

**ARTICULATION COORDINATING COMMITTEE MEETING**

**Agenda**

**May 26, 2010**

**Turlington Bldg, 1703/07**

**Tallahassee, FL**

**10:00-4:00 p.m.–1703/07 (lunch break – TBD)**

1. Chairperson's welcome	Dr. Ed Massey
2. Approval: Minutes from February 24 meeting	Dr. Ed Massey
3. Approval: Gold Standard Industry Certification Agreements	Ms. Loretta Costin
4. FACTS update: <ul style="list-style-type: none"><li>• Institutional Requirements Document</li><li>• 2010-11 Action Plan</li></ul>	Dr. Connie Graunke
5. Common Prerequisites update <ul style="list-style-type: none"><li>• Technical change approvals</li><li>• Proposed Board of Governors (BOG) regulation</li></ul>	Ms. Lynda Page and Ms. Judy Dial
6. Students with Disabilities - Proposed State Board Rule/BOG Regulation	Ms. Amy Albee and Ms. Lynda Page
7. Residency Rule	Ms. Julie Alexander
8. College-Level Academic Skills (CLAS)	Dr. Heather Sherry
9. 2+2 Articulation Agreement Workshop	Dr. Heather Sherry

**Next ACC meeting: TBD.**

**MINUTES**  
**ARTICULATION COORDINATING COMMITTEE MEETING**  
**February 24, 2010**

A meeting of the Articulation Coordinating Committee (ACC) was held via conference call on Wednesday, February 24, 2010. At 1:00 p.m., Chairman, Dr. Edwin Massey, called the meeting to order.

<b>Members Present</b>	Dr. Judith Bilsky, Florida College System Dr. Stephen Calabro, Southwest Florida College Dr. Walter Christy, Brevard Public Schools Ms. Loretta Costin, Division of Career and Adult Education Dr. Diane Culpepper, Winter Park Tech Ms. Brenda Dickenson, nonpublic secondary education Dr. Michael Grego, Osceola County Public Schools Dr. John Grosskopf, North Florida Community College Dr. Bruce Janasiewicz, Florida State University Dr. Edwin Massey, Indian River State College (Chair) Dr. Dottie Minear, State University System, Board of Governors Dr. Gita Pitter, Florida A&M University Dr. Heather Sherry, Office of Articulation (staff) Dr. Barbara Sloan, Tallahassee Community College Dr. Robert Sullins, University of South Florida
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<b>Members Absent</b>	Dr. Christopher Colwell, Volusia County Public Schools Dr. Francis Haithcock, Division of Public Schools Dr. David Persky, Saint Leo University Dr. Jill White, Northwest Florida State College
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1. Chairperson's Comments	Dr. Ed Massey welcomed the committee members and the audience and initiated introductions.
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**Approval:**

2. Approval: Minutes from October 28, 2009 meeting	Dr. Massey asked for a motion for approval of the minutes of the October 2009, meeting of the ACC. Motion was seconded and unanimously approved.
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3. Approval: Gold Standard industry certification agreements	Ms. Loretta Costin, Chancellor for Career and Adult Education, presented the following eleven statewide articulation agreements based on industry certifications (phase three):
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No.	Certification Code	Industry Certification Title	Articulate to AAS/AS Program	Articulated Credits
1	ADESK016	Autodesk Certified Associate - AutoCAD	Drafting and Design Technology	<u>3</u>
2	AMDDA001	ADDA Apprentice Drafter (AD)	Drafting and Design Technology	<u>3</u>
3	AMDDA001	ADDA Apprentice Drafter (AD)	Architectural Design and Construction Technology	<u>3</u>
4	COMPT008	CompTIA Security+	E-Business Technology	<u>3</u>
5	FEDAA004	FAA Airframe Mechanic	Aviation Maintenance Management	<u>36</u>

6	FEDAA011	FAA Private Pilot	FAA Private Pilot	<u>3</u>
7	MICRO013	Microsoft Certified Systems Engineer – Windows 2003	Computer Engineering Technology	<u>3</u>
8	MICRO044	Microsoft Certified Professional Developer	Computer Programming and Analysis	<u>3</u>
9	MICRO046	Microsoft Certified Systems Administrator – Windows 2003	Networking Services Technology	<u>3</u>
10	NCCER027	NCCER – Project Management	Carpentry Management	<u>3</u>
11	NCCER027	NCCER – Project Management	Plumbing Management	<u>3</u>

Ms. Costin explained that the Division of Career and Adult Education and the Division of Florida Colleges have worked closely with the Occupational Deans, Academic Vice Presidents, and faculty within the Florida College system to determine the need for the proposed statewide articulation agreements and the number of credits for each agreement.

Ms. Costin stated that similar to the process employed in the past to approve statewide articulation agreements, all eleven statewide articulation agreements have undergone approval by the Occupational Education Standing Committee and the Council on Instructional Affairs.

The ACC unanimously approved the eleven proposed statewide articulation agreements. This brings the total number of approved articulation agreements to 60.

4. Approval: Common prerequisites for baccalaureate degree programs

Dr. Heather Sherry presented an overview of the electronic form for common prerequisites. Dr. Sherry explained that the form was created in response to the need for a formalized process for institutions to submit proposals for common prerequisites, and to record concerns from institutions and students regarding difficulties relating to common prerequisites. This system is designed not only to track common prerequisite-related issues but, also guide institutions and students.

Ms. Lynda Page, Associate Director of Student and Academic Affairs for the Board of Governors, discussed the proposed changes to common prerequisites for eleven baccalaureate degree programs in addition to technical changes for six CIP tracks.

In response to a question about several tracks within the teacher education program, Ms. Page informed the committee that Florida International University has made the decision to move their science (Physics, Chemistry, and Earth Science), mathematics, and music teacher education programs to the specific disciplines, similar to the Florida State University's FSU Teach program, so that they would have the prerequisites of the discipline without the nine credit hours of Teacher Education. Consequently, Florida International University was eliminated from the Teacher Education CIP 13 areas with a note for students that refers them to appropriate courses in the science, mathematics, and music disciplines.

	<p>Ms. Page also explained that in the case of the Motion Picture Studies program, FSU has made the decision to not require any common prerequisites at this time. In the future, if FSU would like to re-establish common prerequisites for the program, Ms. Page stressed that it (FSU) would need to go through the discipline committee to determine appropriate coursework for the Motion Picture Studies program.</p> <p>All the common prerequisites for the eleven degree programs in addition to the technical changes for six CIP tracks were approved by the ACC.</p> <p>The committee discussed a particular proposal from Florida Gulf Coast University related to requested changes to the common prerequisites for its Exercise Science program (CIP: 31.0505). The proposal had been considered by the Oversight Committee and the vote to approve/disapprove was evenly split. Therefore, this proposal was pulled out of the group to allow for further discussion by the ACC. After lengthy discussion, the committee requested that staff send the proposed changes back to the discipline committee for further review and include additional information and guidelines relating to the overall policy direction that the ACC is seeking (i.e. less tracks, more flexibility for course substitutions, etc.). The committee agreed to move the program under a different CIP code (as requested by FGCU) for the 2010-11 Manual and then reconsider the request for a separate track after further discipline committee review. If approved, the new track will be added to the 2010-11 Manual as well.</p>
<p><b>Discussion:</b></p>	
<p>5. Joint State Board of Education and Board of Governors Initiative</p>	<p>Dr. Will Holcombe, Chancellor of the Florida College System, and Mr. Frank Brogan, Chancellor of the State University System discussed how the ACC can take a leadership role in ongoing collaborative efforts among the sectors to perform a comprehensive review of higher education in Florida.</p> <p>Chancellor Brogan emphasized that higher education is important not simply for degree production, but to the economic development of the entire state. The challenge is for all delivery systems to work together, all levels and both public and private. He announced that the State Board of Education and Board of Governors were planning another joint meeting in March, 2010 to establish workgroups to assist in the collective vision for higher education needs. One workgroup will formulate a strategic vision for higher education in Florida. Another workgroup will meet with the Agency for Workforce Innovation and Workforce, Florida to establish necessary training for the new economy. Finally another workgroup will ensure Florida has a world class articulation system. We have such a workgroup in place: the ACC.</p> <p>Chancellor Holcombe added that the ACC would be a valuable group to assist with policies: “what is good and what needs to be improved?” The timing is right as the ACC begins to review the Statewide Articulation Agreement. Next week DOE and BOG staff will meet with the Independent College and Universities of Florida (ICUF) and Commission for Independent Education (CIE) to begin a program</p>

