

**Articulation Coordinating Committee
Tallahassee, Florida
Oct. 19, 2005**

Standing Committee Meetings

Statewide Course Numbering: 9:30 a.m. – 12:00 p.m., 1721/25 Turlington Building

Postsecondary Transition: 9:30 a.m. – 12:00 p.m., 1505 Turlington Building

Statewide Policies & Guidance: 9:30 p.m. – 12:00 p.m., 1360 Turlington Building

Full ACC Meeting

1:00 p.m. – 4:00 p.m., 1721/25 Turlington Building

ACC AGENDA

1.	IB Showcase	Sue Nueman, Rickards HS
2.	Chairman's Comments	Chairman
Approval:		
3.	Approval of Minutes from May 25, 2005, ACC Meeting	Chairman
4.	Residency committee update, committee description and composition	Dr. Heather Sherry
5.	Oversight committee update, committee description and composition	Dr. Heather Sherry Pat Frohe Lynda Page
Discussion:		
6.	Articulation Rules/ Recent SBE Outcomes/ Standing Committee on Statewide Policies & Guidance Committee Report	Dr. Heather Sherry Dr. Charles Dassance
7.	Standing Committee on Postsecondary Transition Report	Dr. Ed Massey/ Mr. Ron Blocker
8.	Standing Committee on Statewide Course Numbering Report	Dr. R.E. LeMon
9.	2+2 Pathways to Success Brochure	Dr. Heather Sherry
10.	04-05 Strategic Plan Progress Report	Dr. Heather Sherry
11.	General Education Survey Results	Mr. Matt Bouck
12.	Nonpublic Institution Transfer	Mr. Matt Bouck
13.	PSAV to AAS/AS Articulation Process	Ms. Sally Kiser
14.	High School Feedback Report, sample, & release process	Dr. Pam Kerouac
15.	2006 Counseling for Future Education Handbook	Dr. Pam Kerouac

ARTICULATION COORDINATING COMMITTEE

Oct 19, 2005

Item 3

Subject: Approval of minutes of the ACC meeting held May 25, 2005

PROPOSED COMMITTEE ACTION

Approval of minutes of the ACC meeting held May 25, 2005

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the ACC meeting held May 25, 2005, at the Turlington Building, Tallahassee, Florida.

Supporting Documentation Included: Minutes from May 25, 2005, ACC Meeting

Facilitators/Presenters: Chair

MINUTES
ARTICULATION COORDINATING COMMITTEE MEETING
May 25, 2005

A meeting of the Articulation Coordinating Committee was held on Wednesday, May 25, 2005, in Room 1721/25 of the Turlington Building in Tallahassee, Florida. At 2:05 p.m. the meeting was called to order by Chairman Edwin Massey.

Members Present	<p>Dr. Judy Bilsky, Community Colleges & Workforce Education (Division of)</p> <p>Mr. Ronald Blocker, Public Schools (Orange County)</p> <p>Ms. Mary Jo Butler, Public Schools (Division of)</p> <p>Dr. Charlene Callahan, Colleges and Universities (New College of Florida)</p> <p>Dr. Charles Dassance, Community Colleges (Central Florida Community College)</p> <p>Ms. Brenda Dickinson, Parent</p> <p>Dr. Renu Khator, Colleges and Universities (University of South Florida)</p> <p>Dr. Arthur Kirk, Jr., Independent Education (St. Leo University)</p> <p>Ms. Sally Kiser for Dr. Bonnie Marmor, Community Colleges & Workforce Education (Division of)</p> <p>Dr. R. E. LeMon, Colleges and Universities (Division of)</p> <p>Dr. Edwin Massey, Chair, Community Colleges (Indian River Community College)</p> <p>Mr. Jim Patch, Independent Education (FAPSC)</p> <p>Dr. Jill White, Member-at-Large (Okaloosa-Walton College)</p>
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Members Absent	<p>Mr. John Joseph, Student (Miami-Dade College)</p> <p>Dr. Joe Joyner, Public Schools (St. Johns County)</p> <p>Dr. Martha Pelaez, Colleges and Universities (Florida International Univ.)</p>
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1. Chairperson's Comments	<p>Dr. Massey began the meeting by welcoming members and those in the audience and by asking all in attendance to introduce themselves and share whom they represent.</p> <p>The chair recognized Dr. Laura Caruso for her service to the ACC as a policy consultant for the Office of Articulation and explained that she has accepted a position with FACTS.org and will continue to work with the ACC in the future. The chair then introduced and welcomed Dr. Pamela Kerouac who will be fulfilling Dr. Caruso's previous role with the ACC.</p>
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Dr. Massey acknowledged the completion of another legislative session and announced the release of the Performance on the Common Placement Test Report. In addition, he shared with the committee and the audience that the Government Accountability Office (GAO) was in Tallahassee collecting information from Florida for a national study on Transfer of Credit. Representatives from the GAO met with select members of the ACC as well as DOE staff and institutional representatives.

