

MINUTES
ARTICULATION COORDINATING COMMITTEE MEETING
May 23, 2007

A meeting of the Articulation Coordinating Committee (ACC) was held on Wednesday, May 23, 2007, at the Turlington Building in Tallahassee, Florida. At 1:00 p.m., Chairman, Dr. Edwin Massey, called the meeting to order.	
Members Present	Dr. Judith Bilsky, Division of Community Colleges Dr. Walter Christy, Brevard Public Schools Dr. Christine Cothron, First Coast Technical Institute Ms. Anna Cowin, Lake County Public Schools Ms. Brenda Dickinson, Nonpublic Secondary Education Mr. Michael Fischer, Florida Student Association Dr. R.E. LeMon, State University System, Board of Governors Dr. Bonnie Marmor, Division of Workforce Education Dr. Edwin Massey, Indian River Community College (Chair) Dr. Gita Pitter, Florida A & M University Dr. Robert Sullins, University of South Florida Dr. Jill White, Okaloosa-Walton College Dr. Cheri Yecke, Division of Public Schools Dr. Heather Sherry, Office of Articulation (staff)
Members Absent	Mr. Ronald Blocker, Orange County Public Schools Dr. Charles Dassance, Central Florida Community College Dr. Arthur Kirk, Jr., St. Leo University Mr. Jim Patch, Jones College Dr. Martha Pelaez, Florida International University
1. Chairperson's Comments	Dr. Edwin Massey began the meeting by welcoming members and all in attendance. He asked the committee and audience for introductions and recognized two new members of the Committee (Ms. Anna Cowin and Mr. Michael Fischer). Dr. Massey complimented the work of the standing committees and staff and emphasized the continued importance of the work of the ACC.
Approval:	
2. Approval of Feb. 28, 2007 Minutes	Dr. Massey asked for a motion for approval of the minutes of the February 2007, meeting of the ACC. Motion was seconded and unanimously approved.
3. Approval of: Expanded Dual Enrollment Course Equivalency List	Dr. Heather Sherry presented proposed additions to the <i>Dual Enrollment Course Equivalency List</i> of postsecondary courses that will satisfy 1.0 high school credit in the high school subject areas of English, Math, and Science. The review process for the expansion of the list included the following steps: <ol style="list-style-type: none"> 1. Reviewed all lower level SCNS courses with the same prefixes as those currently represented on the list. The following indicators were requirements for a course to be added to the list: <ol style="list-style-type: none"> a. At least one institution offers the course as part of the general education requirement and/or the course is in the <i>Common Prerequisites Manual</i> for at least one major b. For math courses: All courses must be "at or above the level of College Algebra" (mirrors Gordon Rule requirement) c. For science courses: Must have an accompanying lab 2. Courses that met the requirements were then reviewed for the following characteristics:

	<ul style="list-style-type: none"> a. A course that is an “Honors” version of a course already on the approved list b. Added all courses that were considered “next in the standard sequence” of those courses already on the list c. Reviewed courses for “breadth test” – excluded those postsecondary courses that are highly specific d. Added only those courses that would be designated as receiving 1.0 full high school credit (currently there are some courses on the list that receive 0.5 high school credit, but no additional courses for 0.5 credit are proposed—all dual enrollment courses count as a minimum of 0.5 high school elective credit) <p>Additional Improvements to List included:</p> <ul style="list-style-type: none"> 1. Revised title to provide clarity of purpose for the list <ul style="list-style-type: none"> a. Formerly = “Dual Enrollment Course Equivalency List” b. Now = “Dual Enrollment Course-High School Subject Area Equivalency List” 2. Lab component for Science courses has been clarified 3. General Education Column added to highlight general education “super courses” <p>The motion was seconded and unanimously approved. Pending State Board of Education approval, the additional dual enrollment courses will become effective for high school subject area credit for the 2007-2008 school year.</p>
<p>4. Approval of Current Common Prerequisites Manual (technical changes) and Update on Revisions to Education course prerequisites</p>	<p>Ms. Pat Frohe reported that the Lower Division Teacher Education Experience Workgroup has now held three meetings to carefully examine and review the three prerequisites common to all education programs—<i>Introduction to Education</i>, <i>Diversity for Educators</i>, and <i>Technology for Educators</i>. Course prefixes and numbers, course titles, course descriptions, course objectives, and student learning outcomes are being reviewed and most are being revised, since 12 years have passed since these courses were created as prerequisites. The Workgroup of 13 is comprised of 6 members each from community colleges and universities, and one staff member from the Bureau of Educator Recruitment and Professional Development. By the end of May, 2007, the Workgroups and Subgroups will complete their work. The final draft information will be reviewed by the Education Discipline Committee for Common Prerequisites and the Oversight Committee, and submitted for approval to the ACC. All information will then be submitted to the administrator of the SCNS for inclusion in the database of courses. Dr. Judith Bilsky added that collaboration and cooperation between the university and community college staff working on this project have produced favorable results.</p> <p>Ms. Lynda Page presented technical changes to three programs from the <i>Common Prerequisites Manual</i> - Athletic Training, (CIP 51.0913), Statistics (CIP 27.0501), and Biology (CIP 26.0101). Ms. Page explained the revisions in detail. A motion was seconded and unanimously approved to accept the changes with an understanding that further technical revisions would be made to the language under Biology to add clarification. The Oversight Committee will be informed of those changes via email.</p> <p>Ms. Page also provided information on an upcoming summer project coordinated by the Office of Articulation, the Board of Governors staff, and the Division of Community College staff to review and revise the <i>Common Prerequisite Manual</i>. The goal is to provide a more manageable,</p>

