

**MINUTES**  
**ARTICULATION COORDINATING COMMITTEE MEETING**  
**May 24, 2006**

A meeting of the Articulation Coordinating Committee (ACC) was held on Wednesday, May 24, 2006, in Room 1721/25 of the Turlington Building in Tallahassee, Florida. At 1:05 p.m. the meeting was called to order by Dr. R.E. LeMon, serving as Chairperson in the absence of Dr. Edwin Massey.

Members Present	<p>Dr. Judith Bilsky, Division of Community Colleges &amp; Workforce Education          Mr. Ron Blocker, Orange County Public Schools          Ms. Mary Jo Butler, proxy for Dr. Cheri Yecke, Division of Public Schools          Dr. Walter Christy, Brevard Public Schools          Ms. Christine Cothron, First Coast Technical Center          Ms. Brenda Dickinson, Nonpublic Secondary Education          Mr. John Joseph, student, Miami-Dade College          Dr. Joseph Joyner, St. Johns County Public Schools          Dr. Arthur Kirk, Jr., St. Leo University          Dr. R.E. LeMon, State University System, Board of Governors (chair)          Dr. Gita Pitter, Florida A &amp; M University          Dr. Robert Sullins, proxy for Renu Khator, University of South Florida          Dr. Jill White, Okaloosa-Walton College          Dr. Heather Sherry, Office of Articulation (staff)</p>
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Members Absent	<p>Dr. Charles Dassance, Central Florida Community College          Dr. Bonnie Marmor, Division of Community Colleges &amp; Workforce Education          Dr. Edwin Massey, Chair, Indian River Community College          Mr. Jim Patch, Jones College          Dr. Martha Pelaez, Florida International University</p>
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| 1. Chairperson's Comments   | <p>Dr. R.E. LeMon began the meeting by welcoming members and all in attendance. He reminded everyone of the important role served by the ACC and how closely the work of the ACC aligns with the National Goals for Higher Education. Having recently returned from Washington, D.C., Dr. LeMon reported that Florida continues to advance the goals of the National Center for Public and Higher Education with statewide education governance and K-20 reform initiatives. With national focus on the educational pipeline, affordability and access, and accountability, Florida and the ACC support these goals with continued collaboration serving a seamless K-20 approach to increase college readiness and transferability. Given Florida's connected data systems, statewide accountability continues to evolve and the sustainability of K-20 reform strengthens because of the work of the ACC. Dr. LeMon commended the work of the Office of Articulation and the ACC standing committees for their continued efforts. Dr. LeMon also encouraged continued communication with Commissioner Winn to provide regular updates on ACC activities, discussions, and accomplishments.</p> |
| 2. College 101 Presentation | <p>Ms. Meghan Magamoll, Ms. Jamie Schofield, and Ms. Kelli Hofer led a presentation on "College 101," a successful college awareness program for students in Marion County, co-sponsored by the Public Education Foundation of Marion County, Inc. and Central Florida Community College.</p>  |

**Approval:**

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| 3. Approval of Feb. 22, 2006 Minutes                                  | <p>Dr. LeMon asked for a motion for approval of the minutes of the February 22, 2006, meeting of the ACC. The motion was seconded and unanimously approved.</p>   |
| 4. Approval of revised 2006 Credit-by-Exam Equivalents and Guidelines | <p>Mr. Matthew Bouck and Dr. Pamela Kerouac were recognized by the chair to present a summary of the proposed 2006 revisions to the 2001 Credit-by-Exam Equivalencies. The ACC-approved Credit-by-Exam Equivalencies are authorized by State Board of Education Rule 6A-10.024, F.A.C., mandating transfer of credit to</p> |