2. Approval of Minutes of Meeting Held February 23, 2005	<p>Dr. Massey asked for a motion to approve the minutes of the February 23, 2005, meeting, as submitted. The motion was seconded and passed unanimously.</p>
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3. Standing Committee on Statewide Policies and Guidance Report

Dr. Charles Dassance was recognized by the chair to provide an update of what occurred at the committee meeting held earlier in the day. The chair explained that Dr. Heather Sherry led the committee through the final draft of Rule 6A-10.024 (Articulation). Changes to the previous draft included 1) clarification language in the sections relating to career ladder and capstone degrees; and 2) an update of language relating to SACS faculty credentials. The committee approved the recommended changes to Rule 6A-10.024 and forwarded them to the full ACC for approval.

The standing committee also reviewed and approved recommended changes to the “articulation cluster” of 6A-10 rules. Minor changes made to the last draft included an update of CLEP foreign language score requirements and the correction of a reference to the former Board of Regents. During the discussion, Dr. Dottie Minear suggested that Rule 6A-10.019 - Required Annual Calendars for Schools and Colleges - include a statement clarifying that institutions are permitted an exception to the calendar requirements if they receive approval from either the Division of Colleges and Universities or the Division of Community Colleges, respectively. This is current practice, but it was not previously included in the rule. The committee accepted the recommendation and asked Dr. Minear to draft the appropriate language.

The major topic of discussion relating to the 6A-10 articulation cluster was in reference to Rule 6A-10.030 – Other Assessment Procedures for College-Level Communication and Computation Skills (a.k.a. The Gordon Rule). Dr. R.E. LeMon, chair of the Course Numbering Committee, explained the discussion and the recommendation that was provided by his committee. After further discussion by the Policies & Guidance committee, it was determined that the consensus of both committees was to eliminate the word count currently associated with this rule. Specific issues relating to general education courses and the designation of “Gordon Rule” courses were discussed and Dr. Connie Graunke was asked to draft specific language to address the issue. With the new language, the committee approved the 6A-10 articulation cluster and forwarded the recommended changes to the full ACC for approval.

Dr. Heather Sherry shared with the committee a summary report on the current status of Civics Education in Florida. This report was compiled in response to Senator Argenziano’s previously filed legislation that proposed requiring all community college students to take a course in American National Government. Dr. Dassance told the committee that he would share the results with Senator Argenziano and further discuss the issue with her.

Finally, Dr. Sherry shared with the committee a draft of the content of a 2+2 brochure that the Department is working on as part of its strategic planning process. She asked for input from the committee related to content and design. During the discussion of the brochure, the issue of the mechanism for how to appeal a transfer difficulty was raised and Dr. Dassance suggested that the committee review this process at the next meeting (prior to the publication of the 2006 Florida Counseling for Future Education Handbook).

4. Approval of Rule Changes
- Based on Policies & Guidance Committee recommendations, the ACC reviewed the recommended changes to 6A-10.024 and 13 other 6A-10 rules included in the “articulation cluster.” This cluster included: 6A-10.019; 6A-10.02412; 6A-10.0242; 6A-10.02422; 6A-10.030; 6A-10.032; 6A-10.033; 6A-10.0331; 6A-10.0381; 6A-10.039; 6A-10.041; 6A-10.042; and 6A-10.043.

