

ARTICULATION COORDINATING COMMITTEE MEETING

Agenda

Feb. 28, 2007

R.A. Gray Building Auditorium

Tallahassee, Florida

9:30 a.m.-12:00 p.m. - Room 1505 - Standing Committee on Statewide Policies and Guidance
 9:30 a.m.-12:00 p.m. - Gray Bldg. Auditorium - Standing Committee on Postsecondary Transition
 9:30 a.m.-12:00 p.m. - Not meeting - Standing Committee on Course Numbering
 1:00-4:00 p.m. - Gray Bldg. Auditorium, Full ACC Meeting

1. Chairperson's Welcome	Dr. Ed Massey
Approval	
2. Approval: Minutes from Oct. 25, 2006 Meeting	Dr. Ed Massey
3. Approval: PSAV to AAS/AS Articulation Agreements (Phase II)	Dr. Heather Sherry
4. Approval: Amendment to Current Structure of Residency Committee	Dr. Sara Hamon
5. Approval: Common Prerequisites and Teacher Education Updates	Ms. Pat Frohe Ms. Lynda Page
6. Approval: Updates to Credit-by-Exam Equivalencies	Mr. Matthew Bouck
7. Approval: Additions to Dual Enrollment Course Equivalency List	Mr. Matthew Bouck
Discussion	
8. Status Report: Dual Enrollment Activities	Dr. Heather Sherry Dr. Sara Hamon
9. Status Report: High School Feedback Reports for 2005 Graduate Cohort and College Readiness Trends	Dr. Pamela Kerouac
10. Status Report and Discussion: Go Higher, Florida! Task Force	Dr. Judith Bilsky Dr. R.E. LeMon
11. Status Report: FACTS.org ePEP, Go Higher-Get Accepted Campaign, 2+2 Evaluation	Dr. Connie Graunke
12. Status Report: College Goal Sunday	Ms. Amy Albee
13. Status Report: Statewide Course Numbering of OCP Career Technical Education Courses	Mr. Matthew Bouck
14. Report from Standing Committee on Statewide Course Numbering	Dr. R.E. LeMon
15. Report from Standing Committee on Postsecondary Transition	Dr. Ed Massey Mr. Ron Blocker
16. Report from Standing Committee on Statewide Policies and Guidance	Dr. Charles Dassance

Next ACC meeting: May 23, 2007

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)
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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
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1. 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.
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Approval:

2. 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.
3. 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)

4. Approval of PSAV to AAS/AS Articulation Agreements

This approval item was postponed until the next meeting.

5. 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:

6. 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.

7. 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.

8. 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.

9. 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.

10. 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.
11. 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.

12. 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 email 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.

13. 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 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

Articulation Coordinating Committee

Feb. 28, 2007

Item 3

Subject: PSAV to AAS/AS Articulation Agreements (Phase II)

PROPOSED COMMITTEE ACTION

Approval of PSAV to AAS/AS Articulation Agreements (Phase II).

Supporting Documentation: Handout included in attachment. (See attached)

Facilitators/Presenters: Dr. Heather Sherry

Articulation Coordinating Committee

Feb. 28, 2007

Item 4

Subject: Amendment to Current Structure of Residency Committee

PROPOSED COMMITTEE ACTION

Approval of amendment to current structure of Residency Committee; adding additional members representing the state universities, community colleges, and FRAG eligible institutions.

Supporting Documentation: Handout Provided

Facilitator/Presenter: Dr. Sara Hamon

Articulation Coordinating Committee

Feb. 28, 2007

Item 5

Subject: Approval of Common Prerequisites and Teacher Education Updates

PROPOSED COMMITTEE ACTION

Approval of Program Common Prerequisites.

Supporting Documentation: Handouts provided at the meeting.

