evidence of their current <u>Registered Phlebotomy Technician (RPT)</u> certification at the time of request for award of credit.</p>			
<b>Rationale/Justification:</b>			
<p>The <u>Registered Phlebotomy Technician (RPT)</u> certification represents industry acknowledgement of technical skill attainment of competencies in the <u>Medical Laboratory Technology</u> program.</p>			
<b>Applicability:</b>			
<p>Florida College System institution administrators, program deans and faculty were consulted and agreed that the "<u>Registered Phlebotomy Technician (RPT)</u>" certification shall articulate <b>three (3)</b> college credit hours toward the AAS/AS Degree in <u>Medical Laboratory Technology</u>.</p>			
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>
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# Florida Department of Education

## Statewide Articulation Agreement Industry Certification to AAS/AS Degree Program

<b>AAS/AS Degree Name:</b>	Biotechnology		
<b>CIP Number(s):</b>	<b>AAS:</b>	0626061600	<b>AS:</b> 1626061600
<b>Industry Certification:</b>	Biotechnician Assistant		<b>Code:</b> CERHB001
<b>College Credit:</b>	<p>The minimum award of course credits or a block of credit toward the above AAS/AS program is <b>3</b> hours of credit.</p> <p>This agreement does not preclude the awarding of additional credits by any college through local agreements.</p>		
<b>Admission Requirements</b>			
<p>Students entering the above Associate in Applied Science and/or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and 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.</p>			
<b>Validation Mechanism:</b>			
<p>To be eligible for articulation, the student must show evidence of their current <u>Biotechnician Assistant</u> certification at the time of request for award of credit.</p>			
<b>Rationale/Justification:</b>			
<p>The <u>Biotechnician Assistant</u> certification represents industry acknowledgement of technical skill attainment of competencies in the <u>Biotechnology</u> program.</p>			
<b>Applicability:</b>			
<p>Florida College System institution administrators, program deans and faculty were consulted and agreed that the "<u>Biotechnician Assistant</u>" certification shall articulate <b>three (3)</b> college credit hours toward the AAS/AS Degree in <u>Biotechnology</u>.</p>			
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>
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# Florida Department of Education

## Statewide Articulation Agreement Industry Certification to AAS/AS Degree Program

<b>AAS/AS Degree Name:</b>	Biotechnology Laboratory Technology			
<b>CIP Number(s):</b>	<b>AAS:</b>	0326061600	<b>AS:</b>	1326061600
<b>Industry Certification:</b>	Biotechnician Assistant		<b>Code:</b>	CERHB001
<b>College Credit:</b>	<p>The minimum award of course credits or a block of credit toward the above AAS/AS program is <b>3</b> hours of credit.</p> <p>This agreement does not preclude the awarding of additional credits by any college through local agreements.</p>			
<b>Admission Requirements</b>				
<p>Students entering the above Associate in Applied Science and/or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and 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.</p>				
<b>Validation Mechanism:</b>				
<p>To be eligible for articulation, the student must show evidence of their current <u>Biotechnician Assistant</u> certification at the time of request for award of credit.</p>				
<b>Rationale/Justification:</b>				
<p>The <u>Biotechnician Assistant</u> certification represents industry acknowledgement of technical skill attainment of competencies in the <u>Biotechnology Laboratory Technology</u> program.</p>				
<b>Applicability:</b>				
<p>Florida College System institution administrators, program deans and faculty were consulted and agreed that the "<u>Biotechnician Assistant</u>" certification shall articulate <b>three (3)</b> college credit hours toward the AAS/AS Degree in <u>Biotechnology Laboratory Technology</u>.</p>				
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>	
	<b>Approval / Denial</b>		<b>Approved / Denied</b>	



# Florida Department of Education

## Statewide Articulation Agreement Industry Certification to AAS/AS Degree Program

<b>AAS/AS Degree Name:</b>	Dental Assisting Technology and Management		
<b>CIP Number(s):</b>	<b>AAS:</b>	0317010104	<b>AS:</b> 1317010104
<b>Industry Certification:</b>	Certified Dental Assistant (CDA)		<b>Code:</b> DANBD001
<b>College Credit:</b>	<p>The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>5</u> hours of credit.</p> <p>This agreement does not preclude the awarding of additional credits by any college through local agreements.</p>		
<b>Admission Requirements</b>			
<p>Students entering the above Associate in Applied Science and/or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and 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.</p>			
<b>Validation Mechanism:</b>			
<p>To be eligible for articulation, the student must show evidence of their current <u>Certified Dental Assistant (CDA)</u> certification at the time of request for award of credit.</p>			
<b>Rationale/Justification:</b>			
<p>The <u>Certified Dental Assistant (CDA)</u> certification represents industry acknowledgement of technical skill attainment of competencies in the <u>Dental Assisting Technology and Management</u> program.</p>			
<b>Applicability:</b>			
<p>Florida College System institution administrators, program deans and faculty were consulted and agreed that the "<u>Certified Dental Assistant (CDA)</u>" certification shall articulate <u>five (5)</u> college credit hours toward the AAS/AS Degree in <u>Dental Assisting Technology and Management</u>.</p>			
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>
	<b>Approval / Denial</b>		<b>Approved / Denied</b>

# Florida Department of Education

## Statewide Articulation Agreement Industry Certification to AAS/AS Degree Program

<b>AAS/AS Degree Name:</b>	Accounting Technology		
<b>CIP Number(s):</b>	<b>AAS:</b>	0507010100	<b>AS:</b> 1507010100
<b>Industry Certification:</b>	QuickBooks Certified User		<b>Code:</b> INTUT001
<b>College Credit:</b>	<p>The minimum award of course credits or a block of credit toward the above AAS/AS program is <b>3</b> hours of credit.</p> <p>This agreement does not preclude the awarding of additional credits by any college through local agreements.</p>		
<b>Admission Requirements</b>			
<p>Students entering the above Associate in Applied Science and/or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and 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.</p>			
<b>Validation Mechanism:</b>			
<p>To be eligible for articulation, the student must show evidence of their current <u>QuickBooks Certified User</u> certification at the time of request for award of credit.</p>			
<b>Rationale/Justification:</b>			
<p>The <u>QuickBooks Certified User</u> certification represents industry acknowledgement of technical skill attainment of competencies in the <u>Accounting Technology</u> program.</p>			
<b>Applicability:</b>			
<p>Florida College System institution administrators, program deans and faculty were consulted and agreed that the "<u>QuickBooks Certified User</u>" certification shall articulate <b>three (3)</b> college credit hours toward the AAS/AS Degree in <u>Accounting Technology</u>.</p>			
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>
	<b>Approval / Denial</b>		<b>Approved / Denied</b>