	<p>inventory between the community colleges and universities and public and private institutions. This review should carry into the summer.</p> <p>Dr. Massey answered that the ACC has a tremendous amount of history and knowledge, and is the appropriate group between the delivery systems to perform this function.</p>
6. FACTS.org update	<p>Dr. Connie Graunke provided the mid-year report on the FACTS.org electronic advising system including the status of implementation and current levels of funding. Dr. Graunke explained that the law that created FACTS.org requires the State Board of Education and the Board of Governors to specify in the articulation agreement, the roles and responsibilities of the institutions. As such, the ACC approves the “Institutional Requirements for Interfacing with the FACTS.org system.”</p> <p>The mid-year report provides an overview of the functions that the institutions have been asked to implement to interface with the FACTS.org system, and the data that the institutions have been asked to provide to the FACTS.org system. Dr. Graunke expressed satisfaction with the high compliance rates with regard to the institutions interfacing with the FACTS.org system and providing requested data.</p> <p>Further, Dr. Graunke stressed the need to maintain current levels of funding in order to maintain the existing advising services. The Governor’s budget however, did not fund FACTS.org. In the absence of the amount requested for cost to continue, the FACTS.org system will be left with \$1.4 million in operating reserves which will be exhausted by the end of the current fiscal year. Dr. Graunke highlighted that several institutions rely on the FACTS.org system for mission critical services including admission applications, student access to transcripts, and graduation audits. These institutions would need to make alternate arrangements to provide these services if the current level of funding is not restored for the next fiscal year.</p>
7. Dual enrollment eligibility criteria	<p>Dr. Heather Sherry addressed the issue of exceptions to the 3.0 statutory GPA requirement for college credit dual enrollment. She explained that the statutory provision that allows for exceptions was not intended to authorize blanket exceptions, but rather to allow for exceptions on a case-by-case basis. Dr. Sherry emphasized that it is critical to ensure that students are adequately prepared to succeed in dual enrollment courses because the grades earned in those courses go on the student’s permanent postsecondary transcript that will follow them for their entire postsecondary career. In addition, poor performance in a dual enrollment course could cause a state university to rescind an offer of admission. The 3.0 GPA requirement, in addition to required passage of the CPT serves as a means to ensure that students who are not academically prepared to succeed in college credit dual enrollment are not permitted to participate.</p>
8. Common Placement Test update	<p>Dr. Judy Bilsky, Executive Vice Chancellor for the Florida College System, informed the committee that on January 29, 2010, the Department of Education issued an intent-to-award the contract for the new postsecondary placement assessment to McCann and Associates, Incorporated. The vendors under consideration also included the College Board (that has provided the ACCUPLACER college placement test to the Florida colleges for many years) and the ACT</p>

	<p>(provider of the COMPASS college placement test). After over a year of review by cross-sector committees comprised of faculty and professional administrative staff, it was determined that McCann and Associates, Incorporated provided the best product based on the criteria developed in consultation with the faculty from colleges, universities, and public schools.</p> <p>Dr. Bilsky said that between now and August 2010, McCann and Associates, Incorporated will be developing a customized assessment for the state of Florida based on postsecondary readiness competencies that have been identified by postsecondary faculty members. These competencies have been cross-walked and aligned with the Next Generation Sunshine State Standards. Based on requests from cross-sector committee members during the review process, the test that is being developed will also be diagnostic in nature in that, it will not only report the test score in reading, writing, and mathematics but, will also offer a follow-up to the initial assessment to pin point the areas of deficiencies. Consequently, students' experience in developmental education classes will be customized to meet their specific needs in the most expeditious way.</p> <p>Cost also was an important factor in the selection of McCann and Associates, Incorporated. Currently, the ACCUPLACER test provided by the College Board costs \$3.60 for the complete battery (i.e., \$1.20 for each sub test including the reading, writing, and math tests). The new test that is being developed by McCann and Associates will cost .94 cents for each sub test, thereby, allowing for substantial savings by the colleges when they administer the new assessment.</p> <p>Presently, the Division of Florida Colleges within the Department is putting together a committee of staff from the Department and representatives from Florida's colleges including Deans and Vice Presidents of Student Affairs, Institutional Research, and test administrators to meet with McCann and Associates, Incorporated to ensure smooth transition from ACCUPLACER to the new test including training administrators, piloting the new test, etc.</p> <p>Dr. Bilsky stressed that the colleges may continue to use ACCUPLACER tests even though the Department has issued an intent-to-award the contract for the new postsecondary placement assessment to McCann and Associates, Incorporated. The support for ACCUPLACER is in State Board of Education rule. The College Board has assured the Department that it will honor its current price in the amount of \$1.20 for each sub test for the ACCUPLACER assessment through August 2010. After August 2010, the Department will have to negotiate the price for the ACCUPLACER assessment with the College Board. Dr. Bilsky informed that the College Board will provide this assurance in writing to the Department, and the Department, in turn, will disseminate this information to the colleges. The new test will be in place beginning August 2010.</p>
9. Disability rule update	<p>Dr. Heather Sherry informed the committee about proposed changes to State Board of Education Rule 6A-10.041/Board of Governors regulation 6.018, relating to course substitutions for students with disabilities. Current rule/regulation provides definitions for three types of disabilities eligible for a reasonable substitution of admission, entry</p>

	<p>into a program of study, entry into the upper division, and graduation requirements. The proposed changes to the rule include the following:</p> <ul style="list-style-type: none"> <li>• An addition of definitions to align rule/regulation with the categories of disabilities identified in s. 1007.02, F.S.;</li> <li>• A provision to waive the college preparatory requirement for students with documented disabilities who are eligible for course substitutions in a given skill area, provided that the substitute courses do not require demonstration of college level skills prior to entry; and</li> <li>• An amendment to clarify when and to whom colleges and universities should submit information related to the number of student requests for substitutions and the number of course substitutions granted each year (to be included in the Annual Equity Update).</li> </ul> <p>Dr. Sherry explained that a great deal of effort has been put into ensuring that the State Board of Education Rule and the Board of Governors Regulation are as substantively aligned as possible, but a few differences remain. For example, the Board of Governors regulation includes unique requirements for documentation (based on current regulation language), while the State Board of Education rule maintains flexibility for the colleges in determining the appropriate documentation of disabilities. However, the major substantive changes are the same. Dr. Sherry informed the committee that the proposed rule and regulation would be advertised upon completion of a review by legal counsel and that an opportunity for public input will be provided through the established rule/regulation processes.</p>
<p>10. May ACC workshop agenda items</p>	<p>Dr. Heather Sherry discussed plans for the May 26, 2010 ACC meeting. The meeting will be conducted as an all day workshop focusing on 2+2 articulation. More specifically, the committee will begin work on the development of a new 2+2 Articulation Agreement between the State Board of Education and the Board of Governors (incorporating the charge given to the ACC from the joint board initiative) to replace existing Rule/Regulation. Topics will include, but not be limited to, the following:</p> <ol style="list-style-type: none"> <li>1. Upper division admission guarantees for AA transfer students;</li> <li>2. General statewide transfer of credit policies;</li> <li>3. CLAS Program – recommendations for the future of the program;</li> <li>4. Common Prerequisites Policy;</li> <li>5. Excess Hours Policy – implementation of law/cross sector implications; and</li> <li>6. Other relevant 2+2 articulation issues.</li> </ol>

The meeting adjourned at 3:00 p.m.