Facilitator/Presenter: Ms. Lynda Page & Ms. Pat Frohe

Articulation Coordinating Committee

Feb. 28, 2007

Item 6

Subject: Updates to the Credit-by-Exam Equivalencies Chart

PROPOSED COMMITTEE ACTION

Approval of equivalent postsecondary course/credit for new Advanced Placement (AP), College-Level Examination Program (CLEP), Cambridge Advanced International Certificate of Education (AICE), and International Baccalaureate (IB) exams, effective May TBA, 2007. Exam name changes and additional advising comments are included in the 2007 updates. The Statewide Course Numbering System's faculty discipline committees reviewed exam content and recommended the equivalent postsecondary courses and credit for passing exam scores.

Supporting Documentation: Handout included in packet.

Facilitator/Presenter: Mr. Matthew Bouck

**Articulation Coordinating Committee
Credit-by-Exam Equivalencies
2007 Update**

The Department of Education is charged with identifying course equivalencies for credit earned through examinations (s.1007.27 (2), F.S.). In 2001, the Articulation Coordinating Committee (ACC) conducted the first credit-by-exam review and produced guidelines listing minimum guarantees for courses and credit for specific exams. In 2006, faculty committees reviewed existing exam equivalencies and made recommendations for new exams. These updates were adopted by the ACC at its May 24, 2006 meeting.

For 2007 there are eight new exams to be added to the ACC Credit-by-Exam Guidelines in the Advanced International Certificate of Education (AICE), College-Level Examination Program (CLEP), and International Baccalaureate (IB) programs. These examinations have been reviewed and course and credit equivalencies determined by the following Statewide Course Numbering System faculty committees:

Examination

AICE Classical Studies
AICE General Paper
AICE Marine Science
AICE Music
AICE Thinking Skills
AICE Travel and Tourism
CLEP Financial Accounting
IB Ecosystems and Societies

SCNS Faculty Committee

Classical Languages and Literature
Interdisciplinary Studies and Honors
Oceanography/Ocean Engineering
Music
Philosophy
Hospitality Management
Accounting
Environmental Studies

These updates will be effective pending ACC and SBE approval (Spring, 2007) and will be posted on FACTS.org.

Articulation Coordinating Committee

Feb. 28, 2007

Item 7

Subject: Approval of proposed additions to the Dual Enrollment Course Equivalency List

PROPOSED COMMITTEE ACTION

Approval of the following dual enrollment course additions to the Dual Enrollment Course Equivalency List as courses that satisfy 1.0 High School English subject area credit.

ENC 1123 Honors Introduction to Writing: 3 postsecondary credits, 1.0 HS English credit.

LIT 2000 Introduction to Literature: 3 postsecondary credits, 1.0 HS English credit.

LIT 2118, Honors World Literature I: 3 postsecondary credits, 1.0 HS English credit.

LIT 2128, Honors world Literature II for 3 postsecondary credits, 1.0 HS English credit.

The subject area discipline committees reviewed the exam content and recommended the equivalent postsecondary course credit.

Supporting Documentation: Handout included in packet.

Facilitator/Presenter: Mr. Matthew Bouck

<<Highlighted Courses are New Additions to the List for 2007-2008>>

DUAL ENROLLMENT COURSE EQUIVALENCY LIST
Effective Date: August 2007

ELECTIVES

Current law allows for any course in the Statewide Course Numbering System, with the exception of remedial courses and Physical Education skills courses, to be offered as dual enrollment. Three-credit (or equivalent) postsecondary courses taken through dual enrollment that are not listed below shall be awarded 0.5 high school credits, either as an elective or as designated in the local interinstitutional articulation agreement.

FOREIGN LANGUAGE COURSES: All four-credit foreign language courses (including American Sign Language) shall be awarded one full high school credit.

*** Signifies that all community colleges and universities offer or accept this course in transfer as a part of their general education requirements.*

Please note: PSY X012 "Introduction to Psychology" is also offered or accepted by all institutions as a part of their general education programs, but is a high school elective, and therefore not included on this list.

