

**Articulation Coordinating Committee
Meeting Agenda
February 23, 2005
1 p.m.-4 p.m.
R.A. Gray Building Auditorium
Tallahassee, Florida**

1	Chairman's Comments	Chairman
Approval:		
2	Approval of Minutes from November 10, 2004, ACC Meeting	Chairman
Discussion:		
3	DOE Strategic Imperatives connected to Articulation	Dr. Theresa Klebacha
4	DOE Legislative Priorities	Ms. Paula Shea
5	Standing Committee on Postsecondary Transition Report	Dr. Ed Massey
6	Standing Committee on Statewide Policies & Guidance Report	Dr. Charles Dassance
7	Standing Committee on Course Numbering Report	Dr. R.E. LeMon
8	Trends in High School Graduation and Preparation for College	Dr. Martha Miller
9	Pilot Project on Academic Rigor	Ms. Andrea Kiser
Standing Committee Meetings start at 9:30 a.m.:		

Standing Committee on Postsecondary Transition: R.A. Gray Building, Room 307
 Standing Committee on Course Numbering: R.A. Gray Building, Auditorium
 Standing Committee on Statewide Policies & Guidance: Turlington Building, Room 1405

The next meeting of the Articulation Coordinating Committee is May 25, 2005, in Tallahassee.

ARTICULATION COORDINATING COMMITTEE

February 23, 2005

Item 2

Subject: Approval of minutes of the ACC meeting held November 10, 2004

PROPOSED COMMITTEE ACTION

Approval of minutes of the ACC meeting held November 10, 2004

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the ACC meeting held November 10, 2004, at the Florida Department of Education, Tallahassee, Florida.

Supporting Documentation Included: Minutes from November 10, 2004
Facilitators/presenters: Chair

MINUTES
ARTICULATION COORDINATING COMMITTEE MEETING
November 10, 2004

A meeting of the Articulation Coordinating Committee was held on Wednesday, November 10, 2004, in Room 1703 of the Turlington Building in Tallahassee, Florida. At 1:10 p.m. the meeting was called to order by Dr. R.E. LeMon, who acted as Chair in the absence of Commissioner John Winn.

Members Present	Dr. Judy Bilsky, Community Colleges & Workforce Development (Division of) Mr. Ronald Blocker, Public Schools (Orange County) Dr. Charles Dassance, Community Colleges (Central Florida Community College) Ms. Brenda Dickinson, Parent Dr. Arthur Kirk, Jr., Independent Education (St. Leo University) Dr. R. E. LeMon, Colleges and Universities (Division of) Dr. Bonnie Marmor, Community Colleges & Workforce Development (Division of) Dr. Jill White, Member-at-Large (Okaloosa-Walton College)
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Members Absent	Dr. Charlene Callahan, Colleges and Universities (New College of Florida) Ms. Shan Goff, Public Schools (Division of) Dr. Renu Khator, Colleges and Universities (University of South Florida) Dr. Theresa Klebacha, Independent Education (Division of) Dr. Edwin Massey, Community Colleges (Indian River Community College) Mr. Jim Patch, Independent Education (FAPSC) Dr. Martha Pelaez, Colleges and Universities (Florida International Univ.) Mr. John L. Winn, Commissioner, Chairperson
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1. Chairperson's Comments	Dr. LeMon began the meeting by welcoming members and those in the audience and by asking each member to introduce themselves and who they represent.
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Dr. LeMon informed audience members that the standing committees met in the morning and would be reporting out to the full ACC later in the meeting. He explained how the new structure will be effective in providing the ACC with timely updates related to the work of the standing committees.

2. Approval of Minutes of Meeting Held March 24, 2004

Dr. LeMon asked for a motion to approve the minutes of the May 26, 2004, meeting, as submitted. The motion was seconded and passed unanimously.