Florida's public postsecondary institutions for passing scores on exams taken from College Board Advanced Placement, CLEP, Cambridge AICE, and International Baccalaureate (IB). The guaranteed minimum credit and course equivalencies awarded for passing scores is maintained by the ACC. Members were provided with copies of the noted changes to the 2001 document and a copy of the proposed 2006 Credit-by-Exam Equivalencies document. Mr. Bouck explained that the need for a thorough review of the existing equivalents and guidelines was prompted by both statutory requirements and the addition of new exams. Forty-one faculty discipline committees from the Statewide Course Numbering System (SCNS) reviewed and evaluated 187 exams including: Advanced Placement, CLEP, Cambridge AICE, International Baccalaureate (IB), DANTES, and Excelsior. Each faculty discipline committee focused on a review of the exam content to determine course and credit equivalencies. Passing scaled scores determined by the exam publishers were considered sufficient for passing the course. The faculty committees recommended an award of either a minimum of three or six credits based on levels of performance. When applicable, a suggested statewide numbered course is provided, and for some exams, institutions are instructed to award the minimum number of credits listed using an appropriate course offered by the institution. August, 2006, is the proposed effective date for the 2006 Credit-by-Exam Equivalencies, following approval by the ACC, the State Board of Education, and the Board of Governors. Institutions are advised to refer to the date the students' exam documentation was submitted to the institution for review and apply the recommendations that correspond to the 2001 or 2006 Credit-by-Exam Equivalencies. Mr. Bouck explained that passing scores of 50 for CLEP exams now earn the recommended minimum credit, a change from the old "B" scores that were needed for credit. Similarly, IB and AICE passing scaled scores equate to minimum credit. Dr. Kerouac pointed out that the December 2005, State Board of Education Rule 6A-10.024, F.A.C., asserted that transfer of credit for passing International Baccalaureate (IB) exams must be awarded, a change from the old policy that differentiated award of credit for IB diploma holders. Students no longer have to have an IB diploma to earn credit for exams passed. Award of credit beyond the ACC recommended minimum equivalencies can be determined by the institutions. Once approved and adopted, the updated 2006 electronic version will be posted on [www.FACTS.org](http://www.FACTS.org), under the Advising Manuals link. It was suggested that in-service and professional development be scheduled to inform institutions, advisors, and students of the changes.

Dr. LeMon asked for a motion to approve the 2006 Credit-by-Exam Guidelines. The motion was seconded and unanimously approved.

5. Review and approval of proposed draft of the Guidelines on Florida Residency for Tuition Purposes. 6A-10.044, F.A.C. Dr. Sara Hamon was recognized by the chair to provide an explanation of the draft of the Guidelines on Florida Residency for Tuition Purposes. The proposed guidelines are intended to assist institutions in determining residency status for tuition purposes in Florida's public community colleges and universities. The guidelines are also used by FRAG-eligible institutions to determine state residency classifications for student eligibility. Dr. Hamon explained that the guidelines focused on three main goals: 1) to clarify the process of reclassification based on legislative direction from the 2005 Session; 2) to clarify the criteria for determining independent and dependent classification; and 3) how to re-classify from out-of-state to in-state residency. The effective date was initially set for July 2006, but given the time needed to obtain SBE and BOG approval for recent revisions to Rule 6A-10.044, F.A.C., a request was made for the ACC to adopt the guidelines as a "work in progress" and align the effective date for the new provisions with the expected adoption date of the rule (effective for July 1, 2007). Dr. Hamon explained that the proposed guidelines are intended to be a user-friendly document that borrows terminology from the Free Application for Federal Student Aid (FAFSA) requirements that defines an independent student by both the Offices of Financial Aid and Admissions. The

guidelines also address the OPPAGA suggestions to clarify the type of documents that can be used to determine residency for tuition purposes. Dr. Hamon explained the types of documents that are listed as first and second tier documentary evidence. The Statewide Residency Committee approved the Guidelines on May 22, 2006.

Dr. LeMon asked for a motion to approve the Guidelines on Florida Residency for Tuition Purposes. The motion was seconded and unanimously approved.

**Discussion:**

6. Legislative Update

Dr. Heather Sherry provided a brief update on 2006 legislative activity relating to articulation. The largest piece of legislation that passed that has an impact on articulation was HB 7087 (A++). This bill provides: a standardized grading scale for middle and high school students; middle school course requirements; requirements for student academic planning; new high school graduation requirements (including 1 additional credit in math and selection of a four-credit major within the 8 high school elective credits); revisions to the accelerated high school graduation requirements; requirements associated with the secondary school redesign act; creation of career and professional academies; requirements relating to GPA weighting for dual enrollment courses; Ready to Work certification; modifications to the school start date; requirements for the State Board of Education to examine concordant scores for FCAT; and tuition setting flexibility for state universities (graduate, post-graduate, and professional programs as well as out-of-state fees).