Relating to Rule 6A-10.024, Ms. Brenda Dickinson asked the committee why there was not a member of the ACC specifically designated to represent private K-12 schools. The chair noted her concerns and suggested raising the issue with Commissioner Winn.

The ACC approved the recommended changes and instructed Dr. Heather Sherry to consult DOE legal counsel and correct any statutory citing errors prior to bringing the rules before the State Board of Education and The Board of Governors for approval.

5. Standing Committee on Statewide Course Numbering Report
- Dr. R.E. LeMon reported the discussion of the Standing Committee on Course Numbering. The Committee focused its attention on the continuing maintenance of course levels—and their effect on course transfer—for courses on the Statewide Course Numbering System (SCNS).

The Committee found an apparent conflict between the statute regarding leveling (1007.24(2)-(5), F.S.) and the rule designating procedures for determining levels (6A-10.0242, F.A.C). The statute reserves the designation of course levels to the Department of Education, while the rule reserves this right for the institution. The Committee discussed implications of this difference.

The Committee discussed aspects of course content and levels: the number of upper-level hours required for a degree, rigor of upper-level vs. lower-level courses, academic diversity, and Department of Education authority. Ultimately, the Committee did not come to a consensus regarding the equating of courses across levels. The Committee did stress, however, that courses with the same prefix and last three digits are guaranteed transfer to another institution, regardless of level—institutions that disagree with a number assignment may request a review by the SCNS. In addition, the SCNS staff and faculty discipline committees should have the authority to question course levels where the course content or prerequisites do not appear to support such a designation.

6. Standing Committee on Postsecondary Transition Report
- Mr. Ron Blocker, co-chair of the Standing Committee on Postsecondary Transition reported the outcomes of the morning meeting. Dr. Judy Bilsky summarized a survey comparing postsecondary progress to FCAT performance scores, indicating that students who score less than a 3 on FCAT should expect additional challenges relative to remediation at the college level. Dr. Bilsky provided a comprehensive report of assessment committee work presented to the commissioner on May 19, 2005. She provided handouts

conveying the options being considered for measuring Grade 14 student learning gains. These options include: 1) a test at the completion of 36 hours of general education that focuses on the three C's: Communication, Computation, and Critical Thinking, 2) other assessments of competencies in prerequisite areas, 3) work with a national test publisher to create a general test, 4) work with institutions to develop an appropriate assessment, 5) work with cross-sector faculty committees to determine desired competencies, much like what is endorsed by SACS and the BOG for Academic Learning Compacts, and/or 6) develop other strategies to assess skills and competencies. Discussion followed with suggestions to consider a portfolio assessment as appropriate for measuring skills and competencies using a comparative growth model. Dr. Bilsky also presented a comparison of CPT reading scores on student performance in community college level math and social science courses. From the summary of the CPT report, the committee agreed that students' reading CPT scores did not significantly impact math and social science performance. Dr. Bilsky agreed to request from Dr. Windham a similar comparison report using the CPT writing scores. Ms. Donna Henderson from Broward and Falecia Williams from Valencia were not present; however, it was suggested that they be invited to the August 24th meeting to provide their reports. Dr. Kerouac agreed to request their attendance and report for review at the next meeting.

The second agenda item for the committee followed with a discussion on the practice of out-of-district dual enrollment requests from cyber schools and homeschools. It was agreed that there needs to be further review of these requests, and considerations made on a case-by-case basis. Pam Kerouac will look into inviting input from those who receive these requests to facilitate further discussion.

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| 7. Overview of Major Articulation Related Legislation | Dr. Heather Sherry provided an overview of 4 bills that passed during the 2005 Legislative Session that will have implications for articulation in the state. These included: SB 2236 – Tuition Rates/Excess Hours; SB 2264 - Residency for Tuition Purposes; HB 579 - Accelerated Mechanisms; and HB 1001 – State Universities/Board of Governors. Several questions were raised (particularly re: SB 2236 & SB 2264) that could not be answered until legislative intent was determined. Dr. Sherry agreed to coordinate with DOE staff to set up a meeting with legislative contacts in an effort to further define legislative intent. In addition, it was mentioned that Rule 6A-10.044 – Residency for Tuition Purposes will also need to be revised after intent is clarified. |
| 8. Assessment Issues | Dr. Pat Windham presented a status report on the Strategic Imperative 2 Grade 14 project. Internal DOE staff met with the three major testing companies, ACT, College Board and ETS. Based upon those conversations, it appears ACT could provide a test now while the others would need to develop one for testing general education competencies in reading, mathematics and critical thinking. A draft proposal has been shared with the Commissioner and the next phase will be additional internal discussions related to a set of questions that were developed at that meeting. Input from the field will be sought prior to |

final proposal development.

