

MINUTES
ARTICULATION COORDINATING COMMITTEE MEETING
May 26, 2010

A meeting of the Articulation Coordinating Committee (ACC) was held on May 26, at the Turlington Building in Tallahassee, Florida. At 10:00 am., Chairman, Dr. Edwin Massey, called the meeting to order.

Members Present	Dr. Judith Bilsky, Florida College System Dr. Stephen Calabro, Southwest Florida College Dr. Walter Christy, Brevard Public Schools Dr. Christopher Colwell, Volusia County Public Schools Ms. Loretta Costin, Division of Career and Adult Education Dr. Diane Culpepper, Winter Park Tech Ms. Brenda Dickenson, nonpublic secondary education Dr. Michael Grego, Osceola County Public Schools Dr. John Grosskopf, North Florida Community College Dr. Bruce Janasiewicz, Florida State University Dr. Edwin Massey, Indian River State College (Chair) 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
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Members Absent	Dr. Francis Haithecock, Division of Public Schools Dr. David Persky, Saint Leo University
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1. Chairperson's Comments	Dr. Ed Massey welcomed the committee members and the audience and initiated introductions.
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Approval:

2. Minutes from February 24 meeting	Dr. Massey asked for a motion for approval of the minutes of the February 24, 2010, meeting of the ACC. Motion was seconded and unanimously approved.
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3. Approval: Gold Standard industry certification agreements	Ms. Loretta Costin, Chancellor for Career and Adult Education, presented the following twenty-five statewide articulation agreements based on industry certifications (phase four):
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No.	Certification Code	Industry Certification Title	Articulate to AAS/AS Program	Articulated Credits
1	ADESK018	Autodesk Certified Associate – AutoCAD Civil 3D	Civil Engineering Technology	_3_ credits
2	ADESK020	Autodesk Certified Associate – AutoCAD Revit Architecture	Architectural Design and Construction Technology	_3_ credits
3	ADESK021	Autodesk Certified Professional - AutoCAD	Drafting and Design Technology	_3_ credits
4	ADESK022	Autodesk Certified Professional – AutoCAD Architecture	Architectural Design and Construction Technology	_3_ credits
5	ADESK023	Autodesk Certified Professional –	Civil Engineering	_3_ credits

		AutoCAD Civil 3D	Technology	
6	ADESK024	Autodesk Certified Professional - Inventor	Engineering Technology	_3_ credits
7	ADESK025	Autodesk Certified Professional – Revit Architecture	Architectural Design and Construction Technology	_3_ credits
8	ADOBE010	Adobe Certified Associate - Dreamweaver	Internet Services Technology	_3_ credits
9	ADOBE011	Adobe Certified Associate - Flash	Internet Services Technology	_3_ credits
10	AIOPB001	Certified Bookkeeper	Accounting Technology	3 credits
11	CWNPT001	Certified Wireless Network Administrator	Networking Services Technology	_3_ credits
12	FDMQA017	Licensed Practical Nurse	Nursing (Associate Degree) R.N.	10 credits
13	MICRO033	MCIT Professional – Enterprise Support Technician	Computer Information Technology	_3_ credits
14	MICRO043	Microsoft Certified Professional Developer – Web Developer	Internet Services Technology	3 credits
15	MICRO047	Microsoft Certified Technology Specialist – Distributed Applications	Computer Information Technology	3 credits
16	MICRO048	Microsoft Certified Technology Specialist – Web Applications	Computer Programming and Analysis	3 credits
17	MICRO049	Microsoft Certified Technology Specialist – Windows Applications	Computer Programming and Analysis	3 credits
18	MICRO062	Microsoft Certified Professional Developer – ASP.NET Developer	Internet Services Technology	3 credits
19	NATEX001	Air Conditioning Service Technician	Air Conditioning, Refrigeration, Heating System Technology	3 credits
20	NCCER005	NCCER – Carpentry – Level 1	Carpentry Management	3 credits

