

MINUTES
ARTICULATION COORDINATING COMMITTEE MEETING
FEBRUARY 27, 2008

A meeting of the Articulation Coordinating Committee (ACC) was held on Wednesday, February 27, 2008, at the Turlington Building in Tallahassee, Florida. At 1:00 p.m., Chairman, Dr. Edwin Massey, called the meeting to order.

Members Present	<p>Dr. Judith Bilsky, Division of Community Colleges Dr. Walter Christy, Brevard Public Schools Dr. Christine Cothron, First Coast Technical College Ms. Anna Cowin, Lake County Public Schools Dr. Charles Dassance, Central Florida Community Colleges Ms. Brenda Dickenson, nonpublic secondary education Dr. Frances Haithcock, Division of Public Schools Mr. Christopher Krampert, Florida Student Association Dr. Bruce Janasiewicz, Florida State University Dr. Bonnie Marmor, Division of Workforce Education (proxy for Lucy Hadi) Dr. Edwin Massey, Indian River Community College (Chair) Dr. Terry McMahan, Hodges University Dr. Dottie Minear, State University System, Board of Governors Dr. Robert Sullins, University of South Florida Dr. Jill White, Okaloosa-Walton College Dr. Heather Sherry, Office of Articulation (staff)</p>
Members Absent	<p>Mrs. Carlene Anderson, Walton County Public Schools Dr. Stephen Calabro, Southwest Florida College Dr. Gita Pitter, Florida A&M University</p>
1. Chairperson's Comments	<p>Dr. Ed Massey welcomed the committee members and the audience, and introduced Dr. Eric J. Smith, Commissioner of Education, to address the group. Dr. Smith expressed his belief in the critical importance of the work that the Articulation Coordinating Committee (ACC) does to ensure the success of our young people in progressing smoothly through the pre-K through 20 education system toward their educational goals. Citing recent data that shows improvements in various areas of student achievement (the Quality Counts Report), Commissioner Smith underscored that Florida has much to be proud of. However, he noted that there is still work to be done, particularly in the area of student preparedness for postsecondary education. He asserted that the State Board of Education recognizes that Florida needs to close the gaps between secondary and postsecondary education, and that the board has recently adopted the recommendations of the Go Higher Florida! Task Force. These recommendations focus on the need for better alignment between Florida's secondary and postsecondary systems, and encourage Florida to participate in the American Diploma Project which is working nationally to promote similar goals.</p> <p>Dr. Massey shared with Commissioner Smith that other states (Texas, in particular) are working to develop articulation systems mirroring Florida's articulation efforts given the successes in Florida. He emphasized that Florida is facing a difficult budget situation which could negatively impact articulation if the system is not protected in both good times and bad. He emphasized the work of the committee and the dedication of the members over the years to enhance Florida's articulation efforts and stressed the importance of protecting</p>

	<p>those students currently in the pipeline.</p> <p>Commissioner Smith acknowledged that articulation is one of the hallmarks of Florida’s education system, emphasizing that the high level of coordination is distinctive given Florida’s size. He thanked the committee members for their time and dedication to this effort, and pledged to work with the committee to “fuzzy up the boundaries” between education sectors to keep working toward a seamless transition for students.</p> <p>Dr. Massey welcomed new members to the committee: Dr. Frances Haithecock (Chancellor, Division of Public Schools); Mr. Christopher Krampert (Florida Student Association); and Dr. Dottie Minear (Vice Chancellor, State university System of Florida). The chair asked members of the committee and the audience to introduce themselves.</p>
<p>Approval:</p>	
<p>2. Approval of Minutes from October 24, 2007 Meeting</p>	<p>Dr. Massey asked for a motion for approval of the minutes of the October 2007, meeting of the ACC. Motion was seconded and unanimously approved.</p>
<p>3. Approval: Industry certification to AAS/AS degree in Engineering Technology statewide articulation agreement</p>	<p>Mr. Eric Owens presented an Action Item for committee approval for a Statewide Articulation Agreement awarding college credit hours for an industry certification credential. The proposal provides for the awarding of fifteen (15) college credit hours to the AAS/AS Degree in Engineering Technology to any holder of the Manufacturing Skills Standards Council’s credential of “Certified Production Technician”. Validation mechanisms include credit held in escrow pending successful completion of nine (9) credit hours in the program and meeting standard admission policies. The proposed agreement was recommended for approval and passed unanimously pending a revision to the agreement indicating that “The Engineering Technology Support Specialist, College Credit Certificate may not be awarded based on articulated credit.” The statement has been inserted in the agreement and the document is being submitted for inclusion in the Agreements for Statewide Articulation.</p>
<p>4. Approval: AS to BS articulation validation for seven PSAV to AAS/AS articulation programs that have an AS to BS component</p>	<p>Mr. Matthew Bouck presented the results of a specific review of PSAV to AAS/AS articulation 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).</p> <p>Phase I 10 approved agreements ACC Approval: February 22, 2006 Phase II 30 approved agreements ACC Approval: February 28, 2007</p> <p>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.</p> <p>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</p>

committee member was to approve or deny the validation mechanism used as appropriate for the award of college credit. These committees reviewed the following agreements

