

Articulation Coordinating Committee

Meeting Agenda
August 20, 2003
9:30 a.m. — 12:30 p.m.
1703 Turlington Building
Tallahassee, Florida

1) Chairperson's Comments	Chairman John L. Winn
Approval:	
2) Minutes of Meeting Held May 21, 2003	Chairman John L. Winn
3) Dual Enrollment Courses Meeting 1.0 High School Graduation Requirements	Mr. Matthew Bouck
Discussion:	
4) Discussion of the Key Components of the Acceleration Study and Proposed Study Design (HB 1739) <ul style="list-style-type: none">• October 15 Workshop	Dr. Heather Sherry
5) Update on K-20 Data/Records	Ms. Connie Graunke
6) Discussion of Statewide Course Numbering System (SCNS) Issues	Mr. Matthew Bouck
7) Discussion of High School Graduation Options	Ms. Betty Coxe
8) K-20 Accountability Update	Mr. Jay Pfeiffer

Next Articulation Coordinating Committee Meeting — November 19, 2003, 9:30 a.m., Turlington Building, Tallahassee

Articulation Coordinating Committee
August 20, 2003
Item 2

Subject: Approval of Minutes of Meeting held May 21, 2003

Proposed Committee Action

Approval of Minutes of Meeting held May 21, 2003

Background Information

Committee members will review and approve the Minutes of the Meeting held May 21, 2003, at the Florida Department of Education, Tallahassee, Florida.

Supporting Documentation Included: Minutes: May 21, 2003

Facilitators/Presenters: Chairman John L. Winn

MINUTES
ARTICULATION COORDINATING COMMITTEE MEETING
MAY 21, 2003

A meeting of the Articulation Coordinating Committee was held on Wednesday, May 21, 2003, in Room 1721 of the Turlington Building, Tallahassee, Florida. The following persons attended:

Members Present

Dr. R. E. LeMon, Division of Colleges and Universities, Acting Chair
Mr. Ronald Blocker, Orange County Schools
Dr. Charlene Callahan, New College of Florida
Ms. Brenda Dickinson, Home Education Foundation
Mr. Andre Hammel, Student Representative, Florida A & M University
Ms. Donna Henderson, Broward Community College (for Dr. Willis Holcombe)
Ms. Sally Kiser, Division of Workforce Development (for Mr. Lanny Larson)
Mr. Joseph McCoy, Member-at-Large
Dr. Mark Rosenberg, Florida International University
Ms. Pam Saylor, Lake County Schools

Members Absent

Ms. Betty Coxe, Division of Public Schools, DOE
Dr. Willis Holcombe, Broward Community College
Dr. Arthur Kirk, Jr., Saint Leo University
Dr. Theresa Klebacha, Division of Community Colleges, DOE
Dr. Lanny Larson, Division of Workforce Development, DOE
Dr. Edwin Massey, Indian River Community College
Mr. Jim Patch, FAPSC
Dr. Martha Pelaez, Florida International University
Mr. John Winn, Division of ARM, DOE

Others Present

Ms. Julie Alexander, Division of ARM, DOE
Ms. Deborah Ayers, Division of ARM, DOE
Mr. Martin Balinsky, Division of ARM, DOE
Mr. Matthew Bouck, Division of ARM, DOE
Mr. Howard Burke, Florida Association of Christian Colleges and Schools
Ms. Jo Carlisle, University of North Florida
Dr. Charles Carroll, Lake City Community College
Dr. Alice Rozier, Florida State University
Dr. Debra Dukes, FACTS.org
Ms. Pat Frohe, Division of Community Colleges
Ms. Angela Garcia, University of North Florida
Ms. Nell Kelly, Division of Colleges and Universities
Ms. Linda Knopf, Information Systems of Florida, Inc.
Ms. Sharon Koon, Division of ARM, DOE
Ms. Helen Lancashire, Instructional Support and Community Services, DOE
Mr. Steve Livingston
Ms. JoAnn McGonagill, Bright Futures Scholarship Program
Ms. Joan Miller, Chipola Junior College
Ms. Martha Miller, Division of ARM, DOE
Dr. Lená Morgan, Pensacola Junior College
Ms. Kay Noble, Polk County Schools
Ms. Lynda Page, Division of Colleges and Universities
Mr. Jay Pfeiffer, Division of ARM, DOE
Ms. Rose Raynak, Division of Workforce Development, DOE