3. Approval of Revisions to the Dual Enrollment Course Equivalency List

Dr. Laura Hebert was recognized by Dr. LeMon to explain proposed revisions to the *Dual Enrollment Course Equivalency List*. For this annual process, several committees representing high school graduation subject areas (composed of faculty and discipline experts from postsecondary institutions and school districts) were convened in October 2004 to review the course content for college courses that were recently submitted for inclusion in the *Dual Enrollment Course Equivalency List*. Dr. Hebert explained the following regarding the list:

- Any course in the Statewide Course Numbering System, with the exception of remediation and Physical Education skills courses, can be offered through dual enrollment. Three credit (or equivalent) postsecondary courses that are not on the *Dual Enrollment Course Equivalency List* shall be awarded 0.5 high school credits either as an elective or as designated in the local articulation agreement.
- Due to a change in structure of the list, dual enrollment courses are now listed according to the high school subject area requirement that they meet.
- Recommended additions to the list are shaded.
- Practical Arts courses were removed from the list and were replaced with a statement that says “All 3 credit (or equivalent) postsecondary courses taken through dual enrollment that are part of a postsecondary career/technical program of study shall be awarded 0.5 Practical Arts/Career Education credits toward high school graduation.”
- The biggest change to the list was in the science subject area. Beginning in August of 2005, criteria for the awarding of high school science credit will include the following:
 - 1) Since, all high school science courses (with lab) earn 1.0 high school science credits, all college-level dual enrollment science courses (with lab) earn 1.0 high school science credits;
 - 2) College-level dual enrollment science courses taken without a lab component will be awarded 0.5 high school science credits;
 - 3) Students should be advised that, regardless of the number of science credits earned through dual enrollment, the requirement of two science courses with a lab component must be met to graduate.

Approval of the list was moved by Dr. Arthur Kirk and seconded by Mr. Ron Blocker. The committee unanimously approved the revisions to the list. It must now go to the State Board of Education for approval. It is anticipated that the list will be considered at the January State Board of Education meeting and, if approved, will have an effective date of August 2005.

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| 4. Approval of Common Prerequisites and Oversight Committee Update | Dr. LeMon introduced Ms. Lynda Page, who reviewed proposed common prerequisites for new baccalaureate programs at the University of West Florida (BS in Oceanography), Florida State University (BA in Middle Eastern Studies), and Florida Gulf Coast University (BS in Community Health – used same prerequisites as University of North Florida Community Health track). Common prerequisites were unanimously approved by the ACC for all three programs. Six (6) institutions also added programs that adhered to current prerequisites already in existence. The chairman commended the institutions for adopting these previously approved common prerequisites as they assist in providing for seamless articulation of students. |
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In addition to the new degree programs, Ms. Page indicated that the *Common Prerequisites Manual* had been modified to include course titles (more user friendly) and to eliminate confusing references to general education requirements.

Dr. LeMon recognized Ms. Pat Frohe to provide an update on community college baccalaureate degree programs. There are currently 17 community college baccalaureate programs in existence, but they are not yet listed in the *Common Prerequisite Manual*. These programs are in the process of being added to the manual. Ms. Frohe explained that there is continued support for more baccalaureate degrees at community colleges and a streamlining of the process for approval is necessary. Dr. LeMon and Dr. Judy Bilsky publicly commended Ms. Page and Ms. Frohe for working so well together (across sectors) on this important issue.

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| 5. Approval of changes to Rule 6A-10.044 (Residency Rule) | Dr. LeMon recognized Ms. Connie Graunke to present further revisions to Rule 6A-10.044, FAC, relating to residency for tuition purposes. Ms. Graunke explained that, following approval by the ACC, the State Board of Education and the Board of Governors would be asked to adopt parallel and duplicate rules relating to residency because the current rule applies to both community colleges and state universities. She assured the committee that the institutions have had ample time for input and informed the group that a representative from ICUF was now also included on the residency committee. |
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Dr. Jill White asked why the Florida ID card was not included as a form of identification for the All Florida category. Ms. Ann Dziadon, chair of the residency committee, answered that it was not included because a person could obtain an ID card while still holding a driver's license in another state. Therefore, a person with a Florida ID card would simply need further evaluation. Dr. Arthur Kirk motioned to approve and Dr. Charles Dassance seconded the motion. The ACC unanimously approved the revisions to the rule.