9. Prerequisites for
Teacher Prep

Dr. R.E. LeMon discussed the issue of prerequisites for teacher preparation programs.

In January, Chancellor Austin met with deans and directors of education from the SUS, ICUF, and community colleges to discuss what can be done at the State level, as well as at the institutional level, to reduce barriers and create opportunities for producing more teachers for Florida's PreK-12 schools. One of the issues raised was a concern regarding the on-going efficacy of the nine credit hours of pre-professional common prerequisites for initial educator preparation programs in the State institutions. A recommendation was made that the membership of the Teacher Education Common Prerequisites Committee be updated and that a meeting be convened to review and possibly revise the prerequisites which have now been in place for almost ten years.

The Teacher Education Common Prerequisite Committee met in Orlando on May 3rd, 2005 with representation from the community colleges and universities. The Committee focused on competencies clustered under three categories: Introduction to the Great American School Experience, diversity, and technology. Many specific competencies were identified. Members agreed that these categories represented the critical components needed in the pre-education instruction, that pre-candidates must demonstrate or document mastery of the expected competencies, and that -- whatever structure is ultimately decided upon by the Committee - that the instruction will articulate to the upper-division.

The next meeting of the Committee will be held in Orlando on June 22nd. Committee members may bring some faculty along for the discussion. The meeting will also include some K-12 representatives since they will be attending the Great Florida Teach-In. The intent is that, at the end of the June 22 meeting, the Committee will have some recommendations for the Oversight Committee to consider.

The meeting was adjourned at 4:30 p. m.

Announcements:

The next ACC meeting is scheduled for Wednesday, August 24, 2005 in the Turlington Building in Tallahassee. The ACC Standing Committees will meet prior to the full ACC.

Articulation Coordinating Committee

Oct. 19, 2005

Item 4

Subject: Residency Committee Update, Committee Description and Composition

PROPOSED COMMITTEE ACTION

Approval of Residency Committee Description and Composition from the Standing Committee on Statewide Policies and Guidance

BACKGROUND INFORMATION

Committee members will review and approve the Residency Committee Description and Composition recommended by the Standing Committee on Statewide Policies and Guidance.

Supporting Documentation Included: DRAFT of committee description and composition

Facilitators/Presenters: Dr. Heather Sherry

Articulation Coordinating Committee Statewide Residency Committee

Purpose

The purpose of the Statewide Residency Committee is to: 1) Review statutes and rules relating to residency for tuition purposes and make recommendations to the Articulation Coordinating Committee (ACC) for revisions; 2) Draft and revise statewide residency guidelines that provide further clarification of statute and rule; and 3) Provide technical assistance to the ACC, the Commissioner of Education, the State Board of Education, the Board of Governors, and the Legislature regarding state policies relating to residency for tuition purposes.

Committee Composition

The Statewide Residency Committee is composed of six state university representatives, six community college representatives, and one independent college or university (ICUF) representative. Each representative will be appointed by the Chair of the ACC and serve for a term of three years. The terms of the community college and university representatives will be staggered so that each year the terms of two representatives from each of those sectors will expire. A representative may serve consecutive terms if re-appointed.

- ✓ The State University Admissions and Registrars (A&R) organization will make recommendations to the ACC chair regarding potential members to represent state universities.
- ✓ The Florida Community College Registrars and Admissions Officers (FCCRAO) will make recommendations to the ACC chair regarding potential members to represent community colleges.
- ✓ The Independent Colleges and Universities of Florida (ICUF) will make recommendations to the ACC chair regarding potential members to represent independent colleges and universities.

