

MINUTES
ARTICULATION COORDINATING COMMITTEE MEETING
October 25, 2006

A meeting of the Articulation Coordinating Committee (ACC) was held on Wednesday, October 25, 2006, in Room 1721/25 of the Turlington Building in Tallahassee, Florida. At 1:05 p.m. the meeting was called to order by the Chairman, Dr. Edwin Massey.

Members Present

Dr. Walter Christy, Brevard Public Schools
Ms. Christine Cothron, First Coast Technical Institute
Dr. Charles Dassance, Central Florida Community College
Ms. Brenda Dickinson, Nonpublic Secondary Education
Dr. Sara Hamon, proxy for Dr. Judith Bilsky, Division of Community Colleges & Workforce Education
Mr. Michael James, proxy for Dr. Gita Pitter, Florida A & M University
Dr. Edwin Massey, Indian River Community College (Chair)
Dr. Dorothy Minear, proxy for Dr. R.E. LeMon, State University System, Board of Governors
Mr. Alan Ramos, proxy for Dr. Cheri Yecke, Division of Public Schools
Dr. Diane Solms, proxy for Dr. Joseph Joyner, St. Johns County Public Schools
Dr. Robert Sullins, University of South Florida
Dr. Jill White, Okaloosa-Walton College
Dr. Heather Sherry, Office of Articulation (staff)

Members Absent

Mr. Ronald Blocker
Mr. John Joseph, student, Miami-Dade College
Dr. Arthur Kirk, Jr., St. Leo University
Dr. Bonnie Marmor, Division of Community Colleges & Workforce Education
Mr. Jim Patch, Jones College
Dr. Martha Pelaez, Florida International University

Chairperson's Comments

Dr. Edwin Massey began the meeting by welcoming members and all in attendance. He asked the committee and everyone in the audience to introduce themselves. Dr. Massey noted the importance of the work of the ACC and how what is best for the student is always at the center of the discussion.

APPROVAL:

1. Approval of May 24, 2006 Minutes

- Dr. Massey asked for a motion for approval of the minutes of the May 24, 2006, meeting of the ACC. The motion was seconded and unanimously approved.

2. Approval of Common Prerequisites

- Ms. Pat Frohe and Ms. Lynda Page reported on the recommended changes to the Common Prerequisite Manual. Lynda Page first addressed a grouping of proposed teacher education prerequisite changes based on a recent revision to State Board of Education Rule 6A-5.066. The rule revision provided greater flexibility for institutions by eliminating the specificity of the 45 hours of general education. The Education Discipline Committee recommended including a Teacher Education Information page that would link to a list of state approved teacher education programs and links to an explanation of the state board rule changes and the rule itself. On every major page, the discipline committee has suggested including a general advising statement - "For All Majors" - that reminds students to focus on general education coursework

as they work toward their continuing goals. An additional statement - "For Education Majors" - will also be included with a more specific advising statement. Ms. Page informed the committee that the 3 teacher education prerequisites that are common to all teacher education programs have not changed, but the Education Discipline Committee will be reviewing the content of those courses in the future to ensure that the appropriate competencies are addressed.

- Dr. Massey asked for a motion to approve the Teacher Education Common Prerequisites as a group based on the recommendations of the Oversight Committee. The motion was seconded and unanimously approved.
- Ms. Page continued by commending the Oversight Committee for a productive meeting and for providing more direction for discipline committees in the future. She explained that there are 12 discipline committees (some comprised of as many as 20 faculty members per committee) that review prerequisite proposals and make recommendations to the Oversight Committee. The Oversight Committee either approves the proposals as recommended by the discipline committee, approves with edits, or disapproves each proposal. (For example, some proposals were modified to exclude courses that were only offered by one institution in the state. Those courses were moved to requirements for the degree completion, rather than prerequisites for admission.)
- The following proposals were unanimously approved (as modified by the Oversight Committee).
 - Additions: French/Francophone studies (FSU – 5.0124); Landscape and Nursery Horticulture (UF – 1.0603); Real Estate (UCF – 52.1501); Merchandising (FSU – 19.0901); Apparel Design (FSU – 19.0901); Sport Management (FSU – 13.1314 & UF/UNF – 31.0504)
 - Changes to existing CIPs: Studio/Fine Art (50.0702); Business/Technology Education (13.1303); Business and Management Programs (52.XXXX); Dance (50.0301)

3. **Approval of PSAV to AAS/AS Articulation Agreements**

- This approval item was postponed until the next meeting.