# Florida Department of Education

## Statewide Articulation Agreement Industry Certification to AAS/AS Degree Program

<b>AAS/AS Degree Name:</b>	Emergency Medical Services		
<b>CIP Number(s):</b>	<b>AAS:</b>	0317020601	<b>AS:</b> 1317020601
<b>Industry Certification:</b>	Emergency Medical Technician - Basic (EMT)		<b>Code:</b> NREMT001
<b>College Credit:</b>	<p>The minimum award of course credits or a block of credit toward the above AAS/AS program is <b>9</b> hours of credit.</p> <p>This agreement does not preclude the awarding of additional credits by any college through local agreements.</p>		
<b>Admission Requirements</b>			
<p>Students entering the above Associate in Applied Science and/or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and 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.</p>			
<b>Validation Mechanism:</b>			
<p>To be eligible for articulation, the student must show evidence of their current <u>Emergency Medical Technician - Basic (EMT)</u> certification at the time of request for award of credit.</p>			
<b>Rationale/Justification:</b>			
<p>The <u>Emergency Medical Technician - Basic (EMT)</u> certification represents industry acknowledgement of technical skill attainment of competencies in the <u>Emergency Medical Services</u> program.</p>			
<b>Applicability:</b>			
<p>Florida College System institution administrators, program deans and faculty were consulted and agreed that the "<u>Emergency Medical Technician – Basic (EMT)</u>" certification shall articulate <b>nine (9)</b> college credit hours toward the AAS/AS Degree in <u>Emergency Medical Services</u>.</p>			
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>
	<b>Approval / Denial</b>		<b>Approved / Denied</b>

**Florida Department of Education**  
**Statewide Articulation Agreement**  
**Industry Certification to AAS/AS Degree Program**

<b>AAS/AS Degree Name:</b>	Computer Programming and Analysis		
<b>CIP Number(s):</b>	<b>AAS:</b>	0507030500	<b>AS:</b> 1507030500
<b>Industry Certification:</b>	Certified Internet Web (CIW) JavaScript Specialist		<b>Code:</b> PROSO017
<b>College Credit:</b>	<p>The minimum award of course credits or a block of credit toward the above AAS/AS program is <b>3</b> hours of credit.</p> <p>This agreement does not preclude the awarding of additional credits by any college through local agreements.</p>		
<b>Admission Requirements</b>			
<p>Students entering the above Associate in Applied Science and/or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and 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.</p>			
<b>Validation Mechanism:</b>			
<p>To be eligible for articulation, the student must show evidence of their current <u>Certified Internet Web (CIW) JavaScript Specialist</u> certification at the time of request for award of credit.</p>			
<b>Rationale/Justification:</b>			
<p>The <u>Certified Internet Web (CIW) JavaScript Specialist</u> certification represents industry acknowledgement of technical skill attainment of competencies in the <u>Computer Programming and Analysis</u> program.</p>			
<b>Applicability:</b>			
<p>Florida College System institution administrators, program deans and faculty were consulted and agreed that the "<u>Certified Internet Web (CIW) JavaScript Specialist</u>" certification shall articulate <b>three (3)</b> college credit hours toward the AAS/AS Degree in <u>Computer Programming and Analysis</u>.</p>			
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>
	<b>Approval / Denial</b>		<b>Approved / Denied</b>

**Florida Department of Education**  
**Statewide Articulation Agreement**  
**Industry Certification to AAS/AS Degree Program**

<b>AAS/AS Degree Name:</b>	Internet Services Technology		
<b>CIP Number(s):</b>	<b>AAS:</b>	0507039902	<b>AS:</b> 1507039902
<b>Industry Certification:</b>	Certified Internet Web (CIW) Site Development Associate	<b>Code:</b>	PROSO020
<b>College Credit:</b>	<p>The minimum award of course credits or a block of credit toward the above AAS/AS program is <b>3</b> hours of credit.</p> <p>This agreement does not preclude the awarding of additional credits by any college through local agreements.</p>		
<b>Admission Requirements</b>			
<p>Students entering the above Associate in Applied Science and/or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and 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.</p>			
<b>Validation Mechanism:</b>			
<p>To be eligible for articulation, the student must show evidence of their current <u>Certified Internet Web (CIW) Site Development Associate</u> certification at the time of request for award of credit.</p>			
<b>Rationale/Justification:</b>			
<p>The <u>Certified Internet Web (CIW) Site Development Associate</u> certification represents industry acknowledgement of technical skill attainment of competencies in the <u>Internet Services Technology</u> program.</p>			
<b>Applicability:</b>			
<p>Florida College System institution administrators, program deans and faculty were consulted and agreed that the "<u>Certified Internet Web (CIW) Site Development Associate</u>" certification shall articulate <b>three (3)</b> college credit hours toward the AAS/AS Degree in <u>Internet Services Technology</u>.</p>			
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>
	<b>Approval / Denial</b>		<b>Approved / Denied</b>

# Florida Department of Education

## Statewide Articulation Agreement Industry Certification to AAS/AS Degree Program

<b>AAS/AS Degree Name:</b>	Internet Services Technology		
<b>CIP Number(s):</b>	<b>AAS:</b>	0507039902	<b>AS:</b> 1507039902
<b>Industry Certification:</b>	Certified Internet Web (CIW) Web Design Specialist	<b>Code:</b>	PROSO022
<b>College Credit:</b>	<p>The minimum award of course credits or a block of credit toward the above AAS/AS program is <b>3</b> hours of credit.</p> <p>This agreement does not preclude the awarding of additional credits by any college through local agreements.</p>		
<b>Admission Requirements</b>			
<p>Students entering the above Associate in Applied Science and/or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and 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.</p>			
<b>Validation Mechanism:</b>			
<p>To be eligible for articulation, the student must show evidence of their current <u>Certified Internet Web (CIW) Web Design Specialist</u> certification at the time of request for award of credit.</p>			
<b>Rationale/Justification:</b>			
<p>The <u>Certified Internet Web (CIW) Web Design Specialist</u> certification represents industry acknowledgement of technical skill attainment of competencies in the <u>Internet Services Technology</u> program.</p>			
<b>Applicability:</b>			
<p>Florida College System institution administrators, program deans and faculty were consulted and agreed that the "<u>Certified Internet Web (CIW) Web Design Specialist</u>" certification shall articulate <b>three (3)</b> college credit hours toward the AAS/AS Degree in <u>Internet Services Technology</u>.</p>			
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>
	<b>Approval / Denial</b>		<b>Approved / Denied</b>

# Florida Department of Education

## Statewide Articulation Agreement Industry Certification to AAS/AS Degree Program

<b>AAS/AS Degree Name:</b>	Pharmacy Management		
<b>CIP Number(s):</b>	<b>AAS:</b>	0317050702	<b>AS:</b> 1317050702
<b>Industry Certification:</b>	Certified Pharmacy Technician		<b>Code:</b> PTCBD001
<b>College Credit:</b>	<p>The minimum award of course credits or a block of credit toward the above AAS/AS program is <b>9</b> hours of credit.</p> <p>This agreement does not preclude the awarding of additional credits by any college through local agreements.</p>		
<b>Admission Requirements</b>			
<p>Students entering the above Associate in Applied Science and/or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and 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.</p>			
<b>Validation Mechanism:</b>			
<p>To be eligible for articulation, the student must show evidence of their current <b><u>Certified Pharmacy Technician</u></b> certification at the time of request for award of credit.</p>			
<b>Rationale/Justification:</b>			
<p>The <b><u>Certified Pharmacy Technician</u></b> certification represents industry acknowledgement of technical skill attainment of competencies in the <b><u>Pharmacy Management</u></b> program.</p>			
<b>Applicability:</b>			
<p>Florida College System institution administrators, program deans and faculty were consulted and agreed that the "<b><u>Certified Pharmacy Technician</u></b>" certification shall articulate <b><u>nine (9)</u></b> college credit hours toward the AAS/AS Degree in <b><u>Pharmacy Management</u></b>.</p>			
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>
	<b>Approval / Denial</b>		<b>Approved / Denied</b>

Articulation Coordinating Committee

December 8, 2011

**Subject: Approval of UF Young Entrepreneurs for Leadership & Sustainability dual enrollment program**

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**PROPOSED COMMITTEE ACTION**

Approval:

Changes to *UF Young Entrepreneurs for Leadership & Sustainability* dual enrollment program.

