

MINUTES
ARTICULATION COORDINATING COMMITTEE MEETING
February 23, 2005

A meeting of the Articulation Coordinating Committee was held on Wednesday, February 23, 2005, in the Auditorium of the R.A. Gray Building in Tallahassee, Florida. At 1:10 p.m. the meeting was called to order by Chairman Edwin Massey.

Members Present	<p>Dr. Judy Bilsky, Community Colleges & Workforce Education (Division of) Ms. Mary Jo Butler, Public Schools (Division of) Dr. Charlene Callahan, Colleges and Universities (New College of Florida) Ms. Nancy Cordell for Dr. Bonnie Marmor, Community Colleges & Workforce Education (Division of) Dr. Charles Dassance, Community Colleges (Central Florida Community College) Ms. Brenda Dickinson, Parent Dr. Joe Joyner, Public Schools (St. Johns County) Dr. Renu Khator, Colleges and Universities (University of South Florida) Dr. Arthur Kirk, Jr., Independent Education (St. Leo University) Dr. R. E. LeMon, Colleges and Universities (Division of) Dr. Edwin Massey, Chair, Community Colleges (Indian River Community College) Mr. Jim Patch, Independent Education (FAPSC) Dr. Martha Pelaez, Colleges and Universities (Florida International Univ.) Dr. Jill White, Member-at-Large (Okaloosa-Walton College)</p>
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Members Absent	<p>Mr. Ronald Blocker, Public Schools (Orange County) Mr. John Joseph, Student (Miami-Dade College)</p>
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1. Chairperson's Comments	<p>Dr. Ed Massey was introduced by Dr. Heather Sherry as the new chair of the ACC. Dr. Massey began the meeting by welcoming members and those in the audience and by asking all in attendance to introduce themselves and share who they represent.</p>
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As the new chair, Dr. Massey shared his beliefs about the importance of articulation in Florida and the role that the ACC should play in articulation policy.

2. Approval of Minutes of Meeting Held November 10, 2004	<p>Dr. Massey asked for a motion to approve the minutes of the November 10, 2004, meeting, as submitted. The motion was seconded and passed unanimously.</p>
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3. Standing Committee on Statewide Policies and Guidance Report	<p>Dr. Charles Dassance was recognized by the chair to provide an update of what occurred at the morning meeting.</p> <p>Dr. Dassance explained that the majority of the meeting was spent reviewing proposed revisions to Rule 6A-10.024, F.A.C. relating to articulation. Dr. Heather Sherry led the group through each of the proposed changes that had been suggested during the February meeting. Additional changes were also suggested by DOE staff and legal counsel and the committee had an opportunity to review those suggestions and make comments and recommendations for further revision. Dr. Sherry agreed to make the proposed changes and send a new draft out to members for their input.</p>
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The committee was given a list of all of the 6A-10 rules and asked to review those that related to articulation, so that it might be possible to “bundle” some other rules along with 6A-10.024 to take to the State Board of Education and the Board of Governors for approval. It was determined that the remaining 6A-10 rules could be separated into 3 categories: 1) Rules not related to articulation; 2) Rules related to articulation that could be revised and submitted with 6A-10.024; and 3) rules related to assessment that will require policy decisions and may take longer to revise. Dr. Sherry agreed to email

the list of rules to the committee so that they can verify the rule categories and provide input related to proposed changes.

It is anticipated that Rule 6A-10.024 and the “articulation cluster” of rules will be ready for approval by the committee and be brought to the full ACC for approval at the May 25, 2005 meeting.

The committee also discussed the DOE strategic plan (particularly priority project 8.2.3 – Public Awareness of 2+2 System) and Dr. Sherry asked that the committee think about ways to improve communication about articulation policies to parents and students including, but not limited to, revising the Statewide Articulation Manual to make it a comprehensive document and revising the Pathways to Success brochure.

Finally, the committee discussed recent proposed legislation relating to required civics instruction in community colleges. Dr. Sherry agreed to gather information on the current status of civics instruction in K-12 and postsecondary education and put together a report outlining current requirements, enrollment patterns, etc. The report will be shared with the committee upon completion.

4. Standing Committee
on Course Numbering
Report

Dr. LeMon discussed the general education survey that seeks to describe current transfer practices for specific general education courses. This survey will verify general education course offering, and find how institutions accept other courses in transfer. The end product an advising manual of the most useful general education courses for students who transfer without completing their 36-hour general education curriculum. This survey was distributed to all community colleges and universities, with most responding. The survey shows several courses that are offered or accepted as general education by all respondents. The Standing Committee discussed next steps: (1) finish the survey; (2) allow all institutions to view the results, for verification and to see if there are courses the institution may consider offering; (3) identify outlier institutions for best practices or those that accept few courses; and (4) consider when and where to publish this information.

The Committee then discussed the recommendations of the Sub-committee for Nonpublic Institution Participation on the Statewide Course Numbering System (SCNS). This sub-committee met in December, 2004 to design a plan to govern faculty credentials for courses included on the SCNS. The sub-committee recommended that the nationally recognized accrediting agencies be included in review of faculty credentials—thereby removing the burden from the SCNS. These agencies, two of whom were represented at this meeting, would agree to include SCNS guidelines in their re-authorization processes. These guidelines are drawn from Florida Statute, State Board of Education Administrative Rule, and SCNS procedures. Once these guidelines were in place, the SCNS would facilitate a pilot process to implement these new procedures. The Standing Committee approved of this plan in concept.