	comprehensive, and easy-to-interpret manual for use by institutions' advisors and students to include links, new introductory information, and revised time lines. This project is in its preliminary stages. ACC members will be provided updates periodically prior to its completion. Motion was seconded and unanimously approved the project's procedures, as presented.
Discussion:	
5. Status Report: Status Report: 2007 Legislative Updates	Ms. Carrie Fraser, Director of Governmental Relations for the Department of Education, presented an overview of the 2007 Legislative Session and highlighted the bills closely related to articulation. Ms. Fraser provided members and the audience with copies of the 2007 regular session edition of the Florida Department of Education Legislative Review and a handout of the presentation. Ms. Linda Champion, Deputy Commissioner for Finance and Operations also provided a brief overview of the final education budget.
6. Status Report: STEM Initiative, Secondary Math Standards. Postsecondary learning outcomes and competencies.	<p>Ms. Mary Jane Tappen, Director of the newly created Office of Mathematics and Science (OMS) provided a presentation of the Science, Technology, Engineering, and Mathematics Initiative (FCR-STEM), explaining the background and need for strengthening alignment and depth of standards in these content areas. Ms. Tappen identified important points from a gap analysis that compared Florida's math standards with other states and countries, revealing the need to focus more on the depth of mastery rather than the breadth of course standards to support a deeper instructional approach aimed to improve student performance and achievement.</p> <p>Dr. Dottie Minear, Associate Vice Chancellor for Academic and Student Affairs for the Board of Governors, summarized the discussion that had taken place that morning in the Standing Committee on Course Numbering. She explained that many current national and state-level initiatives are focusing on student readiness for success in postsecondary education, as well as the alignment of standards, curriculum, assessment, and instructional preparation across educational sectors. She pointed out that, although "college readiness" needs to be defined and addressed on multiple levels, one venue Florida has for ensuring a common definition for "college ready" is through its Statewide Course Numbering System (SCNS). For instance, one can ask, "What do students need to know and be able to do to succeed in introductory college credit-bearing courses?"</p> <p>Dr. Minear pointed out that, although the SCNS has been in place for decades, many of the common course descriptions focus more on the topics to be covered than on the expected student learning outcomes. She suggested that there might be value in convening faculty discipline committees to revisit some of the most highly populated introductory courses (which also happen to be among the high-risk courses, among the most commonly offered General Education Courses, and among the courses most often accepted for Gordon Rule purposes). The focus of committee discussions would be on the identification of common expected student learning outcomes for a course with a shared prefix and number. In their efforts to identify competencies associated with one course, committee members would also consider what students must know and be able to do to succeed in subsequent coursework. Simultaneously, they would be able to identify what competencies students would require coming into the course under discussion to be successful. This information could be shared with faculty teaching related college preparatory courses and colleagues in the PreK-12 sector, so they could better align expected outcomes from related courses.</p> <p>Dr. Minear reported that members of the Standing Committee recommended that faculty discipline committees be convened to discuss student learning</p>

