

ARTICULATION COORDINATING COMMITTEE MEETING

Agenda

Feb. 27, 2008

Turlington Bldg, 1721/25

Tallahassee, FL

<p>9:30-12:00- 1706 Standing Committee on Postsecondary Transition 9:30-12:00 – 1721/25 Standing Committee on Postsecondary Articulation Policy 1:00 p.m.-4:00-1721/25 Full ACC Meeting</p>
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1. Chairperson's Welcome	Dr. Ed Massey
Approval	
2. Approval: Minutes from October 24, 2007 Meeting	Dr. Ed Massey
3. Approval: Industry certification to AAS/AS degree in Engineering Technology statewide articulation agreement	Mr. Eric Owens
4. Approval: AS to BS articulation validation for seven PSAV to AAS/AS articulation programs that have an AS to BS component	Mr. Matthew Bouck
Discussion	
5. Workforce articulation – implementation of SB 1232	Chancellor Lucy Hadi
6. Transition of technical centers to Statewide Course Numbering System electronic transcript	Ms. Beth Gladden, Ms. Jennifer Roberts, & Ms. Belinda Chason
7. New program submission form – Division of Workforce Education	Mr. Andy Anderman
8. Career and technical education program length/course standards	Mr. Andy Anderman
9. Course Code Directory – 2007-08 update; course descriptions; and new standards database	Mr. Keith 'JR' Sheets
10. New common prerequisites	Ms. Lynda Page
11. Report from Standing Committee on Postsecondary Transition	Dr. Jill White & Dr. Walt Christy
12. Report from Standing Committee on Postsecondary Articulation Policy	Dr. Dottie Minear
13. Public forum: Questions and comments from audience	

Next ACC meeting: May 28, 2008

MINUTES
ARTICULATION COORDINATING COMMITTEE MEETING
October 24, 2007

<p>A meeting of the Articulation Coordinating Committee (ACC) was held on Wednesday, October 24, 2007, at the Turlington Building in Tallahassee, Florida. At 1:00 p.m., Chairman, Dr. Edwin Massey, called the meeting to order.</p>	
Members Present	<p>Mrs. Carlene Anderson, Walton County Public Schools Dr. Judith Bilsky, Division of Community Colleges Dr. Stephen Calabro, Southwest Florida College Dr. Walter Christy, Brevard Public Schools Ms. Anna Cowin, Lake County Public Schools Dr. Charles Dassance, Central Florida Community Colleges Mr. Michael Fischer, Florida Student Association Dr. Bruce Janasiewicz, Florida State University Dr. R.E. LeMon, State University System, Board of Governors Dr. Bonnie Marmor, Division of Workforce Education Dr. Edwin Massey, Indian River Community College (Chair) Dr. Terry McMahan, Hodges University Mr. Ken Olson, Taylor Tech (Proxy for Dr. Christine Cothron) Dr. Robert Sullins, University of South Florida Dr. Jill White, Okaloosa-Walton College Dr. Heather Sherry, Office of Articulation (staff)</p>
Members Absent	<p>Ms. Brenda Dickinson, Nonpublic Secondary Education Dr. Gita Pitter, Florida A & M University Dr. Cheri Yecke, Division of Public Schools</p>
1. Chairperson's Comments	<p>Dr. Massey welcomed new members to the committee: Mrs. Carlene Anderson (Walton County Public Schools), Dr. Stephen Calabro (Southwest Florida College), Dr. Bruce Janasiewicz (Florida State University), and Dr. Terry McMahan (Hodges University). The chair asked members of the committee and the audience to introduce themselves and then discussed the importance of articulation in Florida and the committee's role in ensuring a smooth transition for students toward their educational goals.</p>
Approval:	
2. Approval of Minutes from May 23, 2007 Meeting	<p>Dr. Massey asked for a motion for approval of the minutes of the May 2007, meeting of the ACC. Motion was seconded and unanimously approved.</p>
3. Approval of Common Prerequisites for new programs and changes to existing programs	<p>Ms. Lynda Page and Ms. Pat Frohe presented Action Items for committee approval for two new programs, BS in Computer Criminology at FSU, and BAS in Fire Science Management at Florida Community College at Jacksonville. These and all other common prerequisites revisions had been approved by the Oversight Committee held on October 10, 2007, and their prerequisites/admission requirements were also unanimously approved by the ACC at this meeting. For established programs, various changes were proposed, including revising some courses to provide greater student flexibility, creating a new track, and adding an advising statement. Nine distinct baccalaureate programs (several programs with more than one community college proposing them) that were approved for five of Florida's community colleges were approved to be added to the Common Prerequisites Manual. These programs were granted approval by the State Board of Education on February 20, 2007. Various other technical changes to existing CIP code programs were described, for information. At the Oversight Committee earlier in the month, the</p>

	<p>Committee recommended several studies, to include Credit Hours in Education Programs, and the Study of BSN Issues. BOG and DCC staff are following up on these recommendations by holding initial conference calls with common course prerequisites discipline committee members.</p> <p>Pat Frohe provided a status update on the Lower Division Teacher Education Experience. The charge of the Workgroup, comprised of university and community college faculty and staff, and several Department of Education (DOE) and Board of Governors (BOG) staff, was to recommend and develop an updated, relevant, competency-based lower division prerequisite experience for students who are interested in pursuing teacher education programs in Florida. After several meetings and separate subcommittee work, a draft was completed, which was distributed to ACC members. New recommendations were received just prior to this meeting, so those will be compiled and sent back to the working committee for their consideration. Once the various committees approve of the final content, which includes new course titles, course descriptions, objectives, and learning outcomes, Matt Bouck stated that the Education Discipline Committee (the committee that works with Office of Articulation staff), will then review the materials for inclusion in the State Course Numbering System data base.</p>
Discussion:	
<p>4. Status report: PSAV to AAS/AS degree articulation agreements that have AS-BS component</p>	<p>Dr. Heather Sherry provided an update of the process by which faculty members from state universities are to be identified to participate in a review of the PSAV to AAS/AS agreements that have statewide AS to BA/BS implications. Statewide Course Numbering faculty discipline committee members were placed on the list and Board of Governors and Division of Community Colleges staff were enlisted to assist in identifying other faculty members so that each institution offering a bachelor's degree in an area related to the agreements is represented in the review.</p>
<p>5. Interactive articulation database</p>	<p>Mr. Matthew Bouck provided an overview of the interactive database on issues related to articulation. The database is being designed by the Education Data Warehouse. It will allow for generating trend data and printer-friendly graphics; and sorting data by various demographic elements.</p> <p>Dr. Shruti Graf presented the data items that are being studied. Focus will be on a wide range of articulation issues such as:</p> <ol style="list-style-type: none"> 1. college credits awarded through acceleration mechanisms 2. student enrollment in Florida's postsecondary institutions 3. system-wide postsecondary retention rates (within Florida's postsecondary system as a whole rather than limiting focus just to retention rate by each institution) 4. student performance based on CPT cut scores 5. students' course-taking patterns that are likely to reduce students' time to degree 6. system-wide postsecondary graduation rates (from Florida's postsecondary system as a whole rather than limiting focus to graduation rate by each institution) 7. transfer rate from community colleges to public and private 4-year institutions.
<p>6. Workforce articulation - Implementation of SB 1232</p>	<p>This presentation was deferred to the next ACC meeting on February 27, 2008.</p>

<p>7. Office of Program Policy Analysis and Government Accountability (OPPAGA) presentation on interim findings associated with SCNS and articulation report due for publication in February 2008</p>	<p>Ms. Emily Dendy presented on three different projects related to articulation in various phases in their office. First, Ms. Emily Dendy presented findings and recommendations from a report completed last March examining the non-public institutions that participate in the Statewide Course Numbering System (SCNS). Specifically this report found that students transferring from non-public postsecondary institutions into public institutions may not be able to transfer credit for the courses they have taken and the transfer level designations in the SCNS may be inaccurate. OPPAGA recommended that non-public institutions identify which courses in their catalog are eligible to transfer to another institution and report to the SCNS an annual list of SCNS offerings and faculty teaching the courses. In addition, OPPAGA recommended the Department of Education, Statewide Course Numbering System review equivalent courses with differing transfer levels and communicate with non-public institutions about SCNS policies.</p> <p>Ms. Emily Dendy also presented information on a second, upcoming report involving non-public institutions in the SCNS. This report reviewed student transcripts to determine if students transferring from non-public institutions into community colleges received appropriate credit for coursework eligible to transfer using the SCNS. This report should be published at the end of November.</p> <p>Finally, Ms. Emily Dendy provided an update on the articulation project in HB 7147. As part of this review OPPAGA is examining different articulation policies throughout the state. Specifically, this review is looking at the implementation of the certain statewide policies and entities including: the Common Pre-Requisites Manual, the 2+2 system, Credit by Exam policies, the SCNS, FACTS.org, and the Articulation Coordinating Committee. In addition, OPPAGA is reviewing student level data to determine if these policies are working properly.</p>
<p>8. Recommendations from Go-Higher, Florida! Task Force</p>	<p>Dr. Judy Bilsky presented the recommendations from Go-Higher, Florida! Task Force. The Go Higher Florida Task Force culminated its work at the 5th meeting on October 11, 2007 with the approval of <u>five</u> recommendations which are being prepared for presentation to the Commissioner’s Policy Council in anticipation of being forwarded to the State Board of Education as well as the Board of Governors. Recommendations (language is being finalized) include:</p> <ol style="list-style-type: none"> 1. Development and adoption of a definition of college and career readiness 2. Acknowledge that 21st century college readiness and career skills are one and the same by working cross sector (K12 + workforce + postsecondary) to identify core competencies which are required for high school graduation. 3. Streamline/adopt assessments which are clear in purpose and function, and provide measures appropriate for high school exit as well as the ability to demonstrate readiness for college. 4. Use FACTS.org and other available avenues to increase public awareness/understanding of Florida’s educational assessments and their uses. 5. Join the 30 states currently participating in The American Diploma Project to acknowledge and facilitate Florida’s commitment to better preparing students for the 21st century workplace. <p>Upon approval/adoption of these recommendations, workgroups will be established to focus on each of the tasks noted in order to develop initiatives for</p>