4. **Approval of Course Level Maintenance Guidelines for SCNS**

- Mr. Matthew Bouck presented a policy from the Standing Committee on Course Numbering to govern the assignment of course levels on the Statewide Course Numbering System (SCNS). Under these guidelines the SCNS will not assign equivalent course numbers to courses offered at different levels. The SCNS will, however, in conjunction with the faculty discipline committee determine the proper levels for submitted courses to ensure the content warrants the level recommended. The final authority for course level assignment will rest with the ACC.
- Dr. Massey asked for a motion to approve the Course Level Maintenance Guidelines. The motion was seconded and unanimously approved.

DISCUSSION:

1. **Florida Secondary School Redesign Act (A++) Majors and Minors**

- Ms. Carrie Fraser, from K-12 Legislative Affairs in the Department of Education, made a presentation to the group on House Bill 7087, known as the A++ Plan. The primary focus of the presentation related to the implementation process for new middle school and high school requirements, including the addition of required high school major areas of interest.

2. FACTS.org, Academic Planner- ePEP

- Ms. Andrea Latham, Director of Project Development for FACTS.org, presented a mock up of the FACTS.org Academic Planner – ePEP and explained how the implementation of the new high school major areas of interest will impact the online advising system. FACTS.org is the statewide online student advising system that bridges all of the K-20 functions relating to student transition from one educational level to the next. The new A++ legislation requires all 8th graders to complete a career education course that includes exploration of all careers that will ultimately result in the development of an education plan (ePEP) for each student. Ms. Latham demonstrated how the online education plan will be set up via a paper mock up. She explained that FACTS.org has been seeking input from a variety of stakeholders on the draft of the planner to fix potential issues before it is built online. Each student planner will be individually tailored to a specific student at a specific school by accessing transcript information. In addition, it will align with specific academic and career goals of the student by providing advising information and choices that are related to their goals.

3. Review of CPT Scores and FCAT Pilot

- Dr. Sara Hamon, Director of Articulation and Educational Services for the Division of Community College and Workforce Education (DCCWE), presented two studies conducted by DCCWE relating to required scores on the Common Placement Test (CPT) and FCAT concordance with the CPT. On behalf of Dr. Judith Bilsky and Dr. Pat Windham, Dr. Hamon summarized the initiatives currently taking place in community colleges.
- The first study reviewed the effectiveness of the current CPT cut scores in accurately placing students. A committee of community college and Division representatives was convened and a final report was recently presented to the community college Council on Instructional Affairs and the Council of Student Affairs. It is scheduled to go before the community college Council of Presidents in November. The primary recommendations are: 1) English and Reading cut scores will remain at their current level of 83; and 2) math cut scores will remain at their current level of 72. However, for students scoring 72-86 on the math portion of the CPT, it is recommended that institutions place students into MAT 1033 (Intermediate Algebra) as a means of building additional skills prior to college level work. For students scoring above 86 on the math section of the CPT, it is recommended that additional assessments combined with the student's intended program of study be used to determine the appropriate placement. In addition, the study noted that there is a need to review competencies for all developmental courses.
- The second study (FCAT Pilot - Data Trend #33) supported the A++ legislation focus on the alignment of high school and postsecondary entrance standards. The primary focus was to examine the related factors between high school preparation and subsequent success in college. Factors included level of courses taken in high school, FCAT scores, CPT scores, and degree completion, transfer to the SUS, or remaining enrolled in a postsecondary institution. The study compared FCAT levels with CPT scores and found that over 90% of students scoring at the FCAT level of 5 will pass the math section of the CPT. Also, over 90% of students scoring at the FCAT level of 4 or 5 will pass the reading portion of the CPT. Given this finding, several community colleges have agreed to participate in a pilot that will allow them to use FCAT scores instead of the CPT for entry level placement. The pilot will take place over a two year period and data will be examined to see how successful those students are in completing their coursework and moving on. Institutions participating in the pilot will be free to place additional requirements on those students (for example, a student may use an FCAT score of 5 if they have taken a math course in their senior year of high school). Institutions will have the ability to tailor their policies related to this pilot, but they will have to get that information in to the

Division by the middle of November in order to be eligible. They will be required to participate in the stringent data follow-up.

