

MINUTES
ARTICULATION COORDINATING COMMITTEE MEETING
October 27, 2010

<p>A meeting of the Articulation Coordinating Committee (ACC) was held on October 27, at the Turlington Building in Tallahassee, Florida. At 12:30 pm., Chairman, Dr. Edwin Massey, called the meeting to order.</p>	
Members Present	<p>Dr. Judith Bilsky, Florida College System Dr. Walter Christy, Brevard Public Schools Dr. Christopher Colwell, Volusia County Public Schools Dr. Diane Culpepper, Winter Park Tech Ms. Brenda Dickenson, nonpublic secondary education Dr. John Grosskopf, North Florida Community College Dr. Bruce Janasiewicz, Florida State University Dr. Edwin Massey, Indian River State College (Chair) – via conference call Dr. Dottie Minear, State University System, Board of Governors Dr. Gita Pitter, Florida A&M University Dr. Heather Sherry, Office of Articulation (staff) Dr. Barbara Sloan, Tallahassee Community College Dr. Robert Sullins, University of South Florida Ms. Kathleen Taylor (for Loretta Costin), Division of Career and Adult Education</p>
Members Absent	<p>Dr. Stephen Calabro, Southwest Florida College Dr. Michael Grego, Osceola County Public Schools Dr. Francis Haithcock, Division of Public Schools Dr. David Persky, Saint Leo University</p>
1. Chairperson's Comments	<p>Dr. Ed Massey welcomed the committee members and the audience and initiated introductions.</p>
2. Minutes from February 24 meeting	<p>Dr. Massey asked for a motion for approval of the minutes of the May 26, 2010, meeting of the ACC. Motion was seconded and unanimously approved.</p>
Discussion	
3. PERT Update	<p>Dr. Judy Bilsky provided members with an update on the development of the Postsecondary Education Readiness Test (PERT). Dr. Bilsky informed members that the PERT had been launched on Monday, October 25, 2010, and that the test is now available for use by the colleges. She also mentioned that interim cut scores had been established until enough data is collected from the PERT administrations to set final cut scores. Once the final cut scores are determined, State Board Rule 6A-10.0315, F.A.C., will be amended to include the PERT. Colleges are still able to administer the CPT and should continue to use the CPT for federal financial aid ability-to-benefit purposes. Dr. Bilsky said that the work continues now with the development of the diagnostic component of the PERT. Once faculty have identified the developmental education competencies, item development will begin for the diagnostic. The diagnostic is targeted for completion in spring 2011.</p>
4. Statewide articulation agreements: <ul style="list-style-type: none"> • Traditional 2+2 agreements-plan for moving forward • AS degree articulation 	<p>Dr. Heather Sherry informed the committee that she gave a presentation on Articulation to the newly established Higher Education Coordinating Council (HECC) on the preceding day and requested to be included on their next meeting agenda in January to discuss the draft of the traditional 2+2 statewide articulation agreement - drafted at the May 2010 ACC meeting. The HECC agreed to place the item on its next agenda so that it could make recommendations and forward them to the State Board of Education and the Board of Governors for consideration.</p> <p>Dr. Sherry then asked Dr. Judy Bilsky to share with the committee the recent work of the Florida College System Council on Instructional Affairs (CIA) related to AAS/AS and BAS degrees. Dr. Bilsky shared that the CIA is seeking to provide common definitions to ensure greater consistency among AAS/AS programs in Florida and other SACS accredited states. In addition, the future direction of AS to BAS degree articulation is being considered. Dr. Bilsky explained that a White</p>

Paper on the topic is in progress and is expected to be completed in early November.

Dr. Sherry began the general discussion by asking “What is (should be) Florida’s basic goal for associate in science degree articulation to the baccalaureate degree (AS to BS, AS to BAS)?” She then presented the following potential goal statement – “Subject to established baccalaureate degree credit hour limits (i.e. may take more than 120 hours) and appropriate common prerequisites, all associate degrees* in Florida should be transferable to a baccalaureate degree.” (*Does not include AAS).