	<p>outcomes for introductory courses in mathematics, English, biology, and a high-enrollment area with a heavy emphasis on reading.</p> <p>Dr. LeMon encouraged Florida to learn from other states. Mr. Bouck added that work on course competencies would address issues such as transfer of credit and accreditation. Dr. Pitter suggested that a phase one approach might consider developing competencies for “bottleneck” courses and phase two might address disciplines that already have specialized accreditation.</p> <p>Dr. Massey encouraged linking efforts of state universities, community colleges, and K-12 to define learning competencies signifies a true commitment to K-20 articulation which could be considered as a possible pilot study, and also advised that these efforts need to connect with teacher training.</p>
<p>7. Status Report and Discussion: Go Higher, Florida! Task Force</p>	<p>Dr. Judith Bilsky presented a status report of the Go Higher, Florida! Task Force efforts. The task force is comprised of representatives from all levels of public and private education: the State University System, the Community College System, independent postsecondary institutions, public schools, and career and technical education to advance postsecondary readiness and K-20 progression. Dr. Bilsky summarized the focus of the April 2007 meeting, recognizing the presentation from Dr. David Spence, President of the Southern Regional Education Board (SREB), http://www.sreb.org/. Dr. Bilsky pointed out the need to recognize the magnitude, definition, and nature of college readiness. There is a need for both secondary and postsecondary educators to clearly understand “college readiness threshold skills” and consistently convey these expectations. Established readiness goals specific to SAT and ACT assessment standards need to connect more transparently and concretely into the secondary course instruction. Professional development activities that bring together college and secondary school faculty should be supported and encouraged. Task force discussion has focused on the need for administering college readiness assessment no later than grade 11, in order for students to better prepare in their senior year, prior to graduation. The next Task Force meeting is set for June 2007.</p>
<p>8. Status Report: Statewide Articulation Manual</p>	<p>Dr. Heather Sherry provided an update of recent revisions to the online <i>Statewide Articulation Manual</i>, including the production of CDs distributed to ACC members. Dr. Sherry provided a brief online demonstration of the useful links from sections of the manual. As time was short, Dr. Sherry agreed to do a more in-depth demonstration at the next meeting.</p>
<p>9. Status Report: IAA workshops</p>	<p>Dr. Pamela Kerouac shared a brief update of the four regional Interinstitutional Articulation Agreement (IAA) workshops held this spring at Valencia Community College, Indian River Community College, and the Turlington Building for participants in the North Florida area. Workshops were presented by Dr. Sherry, Dr. Hamon, and Dr. Kerouac to assist postsecondary institutions and districts in developing effective articulation agreements. Topics included: 1) how to use the IAA template to address statutory-required elements; 2) ways to integrate the <i>Dual Enrollment Statement of Standards</i>; and 3) current questions and answers. Participants have included community college vice-presidents and administrators, dual enrollment coordinators, advisors, and district personnel. The workshops have elicited positive feedback and facilitated valuable discussion and dialogue among participants. Efforts are underway to schedule a regional workshop for participants from the University of Florida, Santa Fe Community College and area districts. Those interested in scheduling a workshop in their area were encouraged to contact Dr. Kerouac.</p>

10. Status Report: Residency update	Dr. Sara Hamon, Division of Community Colleges, and Ms. Lori Clark, Board of Governors, provided an update on the recent work of the Statewide Residency Committee. Dr. Hamon reported that the proposed language for State Board of Education Rule 6A-10.044 is on temporary hold pending decisions on current immigration issues. Ms. Clark reported that the next meeting for the Residency committee is scheduled for July 10, in Miami. Among the items on the agenda will be a review of the common residency form.
11. Summary Report: Disability Survey findings	<p>Ms. Lynda Page, Board of Governors, and Ms. Amy Albee, Division of Community Colleges presented the findings of a recent survey of community colleges and state universities to assess any gaps in services available for students with disabilities attending public postsecondary institutions in Florida. Twenty-five community colleges and all eleven state universities responded. The focus of the questions addressed: 1) the extent to which faculty are aware and trained to meet the needs of students with disabilities; 2) the institutional services available; and 3) transition services and obstacles. Handouts provided a summary of the responses to the questions; a matrix that indicated the number of yes and no responses, and a copy of frequently asked questions and answers from the US Department of Education Office for Civil Rights.</p> <p>Recommendations for institutions to improve student services include: 1) implementing student success skills courses designed for students with disabilities; 2) requiring training for new faculty; 3) developing written policy and procedures for instructional accommodations and assessment modifications; 4) networking with district personnel to better communicate postsecondary expectations and share accommodation policies; and 5) specifying admission appeals processes in institution catalogues and websites.</p>
12. Status Report: Submission of policies to identify courses that meet Gordon Rule.	Due to the limited time remaining for the meeting, Mr. Matthew Bouck agreed to postpone this presentation until the October 24, 2007 meeting.
13. Report from Standing Committee on Course Numbering	<p>The Standing Committee on Course Numbering discussed, under the leadership of the chair, Dr. R.E. LeMon, the issues of special program accreditation, equated courses across degrees, and course competencies and student learning outcomes.</p> <p>The first item related to the association between program accreditation and course transfer. That is, can accredited programs refuse to receive in transfer equivalent Statewide Course Numbering System (SCNS) numbers from programs that do not share the same accreditation? Florida law regarding course transfer supersedes accrediting agency policies—and all the accrediting agencies contacted have no prohibition on this acceptance of transfer credit. The Committee discussed, however, that this practice may increase the uncertainty for program accreditation in determining program quality, but would not generally affect the outcomes of accreditation. This is becoming a more important issue with the rise of upper-level student transfer. The Committee would like to see data on these types of transfer students and their later success in programs. In addition, Dr. LeMon indicated he would like to take this issue to the SUS Council of Academic Vice-Presidents for their opinions on this issue.</p> <p>The next item continued from previous meetings the discussion of courses at the same SCNS course number, but listed as Postsecondary Adult Vocational (PSV) versus Advanced and Professional (A & P) or baccalaureate. Because</p>