	<table border="1"> <tr> <td data-bbox="456 197 505 281">21</td> <td data-bbox="505 197 727 281">NCCER010</td> <td data-bbox="727 197 971 281">NCCER – Electrical – Level 1</td> <td data-bbox="971 197 1263 281">Construction Electricity Management</td> <td data-bbox="1263 197 1404 281">3 credits</td> </tr> <tr> <td data-bbox="456 281 505 407">22</td> <td data-bbox="505 281 727 407">NCCER018</td> <td data-bbox="727 281 971 407">NCCER – HVAC – Level 1</td> <td data-bbox="971 281 1263 407">Air Conditioning, Refrigeration, Heating System Technology</td> <td data-bbox="1263 281 1404 407">3 credits</td> </tr> <tr> <td data-bbox="456 407 505 491">23</td> <td data-bbox="505 407 727 491">NRAEF001</td> <td data-bbox="727 407 971 491">Food Service Management Professional</td> <td data-bbox="971 407 1263 491">Restaurant Management</td> <td data-bbox="1263 407 1404 491">3 credits</td> </tr> <tr> <td data-bbox="456 491 505 575">24</td> <td data-bbox="505 491 727 575">NRAEF002</td> <td data-bbox="727 491 971 575">National Pro-Start Certificate of Achievement</td> <td data-bbox="971 491 1263 575">Culinary Management</td> <td data-bbox="1263 491 1404 575">3 credits</td> </tr> <tr> <td data-bbox="456 575 505 659">25</td> <td data-bbox="505 575 727 659">TAFLP001</td> <td data-bbox="727 575 971 659">Accredited Legal Secretary</td> <td data-bbox="971 575 1263 659">Accounting Technology</td> <td data-bbox="1263 575 1404 659">3 credits</td> </tr> </table> <p data-bbox="456 688 1404 806">Ms. Costin stated that similar to the process employed in the past to approve statewide articulation agreements, all twenty-five statewide articulation agreements have undergone approval by the Occupational Education Standing Committee and the Council on Instructional Affairs.</p> <p data-bbox="456 840 1404 898">The ACC unanimously approved the twenty-five proposed statewide articulation agreements.</p>	21	NCCER010	NCCER – Electrical – Level 1	Construction Electricity Management	3 credits	22	NCCER018	NCCER – HVAC – Level 1	Air Conditioning, Refrigeration, Heating System Technology	3 credits	23	NRAEF001	Food Service Management Professional	Restaurant Management	3 credits	24	NRAEF002	National Pro-Start Certificate of Achievement	Culinary Management	3 credits	25	TAFLP001	Accredited Legal Secretary	Accounting Technology	3 credits
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<p data-bbox="224 905 433 963">4. FACTS update:</p> <ul data-bbox="272 968 433 1115" style="list-style-type: none"> <li data-bbox="272 968 433 1052">• Institutional Requirements Document <li data-bbox="272 1089 433 1115">• Action Plan 	<p data-bbox="456 905 1404 1115">Dr. Connie Graunke provided an overview of the institutional requirements relative to the FACTS system and the annual action plan. Dr. Graunke explained that the institutional requirements define the roles of the institutions relative to interfacing with the FACTS system. It includes the changes that were made to the system during 2009-10. The action plan reflects what FACTS proposes to do during the upcoming year. It is intended to help keep policymakers, staff at institutions, and users stay abreast of the proposals that support articulation policies for the forthcoming academic year.</p> <p data-bbox="456 1148 1404 1633">Dr Graunke also expressed concern regarding reduced budget for the FACTS system. The system has lost \$1 million over the last three years. Dr. Graunke said that owing to reduced State appropriations, FACTS is presently at the end of using its reserves. As a result of these shortfalls, FACTS would need to discontinue some of the services that it provides currently. For instance, FACTS offers students the option to fill out one online application for admission to send to multiple institutions. However, most institutions offer their own admission application on their website. When FACTS discontinues this service, the institutions that do not have their own online admission application would need to create one. Dr. Graunke stressed that FACTS would provide transition services for one year to the institutions that rely solely on the FACTS system for their online admission application. The discontinuation of this service would impact three colleges, three universities, ten independent colleges and universities, and three career and technical centers. At the graduate-level, a total of five universities would be affected. Dr. Graunke said that this move is expected to save considerable resources and time. The institutions would be notified about the phasing-out of the FACTS online admission application.</p> <p data-bbox="456 1667 1404 1843">Dr. Graunke also discussed the change associated with the transient form. She said that earlier, the institutions could only receive the information. Now, in order for students to apply for distance learning courses, FACTS has requested all the institutions to send, receive and download the information. This would shorten the time involved for students to be admitted through the transient form process and register for distance learning courses.</p>																									