Ms. Sherry Reach, University of Cambridge International Exams
 Ms. Jayne Roberts, Chipola Junior College
 Dr. Jon Rogers, Council for Education Policy Research and Improvement
 Ms. Rosario Roman, Miami-Dade Community College
 Ms. Rhonda Rolle, Division of ARM, DOE
 Dr. Beverly Sermons, Division of Community Colleges
 Dr. Heather Sherry, Division of Community Colleges
 Dr. Richard Stevens, Division of Colleges and Universities
 Dr. Pat Wentz, SACS, North Florida Secondary and Middle School Director
 Ms. Barbara White, Division of ARM, DOE
 Dr. Pat Windham, Division of Community Colleges

03-01
 Chairperson's
 Comments

Dr. R. E. LeMon asked the members to introduce themselves and thanked them for their presence. In the absence of the Chair, Dr. LeMon proceeded with the full agenda.

03-02
 Recognition of
 Committee
 Members

Dr. LeMon welcomed Ms. Brenda Dickinson as the new member of the ACC, replacing Patricia Sullivan.

03-03
 Report on 2003
 Legislation Related
 to Articulation

Mr. David Foy of the Office of Governmental Relations highlighted legislation from the regular and special legislative sessions. There were 1496 bills or resolutions in the Senate, 1057 in the House; 16% of these bills passed.

Bills that passed during the regular session:

- HB 915: K-20 Accountability
- HB 1739: Relating to Access to Postsecondary Education. This resulted from a Blue Ribbon Task Force to increase access to education for students with disabilities; provided an FCAT waiver for students with disabilities; provided for course substitutions for entry to an upper-level postsecondary program. The bill also mandated a review of acceleration mechanisms due by December 31, 2003.
- SB 1334: Relating to Universal Pre-Kindergarten Education. The State Board of Education (SBE), Office of Program Policy Analysis and Government Accountability (OPPAGA), and the Auditor General will conduct a joint study. The SBE will review curriculum design, OPPAGA will conduct a performance audit, and the Auditor General will conduct a financial audit.
- SB 162 for American Sign Language (ASL). Requires that ASL be counted as a foreign language for high school graduation. A Task Force made up of university, community college, nonpublic institution, and Florida Sign Language Teachers Association representatives will study ASL guidelines and curriculum.
- SB 354 Relating to the Bright Futures Scholarship Program. The Bright Futures Testing Program enacted for the 2002-2003 academic year was repealed.
- SB 638 Relating to Student Financial Assistance. The ABLE Grants Program for students attending private postsecondary institutions.
- SB 1098 Relating to Armed Forces/Reserves/National Guard. Extends

- Bright Futures eligibility for military personnel.
- SB 2802 Relating to Military Student Education. Assists dependents of military personnel with their transition to public schools.

Special Session A:

- Quality Education (Class Size bill)
- Board of Governors Constitutional Amendment
- Charter Schools Accountability
- School Code "Glitch" Bill
- HB 45A FCAT native language
- K-12 funding cost differentials
- Nonprofit scholarship funding

A document with highlights from the regular session is available at:
http://www.fldoe.org/gr/2003_Legislative_Session_Highlights.pdf

03-13
Rule 6-1.099
Transfer of High
School Credits

Scheduling conflicts required that this discussion item be moved forward on the agenda.

Dr. Alexandra Penn-Williams introduced a revision to Rule 6-1.099. This revision is necessary for consistency with DOE guiding principles and the goal of Seamless Articulation and Maximum Access; it will also reduce the burden on students in home education or private school programs transferring to a public high school. This rule identifies mechanisms for credit validation, if required by the school district.

Ms. Pam Saylor questioned items (3)(a) and (3)(c) in the rule. (3)(a) states validation may be done by "Demonstrated academic performance in the classroom." Failure to maintain a 2.0 by the initial validation method would seem to preclude this method. (3)(c) "Written recommendation by a Florida certified teacher selected by the parent and approved by the principal" seems unclear. She asked the rule be clearer regarding the order of validation or need for certain mechanisms. Without such clarity the rule will not provide an equitable system.

Dr. Pat Wentz, the secondary and middle school SACS director for North Florida, stated that SACS was in agreement with the validation process. She continued that accountability was a top priority not only regionally, but nationally. Principals need flexibility in placement and credit validation methods. Finally, school boards must set standards for credit validation for all students.

Mr. Howard Burke from the Florida Association of Christian Colleges and Schools agreed with a uniform approach to credit validation to ensure there are not 67 different credit validation methods in the state. He feels credit validation may be complicated when there is competition between the public and private school in a district. Finally, he voiced the opinion that validation may not always be necessary. If credit validation is required, he felt it should not start with item (3)(g) "Written review of the criteria utilized for a given subject provided by the former school."