The Statewide Residency Committee shall elect co-chairs. One co-chair will represent state universities and the other will represent community colleges. An individual may serve as co-chair for consecutive terms if re-elected.

Committee Operating Procedures

As a sub-committee of the Articulation Coordinating Committee (ACC), the Statewide Residency Committee shall meet at least once per year. Additional meetings may be called by the Co-chairs of the Committee or the ACC if necessary. Minutes for each meeting will be recorded and submitted to the ACC for the record. Staffing for the committee will consist of one person from the State University System of Florida, Board of Governors staff and one person from the Division of Community Colleges and Workforce Education. An attorney shall serve as an ex-officio member to provide legal guidance as needed.

Articulation Coordinating Committee

Oct. 19, 2005

Item 5

Subject: Oversight Committee Description and Composition

PROPOSED COMMITTEE ACTION

Approval of Oversight Committee Description and Composition from the Standing Committee on Statewide Policies and Guidance

BACKGROUND INFORMATION

Committee members will review and approve the recommendations for the Oversight Committee Residency Committee Description and Composition made by the Standing Committee on Statewide Policies and Guidance.

Supporting Documentation Included: DRAFT of committee description and composition

Facilitators/Presenters: Dr. Heather Sherry

Articulation Coordinating Committee
Oversight Committee
(AS to BS & Common Prerequisites)

Purpose

The purposes of the Oversight Committee are: 1) to review and approve faculty committee recommendations for common course prerequisites; 2) to promote the availability and use of common course prerequisite; 3) to review current career ladder and capstone opportunities.

Primary Activities

The primary role of the Oversight Committee is to make recommendations based on information resulting from the following:

1. Reconciling designated common prerequisite courses with the Statewide Course Numbering System to ensure accuracy and utility.
2. Building institution accountability for adhering to designated program prerequisites and advising students appropriately.
3. Surveying the faculty sub-committees to determine if changes in programs warrant changes in designated prerequisites.
4. Conducting a review of institution catalogs for verification of the communication of common program prerequisites.
5. Studying student participation in statewide agreements.
6. Conducting a review of current programs that may be candidates for statewide articulation, including institution surveys and workforce trends.

Committee Composition: The Oversight Committee will consist of 11 members. An executive committee will be comprised of the director of the Office of Articulation, the chief academic officer of the Division of Community Colleges and Workforce Education, and the chief academic officer of the State University System. The chief academic officers will serve as committee co-chairs. Each co-chair will recommend four (4) institutional representatives from their respective sector to serve as members of the committee, and the appointments will be approved by a vote of the executive committee.

RELEVANT STATUTES AND RULES
PERTAINING TO COMMON PREREQUISITES
(1) 1007.25(5), F.S.
(2) 1001.02(x), F.S.
(3) 6A-10.024(20), F.A.C.

RELEVANT STATUTES AND RULES
PERTAINING TO STATEWIDE ARTICULATION
AGREEMENTS
(1) 6A-10.024(6)(b), F.A.C.
(2) 6A-10.024(6)(c), F.A.C.
(3) 6A-10.024(7)(d), F.A.C.

Articulation Coordinating Committee

Oct 19, 2005

Item 6

Subject: Standing Committee on Statewide Policies & Guidance Committee Report

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation Included: Agenda for Statewide Policy & Guidance
Committee Meeting
Facilitators/presenters: Dr. Charles Dassance

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

**October 19, 2005
1360 Turlington Building
Tallahassee, Florida**

9:30 a.m. – 12:00 p.m.

AGENDA

1. Opening Comments
2. Discussion of State Board of Education of proposed revisions to Articulation Rules (and next steps: BOG agenda)
 - ✓ Rule 6A-10.024
 - ✓ Rule 6A-10.030
 - ✓ Articulation Cluster (amendments and repeals)
3. Discussion of technical revisions to “assessment cluster” of 6A-10 rules
4. Development of a Grievance Process for potential violations of the statewide articulation agreement.
5. Dual Enrollment Policy
 - ✓ Need for statewide clarification
 - ✓ Eligibility requirements
 - ✓ Home education student participation
 - ✓ CPT requirements

** Proposed Joint Meeting with Postsecondary Transition Committee in February
6. Other Business

Articulation Coordinating Committee

Oct 19, 2005

Item 7

Subject: Standing Committee on Postsecondary Transition Report

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation Included: Agenda for Standing Committee Meeting
Facilitators/presenters: Dr. Edwin Massey & Mr. Ron Blocker

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

**Oct 19, 2005
1505 Turlington Bldg.
Tallahassee, Florida**

9:30 a.m. – 12:00 p.m.