PSAV Program	AAS/AS Program	University Program
Correctional Officer	Criminal Justice Technology	Criminal Justice
Law Enforcement Officer		
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
Lodging Operations	Hospitality & Tourism Management	Hospitality Admin/Mgmt (non AACSB)
Practical Nursing	Registered Nursing	Nursing

The review committees approved the validation mechanisms for all the PSAV to AAS/AS agreements except the Lodging Operations program. ACC staff will work with this committee to ascertain the rationale for this denial.

The ACC approved all the PSAV articulation agreements except Lodging Operations.

Discussion:

5. Workforce articulation – implementation of SB 1232

Ms. Gayle Manley provided an overview of the Florida Career and Professional Education (CAPE) act that was created to provide a statewide planning partnership between business and education communities, to expand and retain high-value industry, and sustain a vibrant state economy. Career and professional academies will enable students to matriculate easily to both postsecondary education and the workforce.

Participating public high schools are required to offer a rigorous and relevant curriculum that leads to (1) industry-recognized certification in high-demand occupations; (2) the award of a standard high school diploma; and (3) opportunities for high school students to simultaneously earn college credit.

School districts must develop, in collaboration with local workforce boards and the postsecondary community, strategic 5-year plans that objectively address the needs of local and regional workforce through the development and implementation of academies. Two or more school districts are authorized to collaborate in developing and offering career academies, provided the strategic plan is approved by the Agency for Workforce Innovation (AWI) and that

	<p>certain requirements are met. The strategic plan must include provisions for at least one career and professional academy to be operational in the school district at the beginning of the 2008-2009 school year.</p> <p>The State Board of Education must establish an expedited process for the continuous review of newly proposed rigorous and relevant core high school courses and decisions regarding course eligibility must be made within 60 days. Approved courses would be included in the Course Code Directory and also considered for possible dual enrollment and postsecondary credit.</p> <p>The bill requires AWI to identify appropriate industry certification based on the highest national standards available. Local workforce boards and academies may request additions to the list of industry certifications, provided requests are based upon high-demand labor needs of the regional workforce economy. The AWI will publish annually an updated list of industry certifications to be used within the career academies.</p> <p>The Department of Education must work with Workforce Florida, Inc. and Enterprise Florida in the collection and analysis of academic achievement and performance data of academy students. An evaluation plan and self-assessment tool would be required to determine outcomes such as graduation rates, achievement of industry certification, postsecondary enrollment, satisfaction of business and industry, employment rates, earnings and awards of scholarships and postsecondary credit.</p> <p>The Florida Education Finance Program (FEFP) is revised to provide supplemental weighted funding for students enrolled in career and professional academies, provided the instruction leads to industry certification for enrolled students upon academy completion.</p>
<p>6. Transition of technical centers to Statewide Course Numbering System electronic transcript</p>	<p>Ms. Beth Gladden and Ms. Jennifer Roberts from the Division of Workforce Education presented information on the SCNS project. This project will require Technical Centers to utilize course numbers from the SCNS for PSAV programs in order to comply with the law (F.S. 1007.24). This will also enable Technical Centers to use consistent and standard measures to track student performance and program completion. It is projected that for the 2009-2010 school year all Technical Centers will use the SCNS for student registration, student transcripts, and front-end data reporting.</p> <p>Ms. Belinda Chason presented an update on the status of the Career and Technical Education Centers common Electronic Transcript designed to facilitate portability and flexibility for students. The Division of Workforce is developing the format with the assistance of the K20 Applications Development Group and five pilot sites. The pilot sites are from Suwannee County, Orange County, Pasco County, Hillsborough County and Sarasota County. According to project timelines, implementation should begin in the fall of 2008.</p>
<p>7. New program submission form – Division of Workforce Education</p>	<p>Mr. Andy Anderman provided information on the 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.</p>
<p>8. Career and technical education program length/course standards</p>	<p>Mr. Andy Anderman provided information on Career and Technical program length and course standards. The 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</p>