Announcements: The next ACC meeting is scheduled May 26, 2010.

Articulation Coordinating Committee

May 26, 2010

Item 3

**Subject: Gold Standard Industry Certification Agreements**

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**PROPOSED COMMITTEE ACTION**

Approval:

Gold Standard Industry Certification Agreements.

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Supporting Documentation: Materials included in the packet.

Facilitator/Presenter: Ms. Loretta Costin



## **Gold Standard Career Pathways – Industry Certification Articulation Agreements – Phase 4**

In 2008 the State Board of Education (SBE) approved three statewide career and technical education articulation agreements based on nationally recognized industry certifications recommended by the Articulation Coordinating Committee (ACC) (Pilot Phase). On July 14, 2009, nine additional statewide articulation agreements based on industry certifications were approved by the SBE as recommended by the ACC (Phase 1). Thirty-seven additional Gold Standard Career Pathways – Industry Certification Articulation Agreements were approved by the Articulation Coordinating Committee on October 28, 2009 and recommended to the State Board of Education for approval (Phase 2). Eleven more agreements have been approved by the State Board of Education on March 26, 2010 (Phase 3).

Each of the 25 (Phase 4) industry certifications appears on the Career and Professional Education Act (CAPE) Comprehensive Certification List, the Comprehensive Industry Certification List approved by Workforce Florida, Inc. (WFI) and involving the Agency for Workforce Innovation (AWI) and Banner Centers, and the Federal Perkins IV Technical Skill Attainment Inventory. Each of the 25 industry certifications have been linked to AAS/AS degree programs by the Division of Career and Adult Education.

- On March 17, 2010, the Occupational Education Standing Committee (OESC) of each of Florida's Colleges were sent a list of 41 industry certifications as described above and asked to meet with appropriate department chairs/instructors to identify the number of credits appropriate to articulate college credit.
- These proposed credits were compiled and on May 7, 2010 were sent to the Council of Instructional Affairs (CIA) who were asked to review the credit offered by all colleges to determine whether a 75% supermajority consensus could be reached on the number of credits recommended by the OESC to be articulated statewide.
- The 25 Phase 4 statewide articulation agreements based on industry certification have been approved by the CIA as recommended by the OESC.

### Gold Standard Career Pathways - Industry Certification Articulation Agreements - Phase 4

Page Number	Certification Code	Industry Certification Title	Articulate to AAS/AS Program	Articulated Credits
1	ADESK018	Autodesk Certified Associate – AutoCAD Civil 3D	Civil Engineering Technology	<u>3</u> credits
2	ADESK020	Autodesk Certified Associate – AutoCAD Revit Architecture	Architectural Design and Construction Technology	<u>3</u> credits
3	ADESK021	Autodesk Certified Professional - AutoCAD	Drafting and Design Technology	<u>3</u> credits
4	ADESK022	Autodesk Certified Professional – AutoCAD Architecture	Architectural Design and Construction Technology	<u>3</u> credits
5	ADESK023	Autodesk Certified Professional – AutoCAD Civil 3D	Civil Engineering Technology	<u>3</u> credits
6	ADESK024	Autodesk Certified Professional - Inventor	Engineering Technology	<u>3</u> credits
7	ADESK025	Autodesk Certified Professional – Revit Architecture	Architectural Design and Construction Technology	<u>3</u> credits
8	ADOBE010	Adobe Certified Associate - Dreamweaver	Internet Services Technology	<u>3</u> credits
9	ADOBE011	Adobe Certified Associate - Flash	Internet Services Technology	<u>3</u> credits
10	AIOPB001	Certified Bookkeeper	Accounting Technology	<u>3</u> credits
11	CWNPT001	Certified Wireless Network Administrator	Networking Services Technology	<u>3</u> credits
12	FDMQA017	Licensed Practical Nurse	Nursing (Associate Degree) R.N.	<u>10</u> credits
13	MICRO033	MCIT Professional – Enterprise Support Technician	Computer Information Technology	<u>3</u> credits
14	MICRO043	Microsoft Certified Professional Developer – Web Developer	Internet Services Technology	<u>3</u> credits
15	MICRO047	Microsoft Certified Technology Specialist – Distributed Applications	Computer Information Technology	<u>3</u> credits
16	MICRO048	Microsoft Certified Technology Specialist – Web Applications	Computer Programming and Analysis	<u>3</u> credits
17	MICRO049	Microsoft Certified Technology Specialist – Windows Applications	Computer Programming and Analysis	<u>3</u> credits
18	MICRO062	Microsoft Certified Professional Developer – ASP.NET Developer	Internet Services Technology	<u>3</u> credits
19	NATEX001	Air Conditioning Service Technician	Air Conditioning, Refrigeration, Heating System Technology	<u>3</u> credits
20	NCCER005	NCCER – Carpentry – Level 1	Carpentry Management	<u>3</u> credits
21	NCCER010	NCCER – Electrical – Level 1	Construction Electricity Management	<u>3</u> credits
22	NCCER018	NCCER – HVAC – Level 1	Air Conditioning, Refrigeration, Heating System Technology	<u>3</u> credits
23	NRAEF001	Food Service Management Professional	Restaurant Management	<u>3</u> credits
24	NRAEF002	National Pro-Start Certificate of Achievement	Culinary Management	<u>3</u> credits
25	TAFPL001	Accredited Legal Secretary	Accounting Technology	<u>3</u> credits

**Florida Department of Education**  
**Statewide Articulation Agreement**  
**Industry Certification to AAS/AS Degree Program**

<b>AAS/AS Degree Name:</b>	Civil Engineering Technology		
<b>CIP Number(s):</b>	<b>AAS:</b>	0715020101	<b>AS:</b> 1715020101
<b>Industry Certification:</b>	Autodesk Certified Associate (AutoCAD Civil 3D)	<b>Code:</b>	ADESK018
<b>College Credit:</b>	The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.		

**Admission Requirements**

Students entering the above Associate in Applied Science and or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.

**Validation Mechanism:**

To be eligible for articulation, the student must show evidence of their current Autodesk Certified Associate (AutoCAD Civil 3D) certification.

**Rationale/Justification:**

The Autodesk Certified Associate (AutoCAD Civil 3D) certification represents industry acknowledgement of technical skill attainment of competencies in the Civil Engineering Technology program.

**Applicability:**

Community college administrators statewide were consulted and agreed that the “**Autodesk Certified Associate (AutoCAD Civil 3D)**” shall articulate **three (3)** college credit hours to the AAS/AS Degree in **Civil Engineering Technology**.

Articulated credit awarded under this agreement may only be applied to the above AAS/AS Degree.