6. Standing
Committee on
Postsecondary
Transition Report

Mr. Ron Blocker, as co-chair, shared the activities of the committee from the morning meeting. He explained that the committee reviewed and supported the proposed revisions to the Dual Enrollment Course Equivalency List. In addition, the group agreed to the formation of a work group to look at IB credit issues. The work group will enlist assistance from the association for IB coordinators, college admissions directors, and subject-area experts. A tentative timeline includes recommendations to the Standing Committee by the May 2005 meeting. In reference to the IB work group that was established, Dr. Heather Sherry asked that they work with the Standing Committee on Statewide Policies and Guidance to ensure that the articulation rule revisions reflect the appropriate changes to IB.

The committee also reviewed the recommendations that were included in the 2003 Acceleration Study, and after lengthy discussion, agreed that further study was needed related to a) CPT requirements and demonstration of readiness for academic dual enrollment; and b) Requirements and demonstration of readiness for technical dual enrollment. Mr. Blocker stated that the co-chairs of the committee will provide the committee members (via email) with a proposed timeline and required work assignments.

7. Standing
Committee on
Statewide Policies
and Guidance
Report

The chair of the committee, Dr. Charles Dassance, provided an update of what occurred at the morning meeting. He explained that Ms. Connie Graunke discussed the issue of whether institutions were electronically transmitting the standard transcript that is outlined in statute/rule. Data was shared that showed the amount of electronic transcript transactions broken down by school district, community college, and state university. The numbers indicated that, although the problem is not very large, there are still some institutions that do not appear to be transmitting transcripts electronically in the proper format. Ms. Graunke explained the various committees and individuals that are responsible for setting policy and monitoring institutional compliance. It was agreed that it will be necessary to address individual districts and colleges that are not currently in compliance with statute/rule in the

form of a letter from the MIS representatives at the Department of Education.

Dr. Dassance then explained that the remainder of the meeting was spent reviewing proposed revisions to Rule 6A-10.024, F.A.C. relating to articulation. He explained that the committee members saw the proposed revisions (drafted by DOE staff) for the first time at the meeting. Dr. Heather Sherry led the group through each of the proposed changes and the group was able to make comments and suggestions for revision. Dr. Sherry will make the proposed changes and send a new draft out to members for their input. It is anticipated that the rule will be ready for approval by the committee at the February ACC meeting. However, both Dr. Dassance and Dr. LeMon stressed that the standing committees must communicate with each other since many of the policy issues they address seem to overlap. To ensure that there is coordination of issues, it was recommended that any proposed policy changes go through the Standing Committee on Policies and Guidance as a filter before coming to the full ACC.

7. Standing
Committee on
Course
Numbering
Report

The chair of the committee, Dr. R.E. LeMon, reviewed the discussion items from the morning meeting. The committee continued to discuss a proposed survey to ascertain the general education courses most likely to be transferable throughout the system. This list of general education courses would serve as an advising tool for dual enrollment and college students. The committee reviewed data on the number of dual enrollment students who take the targeted general education courses, and the number of community college students who transfer without completing a degree. The committee agreed that, to help track these students, an indicator should be added to the university database for transfer student completion of their general education program—such an indicator may also be valuable on the student’s paper transcript. The committee approved of the survey to be distributed to all public institutions. This survey should be completed prior to the committee’s next meeting.

The committee then addressed course equivalency on the Statewide Course Numbering System (SCNS). At previous meetings the committee had reviewed guidelines for course equivalency and further actions by the SCNS. Mr. Matthew Bouck reported on the progress of SCNS faculty committees in reviewing lower-level course equivalencies and reducing the number of lower-level course numbers—thereby facilitating transfer of this credit.