	implementation.
9. Update: High School Electronic Personal Education Planner (ePEP)	Dr. Connie Graunke and Ms. Andrea Latham conducted a demonstration of the FACTS.org electronic Personal Education Planner (ePEP). The ePEP is an online tool designed for 7 th , 8 th , and 9 th grade students to use in planning their high school curriculum and ensure that all appropriate requirements are met for high school graduation, Bright Futures eligibility, and state university admissions.
10. Report from Standing Committee on Postsecondary Articulation Policy	<p>The Standing Committee discussed three items: nonpublic participation on the Statewide Course Numbering System (SCNS); Classification of Instructional Program (CIP) proposal; and alignment of courses and standards.</p> <p>The Committee discussed mandates and recommendations relating to HB 7147 and a recent OPPAGA report regarding nonpublic participation on the SCNS. The key issue continues to be that of the evaluation of faculty credentials for nationally accredited institutions on the SCNS. The Committee asked that staff prepare the following: (1) information brief regarding Southern Association of Colleges and Schools (SACS) faculty qualifications; (2) proposed policy language requiring institutions submitting new courses to the SCNS to certify compliance with faculty requirements; and (3) proposal for collaboration between the Commission for Independent Education and certain national accreditation agencies to assist in ongoing faculty credential reviews.</p> <p>The Committee then discussed, for all institutions, policies relating to credit “aging,” that is, if credit completed a number of years ago (e.g., more than 10 years) will still automatically transfer; and if the transfer intent of a course should drive the course number (i.e., courses for academic vs. occupational degree types may not be appropriate for equivalent numbers). Dr. LeMon appointed a sub-committee consisting of Bob Sullins, Barbara Sloan, and Connie Graunke to work with staff to study credit “aging” policies among Florida institutions and determine the efficacy of a state advising document.</p> <p>Ed Cisek, the Vice Chancellor for Financial Policy for the Division of Community Colleges, presented a proposal to move the community college system to a funding model based upon CIP codes rather than ICS codes (that have been employed since 1968). This proposal will be further explored as it relates to CIP codes and course designations in the SCNS.</p> <p>The Committee briefly discussed and approved a proposal to solicit from institutions course information to include competencies and student learning outcomes in lower-level mathematics and English—the end goal being a database of competencies per course for use in course redesign and a push toward an SCNS based on course competencies and outcomes rather than titles and topics. This effort will parallel work to review the College-Level Academic Skills Test (CLAST) competencies and align K-12 mathematics standards to postsecondary competencies to determine “college-ready” skills. The Committee stressed the need for other disciplines, not merely mathematics, to be involved in this process.</p>
11. Report from Standing Committee on Postsecondary Transition	The Committee, with new co-chairs, Dr. Jill White and Dr. Walt Christy, discussed 4 major issues: the establishment of criteria for approving statewide dual enrollment agreements for programs with statewide appeal; the impact of secondary courses paired with AP courses on block schedules; the Florida Center for Research in Science, Technology, Engineering and Mathematics (FCR-STEM) standards database and Course Code Directory (CCD); and the 2007 General Appropriations Act as it relates to dual enrollment full-time

	<p>equivalent (FTE) funding.</p> <p>Mr. J.R. Sheets provided a demonstration and overview of the new standards database currently under development by the FCR-STEM. The system was developed to house the newly revised math and science standards with a long term plan of housing the entire Course Code Directory online in the future. Mr. Sheets provided a demonstration of the various features of the system and addressed the potential for the CCD.</p> <p>Dr. Heather Sherry led a discussion on the elements that should be included in all statewide dual enrollment agreements approved by the Commissioner of Education (per s. 1007.271(17), Florida Statutes). The Committee discussed the recommended criteria and suggested adding a section to the document relating to an established appeals process in the event that a proposal is denied. Additional feedback was provided regarding the need to incorporate the Dual Enrollment Statement of Standards into any statewide dual enrollment agreement to ensure accountability and quality control. Ms. Kay Noble also suggested that it would be useful to develop a statewide portal to house statewide dual enrollment agreements (similar to the portal in Polk County) so that all districts could access the information.</p> <p>Dr. Heather Sherry also raised an issue relating to the practice of “pairing” Advanced Placement (AP) courses with non-AP courses to deliver 2 high school credits. Various issues were addressed including: the potential overlap of content among AP and non-AP courses in the same subject area; the idea of potentially offering an AP course for 2 credits; the impact on transfer students; the application of AP weighting to non-AP courses. The committee agreed to enlist the expertise of DOE curriculum specialists to review those courses that are typically “paired” with AP courses in an effort to determine the level of content overlap. After further information is gathered, the issue will be brought back to the February Postsecondary Transition (PST) committee meeting with potential recommendations to take to the full ACC for consideration.</p> <p>Finally, the committee discussed new language in the 2007 General Appropriations Act (GAA) relating to FTE funding for dual enrollment. The language removed the 75 membership hour reporting requirement for all semester length dual enrollment courses, thereby allowing school on block schedules to claim an equitable amount of membership hours to other high school courses for purposes of FTE calculation. The committee asked that the DOE provide some technical assistance on the FTE reporting procedures for dual enrollment so that school districts understand the change.</p>
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The meeting adjourned at 3:30 p.m.

Announcements: The next ACC meeting is scheduled for February 27, 2008.

Articulation Coordinating Committee

February 27, 2008

Item 3

Subject: Industry certification to AAS/AS degree in Engineering Technology statewide articulation agreement

PROPOSED COMMITTEE ACTION

Approval of industry certification to AAS/AS degree in Engineering Technology articulation.

Supporting Documentation: Some materials included in packet; additional materials provided at the meeting

Facilitators/Presenter: Mr. Eric Owens

Industry Certification to AAS/AS Degree Articulation Statewide Agreement Worksheet Summary

AAS/AS Degree Name: Engineering Technology

AAS/AS CIP Numbers:

Engineering Technology Support Specialist (CCC) 0615.061304

Advanced Manufacturing Specialization: 1615.061300/0615.061300

Quality Specialization: 1615.070201/0615.070201

Mechanical Design & Fabrication Specialization: 1615.080500/0615.080500

Electronics Specialization: 1615.030312/0615.030312

Advanced Technology Specialization: 1615.040301/0615.040301

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

Other admission requirements: None

Validation Mechanisms: Industry Certification: Credit in escrow pending successful completion of nine (9) credit hours in the program core/electives with at least one course in the Engineering Technology Support Specialist program core.

Community college faculty committee met and agreed to propose that the Colleges offering the Engineering Technology AAS/AS degree agree that the “**MSSC Production Technician Certification**” credential from the Manufacturing Skills Standards Council shall articulate **fifteen (15)** college credit hours to the AAS/AS Degree in **Engineering Technology** as delineated below:

The common core of the Engineering Technology degree consists of 18 credit hours of technical core courses bundled as an 18 credit hour College Credit Certificate (Engineering Technology Support Specialist, CIP Number: 0615.061304) from the following areas:

1. Instrumentation and measurement (3 credit hours)
2. Manufacturing processes and materials (3 credit hours)
3. Quality (3 credit hours)
4. Electronics (3 credit hours)
5. Safety (3 credit hours)
6. Computer-aided drafting (3 credit hours)

The industry certification shall provide credit for the college’s course in areas 1-5 of this common core. Area 6, Computer-aided drafting, is not included in the articulation as these competencies are not adequately verified by the certification.

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

Community College: AAS/AS in Engineering Technology.