	<p>Dr. Graunke also discussed the annual action plan that includes a set of proposed changes to the FACTS website, ePEP/high school academic evaluations, postsecondary audits, communications, admission application, and the transient form.</p> <p>The ACC unanimously approved the proposed changes associated with the FACTS system.</p>
<p>5. Common Prerequisites update:</p> <ul style="list-style-type: none"> • Technical change approvals • Proposed Board of Governors (BOG) regulation 	<p>Ms. Lynda Page presented the thirty-one technical changes that for the most part involve institutions either deleting or adding a degree program. The list of technical changes also includes the changes in the classification of certain instructional program codes mandated by the United States Department of Education. This change has resulted in changes in CIP codes in certain areas. Additionally, the list also includes the deletion of some pages based on CIP code change. Florida colleges would need to make the changes to their programs accordingly.</p> <p>Ms. Page also provided an overview of the draft version of the Board of Governors regulation that is associated with common prerequisites. The language in the draft regulation for the state university system mirrors the existing 6A-10.024 rule on common prerequisites for the Florida college system. The regulation was developed with a cross-sector approach, in consultation with various offices within the Department of Education, and modified upon feedback from the state universities. It will be presented to the Board of Governors for noticing in September.</p> <p>Dr. Dottie Minear provided clarification on the difference between common prerequisite courses and courses that are required for completion of a degree. She said that the regulation clarifies that institutions may require completion of specific lower division courses for fulfilling degree requirements but, not for admission into a program. It was noted by Division of Florida College representation that there will be similar expectations for Florida College System participation.</p> <p>The ACC unanimously approved the technical changes and the proposed BOG regulation on common prerequisites. The ACC also unanimously approved a motion to provide parallel policy guidance on common prerequisites to both, state universities and Florida colleges.</p>
<p>Discussion:</p>	
<p>6. Students with Disabilities - Proposed State Board Rule/BOG Regulation</p>	<p>Ms. Amy Albee said that the Division of Florida Colleges is proposing to amend the State Board of Education Rule 6A-10.041 regarding the substitution of courses for students with disabilities. Ms. Albee explained that the primary reason for seeking to amend the 6A-10.041 Rule is that it currently does not align with the sections 1007.02, 1007.264 and 1007.265, Florida Statutes. Additionally, the proposed amendment would address the developmental course requirements for those students who are granted a substitution. The proposed amendment to the 6A-10.041 Rule involves the following changes:</p> <ol style="list-style-type: none"> 1. The definitions are expanded to mirror the eligible students with disability categories that are specified in sections 1007.02, 1007.264 and 1007.265, Florida Statutes. 2. Allow the colleges to waive the requirement for students to take developmental courses in specific skill areas in which they are granted course substitutions if it is determined that specified courses in the skill area are not an essential element of their academic program. 3. Require the colleges to collect and report to the Division of Florida Colleges by July 1st of each year, information regarding the number of substitutions granted and denied. <p>Ms. Lynda Page provided an overview of the proposed amendment to the Board of Governors (BOG) Regulation 6.018 (that mirrors the 6A-10.041 Rule). Ms. Page explained that the BOG Regulation 6.018 differs somewhat from the State Board of</p>