<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>
	<b>Approval / Denial</b>		<b>Approved / Denied</b>
<b>05/26/2010</b>			

# Florida Department of Education

## Statewide Articulation Agreement Industry Certification to AAS/AS Degree Program

<b>AAS/AS Degree Name:</b>	Architectural Design and Construction Technology			
<b>CIP Number(s):</b>	<b>AAS</b> :	0615010100	<b>AS:</b> :	1615010100
<b>Industry Certification:</b>	Autodesk Certified Associate (Revit Architecture)		<b>Code:</b>	ADESK020
<b>College Credit:</b>	The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.			
<b>Admission Requirements</b>				
Students entering the above Associate in Applied Science and or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.				
<b>Validation Mechanism:</b>				
To be eligible for articulation, the student must show evidence of their current Autodesk Certified Associate (Revit Architecture) certification.				
<b>Rationale/Justification:</b>				
The Autodesk Certified Associate (Revit Architecture) certification represents industry acknowledgement of technical skill attainment of competencies in the Architectural Design and Construction Technology program.				
<b>Applicability:</b>				
Community college administrators statewide were consulted and agreed that the “ <b>Autodesk Certified Associate (Revit Architecture)</b> ” shall articulate <b>three (3)</b> college credit hours to the AAS/AS Degree in <b><u>Architectural Design and Construction Technology</u></b> .				
Articulated credit awarded under this agreement may only be applied to the above AAS/AS Degree and the following College Credit Certificate (CCC) programs: Drafting (0615010101) and Sustainable Design (0615010106).				
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>	
	<b>Approval / Denial</b>		<b>Approved / Denied</b>	
05/26/2010				

**Florida Department of Education**  
**Statewide Articulation Agreement**  
**Industry Certification to AAS/AS Degree Program**

<b>AAS/AS Degree Name:</b>	Drafting and Design Technology			
<b>CIP Number(s):</b>	<b>AAS</b> :	0615020200	<b>AS:</b> :	1615020200
<b>Industry Certification:</b>	Autodesk Certified Professional (AutoCAD)		<b>Code:</b>	ADESK021
<b>College Credit:</b>	The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.			
<b>Admission Requirements</b>				
Students entering the above Associate in Applied Science and or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.				
<b>Validation Mechanism:</b>				
To be eligible for articulation, the student must show evidence of their current Autodesk Certified Professional (AutoCAD) certification.				
<b>Rationale/Justification:</b>				
The Autodesk Certified Professional (AutoCAD) certification represents industry acknowledgement of technical skill attainment of competencies in the Drafting and Design Technology program.				
<b>Applicability:</b>				
Community college administrators statewide were consulted and agreed that the “ <b>Autodesk Certified Professional (AutoCAD)</b> ” shall articulate <b><u>three (3)</u></b> college credit hours to the AAS/AS Degree in <b><u>Drafting and Design Technology.</u></b>				
Articulated credit awarded under this agreement may only be applied to the above AAS/AS Degree and the following College Credit Certificate (CCC) programs: AutoCAD Foundations (0615020204) and Fire Sprinkler Design Technology (0615020205)				
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>	
	<b>Approval / Denial</b>		<b>Approved / Denied</b>	
<b>05/26/2010</b>				

# Florida Department of Education

## Statewide Articulation Agreement Industry Certification to AAS/AS Degree Program

<b>AAS/AS Degree Name:</b>	Architectural Design and Construction Technology			
<b>CIP Number(s):</b>	<b>AAS</b> :	0615010100	<b>AS:</b>	1615010100
<b>Industry Certification:</b>	Autodesk Certified Professional (AutoCAD Architecture)		<b>Code:</b>	ADESK022
<b>College Credit:</b>	The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.			
<b>Admission Requirements</b>				
Students entering the above Associate in Applied Science and or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.				
<b>Validation Mechanism:</b>				
To be eligible for articulation, the student must show evidence of their current Autodesk Certified Professional (AutoCAD Architecture) certification.				
<b>Rationale/Justification:</b>				
The Autodesk Certified Professional (AutoCAD Architecture) certification represents industry acknowledgement of technical skill attainment of competencies in the Architectural Design and Construction Technology program.				
<b>Applicability:</b>				
Community college administrators statewide were consulted and agreed that the " <b>Autodesk Certified Professional (AutoCAD Architecture)</b> " shall articulate <b>three (3)</b> college credit hours to the AAS/AS Degree in <b><u>Architectural Design and Construction Technology</u></b> .				
Articulated credit awarded under this agreement may only be applied to the above AAS/AS Degree and the following College Credit Certificate (CCC) programs: Drafting (0615010101) and Sustainable Design (0615010106).				
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>	
	<b>Approval / Denial</b>		<b>Approved / Denied</b>	
05/26/2010				

# Florida Department of Education

## Statewide Articulation Agreement Industry Certification to AAS/AS Degree Program

<b>AAS/AS Degree Name:</b>	Civil Engineering Technology			
<b>CIP Number(s):</b>	<b>AAS</b> :	0715020101	<b>AS:</b>	1715020101
<b>Industry Certification:</b>	Autodesk Certified Professional (AutoCAD Civil 3D)		<b>Code:</b>	ADESK023
<b>College Credit:</b>	The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.			
<b>Admission Requirements</b>				
Students entering the above Associate in Applied Science and or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.				
<b>Validation Mechanism:</b>				
To be eligible for articulation, the student must show evidence of their current Autodesk Certified Professional (AutoCAD Civil 3D) certification.				
<b>Rationale/Justification:</b>				
The Autodesk Certified Professional (AutoCAD Civil 3D) certification represents industry acknowledgement of technical skill attainment of competencies in the Civil Engineering Technology program.				
<b>Applicability:</b>				
Community college administrators statewide were consulted and agreed that the “ <b>Autodesk Certified Professional (AutoCAD Civil 3D)</b> ” shall articulate <b><u>three (3)</u></b> college credit hours to the AAS/AS Degree in <b><u>Civil Engineering Technology</u></b> .				
Articulated credit awarded under this agreement may only be applied to the above AAS/AS Degree.				
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>	
	<b>Approval / Denial</b>		<b>Approved / Denied</b>	
<b>05/26/2010</b>				

**Florida Department of Education**  
**Statewide Articulation Agreement**  
**Industry Certification to AAS/AS Degree Program**

<b>AAS/AS Degree Name:</b>	Engineering Technology		
<b>CIP Number(s):</b>	<b>AAS</b> :	0615000001	<b>AS:</b> 1615000001
<b>Industry Certification:</b>	Autodesk Certified Professional (Inventor)		<b>Code:</b> ADESK024
<b>College Credit:</b>	The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.		
<b>Admission Requirements:</b>			
Students entering the above Associate in Applied Science and or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.			
<b>Validation Mechanism:</b>			
To be eligible for articulation, the student must show evidence of their current Autodesk Certified Professional (Inventor) certification.			
<b>Rationale/Justification:</b>			
The Autodesk Certified Professional (Inventor) certification represents industry acknowledgement of technical skill attainment of competencies in the Engineering Technology program.			
<b>Applicability:</b>			
Community college administrators statewide were consulted and agreed that the “ <b>Autodesk Certified Professional (Inventor)</b> ” shall articulate <b>three (3)</b> college credit hours to the AAS/AS Degree in <b><u>Engineering Technology</u></b> .			
Articulated credit awarded under this agreement may only be applied to the above AAS/AS Degree and the following College Credit Certificate (CCC) programs: Computer-Aided Design and Drafting (0615000004); Computerized Woodworking (0615080501); and CNC Machinist (0615080502).			
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>
	<b>Approval / Denial</b>		<b>Approved / Denied</b>
<b>05/26/2010</b>			



**Florida Department of Education**  
**Statewide Articulation Agreement**  
**Industry Certification to AAS/AS Degree Program**

