

**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](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.

Ms. Brenda Dickinson stated the rule revision team had not determined if paragraph (2) was prior to paragraph (3), or if paragraph (2) can be bypassed.

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

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

- Continue
- university. These students averaged two courses for 5.6 credit hours.
- Draft Responses to OPPAGA Questions
- 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.

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.

Ms. Sharon Koon explained that OPPAGA had several follow-up questions to this report. The Office of Articulation, Division of Community Colleges, and Division of Colleges and Universities have worked together on a response. The deadline to respond to the ACC is June 1; the deadline for the Department response to OPPAGA is June 15.

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