General Education	<u>15</u>	credit hours
Common Core (Engineering Technology Support Specialist (CCC))...	<u>18</u>	credit hours
Program Specialization Core/Electives	<u>27</u>	credit hours
Total AAS/AS Degree Program	<u>60</u>	credit hours

Will award course credits or a block of credit toward AAS/AS program for 15 hours of credit.



Eric Owens

**State Supervisor of Industrial Education
Office of Workforce Education**



**Statewide Articulation Agreement
Industry Certification to AAS/AS Degree**

**A Presentation to the
Articulation Coordinating Committee
February 27, 2008**

Engineering Technology AAS/AS Degree

Engineering Technology Support Specialist (CORE)

The following are specialization areas for the Engineering Technology AAS/AS program:

Advanced Manufacturing Specialization

- CCC - Automation
- CCC - Lean Manufacturing
- CCC - Pneumatics, Hydraulics & Motors For Manufacturing

Quality Specialization

- CCC - Lean Six Sigma Green Belt Certificate
- CCC - Six Sigma Black Belt Certificate

Mechanical Design & Fabrication Specialization

- CCC - CNC Machinist
- CCC - Computerized Woodworking

Electronics Specialization

- CCC - Electronics Aide

Advanced Technology Specialization

- CCC - Applied Technology Specialist

#1 Mapping MSSC Skills – FL DOE Curriculum Frameworks	
MSSC - Production	FL DOE – Curriculum Frameworks
Critical Work Function – Key Activities = (Duplicated in other Concentration Areas)	
CIP Number: 0615.061304 Student Performance Standards	
P1 – Produce product to meet customer needs (MPPD2, QA6).	
Key Activities: <ul style="list-style-type: none"> • Identify customer needs. • Determine that resources such as materials tools and equipment are available for the production process. • Set up equipment for the production process. • Perform and monitor the process to make the product. • Inspect the product to make sure it meets specifications. • Document product and process compliance with customer requirements. • Prepare final product for shipping or distribution. 	<u>01 Industrial Processes:</u> 01.01, 01.02, 01.04, 01.05, 01.07, 01.08, 01.09, 01.10, 01.11, 01.12, 01.13 <u>06 Tools, Instruments, and Testing:</u> 06.01, 06.02, 06.03, 06.05, 06.07, 06.08, 06.09, 06.10 <u>07 Troubleshooting:</u> 07.08, 07.03 <u>08 Communication:</u> 08.02
P2 – Maintain equipment, tools and workstation (MIR7).	
Key Activities: <ul style="list-style-type: none"> • Perform preventive maintenance and routine repair. • Monitor equipment to ensure it is operating correctly. • Provide training to maintain equipment. • Perform all housekeeping to maintain production schedule. 	<u>04 Safety:</u> 04.07, 04.13, <u>06 Tools, Instruments, and Testing:</u> 06.07, 06.01, <u>07 Troubleshooting:</u> 07.02, 07.06, 07.10
P3 – Maintain a safe and productive work area (MPPD3, QA7, HSES, MIR8).	
Key Activities: <ul style="list-style-type: none"> • Perform environmental and safety inspections. • Perform emergency drills and participate in emergency response teams. • Identify unsafe conditions and take corrective action. • Provide safety orientation to other employees. 	<u>01 Industrial Processes:</u> 01.13, 01.12 <u>06 Tools, Instruments, and Testing:</u> 06.07

REFERENCES:
 Manufacturing Skill Standard Council (MSSC) Core Knowledge and Skills (2005)
 Florida Department of Education Curriculum Frameworks (2007)

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PRODUCTION TECHNICIAN CERTIFICATION

KNOWLEDGE AND SKILLS DEMONSTRATED IN ORDER TO ACHIEVE THE CERTIFICATION

SAFETY

Key Activities and Performance Indicators

1. Work in a Safe and Productive Manufacturing Workplace

- a. Ways in which manufacturing affects the national and global economies are recognized
- b. Systems of safety used by high-performance manufacturers to produce quality products at lowest possible costs are recognized
- c. Role of production workers in helping to ensure competitive levels of cost, quality and delivery in a safe work environment is identified
- d. External and internal customers are identified.

2. Perform safety and environmental inspections

- a. Potential hazards in the work are identified, reported and monitored
- b. Corrective action is taken to eliminate potential hazards
- c. Health, safety and environmental documentation and policies are thorough and regularly reviewed

Industry Certification to AAS/AS Degree Articulation Statewide Agreement Worksheet Summary

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July 2007

**Florida Department of Education
Curriculum Framework**

Degree Title: Engineering Technology
Program Title: Engineering Technology Support Specialist
Occupational Area: Industrial Education
Components: One core and five specialization tracts

PSV
CIP Number: 0615.061304
Grade Level: College Credit Certificate
Length: 18 credit hours
SOC Code: 17-3029

- I. MAJOR CONCEPTS AND CONTENT:** The purpose of this program is to prepare students for initial employment with an occupational title as Engineering Support Specialist or Engineering Specialist in various specialized areas, or to provide supplemental training for persons previously or currently employed in these occupations. **This certificate program is the core of the Engineering Technology degree program.**

**Engineering Technology Forum
October 4-5, 2007
Brevard Community College
General Summary**

The 19th Engineering Technology Forum was hosted by Brevard Community College in Palm Bay. Representatives from thirteen community colleges attended the fall Forum. Dr. Joe Smith, Provost, Palm Bay Campus, welcomed the members to Brevard CC with Brad Jenkins and Joanne Hutton providing the overview and agenda of the Forum.

With the main theme, the Review of the New Engineering Technology Curriculum, Brad Jenkins and Marilyn Barger, presented the state approved Engineering Technology curriculum and frameworks that were developed through the committees in the Manufacturing Technology Workshops this past year. This new program went into effect July 2007 and SPC, CFCC, FCCJ, and Brevard CC have approved this curriculum and are offering courses this fall. Several other colleges are expected to pick up this new curriculum for next year. Marilyn also remarked that a marketing plan and materials were being developed for this new Engineering Technology program. Some of the major advantages of these frameworks allow for the flexibility to expand into new technologies and specialize with a minimum of credit hours.

Articulation Coordinating Committee

February 27, 2008

Item 4

Subject: AS to BS articulation validation for seven PSAV to AAS/AS articulation programs that have an AS to BS component

PROPOSED COMMITTEE ACTION

Approval of AS to BS articulation validation for seven PSAV to AAS/AS articulation programs that have an AS to BS component.

Supporting Documentation: Materials provided at the meeting

Facilitator/Presenter: Mr. Matthew Bouck

PSAV to AAS/AS Articulation Agreements

Validation Mechanism Review for Programs with Corresponding AS—BA/BS Agreements

In 2005-2006, faculty groups developed articulation agreements between Postsecondary Adult Vocational programs and Associate in Applied Science/Associate in Science programs. These were completed in two phases and approved by the Articulation Coordinating Committee (ACC).

Phase I	10 approved agreements	ACC Approval: February 22, 2006
Phase II	30 approved agreements	ACC Approval: February 28, 2007

At the February 28, 2007, ACC meeting there was discussion regarding additional proposed agreements that are linked to existing AS to BA/BS statewide agreements. Since faculty credential guidelines are different for varying levels of instruction, the initial committees who reviewed the agreements attempted to establish a validation mechanism for each program that must be used before transfer credit is granted. The ACC members expressed a desire to ensure that those validation mechanisms were sufficient to measure quality of instruction and student learning outcomes. The ACC approved selected PSAV-AAS/AS agreements but delayed approval of those linked PSAV - AAS/AS - BA/BS agreements until they can be further reviewed by faculty committees with representation from state universities.

Four committees composed of representatives from each institution offering the BS program (including community college representatives from the SCNS) acted as reviewers for the PSAV-AAS/AS validation mechanism. Each committee member was to approve or deny the validation mechanism used as appropriate for the award of college credit.