Mr. Ronald Blocker observed that areas with a variety of choice options may face problems. Many students choose schools for their programs, and many magnet or other special schools may want to “protect” their diplomas and require special credit validation.

The ACC agreed this should be a topic for a conference call before the August meeting.

03-04
Minutes of Meeting
Held February 19,
2003

Dr. R. E. LeMon asked for a motion to approve the minutes from the February 19, 2003, meeting. Dr. Charlene Callahan moved to approve the minutes. The motion was seconded by Mr. Andre Hammel. The motion passed unanimously.

03-05
Career and
Technical Education
Program Changes
for 2003-2004

Ms. Rose Raynak presented changes to career and technical education programs.

Dr. R. E. LeMon questioned the difference in programs such as “Translation-Interpretation Studies” offered for both the Associate in Science (AS) and Associate in Applied Science (AAS). Ms. Raynak explained that the AS contains transferable general education courses and is offered for more credits.

Mr. Joe McCoy described the purpose of SB 1688, which mandated occupational program reviews. The Applied Technology Diploma (ATD) would replace the Postsecondary Adult Vocational (PSAV) certificate at community colleges. Florida seems to have reverted back to having PSAV, ATD, AAS, and AS at the community college. He recommended that a review of this proliferation be discussed in the future.

Ms. Raynak agreed that new programs should be justified and studied to validate articulation to other programs.

Dr. Mark Rosenberg moved the ACC accept these changes to the career and technical education programs. Mr. Andre Hammel seconded the motion. The motion passed unanimously.

03-06
Recommendations
on the Advanced
International
Certificate of
Education (AICE)
Program

Ms. Sherry Reach presented information about the Cambridge AICE (British A-Level) exams. Over one million of these exams have been administered worldwide. The A-Level exam is worth 2.0 Carnegie units (360 hours). The A.S. (Advanced Subsidiary) is 180 hours, and the A2 level is 180 hours. The AICE diploma program has been piloted in several counties in the areas of Mathematics & Science, Language, and Arts & Humanities. Currently, eight districts and eleven schools are using the AICE diploma.

Dr. Mark Rosenberg questioned the amount of data presented to warrant approving this new acceleration mechanism. Ms. Nell Kelly remarked the State University System is generally happy with AICE students. She cited an unofficial study at the University of Florida showing AICE students are well prepared for college. Ms. Sherry Reach explained the 1994 Legislature authorized a pilot study to compare the AICE program to the IB program.

The DOE Assessment section under Dr. Thomas Fisher conducted the study and found AICE comparable in rigor to the IB program. The AICE program is also more flexible and lower in cost. The ACC agreed they would like to see this study.

Dr. Charlene Callahan moved to accept these changes to the ACC recommendations for course equivalencies for students completing Cambridge AICE (British A-Level) exams. Mr. Andre Hammel seconded the motion. The motion passed with one “no” vote from Dr. Mark Rosenberg.

03-07
CLASP/CLAST
Evaluation Report-
ACC Task Force on
Transition
Assessments

Dr. Pat Windham presented the recommendations of the ACC Task Force for Transition Assessments. The Task Force studied the efficacy of College-Level Academic Skills Test (CLAST) and its alternatives.

The College-Level Academic Skills Program (CLASP) and CLAST were created over 20 years ago as an essential component of the 2+2 system of articulation. Completion of this exam was necessary before award of the A.A. degree or admission to the upper-level. Later, courts mandated multiple opportunities to pass, so students began taking the exam after completion of between 18 to 45 credits. This began a debate as to whether this exam was truly a junior-level or simply a freshman-level exam. In 1990 a study found advanced or honors courses in high school would prepare a student for success in the CLAST. This raised suspicions about the rigor of the exam. Many students still required college instruction to prepare for the CLAST because they did not complete advanced or honors courses in high school.

There exist many alternatives to the CLAST. A certain score on the ACT or SAT, or a 2.5 GPA in certain courses will exempt students. Dr. Windham noted most university students have already been exempted from the CLAST upon admission. The increase in alternatives meant that fewer students were taking this exam. In 1994-1995 53,470 students completed the CLAST. In 2001-2002 that number dropped to 13,108. About 67% of students use an alternative to the CLAST.