ENGLISH

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
AML	X	010	American Literature I: Colonial to the Civil War	English	1.0
AML	X	011	American Literature I: Colonial to 1875	English	1.0
AML	X	012	American Literature I: Colonial to 1900	English	1.0
AML	X	020	American Literature II: Civil War to Present	English	1.0
AML	X	021	American Literature II: 1875 to Present	English	1.0
AML	X	022	American Literature II: 1900 to Present	English	1.0
ENC	X	101	**Freshman Composition Skills I	English	1.0
ENC	X	102	**Freshman Composition Skills II	English	1.0
ENC	X	121	Honors Freshman Composition Skills I	English	1.0
ENC	X	122	Honors Freshman Composition Skills II	English	1.0
ENC	X	123	Honors Introduction to Writing	English	1.0
ENC	X	145	Freshman Special Topics Composition	English	1.0
ENC	X	210	Technical Report Writing	English	0.5
ENC	X	301	Advanced Composition	English	1.0
ENC	X	305	Topics in Advanced Composition	English	1.0
ENL	X	010	English Literature to 1660	English	1.0
ENL	X	011	English Literature to 1750	English	1.0
ENL	X	012	English Literature to 1798	English	1.0
ENL	X	020	English Literature since 1660	English	1.0
ENL	X	021	English Literature since 1750	English	1.0
ENL	X	022	English Literature since 1798	English	1.0
LIN	X	670	Writing and Grammar	English	0.5
LIN	X	742	English Grammar and Style	English	0.5
LIT	X	000	Introduction to Literature	English	1.0
LIT	X	090	Contemporary Literature	English	0.5
LIT	X	100	World Literature	English	1.0
LIT	X	110	World Literature through Renaissance	English	1.0
LIT	X	118	Honors World Literature I	English	1.0
LIT	X	128	Honors World Literature II	English	1.0
LIT	X	120	World Literature since Renaissance	English	1.0

Articulation Coordinating Committee

Feb. 28, 2007

Item 8

Subject: Status Report: Dual Enrollment

PROPOSED COMMITTEE ACTION

Information and discussion; No action required.

Expansion of Dual Enrollment Equivalency List

Update on February Dual Enrollment Workshop

Community College Statement of Standards

Supporting Documentation: Handout included.

Facilitator/Presenter: Dr. Heather Sherry & Dr. Sara Hamon

Articulation Coordinating Committee

Feb. 28, 2007

Item 9

Subject: Status Report: High School Feedback Reports for 2005 Graduates

PROPOSED COMMITTEE ACTION

Information and discussion; No action required.

Florida Public School Districts were issued password protected access to the online reports for the month of February 2007 to review and submit questions, prior to the public release of the reports. Additional indicators include pre-graduation information for the percentage of students participating in at least one Math or Science dual enrollment course and new post-graduation indicators of enrollment in Florida private postsecondary institutions and out of state institutions. Online access to the reports is available at, <http://data.fldoe.org/readiness/default.cfm>

Supporting Documentation: Handouts included.

Facilitator/presenter: Dr. Pamela Kerouac

Articulation Coordinating Committee

Feb. 28, 2007

Item 10

Subject: Status Report of Go Higher, Florida! Task Force

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation: Handout included in packet.

Facilitator/presenter: Dr. Judith Bilsky & Dr. R.E. LeMon

Go Higher, Florida! Task Force
Aligning High School and Postsecondary Education
Wednesday, January 31, 2007
Turlington Building, Suite 1721/25