The committee discussed AS to BS articulation in specific programs and the need for updates to existing statewide agreements. Currently, 9 statewide agreements are in place, but have not been updated in 12 years. These agreements were established through the work of faculty discipline committees representing both the Florida College System and the State University System and include agreed upon validation mechanisms to ensure that student learning outcomes have been demonstrated. The revision of these statewide agreements will require a similar level of faculty involvement.

In addition to the specific AS to BS statewide agreements, the committee discussed the need for the development of a 2+2 type of statewide AS to BAS agreement. This would be similar to the traditional 2+2 (AA) agreement and somewhat different from the program specific statewide AS to BS agreements in that it would allow for a number of different AS degrees to apply toward a particular baccalaureate degree. Whereas the existing AS to BS agreements included specific career ladder course progressions, the new AS to BAS agreement would be more of a general “capstone” model. Both models involve upper division coursework that includes the remaining general education credits as well as the upper division technical or leadership/management component, but the AS to BAS agreement would not be specific to one particular AS degree or include program specific validation mechanisms. The AA degree would not necessarily enjoy the same block guarantee of transfer credit to the BAS degree as the AS degree.

Dr. Sherry asked the committee to consider what limitations are keeping us from achieving our proposed goal. The first potential obstacle was identified as a lack of a clear definition of what constitutes a “baccalaureate-level” course. She explained that Florida has traditionally defined “baccalaureate-level as any course designated as above level 0 and below level 5 in its course number. However, SACS has traditionally defined baccalaureate-level as any course taught by a faculty member with a master’s degree in the teaching discipline or a master’s degree with 18+ graduate credit hours in the teaching discipline. Dr. Bilsky pointed out that SACS recently went even further to assert that it is not only faculty credentials that matter, but also the content/learning outcomes of the course (i.e. “a course in bookkeeping could never be a baccalaureate-level course”). She added that this has resulted in a lot of discussion among the colleges and has spurred their work towards a common statewide definition. Dr. Bob Sullins agreed that there is a need for a clear definition and consistency among institutions in Florida. He recalled that when the AS to BS articulation agreements were developed, there was a general agreement among institutions in Florida to ensure that all AS degree courses were taught by credentialed (Master’s + 18) faculty and to move all courses that were not taught by such faculty to AAS programs. Although that was the original intent, that policy was never fully implemented, so there is a general concern regarding the way in which SACS will view the practice of block transfer of AS credit (which is currently the practice in Florida). Dr. Sullins suggested inviting Dr. Belle Wheelan, Executive Director of SACS, to Florida to discuss AS degree articulation in Florida and solicit her thoughts.

Dr. Sullins suggested that the issue of whether or not a course should be considered acceptable for college credit should be determined by the receiving institution. Mr. Matthew Bouck pointed out, however, that due to the fact that transfer of SCNS credit is guaranteed by Florida law, institutions do not have the ability to evaluate the acceptability of courses on an individual basis. Dr. Barbara Sloan added that institutions used to identify courses as “vocational” or “parallel” (could be part of AA or AS degree) since the SCNS never distinguished between varying types of