The Task Force found that student preparedness for the upper-division remained steady regardless of students' use of the CLAST or an alternative. They also found that because 2/3 of students use an alternative to CLAST, it is no longer the primary method of assessing student preparedness for upper-level instruction. They recommended other measures to assess student preparedness including community college A.A. completion rate compared to university 60-hour completion, transfer rates, grade point averages for A.A. students and FTIC university students in later upper-level courses, and graduation rates for A.A. transfers and FTIC university students. If these measures prove valid, then the current CLASP should be repealed.

Dr. Mark Rosenberg and Mr. Ronald Blocker questioned the driving force behind repealing the CLASP. Dr. Rosenberg questioned the need for the CLASP, while Mr. Blocker raised the possibility of allowing both the CLASP and the alternate methods of accountability. Dr. Windham, explained the

CLASP was no longer fulfilling its intent. Moreover, the CLAST alternatives were more effective as quality control.

Ms. Donna Henderson asked about the CLAST requirement for Education majors. Are there any efforts to replace the CLAST with some other assessment device? Dottie Minear explained that this would require a law change, as the CLAST, GRE, or PRAXIS 1 exam are required.

Mr. Joseph McCoy asked that there be a study of student performance between the CLAST and those who use an alternative.

Mr. Andre Hammel noted that many students are motivated by the CLAST. Their educational experience is enhanced by preparing for and taking the exam. He felt they should not be simply pushed through the system.

Dr. R.E. LeMon amended the agenda item to accept the report with the understanding there will be a wider audience for these recommendations. After such a process the report recommendations can be brought back to the ACC. Ms. Pam Saylor moved to accept the report. Ms. Donna Henderson seconded the motion. The motion passed unanimously.

03-08
Report on the
Common
Prerequisites and
the FACTS System;
Demonstration of
Postsecondary
Institution
Information Forms

Ms. Connie Graunke explained the common prerequisites resulted from SB 2330. The ACC then approved these common prerequisites for all university programs.

The 2003-2004 Manual will be located at FACTS.org. Users can view general information about common prerequisites, an alphabetical list of all university programs and their common prerequisites, approved teacher education program prerequisites, and all revisions to the Manual. In addition, users may print the entire manual.

Dr. Debra Dukes described a new process relating to the Counseling for Future Education Handbook. In 2002, FACTS.org assisted the K-16 Articulation section compile institution profiles. The new printed handbook will no longer carry these profiles, simply the contact information. The detailed user profiles will only be located at FACTS.org.

03-09
OPPAGA Program
Review: Articulation
Works for Most
Community College
Transfer Students,
But Some Problems
Continue

In January 2002, OPPAGA published *Program Review: Articulation Works for Most Community College Transfer Students, But Some Problems Continue* (Report No. 02-05).

Dr. John Hughes presented some of the major findings of the report:

- 57% of AA transfer students took lower-division courses after transferring to a university. These students averaged two courses for 5.6 credit hours.
- 65% of the lower-division courses taken after completion of the AA were taken by 20% of the AA transfers.
- The Common Prerequisite Manual is intended to improve articulation. The total number of lower-division courses, however, has not changed since the Manual's inception in 1996.

Draft Responses to
OPPAGA Questions

Dr. R.E. LeMon and Dr. Mark Rosenberg questioned the assumptions behind these course taking patterns. It is unknown why these students were taking these lower-division courses. Some older students want to fill gaps in their knowledge when returning to school, or some may simply want to explore other disciplines.

Dr. Hughes acknowledged that the study did not examine the reasons for taking such courses. Some reasons may include: advising and planning deficiencies, changing majors, adding majors, choosing to delay courses to complete at the university.

Dr. LeMon stated this study shows that few courses are necessary after transfer. This is clear evidence that articulation is working.

03-10
OPPAGA Program
Review (03-17):
Bright Futures
Contributes to
Improved College
Preparation,
Affordability, and
Enrollment

In February 2003, OPPAGA published *Bright Futures Contributes to Improved College Preparation, Affordability, and Enrollment* (Report No. 03-17).

Dr. John Hughes explained that, in order to complete a baccalaureate degree, students need not only physical and financial access, but also preparation. The Bright Futures Scholarship Program helps to prepare students for college by giving them incentives to perform in high school.

The findings included the following:

- More students are taking the more rigorous Bright Futures coursework.
- More students are completing all Bright Futures requirements.
- The percentage of students taking dual enrollment, AP, or IB courses has remained steady.
- More students are staying in Florida for college.
- Minority and at-risk students have shown the greatest gains in college preparation.