Section 1007.271(17), Florida Statutes

The Commissioner of Education may approve dual enrollment agreements for limited course offerings that have statewide appeal. Such programs shall be limited to a single site with multiple county participation.

**Proposed Changes:**

1. Name change from "UF Young Entrepreneurs for Leadership & Change Summer Program" (YELC) to "UF Young Entrepreneurs for Leadership & Sustainability Summer Program" (YELS)
2. GEB4930 course number changed to ENT4934, when all "Entrepreneurship" courses at UF were transitioned from GEB (general business) to ENT (entrepreneurship) prefixes—the course content, instructor, and materials remain unchanged.
3. Page 2, 5D: Language in the registration policy that can be omitted—there is no requirement for students to register for both courses, though in practice, they always have.

~~YELC dual enrollment student shall not be permitted to enroll for only one course without enrolling in the other. YELC students must either enroll in both GEB 4930 and SYG 2010 or neither of the courses.~~

4. Page 5: Text is now in its 5th edition, the 4th is no longer available.
- 

Supporting Documentation: Materials in ACC Packet



# STATEWIDE INTERINSTITUTIONAL ARTICULATION AGREEMENT

*For*

## UNIVERSITY OF FLORIDA- YOUNG ENTREPRENEURS FOR LEADERSHIP & SUSTAINABILITY

### 1- INTRO

*Agreement between the University of Florida and the Florida Department of Education, is entered into for the purpose of enhancing learning opportunities for qualified high school students who are invited to attend the University of Florida Young Entrepreneurs for Leadership and Sustainability program and are attending high school in the state of Florida.*

*This agreement shall be effective from the date of its execution and signature by all parties and shall be automatically continued from year to year unless the agreement is terminated by either party upon thirty days written notice, provided that such termination shall not affect the duties and rights of either party under this agreement with regard to a dual credit enrollment student from the state of Florida currently enrolled in a course as a part of the University of Florida Young Entrepreneurs for Leadership and Sustainability. Termination notices must be sent by certified or registered U.S. Mail, return receipt, and shall be deemed duly given and made when received, or five days after being made, whichever is earlier.*

### 2- DESCRIPTION OF PROGRAM

**A. NATURE OF PROGRAM** – *The purpose of the UF Young Entrepreneurs for Leadership and Sustainability Program is to educate high school students about entrepreneurship, leadership and creating positive social change-- while preparing these precollege high school students for campus life, and helping them to explore college majors and avenues for future success.*

**B. JUSTIFICATION FOR STATEWIDE APPROVAL** –*The UF Young Entrepreneurs for Leadership and Sustainability Program statewide approval for dual enrollment will allow student participants to receive college and high school credit for work are required to complete regardless of dual enrollment status. Student participants from the state of Florida who wish to receive dual enrollment credit will not be required to adhere to the specific and unique regulations set forth in existing general agreements with each individual county thus eliminating any conflict between agreements already set forth with regional community colleges.*

### 3- COURSES

#### **A. HIGH SCHOOL SUBJECT AREA APPLIED TO**

*ENT 4934 – Exploring Entrepreneurship (3 credits) - counts as upper division elective credit at UF. SYG 2010 – Social Problems & Solutions (3 credits) – counts as general education social science credits at UF. Upon completion of the dual enrollment courses the high school dual enrollment student shall receive .5 elective credits toward high school graduation for each dual enrollment course (maximum of two during the YELS.)*

**B. UF ADVISING ROLE** –*The University of Florida shall make available, but not mandatory academic advising to YELS student participants through the Honors Department.*

### 4-NOTIFICATION OF PARTICIPATION AND OPPORTUNITIES

**A. NOTIFICATION PROCESS** – *Notice of the opportunity to dual enroll through the UF-YELS is mailed after student has been accepted. Non-degree Form, Dual Enrollment Application, Immunization Form and Book Request Form are included in the UF-YELS Dual Enrollment packet. Students are required to submit completed forms one month prior to the first day of the YELS*

program. Students and parents are given a dual enrollment orientation on the first day of the program and students and parents are provided with written terms of the program and dual enrollment.

## **5-AGREEMENT OF STUDENT/PARENT TO PARTICIPATE IN DUAL ENROLLMENT**

**A. FORMS** - student and parent shall be required to complete an application for dual enrollment, an immunization form and Non-degree and residency classification form (for registration coding purposes).

### **B. DEADLINES**

1. **SUBMISSION OF FORMS** – All of the forms listed in paragraph 5 part A shall be completed and submitted prior to the first day of the beginning of the YELS.
2. **WITHDRAWAL PROCESS** – The student/participant will have three reminders if the need to withdraw from the course exists. The first notice of withdraw date and procedure shall be included in written information provided to student and parent in the original packet of information, the second shall be a verbal reminder at the program orientation and the third is reminder arrive via email prior to the withdraw deadline.
3. **DEADLINES COINCIDE WITH SCHOOL TERM** – The registration process is coordinated with the summer B drop/add period.

**C. GUIDANCE COUNSELOR SIGNATURE** – Students must receive signature from high school guidance counselor on the application for dual enrollment. High school guidance counselor must meet with potential dual enrollment student and advise the student eligible to dual enroll through the YELS.

**D. REGISTRATION** – The Warrington College of Business shall satisfy the role of UF-academic advising to YELS dual enrollment students. The Warrington College of Business shall be responsible for registering each dual enrollment student for YELS, dual enrollment courses ENT 4934 and SYG 2010. The UF-Registrar dual enrollment representative shall be responsible for coding the student in the NERDC system.

**E. HOW STUDENTS RECEIVE GRADES IN EACH COURSE** – Student grades are assigned and submitted by the course instructor (ENT 4934 Prof. Rossi & SYG 2010 Dr. Joos). Students are graded on the assignments and based on the criteria outlined in the syllabi (see appendices).

1. **OFFICIAL TRANSCRIPT TO SCHOOL AND STUDENT** -Dual Enrollment student shall receive an official transcript in the mail directly from the UF Office of the Registrar. The students' high school guidance counselor shall receive an original transcript to place in the students' permanent file immediately following the summer B term.

## **6- ELIGIBILITY**

**A. STATE STANDARDS VS UF STANDARDS MUST BE ADDRESSED** – The University of Florida does not require minimum standardized test scores. The CPT is not required by the University of Florida for dual enrollment students. Dual enrollment students at the University of Florida must satisfy a 3.00 GPA.

**B. INCLUDE CRITERIA FOR SELECTION** – Students are selected via a holistic application process. The application requires completion and submission of Application Form (including signatures of parents and school guidance counselor), resume of student involvement in activities and awards & honors, essay, current official school transcript with cumulative GPA and two letters of recommendation (one must be from a teacher).