	<p>Education Rule 6A-10.041. The changes are as follows:</p> <ol style="list-style-type: none"> 1. The BOG Regulation incorporates the university rule language in the Regulation. Ms. Page pointed out that the State Board of Education Rule 6A-10.041 does not include the language specific to the state university system. 2. The BOG Regulation does not include the college preparatory regulation. Ms. Page explained that the college preparatory courses could be treated as courses substitutions or modifications which would go through the existing process if students or institutions bring them forward. 3. The BOG Regulation requires the state universities to collect but, not report to the BOG (by an established deadline), information regarding the number of course substitutions that are granted each year. However, Ms. Paige stressed that the BOG reserves the authority to request this information from the institutions at any time. <p>Additionally, Ms. Page said that the language in the BOG Regulation 6.018 was tweaked for consistency in defining the student disability categories. These categories are consistent with the 6A-10.041 Rule categories.</p> <p>The ACC unanimously approved a motion to move forward with the proposed amendments to the existing Rule and Regulation associated with course substitutions for students with disabilities.</p>
<p>7. Residency Rule</p>	<p>Ms. Julie Alexander explained that the Statute on residency underwent a change in 2008. Since then, the Division of Florida Colleges has worked collaboratively with Florida's colleges, state universities, and the Office of Articulation to interpret the changes that were made to section 1009.21, Florida Statutes and modify the State Board of Education (SBE) Rule 6A-10.044 accordingly. Most of the changes that were made to the Statute are associated with the reclassification of students for tuition purposes. Essentially, the changes would make it difficult to reclassify students.</p> <p>Ms. Alexander said that the modifications made to the 6A-10.044 SBE Rule would help establish consistent policies for the classification of students as residents for tuition purposes in accordance with criteria set forth in Section 1009.21, Florida Statutes. Per the new Rule, students will be required to provide three documents from the list of documents that are required for establishing their residency.</p> <p>Additionally, all of the visa categories for non-U.S. citizens have been struck. It will, however, not change the existing policies. Ms. Alexander said that the Division of Florida Colleges will provide technical assistance with updated categories soon with help from the Statewide Residency Committee in the form of residency guidelines.</p> <p>Ms. Alexander described House Bill 5201 as a kitchen-sink bill. It includes the changes to section 1009.21, Florida Statutes. The bill adds technical centers to the definitions of institutions for higher education. It also adds section 11 that specifically deals with reciprocity regarding residency reclassifications between institutions.</p> <p>Dr. Heather Sherry informed that the independent colleges and universities were not included in this section because they do not classify students as resident for tuition purposes. However, the Statute and Rule associated with financial aid refers these institutions follow section 1009.21, Florida Statutes and associated SBE Rule 6A-10.044 to determine FRAG eligibility for their students. The reciprocity regarding residency reclassifications between institutions may also apply to the independent colleges and universities.</p> <p>Dr. Dottie Minear said that the Board of Governors had initially hoped to re-notice the residency regulation at the June 2010 meeting. However, the governance bill that was enacted during the 2010 session did not amend the requirement for the BOG to adopt a rule on residency under the Administrative Procedures Act as opposed to the Regulation</p>