4. Update from the Office of Student Financial Assistance (OSFA)

- Ms. Barb Dombrowski, Educational Program Director, State Programs Policy & Training for OSFA, made a presentation on the new financial aid programs passed into law. New Activities in State Financial Aid Programs specifically included: 1) increasing the Florida Bright Futures Medallion Scholar award from 75% to 100% for those students who attend a public community college and enroll in an associate degree program; 2) expanding eligibility for the Children of Deceased and Disabled Veterans financial aid programs to include spouses; and 3) creating the need-based First Generation Matching Grant Program for university students. New Federal Financial Aid Programs included: 1) a \$1 million Commercial Motor Vehicle Operator Training Grant; 2) the Academic Competitiveness Grant - rewards Pell eligible high school students who took a “rigorous” high school curriculum; and 3) the National Science and Mathematics Access to Retain Talent (SMART) Grant – awarded to 3rd and 4th year Pell recipients who are degree-seeking in designated programs of study.

5. Residency Guidelines

- Dr. Sara Hamon provided an update on the Guidelines for Residency for Tuition Purposes. The revised Residency Guidelines recommended by the Statewide Residency Committee and approved by the ACC can be accessed on FACTs.org under the advising manuals tab. She explained that the document was created with input from a variety of stakeholders and is considered to be a “living” document that will change as new information is discovered, developed, and added. It is anticipated that revisions to the Residency Guidelines will come before the ACC for approval on an annual basis.

6. Report from Standing Committee on Statewide Course Numbering

- The ACC Standing Committee on Course Numbering met with Ms. Lynda Page serving as chair in the absence of Dr. R.E. LeMon.
- Glenda Rabby and Emily Dendy from the Office of Program Policy Analysis and Government Accountability (OPPAGA) presented information relating to their study of nonpublic institution course transfer among Statewide Course Numbering System (SCNS) participants. The study will examine credit transfer in the 2004-2006 academic years from nine participating nonpublic institutions to 13 community colleges (this represented the great majority of course transfer). The study should be finished in spring, 2007.
- The Committee briefly discussed a new policy that will help guide the SCNS and institutions in the appropriate assignment of course levels and numbers. This policy will be forwarded to the ACC for approval at the November, 2006 meeting.
- The Committee received the final results of the general education survey, which sought to determine how specific general education courses are offered or accepted in transfer by all public institutions. There are 15 courses from the survey offered or accepted as general education by all institutions, with 20 additional courses offered or accepted as general education by all but one or two institutions. The next phase of this study is to contact those institutions to determine the reason for not accepting these 20 courses as general education. The Committee again instructed that this process should not require certain courses be included in a general education program or limit course offerings.
- The Gordon Rule (6A-10.030, FAC) was recently modified to remove the word requirement in favor of demonstrating college-level writing by courses with “multiple assignments.”

A question has arisen concerning the practice of offering a course where some sections of a course will meet Gordon Rule, some will not. The Committee determined that, as long as the Gordon Rule status is clearly marked on the transcript, there is no reason why an institution should be forced to offer all sections as meeting Gordon Rule.

- A new topic for the Committee was that of nonpublic institution admissions and placement policies. At issue was whether students who transfer to public institutions with equivalent credit are truly prepared for college-level work—some students who transfer with college-level credit do not pass sections of the College Placement Test (CPT). The Committee directed staff to review OPPAGA and assessment data to ascertain if students who complete college-level work are failing the CPT, and to review accrediting agency requirements for institution admissions and placement policies.
- An emerging area of concern is that of specialized program accreditation—and if differences in program accreditation should drive course number assignments and course transfer. The Committee would like to see further research regarding agency policies regarding transfer of credit and if there are some programs where this is a serious problem for students. The Committee emphasized that specialized accreditation must work within the framework of Florida laws and emphasis on seamless articulation.
- Finally, the Committee revisited the question of whether similar courses offered for academic v. occupational degrees should be given the same course number—and thus guaranteed transfer of credit. The Committee reviewed a report showing equated courses reported at different institutions as Advanced and Professional, Postsecondary Vocational, and Baccalaureate. The Committee debated the magnitude of this issue and whether the associate in science and associate in applied science should be delineated by transfer intent and faculty credential levels.