In addition, HB 5005 provides that the Florida Bright Futures Medallion Award is equal to the amount required to pay 100 percent of tuition and fees for an associate degree if the student is enrolled in a community college. The bill also provided a financial incentive in the FEFP for middle schools to encourage more students to take Algebra I in 8<sup>th</sup> grade or before.

7. Gordon Rule  
Technical Assistance

Dr. Heather Sherry informed the committee that she collaborated on two memos from Dr. R.E. LeMon and Dr. Judith Bilsky relating to recent rule changes to Rule 6A-10.030, F.A.C. (Gordon Rule). The memos were accompanied by a technical assistance document that included frequently asked questions and a sample policy from the University of Central Florida, which recently updated its Gordon Rule policy in response to the rule change. In light of the elimination of the 24,000 word count and the change in the requirements for communication courses, state universities and community colleges were asked to review their Gordon Rule policies and establish a process by which they can identify which of their Gordon Rule courses will remain designated as Gordon Rule on the Statewide Course Numbering System (SCNS). Institutions are requested to report revisions to their Gordon Rule course listings by July 1, 2006.

8. Status Report on BAS  
Task Force

Dr. Judith Bilsky presented an overview of discussions from the Bachelor of Applied Science (BAS) Task Force, comprised of state university and community college representatives, which had its third and final meeting on May 3, 2006. The main objectives of the Task Force were to examine existing BAS degree programs and develop a common definition of the BAS degree in Florida. These degrees could be applicable to state universities, community colleges, and private colleges and universities. The Task Force also discussed criteria for BAS development and how they differ from BA or BS degrees. One of the concerns was to ensure that the BAS was not regarded as less rigorous than the BA or BS degree. The BAS degree will meet all requirements of existing bachelor's degrees, including 36 credit hours of general education, passing the CLAST, and the foreign language requirement.

Dr. R.E. LeMon offered comments with respect to the BAS curriculum. The Task Force examined models of the BAS around the nation at both community colleges and universities, but there was no single model. Some were "inverted bachelors,"

some similar to AS to BS agreements, and some were “discipline-saturation” models in which the content was repeated at both the lower and upper level. Dr. LeMon reported that two universities are already offering types of BAS degrees, and hopes more will offer them, especially urban universities.

The Task Force is in the process of developing a final report of its findings that will be presented to the State Board of Education and Board of Governors in June.

9. Status Report on SACS guidelines

Dr. R.E. LeMon led a discussion of the Southern Association of Colleges and Schools (SACS) process of revising their *Principles of Accreditation*. The language associated with faculty qualifications (i.e., master’s degree and 18 graduate hours in the discipline) has traditionally been located in the *Principles of Accreditation* document. SACS is proposing to move this language to their *Resources Manual*. The issue of faculty credentialing is important to Florida’s system of 2+2 articulation and to the transfer of private institution credit via the Statewide Course Numbering System. Several questions have arisen regarding this change: (1) Is this simply a housekeeping issue, or does it have some resonance with trends relative to the Higher Education Act? (2) How will these guideline changes be implemented when review teams make their visits? Dr. Gita Pitter emphasized the timeliness of these questions, as Florida A&M University is getting ready for their SACS review. Therefore, the ACC may need to query SACS regarding: (1) clear guidance on how these ‘guidelines’ will be applied; (2) given the lynchpin nature of this, does this mean the faculty requirements are now somehow less important? We as a state (led by the ACC) may need to go back and reaffirm the importance of these standards—as quality control mechanisms.

Dr. Judith Bilsky described a March 2006, meeting between DOE representatives and Dr. Belle Wheelan, President, Commission on Colleges for SACS. Dr. Wheelan was questioned at length about faculty credentials. She reported that three years ago SACS backed away from the faculty requirement to a guideline. However, it is unclear if the visiting teams are aware of this change. Dr. Wheelan stated that she had been directed by the Commission on Colleges board to distribute a memo with details regarding this issue. Dr. Bilsky suggested waiting for this memo before taking any action—so that the ACC can respond appropriately. There is a June meeting of the Commission on Colleges for SACS, so this memo should be produced soon.