<b>AAS/AS Degree Name:</b>	Architectural Design and Construction Technology			
<b>CIP Number(s):</b>	<b>AAS</b> :	0615010100	<b>AS:</b> :	1615010100
<b>Industry Certification:</b>	Autodesk Certified Professional (Revit Architecture)		<b>Code:</b>	ADESK025
<b>College Credit:</b>	The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.			
<b>Admission Requirements</b>				
Students entering the above Associate in Applied Science and or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.				
<b>Validation Mechanism:</b>				
To be eligible for articulation, the student must show evidence of their current Autodesk Certified Professional (Revit Architecture) certification.				
<b>Rationale/Justification:</b>				
The Autodesk Certified Professional (Revit Architecture) certification represents industry acknowledgement of technical skill attainment of competencies in the Architectural Design and Construction Technology program.				
<b>Applicability:</b>				
Community college administrators statewide were consulted and agreed that the “ <b>Autodesk Certified Professional (Revit Architecture)</b> ” shall articulate <b>three (3)</b> college credit hours to the AAS/AS Degree in <b><u>Architectural Design and Construction Technology</u></b> .				
Articulated credit awarded under this agreement may only be applied to the above AAS/AS Degree and the following College Credit Certificate (CCC) programs: Drafting (0615010101) and Sustainable Design (0615010106).				
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>	
	<b>Approval / Denial</b>		<b>Approved / Denied</b>	
<b>05/26/2010</b>				

**Florida Department of Education**  
**Statewide Articulation Agreement**  
**Industry Certification to AAS/AS Degree Program**

<b>AAS/AS Degree Name:</b>	Internet Services Technology		
<b>CIP Number(s):</b>	<b>AAS</b> :	0507039902	<b>AS:</b> 1507039902
<b>Industry Certification:</b>	Adobe Certified Associate (Dreamweaver)		<b>Code:</b> ADOBE010
<b>College Credit:</b>	The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.		
<b>Admission Requirements</b>			
Students entering the above Associate in Applied Science and or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.			
<b>Validation Mechanism:</b>			
To be eligible for articulation, the student must show evidence of their current Adobe Certified Associate (Dreamweaver) certification.			
<b>Rationale/Justification:</b>			
The Adobe Certified Associate (Dreamweaver) certification represents industry acknowledgement of technical skill attainment of competencies in the Internet Services Technology program.			
<b>Applicability:</b>			
Community college administrators statewide were consulted and agreed that the “ <b>Adobe Certified Associate (Dreamweaver)</b> ” shall articulate <b><u>three (3)</u></b> college credit hours to the AAS/AS Degree in <b><u>Internet Services Technology</u></b> .			
Articulated credit awarded under this agreement may only be applied to the above AAS/AS Degree and the following College Credit Certificate (CCC) program: Web Development Specialist (0507039903).			
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>
	<b>Approval / Denial</b>		<b>Approved / Denied</b>
<b>05/26/2010</b>			

**Florida Department of Education**  
**Statewide Articulation Agreement**  
**Industry Certification to AAS/AS Degree Program**

<b>AAS/AS Degree Name:</b>	Internet Services Technology		
<b>CIP Number(s):</b>	<b>AAS</b> :	0507039902	<b>AS:</b> 1507039902
<b>Industry Certification:</b>	Adobe Certified Associate (Flash)		<b>Code:</b> ADOBE011
<b>College Credit:</b>	The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.		
<b>Admission Requirements</b>			
Students entering the above Associate in Applied Science and or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.			
<b>Validation Mechanism:</b>			
To be eligible for articulation, the student must show evidence of their current Adobe Certified Associate (Flash) certification.			
<b>Rationale/Justification:</b>			
The Adobe Certified Associate (Flash) certification represents industry acknowledgement of technical skill attainment of competencies in the Internet Services Technology program.			
<b>Applicability:</b>			
Community college administrators statewide were consulted and agreed that the “ <b>Adobe Certified Associate (Flash)</b> ” shall articulate <b>three (3)</b> college credit hours to the AAS/AS Degree in <b>Internet Services Technology</b> .			
Articulated credit awarded under this agreement may only be applied to the above AAS/AS Degree and the following College Credit Certificate (CCC) program: Web Development Specialist (0507039903).			
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>
	<b>Approval / Denial</b>		<b>Approved / Denied</b>
<b>05/26/2010</b>			

**Florida Department of Education**  
**Statewide Articulation Agreement**  
**Industry Certification to AAS/AS Degree Program**

<b>AAS/AS Degree Name:</b>	Accounting Technology			
<b>CIP Number(s):</b>	<b>AAS</b> :	0507010100	<b>AS:</b> :	1507010100
<b>Industry Certification:</b>	Certified Bookkeeper		<b>Code:</b>	AIOPB001
<b>College Credit:</b>	The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.			
<b>Admission Requirements</b>				
Students entering the above Associate in Applied Science and or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.				
<b>Validation Mechanism:</b>				
To be eligible for articulation, the student must show evidence of their current Certified Bookkeeper certification.				
<b>Rationale/Justification:</b>				
The Certified Bookkeeper certification represents industry acknowledgement of technical skill attainment of competencies in the Accounting Technology program.				
<b>Applicability:</b>				
Community college administrators statewide were consulted and agreed that the " <b>Certified Bookkeeper</b> " shall articulate <b>three (3)</b> college credit hours to the AAS/AS Degree in <b>Accounting Technology</b> .				
Articulated credit awarded under this agreement may only be applied to the above AAS/AS Degree and the following College Credit Certificate (CCC) programs: Accounting Technology Management (0507019903); Accounting Technology Operations (0507010103), and Accounting Technology Specialist (0507010104).				
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>	
	<b>Approval / Denial</b>		<b>Approved / Denied</b>	
<b>05/26/2010</b>				

# Florida Department of Education

## Statewide Articulation Agreement Industry Certification to AAS/AS Degree Program

<b>AAS/AS Degree Name:</b>	Networking Services Technology			
<b>CIP Number(s):</b>	<b>AAS</b>	0507030401	<b>AS:</b>	1507030401
	:			
<b>Industry Certification:</b>	Certified Wireless Network Administrator		<b>Code:</b>	CWNPT001
<b>College Credit:</b>	The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.			
<b>Admission Requirements</b>				
Students entering the above Associate in Applied Science and or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.				
<b>Validation Mechanism:</b>				
To be eligible for articulation, the student must show evidence of their current Certified Wireless Network Administrator certification.				
<b>Rationale/Justification:</b>				
The Certified Wireless Network Administrator certification represents industry acknowledgement of technical skill attainment of competencies in the Networking Services Technology program.				
<b>Applicability:</b>				
Community college administrators statewide were consulted and agreed that the “ <b>Certified Wireless Network Administrator</b> ” shall articulate <b><u>three (3)</u></b> college credit hours to the AAS/AS Degree in <b><u>Networking Services Technology</u></b> .				
Articulated credit awarded under this agreement may only be applied to the above AAS/AS Degree and the following College Credit Certificate (CCC) programs: Information Technology Management (0507030404); Information Technology Technician (0507030403); and Unix/Linux System Administrator (0507030406).				
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>	
	<b>Approval / Denial</b>		<b>Approved / Denied</b>	
05/26/2010				

**Florida Department of Education**  
**Statewide Articulation Agreement**  
**Industry Certification to AAS/AS Degree Program**

<b>AAS/AS Degree Name:</b>	Nursing (Associate Degree) R.N.			
<b>CIP Number(s):</b>	<b>AAS</b> :	0318110100	<b>AS:</b> :	1318110100
<b>Industry Certification:</b>	Licensed Practical Nurse		<b>Code:</b>	FDMQA017
<b>College Credit:</b>	The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>10</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.			