## **7- ACADEMIC AND BEHAVIORAL MONITORING OF ENROLLED STUDENT**

### **A. CODE OF CONDUCT FOR ENT 4934 and SYG 2010 AND PROGRAM**

1. **BEHAVIORIAL** – YELS students and parents agree to the behavioral and academic rules,

*regulations and policies by signing a program contract. The content of the program contract are defined in paragraph 7A; 2-3.*

- 2. ACADEMIC REQUIREMENTS** – *If the student chooses to leave the program or is asked to leave the program, the student will be presented with dual enrollment options. If withdrawal or removal from the program occurs before the final withdrawal date, the student may exercise the option to withdraw from the course. The student shall be advised of the options and consequences related to each. It is the responsibility of the student to gauge personal performance in the dual enrollment courses and evaluate whether performance is congruent with personal expectations. Students shall be expected to participate fully in the community service component of the YELS program as it is an extension of the theories and topics learned in class and an essential part of the academic requirements. Student may seek out advising at any point during the program. Students are expected to adhere to the University of Florida Honor Code. Violations of the honor code are not permitted.*
- 3. CODE OF CONDUCT FOR THE PROGRAM** – *Students shall not be permitted to obtain rides from persons not authorized by parent signed affidavit. Students shall not be permitted to be in possession of motorized vehicles of any sort while participating in the YELS program. Students shall be required to heed predetermined curfew every night of the week and on weekends. Students shall be required to attend all scheduled activities on time and report illness and/or injury to a counselor/supervising party. Students are expected to follow residence hall rules as they are established for personal safety out of respect for other residential programs that use the residence halls during the same time. Any action that is in violation of the rules of the University of Florida or rules of the Board of Trustees, municipal ordinance, or law of the State of Florida, or of the United States of America shall not be permitted. Any violation(s) of the rules set forth by the State of Florida, the University of Florida, the Board of Trustees or the United States of America will result in expulsion. Demonstrated recklessness and disregard for others and continued disrespect shall result in dismissal from the YELS program.*

## **8- INSTRUCTORS FOR COURSES**

### **A. SYG 2010**

**1.** *Kristin E. Joos, Ph.D. - University of Florida, Lecturer in Sociology & Coordinator of the Innovative Social Impact Initiative in the Center for Entrepreneurship & Innovation. In the instance that Kristin Joos, Ph.D. no longer teaches the YELS section of SYG 2010 and adequate notice is available the statewide IAA shall be revised to reflect the change in instructor. The instructor elect shall be properly credentialed to teach SYG 2010 according to the guidelines and standards of the Florida Department of Education and the University of Florida Warrington College of Business. In the event that a last minute instructor replacement is needed, the replacement shall satisfy the credential requirements of both parties.*

### **B. ENT 4934**

**1.** *Bill Rossi – University of Florida undergraduate professor of ENT 4934 and recipient of numerous teaching awards related to teaching ENT 4934. In the instance that Bill Rossi no longer teaches the YELS section of ENT 4934 and adequate notice is available the statewide IAA shall be revised to reflect the change in instructor. The instructor elect shall be properly credentialed to teach ENT 4934 according to the guidelines and standards of the Florida Department of Education and the University of Florida Warrington College of Business. In the event that a last minute instructor replacement is needed, the replacement shall satisfy the credential requirements of both parties.*

**9- TEXTBOOK PROVISIONS (COUNTY LEVEL) AND STUDENTS WITH DISABILITIES ACCOMODATIONS**

**A. BOOK REQUIREMENTS FOR THE PROGRAM – THE SCHOOL IS RESPONSIBLE FINANCIALLY.** *Book requirements may change as revised editions are published. The Center for Precollegiate Education and Training shall update the agreement when such a change is required.*

**1. SYG 2010**

- a. Social Problems: A Critical Approach, 5<sup>th</sup> Edition, McGraw Hill, by Neubeck, Neuback, and Glasberg. ISBN: 0072968044*
- b. How to Change the World: Social Entrepreneurs and the Power of New Ideas, David Bornstein, ISBN: 0195138058*

**2. ENT 4934**

- a. Launching New Adventures and Entrepreneurial Approach, 5<sup>th</sup> Edition*

**B. DOC REQS AND CRITERIA USED TO DETERMINE NEED FOR ACCOMODATIONS (K12 OR POSTSECONDARY) – UF does not accept Individual Education Plans (IEPs) as proof of documentation for ADA purposes. IEPs are not applicable in the post-secondary education context. Rather traditional UF dual enrollment students are required to provide appropriate medical documentation and register with the UF Disability Resource Center. UF can only agree to make arrangements to accommodate the student ESE accommodations as determined by the documented diagnosis of an appropriate medical professional. UF cannot agree to cover the cost of such accommodations unless the county provides funding to UF.**

**ALL NOTICES FORMS AND OTHER COMMUNICATIONS HEREUNDER SHALL BE MAILED OR DELIVERED TO:**

<p><b>Florida Department of Education:</b>                  Matthew Bouck                  Director, Office of Articulation                  Florida Department of Education                  325 West Gaines St., Suite 1401                  Turlington Bldg.                  Tallahassee, FL 32399-0400</p>	<p><b>University of Florida:</b>                  Mary Jo Koroly, Ph.D.                  Director                  Center for Precollegiate Education and Training                  PO Box 112010                  334 Yon Hall                  Gainesville, FL 32611-2010</p>
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**APPROVAL SIGNATURES:**

\_\_\_\_\_  
 Gerard Robinson, Commissioner  
 Florida Department of Education

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Dr. Mary Jo Koroly, Director  
 University of Florida  
 Center for Precollegiate Education and Training

\_\_\_\_\_  
 Date

# SYLLABUS

Course Title: Exploring Entrepreneurship

ENT 4934 Summer 2011

Instructor: William J. Rossi  
Clinical Professor of Entrepreneurship  
Tel: (352) 273-0334  
Fax: (352) 846-2170  
E-Mail: [william.rossi@warrington.ufl.edu](mailto:william.rossi@warrington.ufl.edu)

Students Invited: Young Entrepreneurs for Leadership and Sustainability (Summer Program for High School Students)

Text: *Launching New Ventures – An Entrepreneurial Approach*; 5<sup>th</sup> Edition

Various article and case hand-outs

## Course Objectives:

1. Explore the entrepreneurial mindset and culture that has been developing in companies of all sizes in virtually every industry.
2. Examine the entrepreneurial process involved in both pursuing an entrepreneurial venture within a large company and the creating and managing a new enterprise for implementation of an entrepreneurial venture.
3. Discuss the dynamics of participating on a business team and the power inherent in a team relative to individual effort.
4. Provide the background and tools necessary to understand and participate in the entrepreneurial process within a large company, in a new venture or as an investor.

Course Overview: A new paradigm has emerged in both business and the economy as a result of the advent of the Internet, subsequent improvements in bandwidth and the resultant widespread use of the Internet. This new paradigm, however, is different from that envisioned and widely touted in the dot-com days of the late 1990's. Rather, it involves great leaps in the application of new technology in business, advances in productivity previously unheard-of but now commonly accepted and rapid changes in markets consistent with the volume of freely available information.