Review Committee	Members
Criminal Justice	12 reviewers
Engineering/Information Systems Technologies	12 reviewers
Hospitality Management	4 reviewers
Nursing	11 reviewers

PSAV Program	AAS/AS Program	University Program
Correctional Officer	Criminal Justice Technology	Criminal Justice
Law Enforcement Officer		
5/12 respondents—5 approvals		

PSAV Program	AAS/AS Program	University Program
Computer Systems Technology	Computer Engineering Technology	Information Systems Technology
Network Support Services		
Network Systems Administration		
PC Support Services		
Wireless Telecommunications		
Electronics Technology	Electronics Engineering Technology	Electronics Engineering Technology
Electronics Technology	Electronics Engineering Technology	Engineering Technology General
6/12 respondents—5 approve, 1 declined to review		

PSAV Program	AAS/AS Program	University Program
Lodging Operations	Hospitality & Tourism Management	Hospitality Admin/Mgmt (non AACSB)
3/4 respondents—3 denials		

PSAV Program

AAS/AS Program

University Program

Practical Nursing

Registered Nursing

Nursing

11/11 respondents—10 approvals, 1 uncertain

**PSAV – AAS/AS ARTICULATION AGREEMENTS
REVIEW COMMITTEES**

Committee	Name	Institution	Yes	No
Criminal Justice	Mr. Jeffery Jacques	FAMU		
Criminal Justice	Dr. David Kalinich	FAU		
Criminal Justice	Dr. Marlaine Smith	FGCU		
Criminal Justice	Dr. Joseph Byrnes	FIU	X	
Criminal Justice	Dr. Cecil Greek	FSU	X	
Criminal Justice	Mr. Daryl Johnston	SFCC	X	
Criminal Justice	Mr. Brian Frank	SPC	X	
Criminal Justice	Dr. Robert Langworthy	UCF		
Criminal Justice	Dr. Lon Lanza-Kaduce	UF		
Criminal Justice	Dr. Chris Rasche	UNF		
Criminal Justice	Dr. William Blount	USF	X	
Criminal Justice	Dr. Cheryl Swanson	UWF		
Engineering/Information Systems Technologies	Dr. Yves Anglade	FAMU		
Engineering/Information Systems Technologies	Dr. Maria Petrie	FAU		
Engineering/Information Systems Technologies	Dr. Leonard Tung	FSU	*	
Engineering/Information Systems Technologies	Mr. Bradley Jenkins	SPC	X	
Engineering/Information Systems Technologies	Dr. Jim Moharam	UCF		
Engineering/Information Systems Technologies	Dr. King Osborne	UCF		
Engineering/Information Systems Technologies	Dr. Parveen Wahid	UCF		
Engineering/Information Systems Technologies	Dr. Robert Fox	UF	X	
Engineering/Information Systems Technologies	Dr. Tayeb Giuma	UNF	X	
Engineering/Information Systems Technologies	Dr. E.K. Stefanakos	USF		
Engineering/Information Systems Technologies	Dr. Sukumar Kamalasadana	UWF	X	
Engineering/Information Systems Technologies	Dr. Tom Gilbar	UWF	X	
Hospitality Management	Ms. Joan Remington	FIU		X
Hospitality Management	Dr. Stephen Lebruto	UCF		X
Hospitality Management	Dr. Jay Schrock	USF		
Hospitality Management	Dr. Steven Philipp	UWF		X
Nursing	Dr. Ruena Norman	FAMU	*	
Nursing	Dr. Marlaine Smith	FAU	X	
Nursing	Prof. Debera J. Thomas	FAU	X	
Nursing	Dr. Denise Heineman	FGCU	X	
Nursing	Dr. Kathleen Blais	FIU	X	
Nursing	Dr. Dianne Speake	FSU	X	
Nursing	Ms. Barbara Lange	UCF	X	
Nursing	Dr. Karen Miles	UF	X	
Nursing	Dr. Lucy Trice	UNF	X	
Nursing	Dr. Barbara Redding	USF	X	
Nursing	Dr. Diane Gardner	UWF	X	

* Response, but did not provide opinion of validation mechanism

Articulation Coordinating Committee

February 27, 2008

Item 5

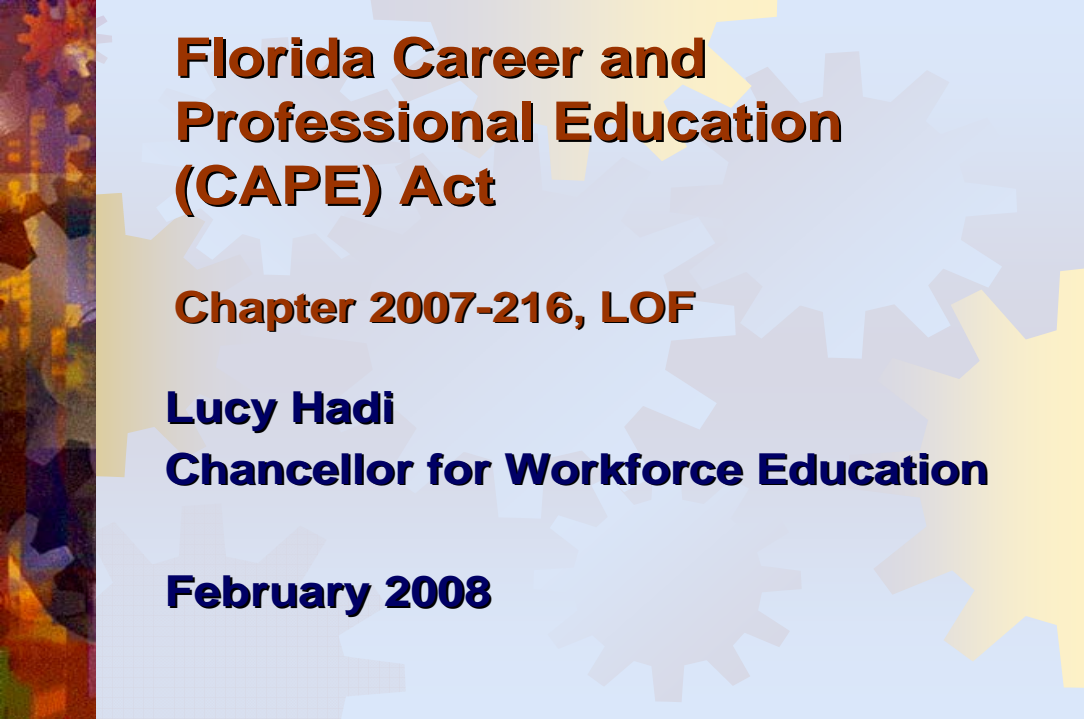
Subject: Workforce articulation – implementation of SB 1232

PROPOSED COMMITTEE ACTION

Information and discussion; No action required.

Supporting Documentation: Materials included in packet

Facilitator/Presenter: Chancellor Lucy Hadi



Florida Career and Professional Education (CAPE) Act

Chapter 2007-216, LOF

Lucy Hadi
Chancellor for Workforce Education

February 2008



Goal of the Act

- The Florida Career and Professional Education Act is created to provide a **statewide planning partnership** between the business and education communities in order to attract, expand, and retain targeted, high-value industry and to sustain a **strong, knowledge-based economy**.

2

Purpose of the Legislation

- Improve middle and high school academic performance by providing **rigorous and relevant curriculum opportunities**;
- Provide rigorous and relevant career-themed courses that **articulate to postsecondary-level coursework and lead to industry certification**;
- Support local and regional **economic development**;
- Respond to Florida's **critical workforce needs**; and
- Provide state residents with **access to high-wage and high-demand careers**.

3

Significant Legislative Provisions

- Requires that **career courses lead to industry certification**.
- Requires **academically rigorous and relevant career-themed courses that articulate to postsecondary-level course work and lead to industry certification**
- Increases **accountability** for career and professional education results.

4

Timeline For Implementation Tasks

- Curriculum review committee had to be established and operational by **September 1, 2007**.
- Data collection changes must be implemented **early in 2008**.
- Each district's strategic plan must be completed by **June 30, 2008**, and
- Each district must establish at least one operational career and professional academy that complies with requirements of the Act no later than the **beginning of the 2008-09 school year**.

5

Definition of Career and Professional Academy

- A research-based program that integrates a **rigorous academic curriculum with an industry-specific curriculum** aligned directly to priority workforce needs established by the regional workforce board.
- Students completing career and professional academy programs must receive a **standard high school diploma, the highest available industry certification, and opportunities to earn postsecondary credit** if the academy partners with a postsecondary institution approved to operate in the state.

6

Definition (continued)

- A career and professional academy may be offered as one of the following small learning communities:
 - ◆ A **school-within-a-school** career academy, as part of an existing high school, that provides courses in one occupational cluster. Students in the high school are not required to be students in the academy; OR
 - A **total school configuration** providing multiple academies, each structured around an occupational cluster. Every student in the school is in an academy.

7

Goals of Career and Professional Academies

- Increase student **academic achievement and graduation rates** through integrated academic and career curricula.
- Prepare graduating high school students to make appropriate choices relative to **employment and future educational experiences**.
- Focus on career preparation through **rigorous academics and industry certification**.

8

Goals of Career and Professional Academies (Continued)

- Raise student aspiration and commitment to academic achievement and work ethics through relevant coursework.
- Support graduation requirements pursuant to s. 1003.428, F.S. by providing creative, applied major areas of interest.
- Promote acceleration mechanisms, such as dual enrollment, articulated credit, or occupational completion points, so that students may earn postsecondary credit while in high school.