The Committee then addressed the Gordon Rule. They examined proposed language from the Council of Presidents and the Council for Instructional Affairs. One of the highlights of this examination is the 24,000 word requirement. The Committee is looking at language for the rule—with Drs. LeMon, Lynch, and Sloan forming a workgroup.

Finally, the Committee was briefed on course levels—and the continuing maintenance of section 1007.24(2). The Committee will discuss course equivalencies across the upper and lower levels, and the role of the SCNS in determining the proper content level of a course.

5. Standing Committee on Postsecondary Transition Report
- Dr. Massey, co-chair of the Standing Committee on Postsecondary Transition, reported on the outcomes from the morning's meeting. A substantial amount of the standing committee meeting was devoted to reviewing a survey of current eligibility requirements for dual enrollment from districts around the state. Approximately one third of school districts and colleges were represented by the survey. There was a virtual consensus on GPA requirements, the requirement to take the CPT, and the requirement to pass the math or English sections of the CPT if a student enrolled in those courses. There was little consensus on whether students should have to pass the reading section of the CPT to enroll in ANY college course. While most members of the committee agreed that it seemed logical that a student demonstrate he can read at the college level prior to enrolling in a college course, several institutions had data to show it made no difference in course outcomes whether a student passed the reading portion of the CPT or not. The committee agreed it would be worthwhile to look at state-level data related to this topic. Dr. Laura Hébert agreed to request the data to review at the next meeting.

A second agenda item for the committee was the review of IB credit-by-exam equivalencies. Feedback from members reviewing current equivalencies showed agreement that the differentiation of credit awarded for diploma and non-diploma holders should be eliminated. Additionally, members felt that the credit equivalencies, in general, were insufficient based on the depth and breadth of IB exams. Mr. David Youngman, the IB coordinator from Atlantic High School concurred with the committee. He said the Florida IB coordinators' organization (FLIB) supported eliminating the differentiation of credit for diploma and non-diploma holders as well as increased awards for passing scores. Mr. Youngman related that some IB programs are set up to have students complete an AP course and exam as the first phase of the 2-year IB course. In those cases, the students generally are awarded AP credit for a passing score, but receive no additional credit for the second year of study in the subject area and the passing IB score.

The committee members agreed that all credit-by-exam equivalencies, including IB, should be reviewed on a 5-year cycle. Since the current list was approved in 2001, the review should begin soon (for approval early in 2006).

The third and final agenda item was a review of the DOE strategic plan initiatives related to articulation. Since this item also appeared on the afternoon's ACC agenda, the co-chairs decided to put off any in-depth discussion of the strategic plan at the standing committee meeting. Dr. Hébert distributed copies of the projects associated with imperatives 3 and 8, which are most closely associated with articulation issues.

6. Pilot Project on Academic Rigor
- The chair recognized Ms. Monica Hayes who introduced Ms. Andrea Kiser, a Gubernatorial Fellow assigned to the Office of Equity and Access. Ms. Kiser presented a PowerPoint on a pilot project aimed at enrolling more high school students, particularly from underrepresented groups, in a rigorous curriculum. The pilot project is being conducted in conjunction with the College Board Florida Partnership and provides training and consultative services to 5-10 pilot schools designated by the DOE. Ultimately, the project will assist these schools in developing a registration system where students are automatically enrolled in rigorous coursework unless a parent requests otherwise. A wide variety of resources will be offered to the pilot school to facilitate the achievement of this goal. Ms. Kiser can be reached at Andrea.Kiser@fldoe.org.

7. Trends In High School Graduation And
- The chair introduced Dr. Martha Miller who provided her annual update on Florida High School Graduation Trends. Dr. Miller also included in her presentation data related to the increase in Florida's 10th graders taking the PSAT and the growth &

Preparation For
College

success of Florida's AP program. Charts provided during Dr. Miller's presentation are included as an appendix to these minutes.

8. DOE Strategic
Imperatives
Connected to
Articulation

On behalf of Dr. Theresa Klebacha, Dr. Heather Sherry made a short presentation on the 2004-05 State Board of Education Strategic Plan as it relates to articulation. Particular attention was paid to Management Objective 3.3 (Ensuring college readiness of high school graduates) and Management Object 8.2. (Improving student opportunities for higher learning). The ACC will be asked to provide input on a number of priority projects related to the plan (specifically Priority Projects 8.2.1. – local, district/college articulation plans; 8.2.2. – postsecondary feedback profiles; and 8.2.3.- public awareness of the 2+2 system).

The meeting was adjourned at 3:05 p. m.

Announcements:

The next ACC meeting is scheduled for Wednesday, May 25, 2005, at 1:00 p.m. in the auditorium of the R.A. Gray Building in Tallahassee. The ACC Standing Committees will meet prior to the full ACC, from 9:30 a.m. to 12:00 p.m.