The committee continued its discussion of the Gordon Rule. Mr. Matthew Bouck reminded the committee of the variation in Gordon

Rule identification, and in the number of words attached to equivalent courses. The committee discussed the option of retaining the writing requirement of the Gordon Rule, but removing the specific number of words. The committee then discussed the broader question of the continuing efficacy of the Gordon Rule. The committee directed a workgroup to research several aspects of the Gordon Rule, including its statutory authority, and to make recommendations to amend the Gordon Rule.

Finally, the committee addressed the types of courses used for an associate in arts (A.A.) degree. Some universities have reported courses that are vocational in nature are being used as a part of an A.A. degree. This brings up issues such as ensuring faculty qualifications for those courses in transfer, and the threat of students transferring too many electives as a part of the A.A. degree. The committee agreed that this is a good discussion that should occur between community colleges and universities.

8. Lower-Level
Course
Consolidation
Update

Mr. Matt Bouck was recognized by Dr. LeMon to discuss the progress that has been made by the Statewide Course Numbering System in reducing the number of lower-level course numbers and increasing the number of institutions that offer common prerequisite numbers.

Mr. Bouck explained that the Statewide Course Numbering System (SCNS) maintains course equivalencies for all postsecondary courses at public and participating private institutions to facilitate transfer of credit. While the SCNS identifies overall guidelines for determining course equivalency, each of the 166 faculty discipline committees has had to implement these guidelines to fit their particular subject area, and then assign course numbers accordingly. A review of lower-level courses by SCNS staff identified many instances of courses with different numbers, but with similar content. In response to this, the SCNS completed seven faculty discipline committee meetings with lower-level course review as a priority.

The review focused on ensuring that courses are accurately numbered and explored whether courses at different numbers, but with similar content and/or intent, could be given a common course number—thereby establishing guaranteed transfer. Thus far, the seven SCNS faculty discipline committees have reduced the number of lower-level numbers by an average of 8%. In addition, the committees reduced the number of unique lower-level course numbers (those in which only one institution offers the course) by 7%. The SCNS will continue this work with three more meetings this fall, and approximately ten meetings in spring, 2005.

9. HB 769
Articulation Study
Group: Update

Dr. Bonnie Marmor and Dr. Sara Hamon provided the committee with an update on the work of the Career Education Task Force that was established as a result of House Bill 769. The Task Force membership is comprised of approximately equal numbers of business representatives and education leaders. Dr. Marmor and Dr. Hamon explained the portion of the study that addresses articulation issues, including the results of their study group research identifying obstacles, potential improvements, and best practices in career education articulation. The Task Force is expected to make formal recommendations in the near future. For more information on the study, presentations made to the Task Force, or copies of white papers related to articulation, please go to the Task Force website: www.flcareeredstudy.org

10. Middle School
Reform Project

Ms. Kathy Hebda, Bureau Chief of Educator Recruitment, Development, and Retention for the Department of Education, was introduced to update the group on the activities associated with the Middle School Reform Project (Senate Bill 354). She explained that, although student achievement is good at the elementary level, student performance tends to drop off in middle school. The Department was charged with conducting a study on this issue and providing recommendations to the State Board of Education. The study included a look at the current situation in Florida and compared Florida's middle school education to that in other states. Public forums were conducted and a website was created to solicit information from the public. Input revealed some common threads, including the need for professional development for teachers and the success of small learning communities. Mr. Ron Blocker suggested that this information be shared with facilities planners so new schools could be built to provide for smaller learning communities to help students succeed.

Ms. Hebda stated that the recommendations for the study are currently being taken under advisement by the Commissioner and will be released in the near future.

The meeting was adjourned at 3:00 p. m.

Announcements: Dr. LeMon recognized Dr. Heather Sherry to discuss the proposed meeting dates for 2005. She explained that there will be four ACC meetings that are tentatively scheduled for the 4th Wednesday in February, May, and August and the 3rd Wednesday in November. Standing Committee meetings will be scheduled in the morning with the

full ACC convening in the afternoon. Members were asked to pencil these dates in their calendars and notify Dr. Sherry if there are any major conflicts.