Entrepreneurs have started new ventures for generations. Success was more a function of tenacity and a measure of how good was the idea underpinning the business. Errors in the structure and early conduct of the enterprise could be overcome with time through learning. In the new paradigm though, tolerance for such errors is acutely narrow. Competition has become intense, technology-based, market-focused and

highly competent. In such a competitive environment the lack or misuse of the application of currently available technology to the structure and conduct of a new business could quickly spell its demise. Similarly, the inability to adapt the enterprise to the emergence of new technologies to make it market-driven and structure-perfect could have the same effect. In summary, competition is just too tough; the end could come quickly.

An entrepreneurial orientation is the common denominator among successful enterprises in this new paradigm. The elements frequently key to successful competition include a team approach to management focusing on enterprise value rather than individual recognition, structuring an environment that promotes seeking and exploiting opportunities rather than recognizing and solving problems, conceptualizing and committing to new markets rather than being constrained by traditional boundaries, and balancing intelligent risk and the opportunity for rapid advancement.

Organizational size neither offers a safe harbor nor increased risk. New ventures exist either as a new, small business or as an element of a large organization. Large companies have become competitive in this new paradigm by redefining their cultures. Decision-making has been shifted downward in these companies to encourage quick reaction to market opportunities.

Every student that plans to work, therefore, will face the need to negotiate these new realities, whether it be big company, small company, new company or old. The goal of this course is to provide the background necessary to understand the entrepreneurial approach to business and the tools required to function effectively in that environment.

The course is organized around lectures, guest speakers involved in the entrepreneurial process, class discussions and readings.

Each student's grade in the class will be determined as follows:

Three essay papers on topics assigned during the course and pertaining to the course content	45%
Student presentation to class	15%
Class participation	15%
Final exam	25%

Grade breakdowns are as follows:

- a. A = 94%
- b. A- = 90%

- c. B+ = 87%
- d. B = 84%
- e. B- = 80%
- f. C+ = 77%
- g. C = 74%
- h. C- = 70%
- i. Etc.

University of Florida grading policy is specified on the following Web site:  
<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

- Class Outline:
- I. The Entrepreneur and the Entrepreneurial Culture
  - II. Passion, Creativity and Dealing with Risk
  - III. The Business Plan and the Team

**ADA STATEMENT:** *The University of Florida provides high-quality services to students with disabilities, and we encourage you to take advantage of them. Students with disabilities needing academic accommodations should 1) Register with and provide documentation to Disability Resources (<http://www.dso.ufl.edu/drp/>), and 2) Bring a letter to the instructor from this office indicating that you need academic accommodations. Please do this within the first week of class.*

**ACADEMIC HONOR SYSTEM:**

The Honor Code: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*

Pledge: *On all work submitted for credit by students of the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

*Please note that violations of this Academic Honor System will not be tolerated. Specifically, I will rigorously pursue incidents of academic dishonesty of any type. Before submitting any work for this class, please read the policies about academic honesty at <http://www.dso.ufl.edu/judicial>, and ask me to clarify any of its expectations that you do not understand.*

**Articulation Coordinating Committee**

**December 8, 2011**

**Subject: ACC Operating Procedures and Future Activities**

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**PROPOSED COMMITTEE ACTION**

Discussion:

Selection of Chair(s)

Meeting Schedule

Standing Committees

ACC Recommendations from the  
Higher Education Coordinating Council

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Supporting Documentation: Materials in ACC Packet



## **Articulation Coordinating Committee Operating Procedures**

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### **Meeting Schedule**

Annually: 4<sup>th</sup> Wednesday of February, May, October

#### 2012 Meeting Dates

February 22, 2012

May 23, 2012

October 24, 2012

ACC planning meeting approximately one month prior to meeting

ACC chair(s) conference call approximately two weeks prior to meeting—approval of meeting agenda

ACC meeting materials published at least one week prior to the meeting

### **Membership**

The Commissioner of Education, in consultation with the Chancellor of the State University System, shall establish the Articulation Coordinating Committee which shall make recommendations related to statewide articulation policies to the Higher Education Coordination Council, the State Board of Education, and the Board of Governors. The committee shall consist of two members each representing the State University System, the Florida College System, public career and technical education, public K-12 education, and nonpublic education and one member representing students. The chair shall be elected from the membership. *--S. 1007.01(3), Florida Statutes*

Members appointed to two-year terms with opportunity for re-appointment

### **Standing Committees**

Secondary to Postsecondary Transitions

Postsecondary Articulation Policy

Statewide Residency

ACC Oversight Committee

FACTS.org

FASTER Steering Committee

## Standing Committee on Postsecondary Transition

### Purpose

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The purpose of the Standing Committee on K-12 to Postsecondary Transition is to review and make recommendations to the ACC pertaining to college and career readiness and the utilization of acceleration mechanisms, including credit-by-examination and dual enrollment.

### Primary Activities

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The primary activities of the Standing Committee on K-12 to Postsecondary Transition are:

1. Identify barriers and recommend solutions to enhance seamless student progression from high school to postsecondary education and the workforce.
2. Provide input on activities that promote cross-sector support of college readiness.
3. Provide feedback on the usefulness and improvement of data tools such as the *Performance on Common Placement Tests Report* and the *High School Feedback Report*.
4. Develop recommended guidelines for participation in acceleration mechanisms.
5. Promote activities that support student involvement and success in accelerated coursework.
6. Develop and refine a statewide template for interinstitutional articulation agreements.
7. Review proposals and recommend action for interinstitutional articulation agreements for programs with statewide appeal.
8. Provide input on advising tools to assist counselors in guiding dual enrollment participants.
9. Identify issues to be addressed in technical assistance communications and workshops

## **Standing Committee on Statewide Policies and Guidance**

### **Purpose**

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The purpose of the Standing Committee on Postsecondary Articulation Policy is to review and make recommendations to the ACC regarding articulation rules and policies, reflecting system improvements and changes in statute and to assist in the resolution of statewide articulation issues.

### **Primary Activities**

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The primary activities of the Standing Committee on Postsecondary Articulation Policy are:

1. Review, update, and make recommendations to the ACC regarding articulation statutes, rules, and other policies
2. Review statewide articulation issues that may arise and make recommendations to the ACC for resolution.
3. Provide input on the development of measures in accordance with s. 1008.38 Articulation Accountability.
4. Examine policies and procedures governing the Statewide Course Numbering System—including course descriptions, course equivalencies, and nonpublic institution participation.

## **Articulation Coordinating Committee - Oversight Committee**

### **Purpose**

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The purposes of the Oversight Committee are: 1) to review and approve faculty committee recommendations for common course prerequisites; 2) to promote the availability and use of common course prerequisites; 3) to review statewide career ladder and capstone agreements; and 4) to review statewide career and technical certificate to associate degree agreements.

### **Primary Activities**

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The primary role of the Oversight Committee is to make recommendations based on information resulting from the following:

1. Reconciling designated common prerequisite courses with the Statewide Course Numbering System to ensure accuracy and utility.
2. Building institution accountability for adhering to designated program prerequisites and advising students appropriately.
3. Surveying the faculty sub-committees to determine if changes in programs warrant changes in designated prerequisites.
4. Conducting a review of institution catalogs for verification of the communication of common program prerequisites.
5. Studying student participation in statewide agreements.
6. Conducting a review of current programs that may be candidates for statewide articulation, including institution surveys and workforce trends.