Time	Topic	Presenter
10:00 AM – 10:45 AM	<ul style="list-style-type: none"> ⌚ Welcome and Overview ⌚ Goals ⌚ What do we want to accomplish? ⌚ Introductions 	John Winn, <i>Commissioner</i>
10:45 AM – 11:00 AM 11:00 AM – 11:15 AM 11:15 AM – 11:30 AM	⌚ Opening Remarks on “The Education Pipeline”	Dr. Mark Rosenberg, <i>Chancellor, Florida Board of Governors (FBOG)</i> J. David Armstrong, <i>Chancellor, Division of Community Colleges (DCC)</i> Dr. Cheri Pierson Yecke, <i>Chancellor, K-12 Public Schools</i>
11:30 AM – 12:00 PM	⌚ Overview of Florida Student Achievement Data	Jay Pfeiffer, <i>Deputy Commissioner, Accountability, Research and Measurement (ARM)</i> Dr. Patricia Windham, <i>Associate Vice Chancellor for Evaluation, DCC</i>
12:00 PM – 12:45 PM	⌚ Lunch	
12:45 PM – 1:15 PM	⌚ H.S. Reform-Update on Initiatives	Dr. Cheri Pierson Yecke, <i>Chancellor, K-12</i> Mary Jane Tappen, <i>Deputy Chancellor, K-12</i>
1:15 PM – 1:30 PM	⌚ Summary of Alignment Initiatives/Research Across the Country	J. David Armstrong, <i>Chancellor, DCC</i>
1:30 PM – 2:30 PM	⌚ Open Panel Discussion: Alignment Initiatives: What’s Happening in Florida?	Dr. Mark Rosenberg, <i>Chancellor, FBOG</i> Dr. Cheri P. Yecke, <i>Chancellor, K-12</i> J. David Armstrong, <i>Chancellor, DCC</i> Ed Moore, <i>Executive Director, Independent Colleges and Universities of Florida (ICUF)</i>
2:30 PM – 2:45 PM	⌚ Break	

<p>2:45 PM – 3:30 PM</p>	<ul style="list-style-type: none"> ⌚ Discussion: ⌚ Barriers/Challenges ⌚ Opportunities and Recommendations ⌚ Next Meeting Topic: Improving feedback, collaboration and communication between secondary, postsecondary, and the workplace (building on and improving use of postsecondary feedback report, use of FCAT feedback report, Ready to Work program, FACTS.org, Choices, etc. <p>Date:</p> <p>Location:</p>	<p>J. David Armstrong, <i>Chancellor, DCC</i></p>
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Tentative Topics for Future Meetings:

Meeting III: Exploring alignment of curricular requirements and options between secondary and postsecondary for optimizing student success in college and the workplace

Meeting IV: Exploring alignment of secondary to postsecondary assessments

Meeting V: Building partnerships that support student transition and success

Articulation Coordinating Committee

Feb. 28, 2007

Item 11

Subject: Status Report: FACTS.org, Academic Planner- ePEP, Go Higher, Get Accepted Campaign, and 2+2 Evaluation

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation: Handouts provided at the meeting.

Facilitator/presenter: Dr. Connie Graunke

Articulation Coordinating Committee

Feb. 28, 2007

Item 12

Subject: Status Report: College Goal Sunday

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation: Handouts provided at the meeting.

Facilitator/presenter: Ms. Amy Albee

Articulation Coordinating Committee

Feb. 28, 2007

Item 13

**Subject: Status Report: Statewide Course Numbering of OCP Career Technical
Education Courses**

PROPOSED COMMITTEE ACTION

Information and discussion; No action required.

Supporting Documentation: Handouts provided at the meeting.

Facilitator/Presenter: Mr. Matthew Bouck

STATEWIDE COURSE NUMBERING SYSTEM

Career and Technical Education Center Conversion to Occupational Completion Point (OCP) Numbers

State Board of Education Rule (6A-10.024, FAC) requires all courses for college credit, vocational credit, and college preparatory credit be entered on the Statewide Course Numbering System (SCNS). For many years hours for Postsecondary Adult Vocational (PSAV) programs were designated by program only, and thus were not entered on the SCNS.

In 1991 the Articulation Coordinating Committee began work on a plan (ultimately adopting a plan from the Orange County District) to convert all PSAV courses from programs to course numbers for addition to the SCNS. By 1995 these courses were entered on the SCNS.