	<p>Development Procedure. This is just one of the many rule-making requirement that the Senate is looking to review as part of an interim study that will be conducted this summer. Additionally, Dr. Minear pointed out that similar to the changes that were made to the SBE Rule 6A-10.044, the different provisions related to the immigration status of non-U.S. citizens that were originally listed in the BOG regulation on residency have been changed. The BOG is trying to resolve some of the concerns related to the changes and associated regulation language raised by the Joint Administrative Procedures Committee (JAPC).</p>
<p>8. College-Level Academic Skills (CLAS)</p>	<p>Dr. Heather Sherry led a discussion on proposed legislative changes to statutes relating to the College-Level Academic Skills Program. Due to budgetary concerns, Senate Bill 1676 (effective July 1, 2009) repealed section 1008.29, Florida Statutes, and eliminated the College-Level Academic Skills Test (CLAST) as an examination. However, the CLAST alternatives previously in Rule were embedded in section 1007.25, F.S.</p> <p>Previously, these requirements were intended to be ways in which a student would be “<i>exempt</i>” from taking the examination (CLAST). However, since there is no longer an examination to be “exempt” from, these are now de facto <i>requirements</i> for receipt of the AA degree and progression into the upper division of a baccalaureate program.</p> <p>The Articulation Coordinating Committee, with extensive input from representatives from the Florida College System and the State University System, has recommended that the current GPA and testing requirements be deleted because they do not meet the original intent of the CLAST. The proposal also makes technical changes to other sections of statute that still refer to the CLAST. Dr. Sherry agreed to submit the proposed changes to the Commissioner for consideration and potential inclusion in the State Board of Education legislative agenda.</p>
<p>9. 2+2 Articulation Agreement Workshop</p>	<p>Dr. Heather Sherry led a workshop discussion which focused on proposed recommendations for revision to the current statewide articulation agreement. Section 1007.23, F.S., requires the State Board of Education and the Board of Governors to enter into a statewide articulation agreement, which the State Board of Education shall adopt by rule. More specifically, the intent of the agreement must be to preserve Florida’s “2+2” system of articulation and facilitate the seamless articulation of student credit across and among Florida’s educational entities. Rule 6A-10.024, F.A.C. (Articulation Between and Among Universities, Community Colleges, and School Districts) was first adopted in 1975 and has been amended over time to strengthen 2+2 policies and improve student transitions in Florida. Most recently, as a result of a constitutional change in education governance structure, the State Board of Education and the Board of Governors adopted a parallel rule/resolution intended to preserve the basic foundations upon which the 2+2 system is based.</p> <p>Given that state universities are not bound by State Board of Education rule and Florida Colleges are not governed by Board of Governors regulations/resolutions, the suggestion was made to establish a binding legal agreement between the State Board of Education and the Board of Governors that addresses the cross-sector provisions included in a statewide articulation agreement. In addition, difficult economic times have spurred the need to revisit the provisions of the original agreement, which were established during times of rapid expansion and unlimited growth.</p> <p>The ACC was tasked with advising the State Board of Education and the Board of Governors regarding potential improvements to Florida’s articulation system and the decision was made to begin the process by developing recommendations for revisions to the existing Statewide Articulation Agreement. Due to the enormity of the task and the importance of the outcome to Florida’s students, the ACC decided to divide the revision process into two phases:</p>

	<p>Phase 1 – Phase 1 of the review focused on the “traditional” aspects of the 2+2 agreement, which is limited to associate in arts degree graduates and general provisions relating to credit-by-examination and general articulation policies. These aspects of the agreement have served as the foundation for the 2+2 system since the Statewide Articulation Agreement was originally adopted. During this workshop, the ACC amended those sections of the agreement relating to the AA degree and agreed to share the draft of concepts (attached to this document) with various constituents around the state (including a number of Florida College and State University System groups) to gather input and identify potential issues with implementation. Once the document is properly vetted, the ACC will forward the recommendations to the State Board of Education and the Board of Governors for consideration.</p> <p>Phase 2 – Phase 2 of the review will focus on the provisions of the agreement that specifically relate to workforce education programs. These provisions include Associate in Science to baccalaureate degree program articulation agreements, ATD to associate in science and associate in applied science degree programs, and other provisions related to the career ladder (including secondary, industry certification and Postsecondary Adult Vocational (PSAV) certificate to postsecondary articulation agreements). Phase 2 is scheduled to begin in the Fall of 2010 with an anticipated ACC introductory discussion to be held in October.</p>
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The meeting adjourned at 4:00 p.m.

Next ACC meeting: October 27, 2010