	<p>credit. She asserted that this is an issue that must be directly addressed in order to alleviate any confusion by SACS. Dr. Bilsky explained that she has had several conversations with Belle Wheelan who requested that Florida provide a White Paper (in time for the December meeting of SACS) that describes Florida's 2+2 articulation position, how we look at seamless transfer, the nature of the pipeline, the protocols we follow, and the safeguards that are in place for articulation in Florida. Since Florida is a leader in articulation, policies and practices may be quite different from those in other states which creates a need to ensure that SACS members, particularly those who are members of visiting teams from other states, are well-informed on Florida policies and innovative practices.</p> <p>Dr. Sherry discussed the fact that faculty credentials have not been an issue in Florida's traditional 2+2 (AA to Bacc.) articulation agreement. However, we are embarking upon a new type of 2+2 agreement which includes the AS degree as a whole (with the advent of the BAS), so this is new territory. In addition, Ms. Diane Culpepper asked a question regarding the inclusion of PSAV and Industry Certification to AS degree Articulation agreements in the discussion. Matthew Bouck explained that the PSAV and industry certification agreements include common validation mechanisms that are intended to ensure student attainment of identified learning outcomes. These validation mechanisms (determined by faculty) alleviated concerns regarding faculty credentials. Florida's AS to BS agreements also included validation mechanisms (for specific programs) at either the state or institutional level. However, the proposed AS to BAS model is more of a broad 2+2 model and would not necessarily include common validation mechanisms, but rather accept the AS degree as a block of credit toward the BAS. This idea has led to concern regarding the policies of SACS related to faculty qualifications. There is a disconnect between SACS policy and implementation regarding faculty credential requirements. In 2007, SACS officially changed their faculty "requirements" to "recommendations," yet institutions have still been cited by visiting teams when faculty credentials did not meet their traditional requirements. Therefore, as we move forward with the idea of an AS being articulated/accepted as the first 2 years of the BAS degree, it is imperative that we clarify these articulation programs with SACS so that there is not a conflict in the future.</p> <p>The discussion ended back on the point that it is very difficult to reach a common definition of what makes a course "college-level." Dr. Gita Pitter expressed the concern that as long as we have articulation agreements at individual institutions, SACS is typically satisfied, but when a state entity requires all institutions to accept credit in a particular way (without institutional/faculty review), SACS gets uncomfortable. Dr. Sullins agreed that it would be problematic to mandate that all institutions accept all AS degrees into all baccalaureate degrees, but that a common agreement among BAS degree granting institutions could be a viable option. Mr. Matthew Bouck then asked "Is it feasible to have a statewide 2+2 AS to BAS agreement?" The committee agreed that it would not only be feasible, but desirable. However, it remains imperative that SACS issues be addressed in the process. The white paper (which will be shared with ACC members) is intended to kick off this discussion with SACS.</p> <p>Dr. Barbara Sloan offered the following statement as a summary of the discussion: "We want to create pathways for students to move from different levels and different areas as seamlessly as possible while maintaining the integrity of the curriculum at each level."</p>
Approval	
5. Common prerequisites for baccalaureate degree programs	Ms. Lynda Page presented the technical changes that for the most part involve institutions either deleting or adding a degree program. The technical changes included adding names of new institutions against a degree program and striking duplicative courses listed for a program for the same institution. Ms. Page also explained that the review process for approving the common prerequisites involves a review and approval of the changes first, by the faculty discipline committee members who send their recommendations to the Oversight Committee. The common prerequisites are submitted to the ACC for review and approval following the approval of the same by the Oversight Committee members.