### **Committee Composition**

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The Oversight Committee will consist of 11 members. An executive committee will be comprised of the director of the Office of Articulation, the chief academic officer of the Division of Community Colleges and Workforce Education, and the chief academic officer of the State University System. The chief academic officers will serve as committee co-chairs. Each co-chair will recommend four (4) institutional representatives from their respective sector to serve as members of the committee, and the appointments will be approved by a vote of the executive committee.

### **Relevant Statutes and Rules Pertaining to Common Prerequisites**

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1. 1007.25(5), F.S.
2. 1001.02(x), F.S.
3. 6A-10.024(20), F.A.C.

### **Relevant Statutes and Rules Pertaining to Statewide Articulation Agreements**

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1. 6A-10.024(6)(b), F.A.C.
2. 6A-10.024(6)(c), F.A.C.
3. 6A-10.024(7)(d), F.A.C.

## Articulation Coordinating Committee - Statewide Residency Committee

### Purpose

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The purpose of the Statewide Residency Committee is to: 1) Review statutes and rules relating to residency for tuition purposes and make recommendations to the Articulation Coordinating Committee (ACC) for revisions; 2) Draft and revise statewide residency guidelines that provide further clarification of statute and rule; and 3) Provide technical assistance to the ACC, the Commissioner of Education, the State Board of Education, the Board of Governors, and the Legislature regarding state policies relating to residency for tuition purposes.

### Committee Composition

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The Statewide Residency Committee is composed of eight state university representatives, eight community college representatives, and two independent college or university (ICUF) representatives in the following positions:

#### *State Universities*

- Six (6) admissions or registration representatives;
- One (1) vice president for student affairs or enrollment management or other relevant area; and
- One (1) financial aid director.

#### *Community Colleges*

- Six (6) admissions or registration representatives;
- One (1) vice president for student affairs or enrollment management or other relevant area; and
- One (1) financial aid director.

#### *ICUF Colleges and Universities*

- One (1) vice president for student affairs or enrollment management or other relevant area; and
- One (1) financial aid director.

Each representative will be appointed by the Chair of the ACC and serve for a term of three years. The terms of the representatives will be staggered; however, a representative may serve consecutive terms if re-appointed.

- The State University Admissions and Registrars (A&R) organization will make recommendations to the ACC Chair regarding potential members to represent state universities.
- The Vice Chancellor of Academic and Student Affairs for the State University System, Board of Governors, will make recommendations to the ACC Chair regarding potential vice presidents and financial aid directors to represent state universities.
- The Florida Community College Registrars and Admissions Officers (FCCRAO) will make recommendations to the ACC chair regarding potential members to represent community colleges.

- The Executive Vice Chancellor for the Division of Community Colleges will make recommendations to the ACC Chair regarding potential vice presidents and financial aid directors to represent community colleges.
- The Independent Colleges and Universities of Florida (ICUF) will make recommendations to the ACC chair regarding potential members to represent independent colleges and universities.

The Statewide Residency Committee shall elect Co-chairs. One Co-chair will represent state universities and the other will represent community colleges. An individual may serve as Co-chair for consecutive terms if re-elected.

### **Committee Operating Procedures**

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As a sub-committee of the Articulation Coordinating Committee (ACC), the Statewide Residency Committee shall meet at least once per year. Additional meetings may be called by the Co-chairs of the Committee or the ACC if necessary. Minutes for each meeting will be recorded and submitted to the ACC for the record. Staffing for the committee will consist of one person from the State University System of Florida, Board of Governors staff and one person from the Division of Community Colleges. An attorney shall serve as an ex-officio member to provide legal guidance as needed.

DRAFT

# Higher Education Coordinating Council

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*Excerpted for the Articulation Coordinating Committee –  
December 8, 2011.*

*See the full report draft at:*

<http://www.floridahighereducation.org/doc/HECC-REPORT-01-Draft-Four-11-16-11-Meeting.pdf>



## Recommendation Thematic Areas

As the Council began its initial review of recommendations that were being proposed by educational sectors and offices within the Department of Education, it concluded that it would be helpful to both review and, ultimately, to present its recommendations in thematic areas rather than strictly organized according to the four sections of the report. The impetus for this decision was due to the number and breadth of report recommendations (85 in Draft One). Recommendations were deemed to be too diverse in topic to be presented according to the four report sections. Creating thematic areas presented the Council's best opportunity for reviewing, accepting, combining, deleting, and presenting recommendations emanating from all four sections of the report in the most facilitative and cogent manner.

By organizing according to thematic areas, recommendations discussed in the narrative of the four report sections were placed in what was determined to be the most appropriate thematic area irrespective of from which section of the report the recommendation emanated. For example, while a discrete recommendation thematic area for Workforce Education was created, some recommendations relative to that topic were determined to be more appropriately placed under the recommendation thematic area of "Data, Performance Measures, and Accountability."

While certain of the recommendation thematic areas were bound to overlap to some degree, the Council agreed to the following recommendation thematic areas:

- Strategic Degree Program Coordination
- Capital Expansion Issues
- Student Financial Aid
- Funding/Performance Funding
- Articulation Policies and Programs
- Data, Performance Measures, and Accountability
- Workforce Education



## COUNCIL RECOMMENDATIONS

Strategic Degree Program Coordination. This thematic area captures recommendations for actions that might be taken to improve strategic program planning, reducing potential program duplication, maximizing geographical distribution of degree programs, improving programmatic alignment relative to unique institutional missions, and sector or institutional governance issues. This thematic area also captures recommendations associated with Florida’s increasing need for access to postsecondary education irrespective of delivery sector, as well as the last link of a Talent Supply Chain: improving channels of communication and initiating actions so that educational sectors have a better understanding of the types of degree programs business, industry, and other organizations need; and the specific knowledge and skill sets that should be incorporated into such new or existing programs.

Recommendation Number	Recommendation
1	Determine specific degree and institutional capacity demands by projecting and tracking traditional and non-traditional student demand both statewide and regionally. This should include certificate and degree demand, enrollment driven capacity demand, and cross-reference business and industry employment needs in order to promote more targeted degrees and keep more talent in Florida. HECC should direct completion of work developing an inventory of all certificates, associate, bachelor’s, master’s, doctoral and first professional degrees offered at all of Florida’s higher education institutions.
2	The State Board of Education and the Board of Governors should jointly review the current process for the development and delivery of public baccalaureate education and recommend potential revisions, if any, that will provide Floridians with expanded access to quality baccalaureate degree programs in the most efficient and cost-effective way. In proposing new programs, the Florida Colleges, the State Universities, and ICUF should undertake an analysis of whether a new proposal will impact existing FCS, SUS or ICUF programs and the most cost effective means of increasing access, prior to expanding or implementing new baccalaureate degrees.
3	In order to work toward greater economic development and a New Florida, knowledge-based economy, and for the state’s careful investment with limited resources, the institutions of the State University System need to identify with greater specificity their primary areas of research expertise. Similarly, the State University system must continue to align both its undergraduate and graduate programmatic offerings based on the unique strengths and missions of its individual institutions. This will entail more systemic planning within the State University System.
4	The HECC should request and receive a rolling annual list of prospective baccalaureate and master’s-level degrees that are being planned by postsecondary education sectors to increase coordination among the sectors. The State should require that the development of new baccalaureate programs in all public and private postsecondary systems receiving state appropriations be guided by comparative cost analyses as well as a demonstration of unmet need and demand linked to employment. Academic leaders from institutions within all higher education sectors, SUS, FCS, ICUF, and CIE, should meet annually by workforce region to share and discuss common issues related to enrollments, transfers, economic/business and industry needs, as well as planned program additions and deletions. Each regional group should provide a meeting summary report to the Higher Education Coordinating Council that includes any recommendations for improved processes and efficiencies, no later than September 1st of each year.