9

Strategic

Action and Partnerships
Essential to CAPE Act Strategic
Plan Development

Strategic Planning Requirements

The strategic 5-year plan developed jointly between the local school district, local workforce boards, and state-approved postsecondary institutions shall be constructed and based on:

- Objective determination of local and regional workforce needs for the ensuing 5 years, using projections of the United States Department of Labor and the Agency for Workforce Innovation;
- Strategies to develop and implement career academies based on those careers determined to be in high demand;
- Maximum use of private sector facilities and personnel;

11

Strategic Planning Requirements (Continued)

- Strategies that ensure instruction by industry-certified faculty and standards and strategies to maintain current industry credentials and for recruiting and retaining faculty to meet those standards;
- Alignment to requirements for middle school career exploration and high school redesign;
- Provisions to ensure that courses offered through career and professional academies are academically rigorous, result in attainment of industry certification, and, when appropriate, result in postsecondary credit;
- Student eligibility criteria that include opportunities for students who have been unsuccessful in traditional classrooms but who show aptitude to participate in academies.

12



Strategic Planning Requirements (Continued)

- Promotion of the benefits of the **Gold Seal Bright Futures Scholarship**;
- Strategies to ensure that **district pupil-progression plans include career and professional courses**; and
- Strategies to provide **professional development for secondary guidance counselors on the benefits of career and professional academies**.

13



Workforce & Economic Development Partnerships

- To help ensure academies provide relevant **career-themed courses**, the Act requires the involvement of...
 - Workforce Florida, Inc.
 - Agency for Workforce Innovation
 - Regional Workforce Boards
 - Enterprise Florida, Inc.

14

Industry Credentials

- AWI must define and identify the **highest and best** national standards; and
- Workforce Florida, Inc., must **approve, publish and annually update** the list of approved Industry Certifications recognized under the Florida Career & Professional Education Act

15

Industry Certification Defined by AWI

- “A voluntary process, through which individuals are assessed by an **independent, third-party certifying entity** using predetermined standards for knowledge, skills and competencies, resulting in the award of a **time-limited credential that is nationally recognized** and applicable to an occupation that is included in the workforce system’s **targeted occupation list** or determined to be an occupation that is critical, emerging or addresses a local need.”

16

AWI Process


1. Established high-caliber certification screening criteria
2. Identified certifications for those High-Skill, Higher-Wage, High Demand occupations from the Workforce Estimating Conference & the workforce regions' targeted occupations list.
3. Also reviewed certifications from DOE and the CHOICE centers.
4. Conducted extensive analysis of industry certifications currently recognized by:
 - Prominent Employers
 - Employer Associations
 - Regulatory Agencies
 - US Department of Labor
 - Department of Education
 - Workforce Education in other states
 - Florida's BANNER centers
 - Workforce Florida's Business-Led Board

17

Certifications to Date

- 182 nationally recognized secondary and postsecondary high-value certifications have been approved by Workforce Florida, as a resource for school district 5-year plans.
- 57 of the 182 are secondary and could be eligible for .3 FTE bonus funding if they are academically rigorous.
- Link can be found at:
<http://www.floridajobs.org/CAPE/cape.html>

18



Dynamic Process for Industry Certification

- Local workforce boards recommend additional industry certifications that AWI will review and submit, if appropriate, to WFI for approval.
- DOE will review existing and new certifications for course/program approval and academic rigor.
- New programs and courses will emerge to meet approved industry certification requirements.
- Process must be continuous to stay meaningful. Over time some certifications will become obsolete and new ones will emerge. This is necessary to stay relevant to business needs.

19

Articulation Coordinating Committee

February 27, 2008

Item 6

**Subject: Transition of technical centers to Statewide Course Numbering System
electronic transcript**

PROPOSED COMMITTEE ACTION

Information and discussion; No action required.

Supporting Documentation: Materials included in packet

Facilitator/Presenter: Ms. Beth Gladden, Ms. Jennifer Roberts, and Ms. Belinda Chason

PSAV Electronic Transcript Project

Requirements

- Current Statute:

1001.44(3)(b), F.S. Each career center shall maintain an academic transcript for each student enrolled in the center. Such transcript shall delineate each course completed by the student. Courses shall be delineated by the course prefix and title assigned pursuant to s. [1007.24](#). The center shall make a copy of a student's transcript available to any student who requests it.

- Current Rule:

6A-10.024 Articulation Between and Among Universities, Community Colleges, and School Districts.

(12) The Department and all public universities, community colleges, and school districts shall maintain the electronic exchange of student transcripts and associated educational records, including acquisition of and access to test scores of students in the standard format established by the ACC.

Project Overview

- Develop a standard format for electronic transcripts to be used by Technical Centers
- Must have common courses with identified competencies
- Must provide flexibility and portability

Timeline

February 2008

- Identify the necessary elements of electronic transcripts for Technical Centers with cooperation and in collaboration with the office for the K20 Applications Development Group, the of the Statewide Course Numbering System and with assistance from three pilot sites
- Present plan to Deans and Directors, ACC, and MIS Conference

March 2008

- Provide guidance and assistance to the pilot sites for testing the system

Summer 2008

Provide guidance and assistance for Technical Centers to begin implementation

Articulation Coordinating Committee

February 27, 2008

Item 7

Subject: New program submission form – Division of Workforce Education

PROPOSED COMMITTEE ACTION

Information and discussion; No action required.

Supporting Documentation: Materials included in packet

Facilitator/Presenter: Mr. Andy Anderman

ARTICULATION COORDINATING COMMITTEE MEETING
Feb. 27 2008
Turlington Building, 1721/25
Tallahassee, Florida

New program Submission Form

- The revamped form provides the information necessary to review the programs and check if they are in compliance with Florida Statutes, State Board rule, numbered memos and various federal (Perkins) community college rules.

- The new part of the form is the signature block to ensure that appropriate supervisors were included in the process and have given their approval for the submission.

**NEW PROGRAM SUBMISSION FORM
FLORIDA DEPARTMENT OF EDUCATION
Division of Workforce Education
Standards, Benchmarks, and Frameworks**

PROGRAM INFORMATION

Proposed Program Title: _____

Proposed Courses: _____

<u>Title</u>	<u>Length</u> (Credits/Hours)	Check All That Apply:
_____	_____	<input type="checkbox"/> Secondary
_____	_____	<input type="checkbox"/> PSAV
_____	_____	<input type="checkbox"/> Job Preparatory
_____	_____	<input type="checkbox"/> ATD
		<input type="checkbox"/> CCC
		<input type="checkbox"/> AS
		<input type="checkbox"/> AAS
		<input type="checkbox"/> Practical Arts

Total Length (Credits/Hours): _____

Submitted By: _____	Date: _____
Institution Name: _____	Address: _____
Contact Person: _____	City, ST Zip _____
Contact Title: _____	Phone/Ext: _____

INSTITUTIONAL APPROVAL

New AS/AAS/CCC program submissions must be signed and approved by the Community College’s Occupational Dean **and** his/her supervisor. Secondary/PSAV/ATD program submissions must be signed and approved by the District Superintendent **and** either the District CTE Director or the Technical Center Director as appropriate.

<u>AS/AAS/CCC Programs</u> <u>(Both must sign)</u>	<u>Secondary/PSAV/ATD Programs</u> <u>(Both must sign)</u>
Occupational Dean: _____	District CTE Director/Supervisor/Tech Director: _____
Occupational Dean’s Supervisor: _____	Supervisor: _____

JUSTIFICATION

- Please attach a “Statement of Justification” that includes the following five (5) items:
1. Identified statewide business/industry need for the program/occupational training.
 2. Occupations for which the program would train and the corresponding SOC Code(s).

3. The number of projected job openings or growth in the region for those occupations.
4. If the proposed program leads to an industry-recognized certification or license, specify the name of the certification(s), the certifying agency, and the web address that describes the certification.
5. Proposed articulation agreement **MUST** be included if there is an existing parallel program.

SUBMISSION PACKAGE

For a program to be considered, the following items must be included in the submission package.

1. The completed and signed New Program Request Form.
2. The Statement of Justification with attachments as appropriate.
3. The curriculum framework (in MS Word) for the proposed program that includes the following:
 - a. Outcomes and corresponding program standards.
 - b. Identified Occupational Completion Points (OCPs) with suggested lengths. NOTE: Not required for programs limited to secondary implementation or College Credit programs.
 - c. Proposed SOC occupational title(s) and codes.
 - d. Proposed grade levels if secondary or post-secondary PSAV.
 - e. Proposed Basic Skill Levels if program being proposed is more than 450 hours and if Basic Skills are applicable.
 - f. Facilities Code (<http://www.fldoe.org/edfacil/pdf/srefv011.pdf>).
 - g. Proposed Career Cluster and Career Path.
 - h. Proposed equipment list (if applicable).
 - i. Proposed teacher/instructor certifications (Secondary or Post-Secondary PSAV).
 - j. Required teacher certification (District)
 - k. Proposed Career & Technical Student Organization (CTSO), as applicable.
 - l. If the proposed program leads to an industry-recognized certification, include the name of the certification, the certifying agency, and the web address for verification.
 - m. Pre-requisite courses, programs, or other enrollment qualifying criteria.