03-11
FCAT Concordance
Study

Dr. Martha Miller with the Office of Policy Research and Improvement presented the results of the Department's concordance studies to determine the score relationship between the FCAT and the SAT and ACT. The concordance studies were based on Florida students who had taken the FCAT in the spring of 2000 and 2001 and had also taken one of the two standardized national tests. The studies involved matching score reports for 71,118 students who had taken both the FCAT and the SAT and 47,682 students who had taken both the FCAT and the ACT.

03-12
High School
Graduate Trends

Dr. Martha Miller briefly commented on the report *Trends in High School Graduates*. It is a larger and more diverse group. A larger percentage of graduates are taking a college entrance examination.

03-14
Status Reports and
Recommendations
from the ACC Task
Forces

a. Acceleration
Policies

Dr. Heather Sherry reported that the Bright Futures Testing Program was repealed by the 2003 Legislature.

HB 1739 mandates an expansive acceleration mechanism study. This study consists of seven topics, which is due to the Legislature by December 31, 2003. These topics include advising, access, grading practices, general education, class size, funding, and joint course offerings.

The Task Force may be reorganized to ensure appropriate membership. These may include university admissions officers and budget personnel.

b. K-20
Data/Records

Mr. Jay Pfeiffer reported that SB 915 revised the statutes for K-20 accountability to phase in performance funding. By December 30, 2003, the State Board of Education must recommend measures, and by December, 2004, will develop an implementation plan.

Budget development will begin in late August. Through meetings and other forums across all sectors the Department will examine measures, standards, and performance goals. These will be recommended to the Commissioner and then to the State Board of Education.

Two important issues before the Task Force are transcripts and residency. Ms. Connie Graunke will assist the Task Force with these issues. Ms. Graunke explained that it is vital that consistent standards be set for electronic transcripts. The work by the FASTER/STRES committees is critically important in setting these data elements.

c. Interinstitutional
Course/Credit
Transfer

Dr. Pat Windham reported the Task Force would have its first meeting after the ACC meeting to discuss issues and membership.

Announcements

In April 2003, OPPAGA published *Non-Residents Qualify Too Easily for Much Lower Resident Tuition Rates* (Report No. 03-29). Dr. John Hughes reported OPPAGA is waiting for sector responses.

The next meeting of the Articulation Coordinating Committee will be August 20, 2003, at 9:30 a. m., Turlington Building, Tallahassee.

The meeting was adjourned at 12:30 p. m.

Minutes Prepared
By:

Sharon Koon, Director
Office of Articulation
July 25, 2003

Articulation Coordinating Committee

August 20, 2003

Item 3

Subject: Dual Enrollment Courses Meeting 1.0 High School Graduation Requirements

Proposed Committee Action

Approval of Dual Enrollment Courses Meeting 1.0 High School Graduation Requirements

Background Information

In 2002, the State Board of Education approved a list of recommended one-semester postsecondary courses in mathematics, natural science, and foreign language that, when completed through dual enrollment, would be awarded a full year of credit for high school graduation. The attached document contains the list of recommended one-semester postsecondary courses in English, that similarly would be awarded a full year of credit for high school graduation. Committee members will review and approve dual enrollment English courses meeting 1.0 high school graduation requirements.

Supporting Documentation Included: List of recommended one-semester postsecondary courses in English meeting 1.0 high school graduation requirements.

Facilitators/Presenters: Mr. Matthew Bouck

Florida Department of Education

Credit Awarded for Completion of Dual Enrollment English Courses

In 2002, the State Board of Education approved a list of recommended one-semester postsecondary courses in mathematics, natural science, and foreign language, completed through dual enrollment, that would be awarded a full-year of credit for high school graduation. This next phase seeks to add selected English courses completed through dual enrollment to this list of dual enrollment courses satisfying one credit for high school. This process is especially timely with the passage of HB 703, which authorizes a plan to allow students to graduate from high school in three years. Dual enrollment may be an option for students to complete the requirement of four English credits.

A committee of teaching faculty from universities, community colleges, and school districts was convened to review course content for college courses in composition and literature, and determine if these courses are comparable to the content required in corresponding high school courses.

The committee made the following recommendations for one-semester postsecondary courses completed through dual enrollment that should be awarded one full year of high school credit.

Section A: Complete only one of the following:

Postsecondary Course Number	Approved High School Subject Area	High School Course Content Equivalent	Recommended Credit Toward High School Graduation
ENC X101 FRESHMAN COMPOSITION SKILLS I <i>or</i> ENC X102 FRESHMAN COMPOSITION SKILLS II	English	Writing I 1009300 (.5 credit) and Writing II 1009310 (.5 credit)	1.0
<i>or</i> ENC X121 HONORS FRESHMAN COMPOSITION I			
<i>or</i> ENC X122 HONORS FRESHMAN COMPOSITION I			

Section B: Only one course from each combination will receive one full high school credit.