**Admission Requirements**

Students entering the above Associate in Applied Science and or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.

**Validation Mechanism:**

To be eligible for articulation, the student must show evidence of their current Licensed Practical Nurse certification.

**Rationale/Justification:**

The Licensed Practical Nurse certification represents industry acknowledgement of technical skill attainment of competencies in the Nursing (Associate Degree) R.N. program.

**Applicability:**

Community college administrators statewide were consulted and agreed that the “**Licensed Practical Nurse**” shall articulate **ten (10)** college credit hours to the AAS/AS Degree in **Nursing (Associate Degree) R.N.**

Articulated credit awarded under this agreement may only be applied to the above AAS/AS Degree.

<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>
	<b>Approval / Denial</b>		<b>Approved / Denied</b>
<b>05/26/2010</b>			

# Florida Department of Education

## Statewide Articulation Agreement Industry Certification to AAS/AS Degree Program

<b>AAS/AS Degree Name:</b>	Computer Information Technology			
<b>CIP Number(s):</b>	<b>AAS</b> :	0507030600	<b>AS:</b>	1507030600
<b>Industry Certification:</b>	MCIT Professional (Enterprise Support Technician)		<b>Code:</b>	MICRO033
<b>College Credit:</b>	The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.			
<b>Admission Requirements</b>				
Students entering the above Associate in Applied Science and or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.				
<b>Validation Mechanism:</b>				
To be eligible for articulation, the student must show evidence of their current MCIT Professional (Enterprise Support Technician) certification.				
<b>Rationale/Justification:</b>				
The MCIT Professional (Enterprise Support Technician) certification represents industry acknowledgement of technical skill attainment of competencies in the Computer Information Technology program.				
<b>Applicability:</b>				
Community college administrators statewide were consulted and agreed that the “ <b>MCIT Professional (Enterprise Support Technician)</b> ” shall articulate <b><u>three (3)</u></b> college credit hours to the AAS/AS Degree in <b><u>Computer Information Technology</u></b> .				
Articulated credit awarded under this agreement may only be applied to the above AAS/AS Degree and the following College Credit Certificate (CCC) programs: Information Technology Analysis (0507030607) and Information Technology Support Specialist (0507030606).				
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>	
	<b>Approval / Denial</b>		<b>Approved / Denied</b>	
<b>05/26/2010</b>				

**Florida Department of Education**  
**Statewide Articulation Agreement**  
**Industry Certification to AAS/AS Degree Program**

<b>AAS/AS Degree Name:</b>	Internet Services Technology			
<b>CIP Number(s):</b>	<b>AAS</b> :	0507039902	<b>AS:</b> :	1507039902
<b>Industry Certification:</b>	Microsoft Certified Professional Developer (Web Developer)		<b>Code:</b>	MICRO043
<b>College Credit:</b>	The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.			

**Admission Requirements**

Students entering the above Associate in Applied Science and or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.

**Validation Mechanism:**

To be eligible for articulation, the student must show evidence of their current Microsoft Certified Professional Developer (Web Developer) certification.

**Rationale/Justification:**

The Microsoft Certified Professional Developer (Web Developer) certification represents industry acknowledgement of technical skill attainment of competencies in the Internet Services Technology program.

**Applicability:**

Community college administrators statewide were consulted and agreed that the "**Microsoft Certified Professional Developer (Web Developer)**" shall articulate **three (3)** college credit hours to the AAS/AS Degree in **Internet Services Technology**.

Articulated credit awarded under this agreement may only be applied to the above AAS/AS Degree and the following College Credit Certificate (CCC) programs: Information Technology Administration (0507039903) and Web Development Specialist (0507039903).

<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>
	<b>Approval / Denial</b>		<b>Approved / Denied</b>
<b>05/26/2010</b>			



# Florida Department of Education

## Statewide Articulation Agreement Industry Certification to AAS/AS Degree Program

<b>AAS/AS Degree Name:</b>	Computer Information Technology			
<b>CIP Number(s):</b>	<b>AAS</b>	0507030600	<b>AS:</b>	1507030600
	:			
<b>Industry Certification:</b>	Microsoft Certified Technology Specialist (Distributed Applications)		<b>Code:</b>	MICRO047
<b>College Credit:</b>	The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.			
<b>Admission Requirements</b>				
Students entering the above Associate in Applied Science and or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.				
<b>Validation Mechanism:</b>				
To be eligible for articulation, the student must show evidence of their current Microsoft Certified Technology Specialist (Distributed Applications) certification.				
<b>Rationale/Justification:</b>				
The Microsoft Certified Technology Specialist (Distributed Applications) certification represents industry acknowledgement of technical skill attainment of competencies in the Computer Information Technology program.				
<b>Applicability:</b>				
Community college administrators statewide were consulted and agreed that the “ <b>Microsoft Certified Technology Specialist (Distributed Applications)</b> ” shall articulate <b><u>three (3)</u></b> college credit hours to the AAS/AS Degree in <b><u>Computer Information Technology</u></b> .				
Articulated credit awarded under this agreement may only be applied to the above AAS/AS Degree and the following College Credit Certificate (CCC) programs: Information Technology Analysis (0507030607) and Information Technology Support Specialist (0507030606).				
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>	
	<b>Approval / Denial</b>		<b>Approved / Denied</b>	
<b>05/26/2010</b>				

# Florida Department of Education

## Statewide Articulation Agreement Industry Certification to AAS/AS Degree Program

<b>AAS/AS Degree Name:</b>	Computer Programming and Analysis			
<b>CIP Number(s):</b>	<b>AAS</b>	0507030500	<b>AS:</b>	1507030500
	:			
<b>Industry Certification:</b>	Microsoft Certified Technology Specialist (Web Applications)		<b>Code:</b>	MICRO048
<b>College Credit:</b>	The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.			
<b>Admission Requirements</b>				
Students entering the above Associate in Applied Science and or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.				
<b>Validation Mechanism:</b>				
To be eligible for articulation, the student must show evidence of their current Microsoft Certified Technology Specialist (Web Applications) certification.				
<b>Rationale/Justification:</b>				
The Microsoft Certified Technology Specialist (Web Applications) certification represents industry acknowledgement of technical skill attainment of competencies in the Computer Programming and Analysis program.				
<b>Applicability:</b>				
Community college administrators statewide were consulted and agreed that the “ <b>Microsoft Certified Technology Specialist (Web Applications)</b> ” shall articulate <b>three (3)</b> college credit hours to the AAS/AS Degree in <b><u>Computer Programming and Analysis</u></b> .				
Articulated credit awarded under this agreement may only be applied to the above AAS/AS Degree and the following College Credit Certificate (CCC) programs: Computer Programmer (0507030100) and Computer Programming Specialist (0507030503).				
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>	
	<b>Approval / Denial</b>		<b>Approved / Denied</b>	
<b>05/26/2010</b>				