	<p>the SCNS assigns a course number based on course content, not by the department offering the course or by the degree intent, there may be academic and occupational (transfer and not-for-transfer, respectively) courses at the same course number. There may be less concern about these course equivalencies if they are offered for both academic and occupational students, with more concern for those equated courses that are offered only for occupational, and not-for-transfer, degrees. The Committee would like to see some information tying this data to those equated courses.</p> <p>Finally, the Committee discussed the continuous improvement of Florida’s system of accountability and articulation, to ensure Florida remains a national leader in this arena. One feature of this improvement is the expanded definition and use of course competencies and student learning outcomes. Dr. Dottie Minear from the Board of Governors staff introduced the topic with historical information and applications to the Statewide Course Numbering System. This effort would result in the definition of competencies necessary to enter and complete specific courses, and be successful in later courses—which would help to re-define how the SCNS determines course equivalencies. A benefit from this effort at the postsecondary level would be to assist in the definition of “college-ready.” The question was asked: how can we expect the K-12 system to produce “college-ready” graduates when we have not adequately defined those competencies necessary for college success? The Committee was encouraged by this conversation and agreed that beginning this project with frequently used and “bottleneck” courses was appropriate.</p>
<p>14. Report from Standing Committee on Postsecondary Transition</p>	<p>Dr. Judith Bilsky, who served as chair of the committee until Dr. Massey arrived, provided a summary report of the agenda items addressed in the Standing Committee for Postsecondary Transition.</p> <p>Ms. Nunez, from Florida State University provided an explanation of Academic Course Mapping and responded to a number of questions. The website link provides helpful information, http://www.academic-guide.fsu.edu. Mapping coordinators work with students and colleges which helps with early identification of academic support needs. The concept of course mapping has been favorably received and supported by FSU faculty, advisors, and students, having helped students know and follow a term-by-term course schedule. Milestones are listed to inform students about what they should accomplish to stay on track to graduate in four years.</p> <p>Mr. Alan Ramos, Division of K12 Public Schools, shared a 2007 legislative update for Secondary Education, which highlighted SB 1226, Merit Award for Instructional Personnel and School Based Administrators, HB 967, Physical Education requirements, SB 2092 that addressed several issues related to the 2006 Secondary School Redesign legislation, HB 511 which identifies criteria for academically high performing school districts, HB 988 amends s.1012.465 regarding high risk offenders, and SB 2512 changes ESOL in-service requirements.</p> <p>Dr. Walt Christy, Brevard County Public Schools, shared Brevard’s comprehensive approach to increasing student achievement and students’ college readiness. Known as the Secondary Schools of National Prominence, the district has implemented increased course requirements for graduation, increased opportunities to earn credits, and increased expectations that every student will complete at least three credits of academic rigor. In addition, students will be assessed using the ACT in grade 11 to determine levels of postsecondary and career readiness. Professional development and personalized learning communities exemplify the exciting possibilities for</p>

	<p>student learning and achievement.</p> <p>Dr. Chris Cothron, President, First Coast Technical Institute, provided an explanation about measures used for determining student readiness for dual enrollment in career and technical education (CTE) programs. Statewide inconsistencies indicate a need for further exploration and support for the opportunities that CTE programs offer.</p> <p>Ms. Kay Noble, Polk county Public Schools, provided a demonstration of the district's Electronic Portal system to Polk Community College. The system serves the college advisors and district counselors in their communication and mentoring of dually enrolled students. The system is in the first phase of implementation, allowing for new and exciting possibilities, as were suggested and discussed by committee members.</p> <p>Dr. Kerouac shared a status report on the progress and success of the four workshops recently conducted to facilitate the effective development of Interinstitutional Articulation Agreements (IAA), and to facilitate continued improvement and understanding of dual enrollment statewide. Handouts included the <i>IAA template</i>, the <i>Dual Enrollment Statement of Standards</i>, and a summary report of positive examples and areas of concern to address when negotiating updates to existing agreements.</p>
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The meeting adjourned at 3:55 p.m.

Announcements: The next ACC meeting is scheduled for October 24, 2007