Postsecondary Course Number	Approved High School Subject Area	High School Course Content Equivalent	Recommended Credit Toward High School Graduation
AML X010 AMERICAN LITERATURE I <i>or</i> AML X020 AMERICAN LITERATURE II	English	American Literature 100531 (1 credit)	1.0

Postsecondary Course Number	Approved High School Subject Area	High School Course Content Equivalent	Recommended Credit Toward High School Graduation
ENL X012 ENGLISH LITERATURE TO 1798 <i>or</i> ENL X022 ENGLISH LITERATURE SINCE 1798	English	British Literature 1005320 (1 credit)	1.0

Postsecondary Course Number	Approved High School Subject Area	High School Course Content Equivalent	Recommended Credit Toward High School Graduation
LIT X110 WORLD LITERATURE THROUGH RENAISSANCE <i>or</i> LIT X120 WORLD LITERATURE SINCE THE RENAISSANCE	English	World Literature 1005300 (1 credit)	1.0

Please note:

1. Only one course from section A may be awarded one year of high school credit and applied to English graduation requirements. Any other course from section A will receive 0.5 high school credits and will receive elective credit. Only one course from each combination in Section B may be awarded one year of high school credit. The second course in that combination will be awarded 0.5 high school elective credits.
2. For students completing a substantial portion of their English high school graduation requirements through dual enrollment, the Committee recommended they complete ENC X101 (or ENC X121) and either American or English literature from this list.
3. The Committee also strongly recommended that all literature courses include sustained readings, or a novel, as a part of the course.
4. Local articulation agreements may continue to specify additional dual enrollment English courses that will count toward high school English graduation requirements at the .5 credit level.

Articulation Coordinating Committee
August 20, 2003
Item 4

Subject: Discussion of the Key Components of the Acceleration Study and Proposed Study Design (HB 1739)

Proposed Committee Action

Review and Discussion

Background Information

House Bill 1739, passed by the 2003 Florida Legislature, requires the State Board of Education to conduct a review of the extent to which acceleration mechanisms are currently utilized by school districts and public postsecondary institutions, with a report of findings due to the Governor and the Legislature by December 31, 2003. Provided for review and discussion is an outline of the proposed acceleration study design.

Supporting Documentation Included: Acceleration Study Outline

Facilitators/Presenters: Dr. Heather Sherry

**ACCELERATION STUDY
OUTLINE – August 20, 2003**

1. Statutory Requirements

- 2003 Legislature mandated the State Board of Education to conduct a report on acceleration policies - House Bill 1739

2. Process for completing the Study/Report

- ACC Task Force on Acceleration Policies
 - Membership
 - Meetings
 - Workgroups
- ACC Recommendations
- State Board of Education Final Recommendations

3. Statutory Definitions of Acceleration Mechanisms

- Dual Enrollment [s. 1007.271, F.S., s. 1007.235, F.S.]
- Early Admission (form of dual enrollment) [s. 1007.27(5), F.S.]
- Advanced Placement [s. 1007.27(6), F.S.]
- International Baccalaureate [s. 1007.27(8), F.S.]
- AICE [s. 1007.27(9), F.S.]
- Credit By Exam [s. 1007.27(7), F.S.]

4. State Board of Education/DOE/ACC activities designed to enhance transferability of acceleration mechanisms

- ACC Credit-By-Exam Guidelines for Postsecondary Institutions
[s. 1007.27(2), F.S.]
 - Adopted November 14, 2001
 - AP, IB, CLEP, AICE (added later) equivalencies per statutory requirement
 - DANTEs/DSST and Excelsior – recommended (not required)
 - Transferability across public postsecondary institutions guaranteed
 - General Education, Common Prerequisites, and Gordon Rule met
- Department of Education Dual Enrollment Course List
[s. 1007.271 (6), F.S.]
 - Approved by State Board of Education on August 13, 2003
 - Identifies dual enrollment courses that will satisfy high school graduation requirements
 - Specifies the number of high school credits that must be granted for each dual enrollment course

5. Advising

- Current state level advising tools (FACTS)
 1. High school academic evaluation
 2. List of academic core courses for state university admissions and Bright Futures eligibility
 3. ACC credit by exam equivalencies
 4. Department of Education dual enrollment course list
 5. Counseling for Future Education Handbook
- Current district/school level advising tools (best practices)

6. Pupil Progression Plan
 7. Communication to and training for guidance counselors
 8. Guidance plan/policies for communication with students and parents about options to participate in accelerated courses
 9. Advising practices for student with disabilities
 10. Innovative ideas and advising practices
- Identification of current gaps in advising
 - Options (for enhancing advising related to accelerated options)
 - State level
 - ◆ Sample parental notification letter
 - ◆ Statewide student advising tips for guidance counselors
 - ◆ State brochure for parents and students
 - District/school level
 - ◆ Best Advising Practices – guide for other schools?