	<p>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</p>
<p>9. Course Code Directory – 2007-08 update; course descriptions; and new standards database</p>	<p>Mr. Keith (Jr) Sheets updated the full ACC on the CCD with a presentation explaining where we were, where we are now, and where we are headed with the project. I briefly demonstrated the now “live” standards database site (www.floridastandards.org) and began to explain how the CCD will be built into that online system.</p> <p>Mr. Sheets then presented a power-point demonstration showing what the complete, comprehensive online system will entail when all is said and done (though, more may be added and/or implemented). This included details on the CCD project’s status and outlook for 2008.</p>
<p>10. New common prerequisites</p>	<p>Ms. Lynda Page presented two technical additions to the <i>Common Prerequisite Manual</i>. The first was a correction to the University of South Florida Hospitality Administration/ Management common prerequisite page under Classification of Instructional Code (CIP) 52.0901. This program originally had ACGX011 required with ACGX001 as an alternative to ACGX021. During the transferring of information from the hard copy <i>Manual</i> to web-based, ACGX011 was moved as a prerequisite by it self and not as an alternative in combination. The technical change will correct this mistake.</p> <p>The second technical change was adding ACGX022 as a substitute for ACGX021 whenever it is listed in the business degree program common prerequisite pages. Statewide Course Numbering has indicated that the two cover the same information, with ACGX022 covering it in more depth.</p>
<p>11. Report from Standing Committee on Postsecondary Transition</p>	<p>The committee reviewed a revised version of the criteria for approval of statewide (single site) dual enrollment agreements. The criteria includes information on the approval process, a sample format for developing statewide agreements, and a copy of the Dual Enrollment Statement of Standards that was adopted by the Community College Council of Presidents and endorsed by the ACC in February, 2007. The University of Florida submitted two program proposals for review – the Student Science Training Program (SSTP) and the Young Entrepreneurs for Leadership & Change (YELC). The committee reviewed each proposal and made suggestions regarding the need for more information about how applicants will demonstrate readiness for college level writing, given that there is no required readiness assessment and one of the courses in the SSTP agreement meets Gordon Rule requirements. Ms. Sara Day from the University Florida agreed to provide the additional information requested. In addition, one of the courses in the YELC program was listed as an upper-level course and concerns were raised about dual enrollment students (i.e. high school students) taking upper-level courses. Ms. Day was asked to confirm the level of the course and find out whether other lower division students at the University of Florida were permitted to enroll in the course. The Committee agreed that once these questions were addressed they would provide review the agreements again and vote for approval via email. Ms. Day provided the needed information and the agreements were sent via email to the committee in March. The committee voted unanimously to approve and send forward for the Commissioner’s signature.</p> <p>Ms. Lillian Finn presented to the committee on the implementation process for high school Major Areas of Interest (MAI). Ms. Finn described the role of the school districts in proposing majors and indicated that there are currently 449 MAIS that have been approved statewide. In addition, she described the</p>

process and timeline for individual high schools to select the specific MAIs and courses that they plan to offer to their students. Ms. Julie Alexander presented information on community college involvement in the MAI process. She reported that 17 of the 28 community colleges participated in entering dual enrollment courses onto the electronic system that would compliment the existing state approved MAIs. Each college provided information on the dual enrollment offerings at their respective institutions, particularly for those MAIs currently being offered by schools in their service areas. Community college involvement in the MAI process has led to more open dialogue between school districts and community colleges with regard to dual enrollment.

Ms. Kathleen Taylor provided the committee with background information related to the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). She shared some of the majors themes in the Act, most notably, closer connections between secondary and postsecondary education through development and implementation of Programs of Study. As noted in the Perkins IV State Plan, Florida intends to convert CTE programs to comprehensive programs of study during the 5 years of Perkins IV (2008-2013). This will assist CTE students to transition from secondary to postsecondary seamlessly. The Program of Study template was also shared with committee members. Ms. Gayle Manley shared that Florida will consolidate Tech Prep with the Perkins Basic Grant beginning July 1, 2008 and provided background information that led to the decision. She provided information on the Career Pathways Consortia (Perkins IV Reserve Funds) whose core mission is to develop, expand and promote career pathways and programs of study to promote seamless transition. Consortium structure, requirements and funding overview was also presented.

Dr. Martha Miller presented findings related to concordance between SAT, ACT and CPT cut scores. She shared with the committee recent changes made to both the ACT and the SAT examinations that required another look at the concordance between ACT, SAT, and CPT scores. Based on the findings of the 2007 concordance study, a recommendation was made to amend State Board of Education Rule 6A-10.0315 to adjust the ACT and SAT cut scores as follows:

	ACT	SAT
Math Cut Scores	Current = 19 Proposed = 19	Current = 440 Proposed = 460
Reading Cut Scores	Current = 18 Proposed = 19	Current = 440 Proposed = 460
Writing Cut Scores	Current = 17 Proposed = 18	Current = 440 Proposed = 440

The rule amendment will be advertised and it is likely that a rule development workshop will be held at the next standing committee meeting on May 28, 2008.