The next ACC meeting is tentatively scheduled for Wednesday, February 23, 2005, at 1:00 p.m. in room 1703 of the Turlington Building in Tallahassee. The ACC Standing Committees will meet prior to the full ACC, from 9:30 a.m. to 12:00 p.m.

Minutes Prepared By: Dr. Heather Sherry
Office of Articulation

ARTICULATION COORDINATING COMMITTEE

February 23, 2005

Item 3

Subject: DOE Strategic Imperatives connected to Articulation

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation Included: Florida State Board of Education 2004-05 Strategic Plan

Facilitators/presenters: Dr. Theresa Klebacha



Florida State Board of Education
2004-05 Strategic Plan
John Winn, Commissioner of Education

Presented By:
Dr. Theresa Klebacha

January 18, 2005

Overview of Presentation

General Historical Information

- How we got to where we are...
- K-20 mission and goals

The SBE Strategic Plan

- What is a “Strategic Imperative”?
- The life of the 2004-05 SBE Strategic Plan
- 2004-05 improvements

Imperative Objectives and “Champions”

Focus on Priorities

- SBE imperatives connect to state goals
- Primary 2004-05 objectives

Next Steps in the Strategic Planning Process

How we got to where we are...

- 1998** Constitutional amendment passed to restructure Florida's Cabinet/education system, effective 2003
- 2000** Education Governance Reorganization Act passed
- 2001** Education Reorganization Implementation Act passed
New State Board of Education and Commissioner of Education appointed
New local state university boards of trustees appointed
- 2002** Entire school code rewritten to further describe K-20 (Chapters 1000-1013, F.S.)
Constitutional amendment passed to:
- Establish Board of Governor's for the state university system
 - Establish Class Size requirements for public schools
- 2003** New SBE Strategic Plan developed and adopted
- 2004** End of first year of SBE Strategic Plan
NCLB public school choice options required
New Imperative 5 on Education Options adopted
- 2005** New Commissioner, new challenges, and changes to the Strategic Plan

K-20 Mission and Goals

Section 1008.31, Florida Statutes, establishes the mission and goals of Florida's K-20 education system:

Mission:

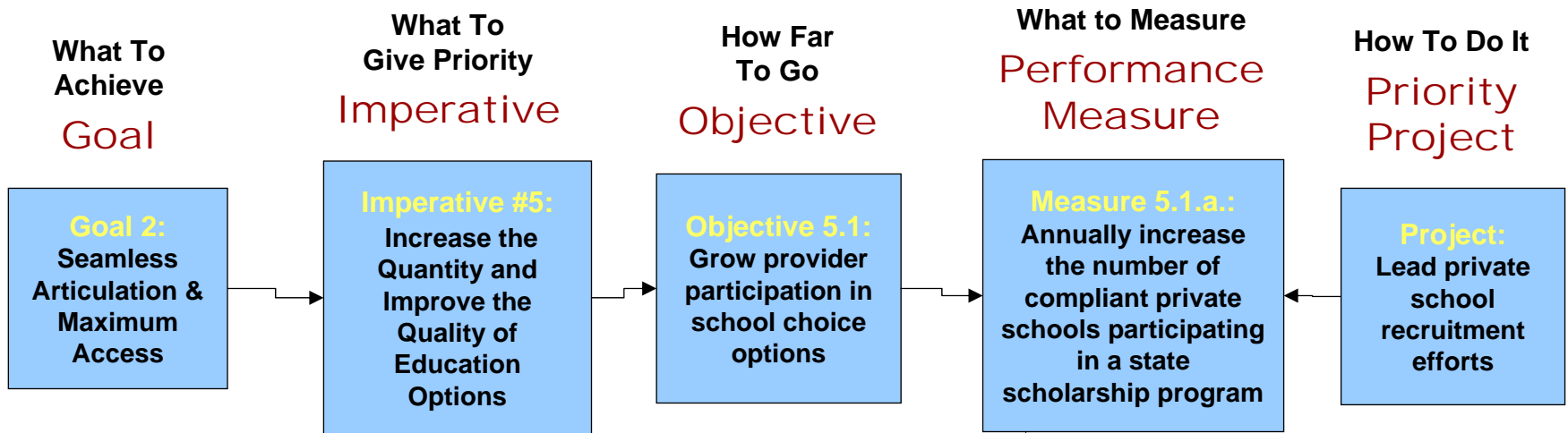
“Increase the proficiency of all students within one seamless, efficient system, by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities.”