# Florida Department of Education

## Statewide Articulation Agreement Industry Certification to AAS/AS Degree Program

<b>AAS/AS Degree Name:</b>	Computer Programming and Analysis			
<b>CIP Number(s):</b>	<b>AAS</b>	0507030500	<b>AS:</b>	1507030500
	:			
<b>Industry Certification:</b>	Microsoft Certified Technology Specialist (Windows Applications)		<b>Code:</b>	MICRO049
<b>College Credit:</b>	The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.			
<b>Admission Requirements</b>				
Students entering the above Associate in Applied Science and or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.				
<b>Validation Mechanism:</b>				
To be eligible for articulation, the student must show evidence of their current Microsoft Certified Technology Specialist (Windows Applications) certification.				
<b>Rationale/Justification:</b>				
The Microsoft Certified Technology Specialist (Windows Applications) certification represents industry acknowledgement of technical skill attainment of competencies in the Computer Programming and Analysis program.				
<b>Applicability:</b>				
Community college administrators statewide were consulted and agreed that the “ <b>Microsoft Certified Technology Specialist (Windows Applications)</b> ” shall articulate <b><u>three (3)</u></b> college credit hours to the AAS/AS Degree in <b><u>Computer Programming and Analysis</u></b> .				
Articulated credit awarded under this agreement may only be applied to the above AAS/AS Degree and the following College Credit Certificate (CCC) programs: Computer Programmer (0507030100) and Computer Programming Specialist (0507030503).				
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>	
	<b>Approval / Denial</b>		<b>Approved / Denied</b>	
<b>05/26/2010</b>				

**Florida Department of Education**  
**Statewide Articulation Agreement**  
**Industry Certification to AAS/AS Degree Program**

<b>AAS/AS Degree Name:</b>	Internet Services Technology			
<b>CIP Number(s):</b>	<b>AAS</b> :	0507039902	<b>AS:</b> :	1507039902
<b>Industry Certification:</b>	Microsoft Certified Professional Developer (ASP.NET Developer)		<b>Code:</b>	MICRO062
<b>College Credit:</b>	The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.			

**Admission Requirements**

Students entering the above Associate in Applied Science and or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.

**Validation Mechanism:**

To be eligible for articulation, the student must show evidence of their current Microsoft Certified Professional Developer (ASP.NET Developer) certification.

**Rationale/Justification:**

The Microsoft Certified Professional Developer (ASP.NET Developer) certification represents industry acknowledgement of technical skill attainment of competencies in the Internet Services Technology program.

**Applicability:**

Community college administrators statewide were consulted and agreed that the "**Microsoft Certified Professional Developer (ASP.NET Developer)**" shall articulate **three (3)** college credit hours to the AAS/AS Degree in **Internet Services Technology**.

Articulated credit awarded under this agreement may only be applied to the above AAS/AS Degree and the following College Credit Certificate (CCC) program: Web Development Specialist (0507039903).

<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>
	<b>Approval / Denial</b>		<b>Approved / Denied</b>
<b>05/26/2010</b>			

# Florida Department of Education

## Statewide Articulation Agreement Industry Certification to AAS/AS Degree Program

<b>AAS/AS Degree Name:</b>	Air Conditioning, Refrigeration, Heating System Technology			
<b>CIP Number(s):</b>	<b>AAS</b>	0615050100	<b>AS:</b>	1615050100
	:			
<b>Industry Certification:</b>	Air Conditioning Service Technician		<b>Code:</b>	NATEX001
<b>College Credit:</b>	The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.			

### Admission Requirements

Students entering the above Associate in Applied Science and or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.

### Validation Mechanism:

To be eligible for articulation, the student must show evidence of their current Air Conditioning Service Technician certification.

### Rationale/Justification:

The Air Conditioning Service Technician certification represents industry acknowledgement of technical skill attainment of competencies in the Air Conditioning, Refrigeration, Heating System Technology program.

### Applicability:

Community college administrators statewide were consulted and agreed that the “**Air Conditioning Service Technician**” shall articulate **three (3)** college credit hours to the AAS/AS Degree in **Air Conditioning, Refrigeration, Heating System Technology.**

Articulated credit awarded under this agreement may only be applied to the above AAS/AS Degree and the following College Credit Certificate (CCC) programs: Residential Air Conditioning, Refrigeration, & Heating Systems Assistant (0615050101) and Residential Air Conditioning, Refrigeration, & Heating Systems Technician (0615050102).

Date Presented to ACC	ACC Recommendation	Date Submitted to SBE	SBE Status
	<b>Approval / Denial</b>		<b>Approved / Denied</b>
<b>05/26/2010</b>			

## Florida Department of Education

### Statewide Articulation Agreement Industry Certification to AAS/AS Degree Program

<b>AAS/AS Degree Name:</b>	Carpentry Management			
<b>CIP Number(s):</b>	<b>AAS</b>	0646020106	<b>AS:</b>	1646020106
	:			
<b>Industry Certification:</b>	NCCER - Carpentry - Level 1		<b>Code:</b>	NCCER005
<b>College Credit:</b>	The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.			
<b>Admission Requirements</b>				
Students entering the above Associate in Applied Science and or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.				
<b>Validation Mechanism:</b>				
To be eligible for articulation, the student must show evidence of their current NCCER - Carpentry - Level 1 certification.				
<b>Rationale/Justification:</b>				
The NCCER - Carpentry - Level 1 certification represents industry acknowledgement of technical skill attainment of competencies in the Carpentry Management program.				
<b>Applicability:</b>				
Community college administrators statewide were consulted and agreed that the " <b>NCCER - Carpentry - Level 1</b> " shall articulate <b><u>three (3)</u></b> college credit hours to the AAS/AS Degree in <b><u>Carpentry Management</u></b> .				
Articulated credit awarded under this agreement may only be applied to the above AAS/AS Degree and the following College Credit Certificate (CCC) programs: Construction Carpentry Assistant (0646020107) and Construction Carpentry Technician (0646020108).				
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>	
	<b>Approval / Denial</b>		<b>Approved / Denied</b>	
05/26/2010				

# Florida Department of Education

## Statewide Articulation Agreement Industry Certification to AAS/AS Degree Program

<b>AAS/AS Degree Name:</b>	Construction Electricity Management			
<b>CIP Number(s):</b>	<b>AAS</b>	0646030205	<b>AS:</b>	1646030205
	:			
<b>Industry Certification:</b>	NCCER - Electrical - Level 1		<b>Code:</b>	NCCER010
<b>College Credit:</b>	The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.			

### Admission Requirements

Students entering the above Associate in Applied Science and or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.

### Validation Mechanism:

To be eligible for articulation, the student must show evidence of their current NCCER - Electrical - Level 1 certification.

### Rationale/Justification:

The NCCER - Electrical - Level 1 certification represents industry acknowledgement of technical skill attainment of competencies in the Construction Electricity Management program.

### Applicability:

Community college administrators statewide were consulted and agreed that the “**NCCER - Electrical - Level 1**” shall articulate **three (3)** college credit hours to the AAS/AS Degree in **Construction Electricity Management**.

Articulated credit awarded under this agreement may only be applied to the above AAS/AS Degree and the following College Credit Certificate (CCC) programs: Construction Electricity Assistant (0646030206) and Construction Electricity Technician (0646030207).

Date Presented to ACC	ACC Recommendation	Date Submitted to SBE	SBE Status
	<b>Approval / Denial</b>		<b>Approved / Denied</b>
<b>05/26/2010</b>			

# Florida Department of Education

## Statewide Articulation Agreement Industry Certification to AAS/AS Degree Program

<b>AAS/AS Degree Name:</b>	Air Conditioning, Refrigeration, Heating System Technology			
<b>CIP Number(s):</b>	<b>AAS</b>	0615050100	<b>AS:</b>	1615050100
	:			
<b>Industry Certification:</b>	NCCER - HVAC - Level 1		<b>Code:</b>	NCCER018
<b>College Credit:</b>	The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.			

### Admission Requirements

Students entering the above Associate in Applied Science and or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.

### Validation Mechanism:

To be eligible for articulation, the student must show evidence of their current NCCER - HVAC - Level 1 certification.