NEW AS/AAS PROGRAMS

If the proposed program is for an AS/AAS Degree and exceeds 72 hours in length, the following questions **must** be answered:

1. Will this program/course include any work experience (co-op) component? Yes No
2. Is this program apprenticeable? Yes No
3. Will it be used to provide instruction for a Registered Apprenticeship Program? Yes No

SUBMIT PACKAGE TO

Andy Anderman, Program Director
 Division of Workforce Education
 Standards, Benchmarks, and Frameworks
 325 W. Gaines Street, Room 701
 Tallahassee, FL 32399-0400

QUESTIONS

Questions about new programs should be referred to Andy Anderman at 850-245-9020 or via email at andy.anderman@fldoe.org.

FOR OFFICE USE ONLY

- | | | |
|--------------------------|----------------------------------|--|
| CIP Number: _____ | External Review Completed? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Program Number(s): _____ | Program Length Review Needed? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Course Number: _____ | Industry Certification Verified? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Course Number: _____ | Articulation Agreement Included? | <input type="checkbox"/> Yes <input type="checkbox"/> No |

Course Number: _____	CCD Updated?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Course Number: _____	Website Updated?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Career Cluster/Path: _____	Gold Seal Updated, if applicable?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Once all the required information/justification is submitted, all the required documents completed and approved, the Classification of Instructional Program (CIP) number assigned, and the program/course numbers assigned (if applicable), the following steps will also be completed:

1. Insertion of the program into the Course Code Directory (CCD) if it is a secondary or PSAV program.
2. Certification documentation delivered to Division of Certification (if applicable).
3. Insertion of secondary and postsecondary program information into Appendices I and S for the Workforce Development Information Systems' Database Handbooks (if applicable).
4. Inclusion of the information or changes into the annual Summary of Major Changes document(s).
5. Inclusion of the new program or changes into the Program Length Document(s).
6. Uploading of frameworks and program documents to the Department of Education (DOE) Division of Workforce Education (DWE) website and/or the Division of Community Colleges (DCC) website.
7. Approval sought from the Council on Occupational Education (COE) to offer requested program. **IF proposed program is to be offered at an institution that is accredited by COE.**
8. Approval sought for program to be offered as an Applied Technology Diploma (ATD). **IF applicable and proper ATD guidelines are met with documentation included.**
9. Approval sought to offer "Registered Apprenticeship Program". **IF program is "APPRENTICEABLE" and the institution is seeking to offer the instructional portions of a "Registered Apprenticeship Program", and the necessary documentation of agreements with apprenticeship sponsor is included.**

Articulation Coordinating Committee

February 27, 2008

Item 8

Subject: Career and technical education program length/course standards

PROPOSED COMMITTEE ACTION

Information and discussion; No action required.

Supporting Documentation: Some materials included in packet; additional materials provided at the meeting

Facilitator/Presenter: Mr. Andy Anderman

ARTICULATION COORDINATING COMMITTEE MEETING
Feb. 27 2008
Turlington Building, 1721/25
Tallahassee, Florida

Program Length Document

- This document provides a concise set of data on standard program lengths and Occupational Completion Points (OCPs) for programs in career education.
- The information from selected data fields provides a quick reference about career education programs.
- The data collected is used in Appendixes I and S of the Workforce Development Information System (WDIS). The user guide is available online at the Community College and Technical Center MIS website:
http://www.fldoe.org/arm/cctcmis/workforce_vocational.asp

DATA ELEMENTS

OCP Table

Year
Program Number
CIP Number (Classification of Instructional Program)
Program Title
OCP (Occupational Completion Point)
OTI (Occupational Title)
OTI Code
SOC Code (Standard Occupational Classification)
SOC Title
Occ Title
Level
Hour to Complete
Program Area
Total Program Hours
Credit Type
Career Area
Path
PLC Rate
Terminal OCP
NT Program (Non-Traditional)
Individual Areas

Report Character Table

Year
CIP Number
Program Title
Postsecondary Number
Secondary Number
Voc Course Number
Voc Course Title
Z Termination
Z Student Intent
Apprenticeable
Job Prep
Follow up
Community College
Sequence
Program Area
SOC Code
SOC Title
Career Area

NT Program

Used to prepare I reporting and S reporting characteristics Management Information Systems

Articulation Coordinating Committee

February 27, 2008

Item 9

Subject: Course Code Directory – 2007-08 update; course descriptions; and new standards database

PROPOSED COMMITTEE ACTION

Information and discussion; No action required.

Supporting Documentation: Materials provided at the meeting

Facilitator/Presenter: Mr. Keith 'JR' Sheets

COURSE CODE DIRECTORY

Moving Forward

Keith Sheets, Jr
Office of Articulation
keith.sheets@fldoe.org

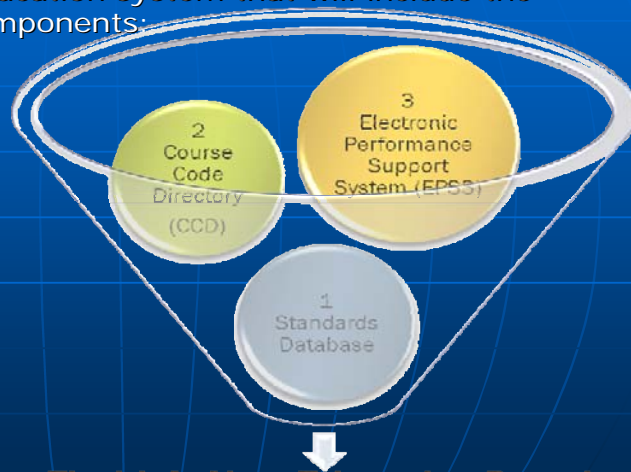
THE PLAN

Create an integrated education system that will include the following standalone components:

1. Standards Database
www.floridastandards.org
Status: launched & in progress

1. Course Code Directory
Status: planning & pending funding

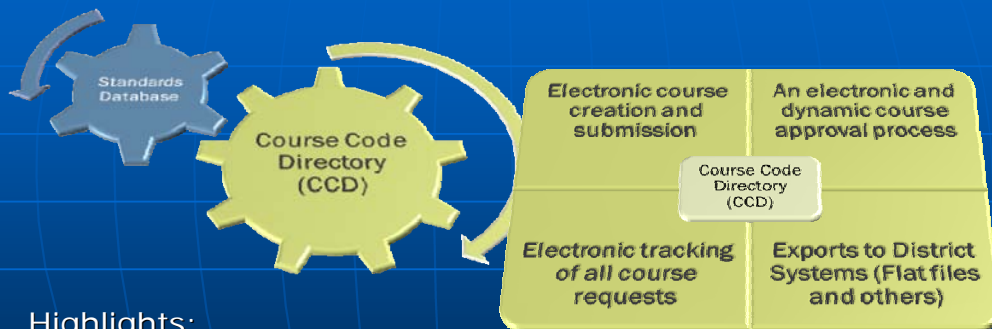
2. Teacher Electronic
Performance Support
System (EPSS)
Status: funded



Florida's New Education Portal

2. COURSE CODE DIRECTORY (CCD)

The CCD will consist of the following four components:

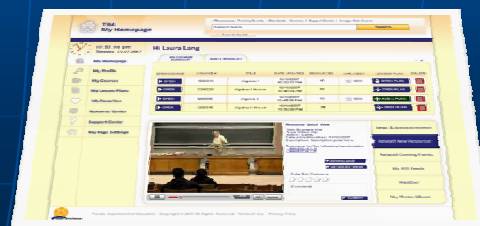
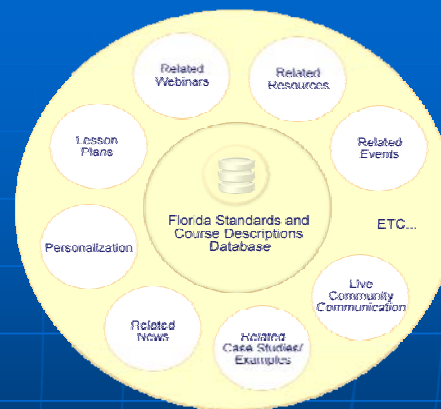


Highlights:

- > Standards will drive courses
- > Will be integrated within the standards database: one account
- > Integrated communication features to facilitate creating the best courses
- > Automated course comparisons and checks to avoid replication and duplication
- > Other features include: Email notifications, multiple approvers, vacation forwarding & simultaneous reviews
- > Enforce course approvals within 60 days from submission