10. Status Report on PSAV to AAS/AS Workshops

Ms. Sally Kiser reported on Phase II of the PSAV to AAS/AS articulation project. She distributed preliminary agreements from the May 11-12, 2006, meeting of the discipline teams. Over 150 technical center and community college faculty members and DOE staff met at Valencia Community College to generate these proposals (representatives from OPPAGA were also in attendance in support of their review of this program). The next step is to send these agreements back to the committees for review. These Phase II agreements should be ready for ACC approval at the October meeting. Ms. Kiser reported that Phase II was much more ambitious because of the “discipline groupings,” that had certain teams creating agreements for multiple programs. The discipline teams compared curriculum (not a course-by-course review) and competencies to create agreements. Also, the teams identified validation methods to ensure quality—a few teams still need to work on the validation methods. Ms. Kiser emphasized that these are agreements for minimum credit—local agreements that may award more credit are encouraged.

11. Status Report on PCPT Report

Dr. Pamela Kerouac provided a brief online demonstration to locate the recently released 2004 Performance on the Common Placement Test report (PCPT). This report reflects the college admission test scores for public high schools’ 2004 graduate cohorts. The PCPT report was revised to include two data quality improvements that more accurately suggest students’ college readiness according to

performance on college admission tests. Students' best test scores from college admission test exams on the CPT, ACT, or SAT are now calculated, instead of first-time-taken test scores. Also, new data counts process the first date of a student's admission to a public postsecondary institution instead of last date of admission. These improvements produce a more accurate snapshot of college readiness. Ms. Mary Jo Butler suggested developing a comparative trend analysis of the PCPT data for 2004 and 2005 when the data is available. Dr. Kerouac indicated that the High School Feedback Reports were released in 2005, and provide a more current and comprehensive report on college readiness by district and high school graduate cohort. She will be working with the Education Data Warehouse (EDW) to organize the data for the 2005 graduate cohort report to be released in early fall, 2006.

12. Update on Common Prerequisite Manual

Ms. Pat Frohe was asked to provide a brief summary of proposed updates to the Common Prerequisite Manual. Specifically, the summary focused on changes to State Board of Education Rule 6A-5.066, Approval of Preservice Teacher Education Programs. These changes reflect an effort to minimize the restrictive arts and sciences course requirements that have been in place since 1995, and to encourage greater enrollment in teacher education programs in response to the state's critical teacher shortage. The program revisions have eliminated the specific 45 liberal studies credit hour requirements. The three existing common prerequisites for education will remain as requirements, along with any additional prerequisites that existed for a number of education programs. The Education Discipline Committee for Common Course Prerequisites and the Oversight Committee have been queried regarding the new language to include in the Common Prerequisite Manual. Ms. Frohe reported that so far there has been favorable support of the proposed language and that additional members of the two committees still need to advise of their approval or disapproval. If a majority of the two committees approve the proposed language, ACC members will be provided with the materials for their review and will be asked to vote via email. If a majority of the ACC members approve the proposed language, the Common Prerequisites Manual will be updated accordingly and the revisions will be communicated statewide.
13. Task Force on Accommodations for Students with Disabilities

Dr. Heather Sherry discussed a need to review accommodations and documentation procedures for students with disabilities as they transition from K-12 into postsecondary education. Ms. Brenda Dickinson has requested that a Task Force be convened under the ACC to address articulation issues associated with students with disabilities. It is expected that the Task Force (including representatives from K-12 schools, community colleges and state universities) will convene over the summer and report findings to the ACC at its October meeting. Dr. Sherry asked for volunteers to participate on the Task Force.
14. Report from meeting with the Standing Committee on Statewide Course Numbering

Dr. R.E. LeMon presented the discussion of the Standing Committee on Course Numbering. Dr. LeMon began the Standing Committee meeting with comments relating to the USDOE's *Commission on the Future of Higher Education*. Many of the Commission's issues are those in which Florida is positioned to be a national leader. The Standing Committee then proceeded through the agenda topics: course leveling; general education; Gordon Rule; SACS guidelines; an upcoming OPPAGA review of nonpublic institution transfer; and courses at equivalent numbers in academic v. occupational degrees.

The Committee agreed upon language to guide the Statewide Course Numbering System (SCNS) in the continuing maintenance of course levels. Courses across levels will not be given equivalent numbers, but the SCNS faculty committees will have greater authority in determining proper course levels. This language will be distributed to institutions for comment, then to the ACC for approval at the October, 2006, meeting.