5	Each of the various educational sectors should be charged by the Higher Education Coordinating Council with setting goals for increased degree completion, with a particular emphasis on STEM degree production. The inventory of all undergraduate degree programs should be made readily available to all employers statewide, as well as a directory of career placements offices at all colleges/universities. Likewise, employers should have the ability to easily and regularly electronically post/link their specific job needs for interns, fellows, and degree graduates via the program inventory website.
6	The Legislature should create authority for state colleges and universities to establish and have oversight of their own charter schools preK through 12.

Capital Expansion Issues. This thematic area captures those few recommendations made relative to the issue of dwindling Public Education Capital Outlay dollars and the need to explore ways of ensuring maintenance of existing and creation of new facilities necessary to accommodate the growing need for access to postsecondary education.

Recommendation Number	Recommendation
7	All appropriate educational delivery sectors, working with the Florida Legislature, need to explore new methodologies for the provision of funding maintenance and construction of facilities. This should include exploring the utilization of Public Private Partnership (P3) funding for the construction of University Center Facilities on state college campuses or use the state’s Higher Education Facilities Finance Authority rather than using PECO funding, to finance new buildings and seek community matching funds.

Student Financial Aid. This thematic area captures those recommendations relative to various forms of financial aid including but not limited to the Bright Futures program, the Florida Resident Access Grants (FRAG), and the Access to Better Learning and Education (ABLE) grant program

Recommendation Number	Recommendation
8	The Legislature should align financial aid and grant programs to encourage and accelerate access, graduation, and time-to-degree. FRAG, Bright Futures, Need Based and other grants should be stabilized at an appropriate value and offered for a specified number of credit hours and if, by using IB, AP, or dual enrollments, students can graduate earlier, the state should allow them to apply those grants for “hours remaining within the 120” at the graduate level for Florida based programs. Allow students to use the grants for summer sessions. All financial assistance programs should be available to SUS, ICUF and FCS non-traditional students taking nine or more credit hours.
9	The Legislature should provide STEM incentives in early college pathway programs and in the form of Florida College System transfer grants that can be used in either public or private upper division programs. As an option, the Legislature should provide “match” for private contributions geared toward STEM grants-in-aid/scholarships.
10	The Legislature should consider a state tax credit or other incentive to promote business/industry/education system collaboration, to include student internships, and leverage private support for research.

Funding/Performance Funding. This thematic area captures some general funding recommendations, and more specifically focuses on the desire of postsecondary institutions to explore funding mechanisms based less on inputs (i.e., enrollments) and more on outputs (i.e., program completers).

Recommendation Number	Recommendation
11	All public and private postsecondary sectors should expand the use of instructional technology to help solve access and availability challenges. Colleges and universities should use already developed resources within Florida to offer expanded access through on-line programs and promote consortium programs that enable public and private institutions in a region to allow students to easily take courses at other institutions in the partnership. The Legislature should provide a reliable and predictable funding model for technology-based infrastructure such as the Distance Learning Consortium, the Orange Grove repository for digitized learning resources, and FACTS.org, that help deliver high quality instruction and student services with maximum cost efficiencies.
12	If the Legislature continues to provide administrative funding for partnerships, with state colleges, it should include State University System institutions, and ICUF schools in the appropriation.
13	The Board of Governors and the State Board of Education, working with the Florida Legislature, need to examine a new State University System and Florida College System funding formula based in part on greater emphasis on performance-based accountability to enhance areas such as graduation and retention rates, STEM degree production and commercialization of research that leads to job creation. The Legislature should reaffirm its commitment to seamless 2 + 2 transfer articulation pathways by incentivizing state universities, state colleges and private colleges/universities to increase the number and proportion of Associate-degree holding students enrolled in upper division programs.
14	The Florida Legislature should modify acceleration incentives to school districts based on the number of college credits earned by high school students in all acceleration programs (AP, IB, AICE, Dual Enrollment).
15	The Legislature should modify existing systems to provide Dual Enrollment funding to the institution providing the instruction.
16	State appropriated funds allocated to support Workforce Education programs should have a higher percent of the total appropriation based on program performance for school district Workforce Education programs. The legislature should increase the percentage of workforce education funds that are based on performance. The workforce education fund is used to support school district workforce education programs. In fiscal year 2011-12, 1.33% (\$5 million) of the workforce education budget was based on performance.

Articulation Policies and Programs. This thematic area captures a variety of recommendations for improving Florida’s 2+2 system of transferability, as well as recommendations relative to subcomponents relative to the 2+2 system, including the State Course Numbering System and the work of the Articulation Coordinating Committee. The great majority of these recommendations came from Section C of the Council’s report, which bears the same name as the name of this recommendation thematic area.

Recommendation Number	Recommendation
17	The Higher Education Coordinating Council should convene a postsecondary enrollment estimating conference involving all postsecondary sectors to determine existing and projected institution and program capacity at the upper division.
18	The Board of Governors and State Board of Education should require each public postsecondary institution to establish policies and procedures for ensuring graduates attain the General Education Competencies prior to graduation.
19	The Legislature should amend s. 1007.28, F.S., <i>Computer-assisted student advising systems</i> , requiring FACTS.org to collect the Transfer Program of Interest and Transfer Institution of Interest for the purposes of upper-level capacity analysis and recruitment.
20	The Legislature should amend s. 1007.25, F.S., <i>General education courses; common prerequisites; and other degree requirements</i> , to require the State Board of Education to establish rules for Associate in Arts degree seekers to indicate a program and institution of interest by the time 36 semester hours is accumulated and to require that institutions track student Transfer Program of Interest and develop targeted Advising Mechanisms for the required Common Prerequisites.
21	The Legislature should revise s. 1007.25, F.S., <i>General education courses; common prerequisites; and other degree requirements</i> , to require Associate in Arts graduates to complete a foreign language course sequence prior to graduation, if the requirement was not met in High School.
22	The Legislature should repeal s. 1007.262, F.S. <i>Foreign language competence; equivalence determination</i> as unnecessary in determining the completion of foreign language course requirements.
23	The Department of Education should create mandatory advising mechanisms through the ACC and FACTS.org to assist students in selecting acceleration credit that will count towards general education and common prerequisites.
24	The Department of Education should develop a clear curricular definition of Associate in Applied Science (AAS) degrees that differentiates between AAS and Associate in Science (AS) degree mechanisms for articulation to the baccalaureate degree.
25	The Department of Education, working with all the higher education sectors, should create a postsecondary feedback data system to report the progress of students into and through the baccalaureate degree. To ensure a consistent and equitable review of the issues, all postsecondary sectors should adopt and use a common set of data elements, particularly in regard to the definitions of FTIC, AA transfer, and other transfer students.
26	The Higher Education Coordinating Council should direct the Articulation Coordinating Committee to evaluate cross sector compliance with the State’s articulation policies and programs. These findings should be reported to the HECC on an as needed basis.