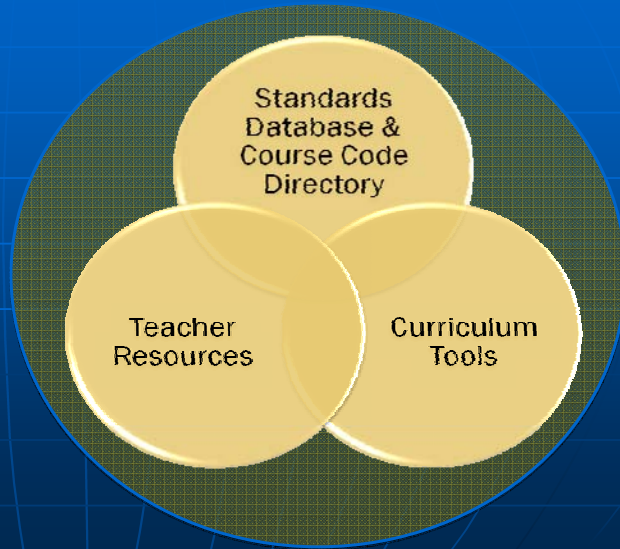
3. ELECTRONIC PERFORMANCE SUPPORT SYSTEM (EPSS)

- > Integrated portal built around the standards and course descriptions database.
- > Just-In-Time resources and information related to teacher interests and courses.
- > Customized personal "**Homepage**". Opens with the browser; a quick snapshot of personal account; and updated information related to standards, courses, resources, events, etc....
- > **Created for the Florida Teachers BY the Florida Teachers**
- > Accessible from any location or computer. Every user will have a username and password to access/modify their account.
- > Focus on **Ease of Use**

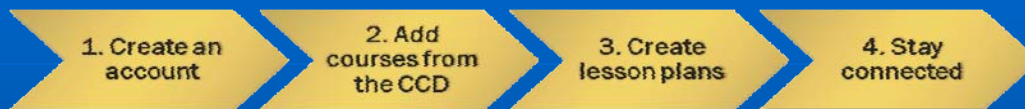


3. EPSS - COMPONENTS

- Link resources to benchmarks
- Benchmarks are linked to courses
- Implies resources linked to courses
- Build curriculum tools to support the teachers
- Integrate all of them in My Homepage
- Build For the Florida Teachers by the Florida Teachers



3. EPSS –TEACHER – HOW TO SETUP?



To get started, the user will:

1. Create an account on the portal website.
2. Setup their homepage using a step-by-step setup process. Upon completion, the user's browser will have their own homepage. For an example of a similar process go to: <http://www.google.com/ig>

The user will be able to set the homepage on multiple computers (at home, work, etc...)

The user then will:

1. Add courses of interest from the Course Code Directory (CCD) simply by selecting the course from the list of options.
2. Interactive lesson plans


3. EPSS – TEACHER - HOW IT WORKS?

Once the user sets up their courses and/or lesson plans, they will:

- **My Summary** - View a summary on my homepage of anything new and related to my courses and interests
- **Smart Display** – Display resources when I need to see it.
- **Smart Event Sharing** – Display events within my region and related to my preferences and courses.
- **Live Link** - Receive announcements on new resources and events related to my profile.
- **Integrated Search** - Be able to perform comprehensive and advanced search of resources, standards, course descriptions, help, and generic web search.
- **Request new resources** – Submit requests for new resources to be added.
- **Evaluate** – Provide feedback on each resource.
- **Share** – Submit resources, lesson plans, etc.... with PROMISE to add to the system
- **Feedback** – Request feedback on lesson plans or others by sending them to another person.


3. EPSS – ADMINISTRATORS

- The portal will create a live link with all the users allowing the administrators to easily obtain important information that can guide:
 - Professional development
 - Resource review and addition including prioritization
 - Decisions on additional modules
- The link will make possible to provide feedback on lesson plans and other things that users need help with.
- Access to all the users would allow the creation of quick polls or surveys that can be published directly to some or all users. One example would be to send a survey to all teachers teaching Algebra 1.
- The direct tie with the standards database allows to support the initiative of standards driving instruction. The portal will provide the related resources directly to the user, when they need it and with little or no user effort.



Resources | Training Events | Standards | Courses | Support Center | Google Web Search

Search




10:53:06 pm
Tuesday, 11-27-2007

Hi Laura Lang

MY COURSE SUMMARY

ADD A MODULE?

OPEN COURSE	COURSE #	TITLE	DATE UPDATED	RESOURCES	UPDATES?	LESSON PLAN	DELETE
▶ OPEN	1200310	Algebra 1	10/18/2007 10:32:13 PM	15		▶ OPEN PLAN	
▶ OPEN	1200320	Algebra 1 Honors	10/18/2007 10:40:24 PM	10		▶ OPEN PLAN	
▶ OPEN	1200330	Algebra 2	10/18/2007 10:45:38 PM	13		+ ADD A PLAN	
▶ OPEN	1200340	Algebra 2 Honors	10/18/2007 10:50:00 PM	25		▶ OPEN PLAN	



Resource Quick View

Title: Example title
Type: Video clip
Author: Name
Date added/modified: 11/10/2007
Description: description goes here.

Resource for the following benchmarks:
- [MA.912.A.1.4](#)
- [MA.912.A.1.2](#)

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▶ OPEN	1200340	Algebra 2 Honors	10/18/2007 10:50:00 PM	25		▶ OPEN PLAN	

<p>Event 1: Professional Development Title Date: 12/20/2007 Presenter: John Smith Time: 3pm Duration: 2 hours Location: Tallahassee More Details > Register ></p>	<p>Event 2: Professional Development Title Date: 12/20/2007 Presenter: John Smith Time: 3pm Duration: 2 hours Location: Tallahassee More Details > Register ></p>
<p>Event 3: Professional Development Title Date: 12/20/2007 Presenter: John Smith Time: 3pm Duration: 2 hours Location: Tallahassee More Details > Register ></p>	<p>Event 4: Professional Development Title Date: 12/20/2007 Presenter: John Smith Time: 3pm Duration: 2 hours Location: Tallahassee More Details > Register ></p>
<p>Event 5: Professional Development Title Date: 12/20/2007 Presenter: John Smith Time: 3pm Duration: 2 hours Location: Tallahassee More Details > Register ></p>	<p>Event 6: Professional Development Title Date: 12/20/2007 Presenter: John Smith Time: 3pm Duration: 2 hours Location: Tallahassee More Details > Register ></p>
<p>Event 7: Professional Development Title Date: 12/20/2007 Presenter: John Smith Time: 3pm Duration: 2 hours Location: Tallahassee More Details > Register ></p>	<p>Event 8: Professional Development Title Date: 12/20/2007 Presenter: John Smith Time: 3pm Duration: 2 hours Location: Tallahassee More Details > Register ></p>

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MY COURSE SUMMARY
ADD A MODULE?
- X

OPEN COURSE	COURSE #	TITLE	DATE UPDATED	RESOURCES	UPDATES?	LESSON PLAN	DELETE
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OPEN	1200340	Algebra 2 Honors	10/18/2007 10:50:00 PM	25		OPEN PLAN	

Tallahassee, FL: 66°F, Fair

Wednesday 67° / 52°	Thursday 72° / 47°	Friday 69° / 44°	Saturday 71° / 54°
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Miami, FL: 84°F, Mostly Cloudy

Wednesday 82° / 72°	Thursday 83° / 69°	Friday 82° / 70°	Saturday 82° / 70°
------------------------	-----------------------	---------------------	-----------------------

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OPEN	1200340	Algebra 2 Honors	10/18/2007 10:50:00 PM	25		OPEN PLAN	

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OPEN COURSE	COURSE #	TITLE	DATE UPDATED	RESOURCES	UPDATES?	LESSON PLAN	DELETE
<input type="button" value="▶ OPEN"/>	1200310	Algebra 1	10/18/2007 10:32:13 PM	15		<input type="button" value="▶ OPEN PLAN"/>	<input type="button" value="✖"/>
<input type="button" value="▶ OPEN"/>	1200320	Algebra 1 Honors	10/18/2007 10:40:24 PM	10		<input type="button" value="▶ OPEN PLAN"/>	<input type="button" value="✖"/>
<input type="button" value="▶ OPEN"/>	1200330	Algebra 2	10/18/2007 10:45:38 PM	13		<input type="button" value="▶ ADD A PLAN"/>	<input type="button" value="✖"/>
<input type="button" value="▶ OPEN"/>	1200340	Algebra 2 Honors	10/18/2007 10:50:00 PM	25		<input type="button" value="▶ OPEN PLAN"/>	<input type="button" value="✖"/>

Course 1200310 - Algebra 1

[GENERAL INFO](#) | [RELATED BENCHMARKS \(35\)](#) | [LESSON PLAN \(Available\)](#) | [RELATED RESOURCES & EVENTS \(42\)](#)

Course Number:	1200310
Course Title:	Algebra 1
Abbreviated Title:	Algebra 1
Special Notes:	Algebra 1
Subject Area:	Mathematics
Course Category:	6-12

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Keyword Search

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10:53:06 pm
 Tuesday, 11-27-2007

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Benchmark: MA.912.C.1.1

[GENERAL INFORMATION](#)

Benchmark Number:	MA.912.C.1.1
Benchmark Description:	Understand the concept of limit and estimate limits from graphs and tables of values.
Subject Area:	Mathematics
Grade Group:	912
Body of Knowledge:	Calculus
Standard:	Limits and Continuity
Date Adopted or Revised:	09/08
Date of Last Rating:	06/07
Rating on Instructional Level of Complexity:	Low
Status:	State Board Approved
Remarks/Examples:	Example: For $\lim_{x \rightarrow 2} \frac{x^2 + 2x - 8}{x - 2}$, estimate by calculating the function's values for $x = 2.1, 2.01, 2.001$ and for $x = 1.9, 1.99, 1.999$.