AGENDA

1. Dr. Ed Massey & Mr. Ron Blocker- Opening Comments
2. Approval of minutes from the May 25, 2005, meeting
3. Dual Enrollment
 - a. Dr. Judy Bilsky: State data related to success rates of DE students who pass CPT Sentence Skills and performance on Social Science Courses
 - b. Felecia Williams- Institutional data from Valencia's student performance in Social Science courses with CPT passing scores in Reading and Writing.
 - c. Dr. Donna Henderson: Institutional data from Broward on impact on enrollment when DE students are required to pass the reading portion of the CPT
 - d. Dr. Donna Henderson-Report on the correspondence re: the position of the Inspector General of US DOE and legal action filed against institutions offering dual enrollment programs at risk of violation of provisions of Higher Education Act of 1965 and the impact on Title 4 student financial aid eligibility.
4. Dual Enrollment Guidelines Project
 - a. Need for Statewide Clarification
 - 1) Home Education student eligibility and articulation agreements
 - 2) District weighting practice and enrollment questions (creditable?)
 - 3) Examples of challenge and concern
 - b. Identification of Best Practice
5. Credit By Exam Review Process, action, and timeframe
6. Proposed dual enrollment additions to equivalency and recommended action for Feb. ACC approval
7. Description of High School Feedback report, utility, and release
8. Other Comments

Articulation Coordinating Committee

Oct. 19 2005

Item 8

Subject: Standing Committee on Course Numbering Report

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation Included: Agenda for Standing Committee on Course
Numbering Meeting
Facilitators/presenters: Dr. R.E. LeMon

**ARTICULATION COORDINATING COMMITTEE
STANDING COMMITTEE ON COURSE NUMBERING**

**October 19, 2005
9:30 a.m. – 11:30 a.m.
1721/25 Turlington Building
Tallahassee, Florida**

AGENDA

Course Levels

- Continue discussion of course levels.
Continued maintenance of level designations mandated in 1007.24(2)-(5), Florida Statutes and 6A-10.0242, SBE Rule.

General Education

- Discuss results of general education survey.
- Future activities.

Associate in Arts Degree Courses

- Discussion of occupational course inclusion in Associate in Arts degrees.
- Discussion of equated A.A./A.S. courses.

Articulation Coordinating Committee

Oct 19, 2005

Item 9

Subject: Overview of 2+2 Pathways to Success Brochure

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation Included: 2+2 Pathways to Success Brochure
Facilitators/presenters: Dr. Heather Sherry

ARTICULATION COORDINATING COMMITTEE

Oct 19, 2005

Item 10

Subject: Presentation of 2004-05 Strategic Plan Progress Report

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation Included: 2004-05 Strategic Plan Progress Report
Facilitators/presenters: Dr. Heather Sherry

ARTICULATION COORDINATING COMMITTEE

Oct. 19, 2005

Item 11

Subject: Discussion of General Education Survey Results

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation Included: Survey results handout
Facilitators/presenters: Mr. Matt Bouck

ARTICULATION COORDINATING COMMITTEE

Oct. 19, 2005

Item 12

Subject: Discussion of Nonpublic Institution Transfer

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation Included: Handout
Facilitators/presenters: Mr. Matt Bouck

ARTICULATION COORDINATING COMMITTEE

Oct. 19, 2005

Item 13

Subject: Discussion of PSAV to AAS/AS Articulation Process

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation Included:
Facilitators/presenters: Ms. Sally Kiser

**The Status of PSAV to Associate Degree Articulation
Issues and Answers
September, 2005**

Background

Recent attention on career education has focused on articulation of programs between all sectors of education in order to maximize students' ability to progress from high school career education programs to postsecondary adult programs to associate and bachelor's degrees. The Career Education Study Task Force lead by Lt. Governor Toni Jennings strongly recommended strengthening statewide articulation at all levels. In addition, articulation for career education has become a legislative priority.