Data, Performance Measures, and Accountability. This thematic area responds directly to the legislative directive for the Council to make recommendations with regard to performance outputs and outcomes consistent across delivery sectors designed to meet annual and long-term state goals, including, but not limited to, increased student access, preparedness, retention, transfer, and completion.

Recommendation Number	Recommendation
27	Similar to the cooperative efforts underway relative to library automation and distance learning, the State Board of Education, the Board of Governors, and ICUF should create a joint taskforce to identify the potential for other joint contracts for shared services, where feasible, in order to maximize the use of state resources. The taskforce should make a report annually to the State Board of Education, the Board of Governors, the Higher Education Coordinating Council, and the Legislature regarding its efforts.
28	Beginning December 2013, the HECC shall produce an annual report on the performance of Florida’s system of higher education that includes each of the common measures identified and described in the Data and Performance narrative section, as well as unique performance measures that are specific to each individual sector.
29	To enable the HECC to report results for all sectors, the Legislature should provide specific authority for the Commission for Independent Education (CIE) to collect the data necessary for reporting the measures identified in the Data and Performance Section of the Council Report
30	The Department of Education should strengthen and enhance the accountability system for Florida’s Workforce Education programs by providing recommendations to the Legislature that include incentives for meeting specific outcomes (completion, placement, earnings) and consequences for failure to meet the required outcomes.

Workforce Education. This thematic area captures recommendations, some of which were legislatively mandated, associated with Workforce Education programs. Virtually all of the recommendations found under this thematic area are touched upon in the Council’s report Section D, which bears the same name as the thematic area.

Recommendation Number	Recommendation
31	The Legislature should directly link adult education to employment by changing the definition of adult education by reviving s. 1004.93, F.S., to further emphasize that the goal of adult education is employment.
32	The Legislature should amend the current statutory [1004.02(26), F.S.] definition of “Workforce Education” to ensure that business and industry personnel needs are met. The current definition is “Workforce Education means adult general education or career education and may consist of a continuing workforce education course or a program of study leading to an occupational completion point, a career certificate, an applied technology diploma, or a career degree.” The definition should be amended as follows “Workforce Education consists of secondary and postsecondary courses and programs that lead to an occupational completion point, industry certification, certificates and two year degrees that are directly linked to employment and Florida’s industry and businesses needs and demands.”

33	The Legislature should continue to support the current workforce education delivery system that allows local institutions to determine program offerings to meet local business and industry personnel needs. Programs and courses should be market-driven, meet industry needs, cost-effective and result in employment for students. Which system provides the programs and courses should not be the issue that determines program offerings. The determinant should be whether the programs that are offered are market-driven and successfully prepare individuals for employment.
34	The Legislature should not consolidate adult general education programs within school districts. Currently, school districts, Florida colleges, and community-based organizations provide adult education programs to meet the needs of their local communities. This local decision-making should be maintained.
35	The Department of Education, school districts and the Florida College System institutions should ensure that, beginning in the 2013-14 school year, workforce education data collected and reported include common data and definitions for state and federal accountability programs
36	The Department of Education should maintain the college credit certificate, the non-college credit certificate, and the Associate in Applied Science degree as valid credentials as needed in Florida because these certificates and programs are directly linked to workforce need and demand.

## APPENDIX A

### RECOMMENDATIONS TO THE ARTICULATION COORDINATING COMMITTEE

In the course of its deliberations, the Council formulated a number of recommendations made directly to the Articulation Coordinating Committee. This longstanding cross-sector educational body is involved with working toward seamless transition for students from one institution to another, often across sectors. The Articulation Coordinating Committee deals with and makes recommendations relative to areas of transfer student admissions, articulation systems, general education, common prerequisites to majors, acceleration mechanisms, and others.

Recommendations made directly from the Council to the Articulation Coordinating Committee are not included as recommendations in the body of the report since the Committee resides within the purview of the Department of Education. However, the recommendations are included here as an indicator of some of the ongoing work in which the Committee will be engaged. As such, they form at least a part of the Committee's workplan for the coming year, and are provided here for informational purposes.

- 1. General Education.** The Statewide Course Numbering System should identify courses that embed General Education Competencies.
- 2. Transfer Student Admissions.** The Articulation Coordinating Committee should appoint a cross-sector Limited Access Task Force to review the number, discipline areas, and capacity of existing limited access programs in the FCS and the SUS and develop a common definition and standards for the designation. Current institution-level transfer policies and practices for limited access programs should be evaluated and recommendations made to ensure equitable and efficient transfer into the programs.
- 3. Articulation Systems.** The Articulation Coordinating Committee should appoint a cross-sector Task Force on Student Advisement to review and evaluate state academic advising programs and services in the public and independent postsecondary sectors, particularly policies and programs that are designated for

transfer students. The Task Force should identify “Best Practices” for which an increase in the graduation rate of transfer students has been evidenced. Best practices should be shared with all Florida postsecondary institutions.

4. **General Education.** The Articulation Coordinating Committee should recommend to the Board of Governors and State Board of Education common General Education Competencies in English and mathematics.
5. **General Education.** The Articulation Coordinating Committee should conduct a study of institutional general education and other lower level course requirements for degree completion then submit recommendations to the Higher Education Coordinating Committee if findings indicate a need.
6. **English/Math Requirement.** The Articulation Coordinating Committee should review Rule 6A.10-030, F.A.C. *Other Assessment Procedures for College-Level Communication and Computation Skills*.
7. **Common Prerequisites.** The Articulation Coordinating Committee should institute an ongoing review of the Common Prerequisite Counseling Manual to ensure the courses identified as baccalaureate program prerequisites are accurate and appropriate.
8. **Acceleration Mechanisms.** The Articulation Coordinating Committee should review district expenditures for dual enrollment instructional materials and best practices in the provision of these materials to students, and make recommendations concerning school district responsibility to provide instructional materials.
9. **Acceleration Mechanisms.** The Articulation Coordinating Committee should revise the ACC Credit by Examination Equivalencies List based on the study mandated in ch. 2011-177, Laws of Florida, which requires an investigation of



student performance in subsequent coursework in the determination of exam and course equivalencies.

**10. Acceleration Mechanisms.** The Articulation Coordinating Committee should conduct an analysis of the acceleration credit (AP, IB, AICE, dual enrollment) of graduates to determine the impact of the acceleration credit on entrance to postsecondary education, time-to-degree, and degree or certificate completion.

**11. Acceleration Mechanisms.** The Articulation Coordinating Committee should study the impact of including acceleration credits in the excess hours calculations mandated in s. 1009.286, FS.

**12. Career and Technical Education.** The Articulation Coordinating Committee should study expanding the required secondary academic unit defined in Board of Governors Regulation 6.002 to include Level III courses from the career and technical education section of the course code directory.