The committee had a follow-up discussion regarding the school district practice of pairing AP courses. Dr. Sherry shared input regarding course pairings from Department of Education curriculum specialists and the committee discussed potential issues with the pairing practice. A distinction was made between “allowing” students to take a paired course prior to an AP course and “requiring” students to take the paired course. It was suggested that any “required” course pairing should be approved and listed in the Course Code Directory as a prerequisite to the AP course. The committee requested further information on the number of school districts who are currently involved in the practice and a discussion of the issue with the new Commissioner.

	<p>The committee meeting ended with a brief discussion about credit-banking and it was agreed that the topic would be addressed in more depth at the next meeting so that ample time could be allotted for discussion.</p>
<p>12. Report from Standing Committee on Postsecondary Articulation Policy</p>	<p>The Standing Committee on Postsecondary Articulation Policy discussed items relating to the College Level Academic Skills Test (CLAST) and Go Higher, Florida! Task Force, the FACTS.org 2+2 Audit, and policies relating to the recency of undergraduate credit.</p> <p>Dr. Michael Jones presented information relating to the CLAST and the current update committee. The CLAST exam was last revised in 1992, and psychometric issues have arisen that indicate a need to update the exam (for example, the adaptive computer-based exam is producing different results than the non-adaptive “paper and pencil” exam). One recommendation to the ACC and Statewide Course Numbering System is to convene faculty committees to examine CLAST competencies and skills to identify those competencies that intersect with standard lower-level courses in the subtest areas. The Committee discussed the possibility that the CLAST may no longer serve a useful function if there are shown to be no gaps in the alignment of competencies coupled with the continuation of course mandates such as the Gordon Rule. Because of the wide variety of mathematics competencies at the lower level, and the difficulty in capturing these by one exam, the Committee recommended the following for study: mathematics course taking patterns and future success in mathematics courses and major courses; perhaps even tailoring the CLAST based upon the courses taken by the student and the intended major.</p> <p>The Committee then discussed the broader study of mathematics and English competencies—focusing on college readiness, but including higher-level competencies. The Committee discussed if this project could be brought under the work of the “Go Higher, Florida!” Task Force, and expand its implementation to examine not only entry-level postsecondary competencies (college readiness) but also exit competencies to prepare for the upper level—in essence to examine competencies as a continuum from high school to the upper level disciplines. The Committee did discuss an item of concern: that there are so many courses for different majors it may be problematic to attempt to push common competencies statewide. This standardization would seem to lead toward a mandate for standard “end-of-course” exams. Ultimately, no formal recommendation was made, but the Committee does support the general effort to review course competencies to inform both college readiness and CLAST-skills.</p> <p>Dr. Connie Graunke presented recent work by the Florida Academic Counseling and Tracking for Students (FACTS) system to create the <i>Associate in Arts (AA) Transfer Evaluation</i> (the 2+2 Audit). The evaluation provides students with information about their progress in the AA degree and university transfer admission requirements, based on the student’s chosen major and intended transfer date. This information includes minimum admissions standards (from the Board of Governors “limited access” report), foreign language requirements, and common prerequisites. Dr. Barbara Sloan of Tallahassee Community College reported that TCC is working on pre-majors to assist students in course selection. Tracking university changes to program admission requirements, however, makes it difficult for the community college to implement pre-majors. The 2+2 Audit could be the central location for all state universities’ transfer requirements—which would be a great help to community colleges. The Committee was pleased with this work and approved a motion of strong support for the continuation of this effort.</p>

	<p>Finally, the Committee discussed an item from the previous meeting: if there is an “age limit” for undergraduate credit in transfer. Committee staff surveyed institutions to ascertain if their institutions have policies regarding the recency of credit, and if that policy is different for transfer students or among programs. The results indicate that many institutions have no policy regarding the recency of credit; and those institutions that have a policy limit the review to application toward a degree, not in acceptance of the credit. These policies are reportedly applied equally to both transfer and returning students. The results do not indicate any transfer issues, but the Committee felt it may be helpful to include a statement in advising documents (FACTS.org, SCNS) such as: <i>“For courses that are more than 10 years old, while the transfer credit will be accepted, the course may be evaluated for applicability to a specific program.”</i> The Committee will determine final language and the possible inclusion of more specific language regarding more restrictive credit aging policies, such as the health fields.</p>
--	--

The meeting adjourned at 3:30 p.m.

Announcements: The next ACC meeting is scheduled for May 28, 2008.