An Articulation Workgroup composed of representatives from school districts, community colleges and the Department of Education (DOE) was formed in April, 2005. The purpose of this workgroup was to look at the issues, review the current status of PSAV to associate degree articulation and make recommendations on statewide articulation. As a result of the initial meeting, the Department of Education surveyed all the school district technical centers and the community colleges to determine what articulation agreements currently exist for PSAV to associate degree transfer. The survey instrument collected the following information:

- PSAV Program Number and Title**
- Sending Institution**
- Receiving Institution**
- AS/AAS CIP Number**
- Number of Credits Awarded**
- Type of Assessment Required (if any)**
- Other Requirements**

This survey was completed in summer, 2005 and a second meeting took place in September, 2005 to review the results and plan the next steps.

Current Status

The survey findings indicated that over 250 local and regional articulation agreements are in place allowing students with school district career education certificates to receive credit in associate degree programs. While the prevalence of these local and regional agreements is a positive finding, the survey revealed a great deal of variance in the amount of credit awarded for the PSAV certificates and the degree programs to which the credit would apply. Contributing to this variance, each of the 28 community college regions has a locally determined Tech Prep agreement that allows high school students to gain credit at the community colleges in a planned sequence of courses.

There are several reasons for the variance in credits awarded from college to college for PSAV to associate degree transfer.

1. Often there is not a one-to-one match between PSAV program areas and associate degrees. Depending on what degree programs are offered by the local community college, varying credit may be awarded.

2. When faculty meet to review curriculum there is some customization at both the school districts and community colleges based on community needs. This makes the statewide standardization of credit transfer more difficult.

3. Tech Prep agreements that allow high school students to gain credit for a planned sequence of courses may differ from postsecondary agreements.

The Applied Technology Diploma (ATD) is a relatively new credential intended to guarantee transfer between PSAV programs and associate degrees. The ATD can be offered by either the technical center for clock hour credit or the community college for clock hour or college credit. The ATD is defined as part of an AAS or AS degree and leads to employment in a specific occupation. The amount of college credit for students earning the ATD in the technical centers is guaranteed by a statewide agreement. Currently there are 13 ATDs in place. The ATDs require students to have a standard high school diploma or its equivalent. Faculty teaching courses in the ATD at the school district technical center must have academic credentials at the same level as the community college faculty in order to meet the accreditation standards of the Southern Association of Colleges and Schools (SACS). These standards require a bachelor's degree in the discipline or an associate's degree with work experience in the teaching field.

Issues to be Addressed

The building blocks for PSAV to associate degree articulation are not all in place. Currently the technical centers do not uniformly participate in the Statewide Course Numbering System. An effort is underway to identify common course numbers for the PSAV programs and to require all of the technical centers to use them. In addition, there is no common transcript in use at the technical centers thus making it difficult to standardize the process for students as they move, not only to community colleges, but between technical centers in the state. The technical center directors are committed to resolving both of these issues.

There is often not a direct match between a PSAV program and a corresponding associate degree program, which makes statewide linkages more difficult. Examples of this are in the area of business and computer science. In cases where the community college offers few Associate in Applied Science or Associate in Science degrees, some have negotiated local agreements for multiple PSAV programs to articulate into an AAS/AS in Industrial Management or an AAS/AS in Business Management. The number of credits awarded depends on the length of the PSAV program and curriculum reviews at the local level.

The current articulation vehicle of the ATD is not being widely used. This is due to the requirement that students have a standard high school diploma

or its equivalent and the requirements related to faculty credentialing. Many PSAV programs do not require a high school diploma or its equivalent for admission. When this requirement is added, enrollment is limited.