6. Access/Availability

- Statewide data on student participation in various acceleration mechanisms
 1. AP courses offered by high school/district
 2. Dual Enrollment courses offered by community college/district (articulation agreements)
 3. IB courses offered by high school/districts (limited number of schools)
 4. Number of students participating in the Florida Virtual School (by district/school)
 5. Usage of accelerated courses to meet college graduation requirements (cohort study)
 6. # of students with documented disabilities enrolled in accelerated courses (accommodations).

Online survey questions (for districts) -

- Student eligibility requirements for AP/IB/DE (statewide chart vs. district policies)
- Teacher training requirements (statewide chart vs. district policies)
- Identification of schools with exemplary advising practices – will follow-up with case study approach

7. Grading Practices

- K-12 grading policies
 1. State GPA (un-weighted) – used to certify that 2.0 GPA has been met for high school graduation
 - Includes only the 24 credits required for graduation (will now also be calculated using 18 credit option)
 2. Weighting policies differ among districts and schools
 - District/School GPA (weighted and un-weighted)
 - GPA policies found in Pupil Progression Plan
 - Valedictorian policy

This weighting policy is typically used to determine class rank and “Talented 20” (state simply verifies 18 SUS required credits)

Many schools publish GPA policies on-line

3. Districts are required to weigh dual enrollment courses “the same as honors and Advanced Placement courses” (language not clear/specific) - s. 1007.271(16), F.S. (cannot discriminate against dual enrollment courses in the calculation of GPA)
 4. Common Practice
 - AP & IB = 1 additional Quality Point
 - Honors and Dual Enrollment = .5 Quality Points
 - Some schools do not include dual enrollment in class rank calculation – Online survey question.
- State University Admissions
 1. No statutory requirement relating to GPA weighting
 2. Common Practice (9 of 11 state universities)
 - AP, IB, AICE & Honors = 1 additional Quality Point
 - Dual Enrollment = no weighting
 3. The University of Florida and New College of Florida
 - AP, IB & AICE = 1 additional Quality Point
 - Honors & Dual Enrollment = .5 Quality Points
 4. ** At a July 23, 2003 meeting of the State University Admissions and Registrars, the group recommended a new statewide policy on GPA calculation for state university admissions (academic courses only):
 - AP, IB & AICE = 1 Quality Point
 - Dual Enrollment & HS Honors = .5 Quality Points
 - *Clarification is needed on the ACC recommendation that a grade of “C” or better is required for dual enrollment*
 - The change in state university policy will not require any statutory or rule revision.
 - Bright Futures weighting Policies

Consistent weighting across all accelerated courses

.5 additional Quality Points for AP, IB, AICE, Dual Enrollment and High School Honors

8. General Education Requirements

- SCNS maintains a list of General Education Courses – 1900 separate courses (at least 1 institution identifies as general education)
- “X” percent of enrollment is in “X” number of courses (natural break?)
- Match accelerated course enrollment against the general education course list
 1. Match against full list of general education courses
 2. Match against most identified courses: “X” number of accelerated credit is identified as general education by at least “X” number of institutions (break down into sub groups)

9. Class Size Reduction

- Senate Bill 30-A (potential impact on accelerated course enrollment)
- Courses offered in locations other than the high school
 - ◆ Dual enrollment courses taught at the community college (vs. those taught at high school)
 - ◆ Florida Virtual School
 - ◆ Community College Distance Learning Consortium
 - ◆ Program of Study offered via distance learning?