7. Report from Standing Committee on Postsecondary Transition

- Dr. Ed Massey, as co-chair of the Postsecondary Transition Committee, reported on the morning meeting. Ms. Glenda Todd, administrator from the FLDOE Office of Funding and Financial Reporting, presented information about how districts report dual enrollment for FTE funding. Ms. Todd provided a handout and an explanation of s.1011.62(1)(o), which was amended to allow district reporting of 75 membership hours for each semester dual enrollment course in which secondary students are enrolled. The handout provided a sample revenue estimate of the eligible funding that a district receives for student participation in dual enrollment courses. An example base student allocation of \$3,981.61 revealed that the district receives \$508.00 of eligible funding for each dual enrollment course. Ms. Todd addressed district concerns about the statutory requirement to pay the cost of instructional materials for students participating in dual enrollment and early admission by explaining that the amount of funding districts receive for each semester course of dual enrollment exceeds the cost of textbooks for each course. Districts should be reporting enrollment in which students are dually enrolled on a part-time or full-time early admission basis to be eligible for funding. Although districts are not funded for dual enrollment courses taken beyond the regular six period day nor during the summer, funding received for dual enrollment participation during the regular school day and during the regular school year generates sufficient FTE funding that adequately covers the cost of textbooks for the students choosing to participate in dual enrollment courses after the school day or during the summer.
- Dr. Judy Bilsky provided a summary of three current reports: 1) the committee review of current CPT cut scores, 2) the March 2005 report, “Postsecondary Success Begins with High School Preparation” Data Trend #33, and 3) the July 2006 report, “Community College Dual Enrollment Students Do Well in Subsequent University Courses”, Fast Fact #83. (See ACC agenda item #8 for more details).

- Ms. Amy Albee, Division of Community Colleges and Workforce Education shared a draft of an ACC survey that has been developed to query public postsecondary institutions about the extent of faculty training and services available for students with disabilities. Ms. Janice Finney commented that most of the admission directors no longer ask for disclosure on the SUS admission application from students with disabilities, but are encouraged to contact the institution's Office of Disability Services for information and assistance. Ms. Andrea Latham added that the faculty members usually provide in every course syllabus a statement requesting that students with disabilities communicate any needs to the instructor. Requested additions or changes were solicited from the committee and members were advised to e-mail Amy Albee.
- Dr. Kerouac shared a list of dual enrollment issues that continue to challenge districts and postsecondary institutions. Suggestions were solicited from the members for possible SBE rule considerations that might help make dual enrollment policies more consistent and straightforward. Issues were discussed and identified that require further clarification, including: concerns about student access to dual enrollment; local authority and practices that are inconsistent with statute; policies that align with state and district's student progression plans; encouraging multiple agreements with local postsecondary institutions that broaden curricular options for students; efficient use of textbooks, facilities, and faculty; early admission practices; expanding the approved Dual Enrollment Course Equivalency List to include all statewide course numbered courses; and increasing availability for students to select dual enrollment courses in their declared majors and minors in high school.
- Dr. Kerouac agreed to: convey concerns to the A++ committees, request a presentation on the funding formula for community colleges and dual enrollment from Ed Cisek, and develop a proposed draft of SBE rule on dual enrollment for the committee to review at the February 28, 2007 meeting.

8. Report from Standing Committee on Statewide Policies and Guidance

- Dr. Heather Sherry reported on behalf of Dr. Charles Dassance, chair of the Standing Committee on Statewide Policies and Guidance. The committee was addressed by Dr. Michael Jones (DOE Program Director, Postsecondary Examinations) regarding postsecondary assessment policy. During the committee's revision of SBE/BOG 6A-10 articulation rules/regulations relating to articulation, the "assessment cluster" was held out until further direction was provided relating to statewide postsecondary assessment policy. Since the CLAST examination will remain in place, it is now necessary to make technical revisions to the 6A-10 Assessment Cluster. In conjunction with technical revisions made to the rules, Dr. Jones explained that a team of stakeholders will be convened by the University of Florida (current administrator of the CLAST) to assess the current examination and make recommendations for updates and potential future revisions, whether they be minor or major.
- The committee also reviewed a preliminary draft of the newly revised Statewide Articulation Manual. The Manual is intended to provide a comprehensive overview of 2+2 education policies in Florida. It is designed to be a "one-stop shop" for all postsecondary articulation information. The committee was asked to review the current outline and preliminary draft and provide input and ideas to staff regarding the organization and content of the document. It is anticipated that a more complete draft be provided at the February committee meeting for review.

The meeting was adjourned at 3:15 p.m.

Announcements: The next ACC meeting is scheduled for February 28, 2007.