	<p>Additionally, Ms. Judy Dial also presented a total of 22 new baccalaureate programs that are offered by the Florida Colleges. Six of the 22 programs were in new CIP areas which had not been offered by other institutions.</p> <p>The ACC unanimously approved the technical changes and new baccalaureate programs.</p>																																																																																										
<p>6. Gold Standard Career Pathways-statewide articulation agreements</p>	<p>Ms. Kathleen Taylor, proxy for Ms. Loretta Costin, Chancellor for Career and Adult Education, presented the following seventeen statewide articulation agreements based on industry certifications (phase five):</p> <table border="1" data-bbox="461 468 1503 1892"> <thead> <tr> <th data-bbox="461 468 570 531">No.</th> <th data-bbox="574 468 781 531">Certification Code</th> <th data-bbox="786 468 1052 531">Industry Certification Title</th> <th data-bbox="1057 468 1312 531">Articulate to AAS/AS Program</th> <th data-bbox="1317 468 1503 531">Articulated Credits</th> </tr> </thead> <tbody> <tr> <td data-bbox="461 537 570 590">1</td> <td data-bbox="574 537 781 590">AFHDI001</td> <td data-bbox="786 537 1052 590">Certified Medical Transcriptionist</td> <td data-bbox="1057 537 1312 590">Health Information Management</td> <td data-bbox="1317 537 1503 590">3</td> </tr> <tr> <td data-bbox="461 596 570 659">2</td> <td 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	<p>Ms. Taylor stated that similar to the process employed in the past to approve statewide articulation agreements, all seventeen statewide articulation agreements have undergone approval by the respective program faculty, the Occupational Education Standing Committee and the Council on Instructional Affairs.</p> <p>The ACC unanimously approved the seventeen proposed statewide articulation agreements and recommended that future agreements of this type be reviewed by respective BAS degree institutions to assure articulation of credit for industry certifications awarded for AS degrees on to the respective BAS degrees.</p>
<p>7. Residency Guidelines</p>	<p>Dr. Heather Sherry presented proposed revisions to the <i>Guidelines on Florida Residency for Tuition Purposes</i>. The proposed changes went through an extensive revision process that included input from the Statewide Residency Committee, Board of Governors and Department of Education staff, and legal counsel (which included attorneys from DOE and BOG as well as a private sector attorney that specializes in immigration law).</p> <p>Dr. Sherry explained that the document was revised numerous times to ensure that recent changes to statute, State Board of Education Rule and Board of Governors (proposed) Regulation were all reflected in the Guidelines. The Guidelines were vetted with a number of stakeholder groups and input was received from various practitioners throughout the state. Changes included, but were not limited to:</p> <ul style="list-style-type: none"> • Deleted existing section relating to “All-Florida” resident status; • Added reference to career centers throughout (per statute); • Updated references to rule/and regulation; • Clarified language relating to dependent children living with an adult relative; • Removed references relating to the use of marriage to a Florida resident as a way to establish residency without meeting the 12-month legal residency requirement (per statute); • Revised definitions of dependent and independent status to align with the Federal Tax Code; • Updated information related to non-US Citizens who are eligible to establish residency for tuition purposes (based on recommendations from immigration law firm); • Modified reclassification language to track statutory changes; and • Updated documents in appendices related to documentation for eligible aliens. <p>Dr. Sherry reminded the committee that the <i>Guidelines on Florida Residency for Tuition Purposes</i> is a living document and will continue to require updates as additional changes are made to rule/regulation/statute. In addition, with input from the Statewide Residency Committee, recommendations for changes to clarify statute will be taken to the Higher Education Coordinating Council for consideration in January. The ACC unanimously approved the recommended changes to Guidelines.</p>
<p>8. Rule language for Foreign Language Competence and Equivalence (6A-10.02412)</p>	<p>Mr. Matthew Bouck described a foreign language course issue between State University System admissions requirements and Bright Futures Scholarship Program eligibility. Both require two high school credits in the same foreign language (or alternate method including dual enrollment coursework or credit by examination). SUS admissions practice, however, requires that the two-year foreign language requirement be met in courses that are sequential; Bright Futures only requires two years in the same language. Therefore, a student completing Spanish I in high school and SPN 1120 Elementary Spanish I via dual enrollment would meet Bright Futures requirements, but not SUS admissions, as these are deemed equivalent.</p> <p>To reconcile this issue, Mr. Bouck proposed changes to Rule 6A-10.02412 <i>Foreign Language Competence and Equivalence</i>. This would serve to clarify policies and would authorize Bright Futures to reprogram eligibility criteria to correspond with SUS admissions practices. The rule change proposal sought to update obsolete CLEP scores, remove an obsolete reference to a MAPS exam, and to provide the method by which students may complete their foreign language requirement, including:</p>

	<p>(1) Successful completion of the second course in a secondary foreign language sequence, or completion of any foreign language course offered through Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE).</p> <p>(2) Successful completion of the second course in a postsecondary foreign language sequence, provided the course is offered for four postsecondary credits.</p> <p>(3) Successful completion of the third course in a postsecondary foreign language sequence, regardless of postsecondary credits.</p> <p>The ACC was uncomfortable with the inclusion of Florida Colleges in a Rule targeting admissions requirements—students completing a baccalaureate degree at a Florida College may complete the foreign language requirement prior to graduation. In addition, the State University System is not bound by the requirements in a State Board of Education Rule.</p> <p>The proposed rule change was tabled. Mr. Bouck reported that we may be able to accomplish these Bright Futures and advising goals via the Counseling for Future Education Handbook.</p>
<p>9. Rule language for tuition waiver for classroom teachers pursuant to HB 723</p>	<p>Ms. Julie Alexander provided members with draft rule language and a proposed listing of course prefixes for the new tuition waiver established in s. 1009.26 during the 2010 legislative session. S. 1009.26(10), F.S., allows colleges and universities to waive tuition for classroom teachers taking courses in mathematics, science or special education. Ms. Alexander explained that the rule and prefix listing will go through the rule development process and need approval from the State Board of Education.</p>

The meeting adjourned at 3:00 p.m.

Next ACC meeting: February 23, 2011