Goals:

1. Highest Student Achievement
2. Seamless Articulation and Maximum Access
3. Skilled Workforce and Economic Development
4. Quality Efficient Services

What is a “Strategic Imperative”?

Strategic Planning Process (Example)



There are 8 imperatives, and each has:

- Champion(s)
- Objectives
- Priority Projects
- Performance Measures
- Trend and Baseline data

Trend and Baseline Data

Program	99-00	00-01	01-02	02-03	03-04	04-05 Target
CTC	N/A	N/A	N/A	N/A	924	>924
McKay	1	100	296	518	673	>673
OSP	5	5	5	31	35	>35

The Life of the 2004-05 Strategic Plan

- ✓ **May 2004:** Strategic Plan revised to:
 - Collapse old Imperatives #2 and #5 into new Imperative #2
“Set, align and apply educational standards at all levels.”
 - Add new Imperative #5
“Increase the Quantity and Improve the Quality of Education options.”
- ✓ **End of August 2004:** Commissioner Winn appointed
- ✓ **October 2004:** Status report presented to State Board
- ✓ **November 2004:** Commissioner/board directive to attach data trends, baselines and targets for each re-focused priority
- ✓ **January 2005:** Report revised plan to State Board

2004-05 Plan Improvements

December 2004 plan compared to January 2005 plan

- Maintained original focus of Strategic Imperatives (except clarified purpose of Imperative #8)
- Focused objectives and performance measures around quantifiable outcomes
- Provided trend, baseline and measurable target data
- Maximized the use of K-20 performance measures adopted by the State Board in November 2004
- Tied priority projects to Commissioner and DOE performance

Imperative 1 Objectives and Champions

Imperative and Champion(s)	Management Objective	Ultimate Goal
<p>1 Increase the Supply of Highly Effective Teachers</p> <p><i>Champion: J. Warford</i></p>	1.1 Acquire, retain and develop qualified, effective teachers	Every public school classroom is led by a highly effective teacher.
	1.2 Increase the number of high-performing teachers	
	1.3 Ensure teacher performance pay systems	
	1.4 Identify and implement teacher retention best practices	

Imperative 2 Objectives and Champions

Imperative and Champion(s)	Management Objective	Ultimate Goal
<p>2 Set, Align & Apply Academic Curricular and Testing Standards</p> <p><i>Champions:</i> <i>S. Goff</i> <i>J. Warford</i> <i>D. Armstrong</i> <i>D. Austin</i></p>	2.1 Eliminate K-12 Social Promotion	<p>Every student progresses and advances to the next educational level based on proficiency.</p>
	2.2 Establish middle school standards	
	2.3 Ensure rigorous K-12 curricular standards	
	2.4 Improve state level proficiency requirements	
	2.5 Set and align Voluntary Pre-K (VPK) standards	

Imperative 3 Objectives and Champions

Imperative and Champion(s)	Management Objective	Ultimate Goal
<p>3 Improve Student Rates of Learning</p> <p><i>Champions:</i> <i>J. Warford</i> <i>M. L. Openshaw</i> <i>D. Armstrong</i> <i>B. Marmor</i></p>	3.1 Improve student learning gains	Every student is proficient on grade level in reading, writing and mathematics.
	3.2 Improve graduation rates	
	3.3 Ensure college readiness of high school graduates	