The Committee reviewed final work on the general education survey and the Gordon Rule. The general education survey is complete and will be sent to institutions for review in June. The Gordon Rule revisions have been approved by the State Board of Education and Board of Governors. A technical assistance paper will be mailed out in June.

The Committee then discussed implications to the Southern Association of Colleges and Schools plan to move faculty credential recommendations to the Resources Manual. The Committee's main concern is the implementation of these guidelines: how will the visiting teams be instructed to apply these guidelines—as recommendations or mandates? The Committee discussed the value of Florida affirming these credential guidelines for all its institutions.

The Office of Program Policy Analysis and Government Accountability (OPPAGA) will be conducting a review of the transfer of courses from non-regionally accredited institutions participating on the Statewide Course Numbering System. The focus is on whether public institutions are receiving this credit appropriately.

Finally, the Committee discussed courses that have similar content and are given equivalent numbers, but are designed for different degrees (academic v. occupational). The faculty credential requirements for a not for transfer Associate in Applied Science degree are different than those for an Associate in Arts degrees. The SCNS, however, does not make that degree distinction in assigning course numbers. This issue is made more complex by the inconsistency around the state in the transfer status of Associate in Science degrees. The Committee agreed this issue is worthy of further discussion and should be brought before the community college and university chancellors prior to coming back to the Committee.

15. Report from joint meeting with the Standing Committees on Statewide Policies and Guidance and Postsecondary Transition.

Mr. Ron Blocker summarized the joint meeting of the Policies and Guidance and Postsecondary Transition committees. A very productive meeting welcomed new members Andrea Latham from FCAAS (FACTS.org), and Melissa Williams, from St. John's River Community College. Dr. Heather Sherry provided legislative updates and facilitated a discussion about the new language regarding the legislative intent for equally weighting dual enrollment courses with AP, AICE, and IB courses.

Questions about weighting for career and college dual enrollment courses were discussed, and it was agreed that the legislators intended for all dual enrollment courses to be weighted on the basis that they all generate college credit, and are deemed rigorous and relevant in a college preparatory curriculum or in a postsecondary career program. A technical assistance paper will be developed to address dual enrollment questions and concerns.

Dr. Pam Kerouac shared a copy of the ACC 2006-07 Dual Enrollment Equivalency List, located online at [www.FACTS.org](http://www.FACTS.org), under the Advising Manuals link and on the Bright Futures Comprehensive Course Table from the 2007 drop down menu. The 2006-07 list identifies in shaded rows the new dual enrolment courses added to the list, effective August 2006, and also signifies with asterisks those courses that are accepted or offered by all public postsecondary institutions that satisfy General Education requirements. These added indicators are expected to provide a useful reference to improve future academic advising. Ms. JoAnn McGonagill provided an online demonstration of the Bright Futures Comprehensive Course Table and facilitated a discussion of concerns that have evolved relative to Bright Futures programming issues for Dual Enrollment Science courses and companion labs. After discussion of the issues, it was agreed to request that Bright Futures adjust programming to count dual enrollment Science lecture and corresponding labs by

matching prefixes only (AST, CHM, BSC, etc) instead of the current requirement to match the lecture and lab by prefix and number. This change is expected to be completed by June 15 in time for final transcript evaluations and retroactive for 2006 graduates. An updated message will be posted on the Bright Futures Website.

Dr. Kerouac and Ms. Brenda Dickinson shared a draft of a technical assistance paper for Home Education and Dual Enrollment Articulation. This paper is intended to assist postsecondary institutions in developing sound agreements with home educated students who choose to participate in the dual enrollment program. The paper includes frequently asked questions, a sample parent letter, suggested process and procedures, and a sample agreement. Following the suggested revisions, the technical assistance paper will be sent as a tool to assist public postsecondary institutions and district home education coordinators.

Dr. Kerouac also shared a draft of the memo that is currently being sent out as a reminder that Interinstitutional Articulation Agreements are due to the Office of Articulation by August 1, 2006. The 2005 *High School Feedback Report* is expected to be ready for release in the fall of 2006, and the *Counseling for Future Education Handbook* will be revised this summer. Dr. Kerouac asked for suggestions to be emailed or sent to her.

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The meeting was adjourned at 3:54 p.m.

Announcements: The next ACC meeting is scheduled for Oct. 25, 2006

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