RELATED COURSES (2)

- [▶ 1202340: Pre-Calculus](#)
- [▶ 1202340: Pre-Calculus](#)

RELATED RESOURCES and EVENTS (2)

- [▶ Resource example](#)
- [▶ Event example](#)

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Webinar: Logarithms

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Logarithms
Presenter(s): Colin Bytfeet, Ph.D.
Date: 02/12/2007
Time: 4:43 PM CST
Length: 24 Minutes 59 Seconds
Resource for the following benchmarks:
- MA.912.A.1.1
- MA.912.A.1.2

Rate this Webinar
☆☆☆☆☆
Comments

- *Arithmetica Logarithmica*, in folio, a work containing the logarithms of *thirty thousand* natural numbers to *fourteen decimal places* (1-20,000 and 90,000 to 100,000).
- He also completed a table of logarithmic sines and tangents for the hundredth part of every degree to fourteen decimal places, with a table of natural sines to fifteen places, and the tangents and secants for the same to ten places

Ask a question:

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CCD - MOVING FORWARD

- 2 Phase Project (*pending approval*)
 - Phase one through June 30, 2008
 - Phase two through December 31, 2008
- Phase 1
 - Meetings, Design, Initial Development
- Phase 2
 - Evaluation, "Cadillac" Development

CCD – MOVING FORWARD

- Phase 1
 - Meet with district-level MIS
 - Internal DOE “techies”
 - Develop the look
 - Authentication requirements
 - Establish predefined reports
 - Export functionality
 - Submission of new courses
 - Import all current courses/benchmarks

CCD – MOVING FORWARD

- Phase 2
 - Phase 1 Evaluation (surveys)
 - Course creation/approval process
 - Customize reporting module

Articulation Coordinating Committee

February 27, 2008

Item 10

Subject: New common prerequisites

PROPOSED COMMITTEE ACTION


Information and discussion; No action required.

Supporting Documentation: Materials included in packet

Facilitator/Presenter: Ms. Lynda Page

ACG 022 - ACCOUNTING PRIN-(CONDENSED)(4 CREDITS)

Institutions | Statewide Course Detail

Locate Statewide Course 

Statewide Course Detail	
Discipline	165
Discipline Title	ACCOUNTING
Discipline Definition	ACCOUNTING INCLUDES ALL LEVELS OF ACCOUNTING INSTRUCTION THAT IDENTIFIES, MEASURES, ACCUMULATES, ANALYZES, PREPARES, INTERPRETS, AND COMMUNICATES INFORMATION ABOUT AN ORGANIZATION TO ASSURE APPROPRIATE USE OF AND ACCOUNTABILTY FOR ITS RESOURCES AND TO PROVIDE USERS WITH RELEVANT AND RELIABLE INFORMATION FOR DECISION MAKING.
Prefix	ACG
Prefix Title	ACCOUNTING: GENERAL
Prefix Definition	ACCOUNTING IS THE STUDY OF THE PROCESSING, SUMMARIZATION, ANALYSIS, INTERPRETATION, REPORTING AND AUDITING OF ECONOMIC EVENTS OF BOTH A FINANCIAL AND NONFINANCIAL NATURE. NOTE, ANY COURES WITH THE LAST DIGIT OF "0" IN THE PREFIXES ACG, APA, AND TAX IS TRANSFERABLE BUT MAY NOT BE SUBSTITUTABLE UNLESS APPROVED BY THE RECEIVING INSTITUTION. * * *
Century	000-099
Century Title	PRINCIPLES OF ACCOUNTING
Decade	020-029
Decade Title	ACCOUNTING PRINCIPLES-CONDENSED
Statewide Course	022
Lab	YES
Statewide Course Title	ACCOUNTING PRIN-(CONDENSED)(4 CREDITS)
Status	ACTIVE
Transfer	GUARANTEED TRANSFER TO INSTITUTION OFFERING SAME COURSE.
Course Intent	LOWER
Dual Enrollment	YES
High School Credit	PRACTICAL ARTS/CAREER EDUCATION
Common Prerequisites	NO
Prerequisites	NONE
Corequisites	NONE

Profile Description

THIS IS THE SAME COURSE FOUND IN ACG-021, BUT THIS COURSE IS OFFERED FOR FOUR (4) CREDITS. THE MATERIAL WILL DIFFER FROM ACG-021 IN THE DEPTH OF THE SUBJECT MATTER COVERED.

Technical Change - FYI

Program:	<u>Hospitality Admin/Mgt</u>	CIP	<u>52.0901</u>
Offered At:	<u>USF</u>	Track:	<u>3/4</u>
		Program Length:	<u>120 Cr. Hrs.</u>

(See Track 1 for FIU, UCF, UWF, Track 2 for FSU, Track 4 for UCF)

LOWER LEVEL COURSES

Course	Cr. Hrs.	Title
ACGX021 or or ACGX001 & <u>ACGX011</u> & ACGX011	3	Principles of Financial Accounting
&- -- ACGX071	3	Principles of Managerial Accounting
&- -- ECOX013	3	Macroeconomics
&- -- ECOX023	3	Microeconomics

FOR ALL MAJORS: Students are strongly encouraged to select required lower division electives that will enhance their general education coursework and that will support their intended baccalaureate degree program. Students should consult with an academic advisor in their major degree area.

Courses were misaligned when converted from paper-only to Web-based Manual.

Articulation Coordinating Committee

February 27, 2008

Item 11

Subject: Standing Committee on Postsecondary Transition

PROPOSED COMMITTEE ACTION

Information and discussion; No action required.

Supporting Documentation: Agenda in packet

Facilitator/Presenter: Dr. Jill White and Dr. Walt Christy

Articulation Coordinating Committee

Standing Committee on Postsecondary Transition

**February 27, 2008
9:30 a.m. – 12:00 p.m.
1706 Turlington Building
Tallahassee, Florida**

AGENDA

1. Welcome & Comments from co-chairs	Dr. Jill White & Dr. Walt Christy
2. Statewide Interinstitutional Articulation Agreements (IAA) – Approval of new agreements and format revision.	Ms. Julie Alexander & Dr. Heather Sherry
3. Major Areas of Interest (MAI) and Dual Enrollment	Ms. Julie Alexander & Ms. Lillian Finn
4. Proposed Legislation: Articulation & Acceleration	Dr. Heather Sherry
5. Update on Career Pathways Consortia (formerly tech prep)	Ms. Kathleen Taylor & Mr. Gayle Manley
6. Upload of 07-08 Student Progression Plans	Mr. Alan Ramos
7. Rule change for increasing SAT/ACT cut score for the purposes of remediation.	Martha Miller
8. General Updates a. AP Course Pairing b. Florida Virtual School	Dr. Heather Sherry
9. Other Business	

Articulation Coordinating Committee

February 27, 2008

Item 12

Subject: Standing Committee on Postsecondary Articulation Policy

PROPOSED COMMITTEE ACTION

Information and discussion; No action required.

Supporting Documentation: Agenda in packet

Facilitator/Presenter: Dr. Dorothy Minear

**Articulation Coordinating Committee
Standing Committee on Postsecondary Articulation Policy**

**February 27, 2008
9:30am – 12:00pm
Room 1721/25 Turlington Building
Tallahassee, Florida**

AGENDA

1. Recommendations of CLAST Revision Task Force	Dr. Michael Jones
2. OPPAGA Report Discussion 07-49 Community Colleges 08-XX Common Prerequisites	Mr. Matthew Bouck
3. FACTS.org 2+2 Audit	Dr. Connie Graunke
4. Policies Regarding Recency of Credit	Mr. Matthew Bouck
5. Alignment of Standards – English and Mathematics	Dr. Henri Sue Bynum & Mr. Matthew Bouck
6. Other Discussion Items	Dr. Dottie Minear

*FYI: Review of Courses in the Statewide Course Numbering System
Mandated by Chapter 2007-256, Laws of Florida (HB 7147)*