Imperative 4 Objectives and Champions

Imperative and Champion(s)	Management Objective	Ultimate Goal
<p>4 Improve the Quality of Instructional Leadership</p> <p><i>Champions: D. Armstrong J. Warford</i></p>	4.1 Enhance K-12 instructional leadership	Every educational institution is led by a quality instructional leader.
	4.2 Enhance community college and workforce instructional leadership	

Imperative 5 Objectives and Champions

Imperative and Champion(s)	Management Objective	Ultimate Goal
<p>5 Increase the Quantity and Improve the Quality of Education Options</p> <p><i>Champion: P. Mainwood</i></p>	5.1 Grow provider participation in school choice options	Every student and parent has reasonable access to a choice of quality public or private education.
	5.2 Measure the quality of private school options	
	5.3 Ensure all parents are provided reasonable choices within public schools	

Imperative 6 Objectives and Champions

Imperative and Champion(s)	Management Objective	Ultimate Goal
<p>6 Align Workforce Education Programs with Skill Requirements of the New Economy</p> <p><i>Champions: D. Armstrong B. Marmor</i></p>	6.1 Expand quality workforce education programs	Every workforce education program graduate has competencies required to succeed in his or her field.
	6.2 Improve the quality of workforce education programs	

Imperative 7 Objectives and Champions

Imperative and Champion(s)	Management Objective	Ultimate Goal
<p>7 Align Financial Resources with Performance</p> <p><i>Champions: J. Blomberg (ARM)</i></p>	7.1 Implement K-20 education accountability processes	All resources are allocated and used solely to improve student and institutional performance.
	7.2 Increase utilization of the K-12 Return on Investment (ROI) Reporting System	

Imperative 8 Objectives and Champions

Imperative and Champion(s)	Management Objective	Ultimate Goal
<p>8 Coordinate Efforts to Improve Higher Student Learning</p> <p><i>Champions: D. Austin D. Armstrong</i></p>	8.1 Define a community college/ workforce education action plan	The State Board of Education and Board of Governors collaborate to provide world-class higher education opportunities.
	8.2 Improve student opportunities for higher learning	
	8.2 Ensure linkage of activities supporting K-20 education	

SBE Imperatives Connect to State Goals

The objectives and measures of each Imperative relate to two or more of Florida's state education goals.

State Education Goal	SI 1: Teachers	SI 2: Standards	SI 3: Learning	SI 4: Leadership	SI 5: Choice	SI 6: Workforce	SI 7: ROI	SI 8: Higher Ed
Goal 1: Highest Student Achievement	✓	✓	✓	✓	✓		✓	✓
Goal 2: Seamless Articulation & Maximum Access	✓	✓	✓		✓			✓
Goal 3: Workforce & Economic Development	✓			✓		✓		
Goal 4: Quality Efficient Services					✓	✓	✓	

Primary 2004-05 Objectives

- **Develop and Advocate Legislative Action:**
 - Adopt plan for eliminating social promotion at all levels
 - Set middle school standards
 - Adopt leadership criteria (DELTA)
 - Establish norm-referenced testing for Corporate Tax Credit Scholarship students
 - Adopt K20 performance accountability system

- **Develop and Adopt SBE Rule or Policy:**
 - Sunshine State Standards revisions
 - VPK standards

- **Develop and Adopt/Implement Sector Strategic Plans**

Next Steps in the Strategic Planning Process

- ✓ **Link success to performance:**
 - Commissioner's/Senior Managers' performance evaluations
 - Professional development plan for all other DOE employees

- ✓ **Establish regular reporting mechanism:**
 - Identify primary Champions and project leaders
 - Create electronic "dashboards" for monitoring and regular status reports

- ✓ **Integrate SBE Strategic Plan into DOE activities:**
 - Communication plan: including website, posters, personnel performance work plans
 - Implement and track Commissioner's evaluation

- ✓ **Develop the 2005-06 Strategic Plan for SBE approval**

ARTICULATION COORDINATING COMMITTEE

February 23, 2005

Item 4

Subject: DOE Legislative Priorities

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation Included: None at this time
Facilitators/presenters: Ms. Paula Shea

ARTICULATION COORDINATING COMMITTEE

February 23, 2005

Item 5

Subject: Standing Committee on Postsecondary Transition Report

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation Included: Agenda for Standing Committee Meeting
Facilitators/presenters: Dr. Edwin Massey

**Articulation Coordinating Committee
Standing Committee on Postsecondary Transition**

**February 23, 2005
R.A. Gray Building, Room 307
Tallahassee, Florida**

9:30 a.m. – 12:00 p.m.