10. Funding

Develop simple explanatory chart

- ◆ AP, IB, AICE
 - FTE funding (FEFP)
 - Incentive Funding
 - School Districts receive .24 additional FTE for each exam passed
 - Teachers receive \$50 bonuses for each student that passes an exam (\$500 one time bonus if in D or F school)
- ◆ Dual enrollment
 - Community Colleges (CCPF) – state allocation not based on FTE, Performance \$\$
 - School Districts (FEFP) – FTE funded
 - Issues
 - “Double funding” perception – costs incurred by both community colleges and school districts
 - Seat time for dual enrollment courses taught at community colleges is less than at school district – affects FTE funding for districts
 - Additional hours taken beyond the 300 minute day do not count toward FTE funding for school districts
 - Instructional materials costs can be prohibitive for school districts
 - Community colleges receive no funding from the state to cover the loss of student tuition and fees
- ◆ Funding Option – distribute performance funding currently associated with AP, IB & AICE to districts (community colleges?) based on credit earned in ALL acceleration options (DE included)

11. Credit-by-Exam upon completion of a dual enrollment course

- Feasibility of offering CLEP or AP exam at the end of dual enrollment course
 - ◆ Cost estimate – if state pays for the exams
 - ◆ What gain is it for the state?
 - ◆ Duplication of credit
 - ◆ Curriculum not aligned
 - ◆ Students may currently take a CLEP or AP test at the conclusion of a dual enrollment course (can't earn duplicate credit, state does not currently pay for exam)

- ◆ Conduct a follow-up study to look at success on CLEP tests after dual enrollment courses?
- Advising plays an important role in student choice of an appropriate acceleration mechanism
 - ◆ Students planning to attend college out of state (dual enrollment credit less likely to be accepted)
 - ◆ Students are not guaranteed AP, IB or AICE credit in college unless they earn a specified score on an exam (standardized in Florida, but some states require higher scores)
 - ◆ Include in advising piece that students may attempt credit-by-exam after a dual enrollment course if they find it is necessary?
 - ◆ Are there any additional issues associated with students with disabilities?

12. Miscellaneous

- CLEP and Departmental Exams
 - ◆ No course/curriculum associated with tests (demonstration of competency)
 - ◆ Credit earned does not count toward high school graduation (only postsecondary)
- Option - use CLEP tests as a way to demonstrate competency in foreign language (could help with the 18 credit graduation option, SUS admission requirement)

Articulation Coordinating Committee
August 20, 2003
Item 5

Subject: Update on K-20 Data/Records

Proposed Committee Action

Review and Discussion

Background Information

Task Force Status Report

Supporting Documentation Included: N/A

Facilitators/Presenters: Ms. Connie Graunke

Articulation Coordinating Committee

August 20, 2003

Item 6

Subject: Discussion of Statewide Course Numbering System (SCNS) Issues

Proposed Committee Action

Review and Discussion

Background Information

The Statewide Course Numbering System (SCNS) facilitates the transfer of students among Florida's postsecondary institutions. By Florida law, an institution accepting a transfer student from another participating institution must award credit for satisfactorily completed courses that are equivalent to courses offered by the receiving institution, including consideration of faculty credentials. Credits awarded must satisfy the requirements of the receiving institution on the same basis as credits awarded to native students.

Guaranteed transfer does not apply to courses with different course numbers (prefix and last three digits). Therefore, students who complete courses with numbers that are not equated to a course at the receiving institution are often given merely elective credit for courses that satisfied general education or program prerequisites at the previous institution.

The Statewide Course Numbering System is proposing an examination of issues concerning proliferation of lower-level courses and a plan for future activities to increase articulation of lower-level courses.

Issues for review and discussion include content alignment, general education courses, Gordon rule courses, common prerequisites, and unique lower-level courses.

Supporting Documentation Included: N/A

Facilitators/Presenters: Mr. Matthew Bouck

Articulation Coordinating Committee

August 20, 2003

Item 7

Subject: Discussion of High School Graduation Options

Proposed Committee Action

Review and Discussion

Background Information

Senate Bill 30A, passed by the 2003 Florida Legislature, amends several laws related to high school graduation. The purpose of these amendments is to provide students with high school graduation options and align the number of credits required for university admissions with these options. Beginning with the 2003-2004 school year, high school students will have three graduation options. Details of these options will be provided for review and discussion.

Supporting Documentation Included: N/A

Facilitators/Presenters: Ms. Betty Coxe

Articulation Coordinating Committee

August 20, 2003

Item 8

Subject: K-20 Accountability Update

Proposed Committee Action

Update – for informational purposes only

Background Information

HB 915, passed by the 2003 Florida Legislature, established a unified K-20 accountability system that holds each education delivery sector responsible for high student achievement; seamless articulation and access; a skilled workforce; and quality, efficient services. An update on the K-20 Performance Accountability project will be provided.

Supporting Documentation Included: N/A

Facilitators/Presenters: Mr. Jay Pfeiffer