In the intervening years, the SCNS has found this system of course numbering to be difficult to maintain because career and technical education centers report to the Workforce Development Information System (WDIS) by program number, not SCNS-assigned course number. This reporting was also a barrier to the creation of electronic transcripts for career and technical education students. The SCNS, in cooperation with the Division of Community Colleges and Workforce Education (DCCWE), embarked on a plan to number all career education center programs by their Occupational Completion Point (OCP).

Benefits:

- Streamline the numbering process for PSAV program courses.
- Improve articulation between PSAV programs among career and technical education centers and to community colleges.
- Facilitate the creation of electronic transcripts.

Progress:

- The SCNS, with assistance and guidance from DCCWE staff, assigned OCP course numbers for all programs based on the SCNS discipline taxonomies. OCPs more than 450 hours were assigned multiple numbers.
- These numbers were presented by DCCWE staff to career and technical center directors and information system representatives for comment.
- These OCP numbers were assigned to institutions based on their program offerings.
- *The Statewide Course Numbering System has completed its addition of 4,202 course numbers for 40 public career and technical education centers. A report of these courses is available on the SCNS website at <http://scns.fldoe.org>.*
- Career and technical education centers should begin, in the 2007-08 academic year to report SCNS-assigned course numbers along with program numbers.
- The SCNS will annually update its database based on program changes.

Issues:

- Career and technical education center initial reporting by OCP number rather than only program number.
- Conversion of PSAV-program clock hours to vocational credit hours.

Articulation Coordinating Committee

Feb. 28, 2007

Item 14

Subject: Status Report from Standing Committee on Statewide Course Numbering

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation: None

Facilitator/presenter: Dr. R.E. LeMon

Articulation Coordinating Committee

Feb. 28, 2007

Item 15

Subject: Status Report from Standing Committee on Postsecondary Transition

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation: Included

Facilitator/presenter: Dr. Ed Massey & Mr. Ron Blocker

**Articulation Coordinating Committee
Standing Committee on Postsecondary Transition**

Feb. 28, 2007

R.A. Gray Auditorium, Tallahassee, Florida

9:30 a.m. – 12:00 p.m.

AGENDA

1. Chairmen Ed Massey & Ron Blocker - Opening comments & introductions.
2. Ed Cisek-Report on Community College funding for Dual Enrollment.
3. Lynda Page- Report on SUS Disabilities Survey
4. Judy Bilsky- Statement of Standards
5. Pam Kerouac- Status reports:
 - Proposed expansion of the Dual Enrollment Course Equivalency List
 - High School Feedback Reports for 2005 graduates
<http://data.fldoe.org/readiness/default.cfm>
 - Updates to the Counseling for Future Education Handbook
 - Updates to Credit-by-Exam Equivalency Chart,
http://www.facts.org/pdf_sw/ACC_CREDIT_BY_EXAM_8_16_06.pdf
 - A++ “Major Area of Interest” course impact on dual enrollment and suggestions for Interinstitutional Articulation Agreements (IAA)
 - A++ Frequently Asked Questions and website assistance,
<http://www.fldoe.org/APlusPlus/> <http://www.fldoe.org/APlusPlus/>
6. Other

Articulation Coordinating Committee

Feb. 28, 2007

Item 16

Subject: Status Report from Standing Committee on Statewide Policies & Guidance

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation: Included

Facilitator/presenter: Dr. Charles Dassance

**Articulation Coordinating Committee
Standing Committee on Statewide Policies and Guidance**

**February 28, 2007
1505 Turlington Building
Tallahassee, Florida**

9:30 a.m. – 12:00 p.m.

AGENDA

1. Chairman's Comments
2. Discussion/Approval of Revised Statewide Articulation Manual
3. Discussion of Legislative Issues/Initiatives
 - ✓ Role of the ACC
 - ✓ Dual Enrollment – Expansion of DE Equivalency List, Access, High School Major Areas of Interest, Funding, textbooks, Articulation Agreements
 - ✓ Common Prerequisites Compliance (Review Memo, address procedures for issue resolution)
 - ✓ Transfer of Credit
4. Other Business