AGENDA

1. Dual Enrollment Guidelines Project - - Summary of Committee Survey
 - a. Discussion
 - b. Next Steps
2. IB Accelerated Credit Project - - Feedback from Sub-Group
 - a. Discussion
 - b. Guest
3. DOE Strategic Plan and ACC/Standing Committee on Postsecondary Transition
 - a. Imperative 3**
 - i. Expand partnership efforts that promote and prepare students for success in postsecondary education: (3.3)
 - College Board Partnerships
 - School district/community college partnerships encouraging dual enrollment
 - College Reach Out Program (CROP) activities
 - ii. Expand efforts to get high school students better prepared for postsecondary education: (3.3)
 - Coordinate College Board Partnership activities to get more high school students engaged in Advanced Placement courses, the PSAT and the SAT.
 - Expand FACTS.org to middle and high school academic planning.
 - b. Imperative 8**
 - i. Build strong local articulation agreements that facilitate high school student progression into postsecondary education without the need for remediation. (8.2)
 - ii. Develop postsecondary feedback profiles for all high schools that provide timely information on the strengths and weaknesses of recent graduates. (8.2)

ARTICULATION COORDINATING COMMITTEE

February 23, 2005

Item 6

Subject: Standing Committee on Statewide Policies & Guidance Report

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation Included: Agenda for Standing Committee Meeting
Facilitators/presenters: Dr. Charles Dassance

**Articulation Coordinating Committee
Standing Committee on Statewide Policies and Guidance**

**February 23, 2005
1405 Turlington Building
Tallahassee, Florida**

9:30 a.m. – 12:00 p.m.

AGENDA

1. Chairman's Comments
2. Discussion of DOE Strategic Plan – committee role
3. Discussion of proposed revisions to Rule 6A-10.024
 - ✓ Review of DRAFT rule
4. Plan for revision of other articulation rules
5. Other Business
 - ✓ Discussion of proposed postsecondary civics requirement
 - ✓ Statewide Articulation Manual

ARTICULATION COORDINATING COMMITTEE

February 23, 2005

Item 7

Subject: Standing Committee on Course Numbering Report

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation Included: Agenda for Standing Committee Meeting
Facilitators/presenters: Dr. R.E. LeMon

**ARTICULATION COORDINATING COMMITTEE
STANDING COMMITTEE ON COURSE NUMBERING**

**February 23, 2005
9:30 a.m. – 12:00 p.m.
R.A. Gray Building Auditorium
500 South Bronough Street
Tallahassee, Florida**

AGENDA

General Education

- Report results of General Education Survey

Nonpublic Institution Participation on the SCNS

- Discussion of December 16, 2004 sub-committee meeting

Gordon Rule

- Discussion of options for Gordon Rule modifications

Associate in Arts Degree Courses

- Discussion of occupational course inclusion in Associate in Arts degrees
- Discussion of equated A.A./A.S. courses

Course Levels

- Continued maintenance of level designations mandated in 1007.24(2)-(5), Florida Statutes.

ARTICULATION COORDINATING COMMITTEE

February 23, 2005

Item 8

Subject: Trends in High School Graduation and Preparation for College

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation Included: None at this time
Facilitators/presenters: Dr. Martha Miller

ARTICULATION COORDINATING COMMITTEE

February 23, 2005

Item 9

Subject: Pilot Project on Academic Rigor

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation Included: None at this time
Facilitators/presenters: Ms. Andrea Kiser