Probably the most challenging issue facing articulation at all levels is accreditation and the associated faculty credentialing required by the Southern Association of Colleges and Schools (SACS). Individual colleges are responsible for ensuring that faculty from the sending institution are credentialed at the same level as the college faculty for that program level. For articulation into associate degrees, the PSAV faculty must have a bachelor's degree in field or an AAS/AS in field with associated work experience. Because of the limited availability of PSAV instructors with these credentials, the school districts are usually unable to meet this requirement. Their postsecondary career education programs rely instead on extensive work experience and knowledge in field, particularly in the industrial fields such as automotive and construction. To further complicate the issue, AS degrees that articulate into BS degrees require faculty credentialed at the university transfer level of a master's degree with 18 graduate hours in field. As more community colleges move to offer bachelors degrees, the credentials of their entire faculty are under scrutiny by SACS.

Although more formal discussions with SACS will be required to better address the faculty credentialing challenge, it was agreed that the use of statewide assessments (licensing exams, industry certification, portfolio development, and/or local assessments) would be a good intermediary step. This aligns with SACS Core Requirement 3.4.8 for Programs, "The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience."

Proposed Actions

At their September 2005 meeting, the Articulation Workgroup developed the following proposed actions:

- 1. Address common course numbering for PSAV programs and require school district technical centers to use the new system. DOE will coordinate a meeting with those school district technical center directors assuming responsibility for this priority to develop a plan of action.**
- 2. Develop a common transcript for technical centers and require its use by the school district technical centers. DOE will coordinate this effort with the school district technical center directors with a planned implementation during the 2007 – 2008 school year.**
- 3. Implement a process for the development of PSAV to associate degree statewide agreements.**

A process for the establishment of statewide PSAV to associate degree articulation agreements was developed at the September 2005 Articulation Workgroup meeting and has been initiated. Steps in this process are:

- **Identification of PSAV and related associate degree programs on which to focus articulation efforts based on enrollment patterns, high demand and/or high skill, and opportunities to build a career ladder.**
- **Statewide faculty discipline committees will be established to review the PSAV and associate degree curricula.**
- **Faculty discipline committees will be asked to determine the number of credits guaranteed to articulate with the goal of maximizing this number based on the curricula review.**
- **Faculty discipline committees will also be asked to determine the type of assessment (e.g. state license, industry certification, portfolio, local assessment).**
- **Agreements will be presented to the Articulation Coordinating Committee's (ACC) Oversight Committee for review and approval.**
- **Approved agreements will then be presented to the full ACC for approval.**
- **Articulation agreements will be maintained by the DOE Office of Articulation in the Statewide Articulation Manual located on www.FACTS.org.**

4. Develop PSAV to associate degree statewide agreements in selected program areas.

The Articulation Workgroup selected the following programs for the development of the initial statewide PSAV to associate degree statewide agreements:

Associate Degree	PSAV Program
Office Administration	Medical & Legal Secretary
Automotive Service Management	Automotive Service Technology
Drafting & Design	Architectural Drafting
Criminal Justice	Law Enforcement/Corrections
Fire Science	Fire Fighter II
Dental Hygiene	Dental Assisting
Nursing (ADN)	Nursing (LPN)
Culinary Arts	Commercial Foods
Early Childhood Education	CDA – Early Childhood

5. Address accreditation issues related to faculty credentialing of college credit courses.

DOE will address the issue of faculty credentials required by SACS. Meetings will be held with the leadership of both SACS and the Council on Occupational Education (COE), which accredits the school district technical centers, to discuss these articulation issues and reach consensus on an appropriate policy. This effort will be lead by the Chancellor of Community Colleges and Workforce Education and the Vice Chancellor for Workforce Education.

The September 2005 meeting enabled Department of Education, technical center and community college staff to begin the course of action required to strengthen existing articulation agreements and to resolve the impediments to future agreements. It is anticipated that the results of this collaboration will benefit Florida's students and economy.

ARTICULATION COORDINATING COMMITTEE

Oct. 19, 2005

Item 14

Subject: Discussion of the High School Feedback Report

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation Included: Sample Report, Data Source & Calculations pg.
Facilitators/presenters: Dr. Pam Kerouac

ARTICULATION COORDINATING COMMITTEE

Oct. 19, 2005

Item 15

Subject: Announced Release of 2006 Counseling for Future Education Handbook

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation Included: Postcard announcement
Facilitators/presenters: Dr. Pam Kerouac