### Rationale/Justification:

The NCCER - HVAC - Level 1 certification represents industry acknowledgement of technical skill attainment of competencies in the Air Conditioning, Refrigeration, Heating System Technology program.

### Applicability:

Community college administrators statewide were consulted and agreed that the "**NCCER - HVAC - Level 1**" shall articulate **three (3)** college credit hours to the AAS/AS Degree in **Air Conditioning, Refrigeration, Heating System Technology.**

Articulated credit awarded under this agreement may only be applied to the above AAS/AS Degree and the following College Credit Certificate (CCC) programs: Residential Air Conditioning, Refrigeration, & Heating Systems Assistant (0615050101) and Residential Air Conditioning, Refrigeration, & Heating Systems Technician (0615050102).

Date Presented to ACC	ACC Recommendation	Date Submitted to SBE	SBE Status
	<b>Approval / Denial</b>		<b>Approved / Denied</b>
<b>05/26/2010</b>			



**Florida Department of Education**  
**Statewide Articulation Agreement**  
**Industry Certification to AAS/AS Degree Program**

<b>AAS/AS Degree Name:</b>	Restaurant Management			
<b>CIP Number(s):</b>	<b>AAS</b> :	0206070400	<b>AS:</b> :	1206070400
<b>Industry Certification:</b>	Food Service Management Professional		<b>Code:</b>	NRAEF001
<b>College Credit:</b>	The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.			
<b>Admission Requirements</b>				
Students entering the above Associate in Applied Science and or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.				
<b>Validation Mechanism:</b>				
To be eligible for articulation, the student must show evidence of their current Food Service Management Professional certification.				
<b>Rationale/Justification:</b>				
The Food Service Management Professional certification represents industry acknowledgement of technical skill attainment of competencies in the Restaurant Management program.				
<b>Applicability:</b>				
Community college administrators statewide were consulted and agreed that the " <b>Food Service Management Professional</b> " shall articulate <u>three (3)</u> college credit hours to the AAS/AS Degree in <u>Restaurant Management</u>				
Articulated credit awarded under this agreement may only be applied to the above AAS/AS Degree.				
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>	
	<b>Approval / Denial</b>		<b>Approved / Denied</b>	
<b>05/26/2010</b>				

# Florida Department of Education

## Statewide Articulation Agreement Industry Certification to AAS/AS Degree Program

<b>AAS/AS Degree Name:</b>	Culinary Management			
<b>CIP Number(s):</b>	<b>AAS</b>	0620040100	<b>AS:</b>	1620040100
	:			
<b>Industry Certification:</b>	National Pro-Start Certificate of Achievement		<b>Code:</b>	NRAEF002
<b>College Credit:</b>	The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.			
<b>Admission Requirements</b>				
Students entering the above Associate in Applied Science and or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.				
<b>Validation Mechanism:</b>				
To be eligible for articulation, the student must show evidence of their current National Pro-Start Certificate of Achievement certification.				
<b>Rationale/Justification:</b>				
The National Pro-Start Certificate of Achievement certification represents industry acknowledgement of technical skill attainment of competencies in the Culinary Management program.				
<b>Applicability:</b>				
Community college administrators statewide were consulted and agreed that the “ <b>National Pro-Start Certificate of Achievement</b> ” shall articulate <b><u>three (3)</u></b> college credit hours to the AAS/AS Degree in <b><u>Culinary Management</u></b> .				
Articulated credit awarded under this agreement may only be applied to the above AAS/AS Degree and the following College Credit Certificate (CCC) program: Culinary Arts (0620040101).				
<b>Date Presented to ACC</b>	<b>ACC Recommendation</b>	<b>Date Submitted to SBE</b>	<b>SBE Status</b>	
	<b>Approval / Denial</b>		<b>Approved / Denied</b>	
<b>05/26/2010</b>				

# Florida Department of Education

## Statewide Articulation Agreement Industry Certification to AAS/AS Degree Program

<b>AAS/AS Degree Name:</b>	Accounting Technology			
<b>CIP Number(s):</b>	<b>AAS</b>	0507060300	<b>AS:</b>	1507060300
	:			
<b>Industry Certification:</b>	Accredited Legal Secretary (ALS)		<b>Code:</b>	TAFLP001
<b>College Credit:</b>	The minimum award of course credits or a block of credit toward the above AAS/AS program is <u>3</u> hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.			

### Admission Requirements

Students entering the above Associate in Applied Science and or the Associate in Science Program must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion, and must meet the requirements of State Board Rule 6A-10.0315(3), FAC (College preparatory testing, placement, and instruction). Students earning scores less than those listed shall enroll in college preparatory communication and computation instruction.

### Validation Mechanism:

To be eligible for articulation, the student must show evidence of their current Accredited Legal Secretary (ALS) certification.

### Rationale/Justification:

The Accredited Legal Secretary (ALS) certification represents industry acknowledgement of technical skill attainment of competencies in the Accounting Technology program.

### Applicability:

Community college administrators statewide were consulted and agreed that the “**Accredited Legal Secretary (ALS)**” shall articulate **three (3)** college credit hours to the AAS/AS Degree in **Accounting Technology**.

Articulated credit awarded under this agreement may only be applied to the above AAS/AS Degree.

Date Presented to ACC	ACC Recommendation	Date Submitted to SBE	SBE Status
	Approval / Denial		Approved / Denied

Articulation Coordinating Committee

May 26, 2010

Item 4

**Subject: FACTS.org update**

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**PROPOSED COMMITTEE ACTION**

Approval:

Institutional Requirements Document

Approval:

2010-11 Action Plan

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Supporting Documentation: Materials included in the packet.

Facilitator/Presenter: Dr. Connie Graunke

**FACTS.org 2010-2011**  
**ACTION PLAN**  
**Presented to FACTS Standing Committee-May 20, 2010**  
**Presented to the ACC – May 24, 2010**

**Website Updates**

- Complete WebSphere Implementation (Portal—student Login—January, 2011 Implementation) High School, Administrators, PS for functions except Transcripts and Audits.
- Explore transferring VPN routers from DMS/FIRN to NWRDC
- Explore re-writing message director to enable us to move to open source, and alleviate Oracle contract.

**ePEP/High School Academic Evaluations**

- Update website with new H.S. graduation requirements including industry certification and career academies, delete Major Areas of Interest
- Develop and implement College Readiness Evaluation, enhanced SAS and system to “push” information out to students. This would be a three-year project done in conjunction with the College Readiness Indicators Group and is contingent upon receipt of RTTT funds.
- Develop methodology for comparing students with an ePEP that refer to it regularly (TBD) to those that don’t and assess their standing in terms of college readiness, number that apply, are accepted, and enroll.
- \*\*Develop proposal for implementation of district customization of ePEP and messaging for school requirements and counselor comments

**Postsecondary Audits**

- Explore feasibility of a college planner, saving audits, and implementing mapping function, including a Postsecondary Student Activity System that enables CC and SUS to see student audits. This project is contingent upon receiving College Access Challenge Grants.
- Conduct 2+2 workshops at colleges and SUS Articulation Summits.
- Redesign Degree Program Search function, merging 2 data bases and adding campuses
- \*\*\*Implement 4-Year college programs, begin with 2+2 and follow with AS to BS audits for programs with statewide agreements. On hold pending budget improvement.

**Communications**

- Apply for 3<sup>rd</sup> year of College Access Challenge Grant and implement: Go Higher - Get A Plan - Materials and Training – continuing middle school training, increasing information to high schools about revisiting the ePEP and expanding outreach to parents

- Go Higher-Get Accepted Campaign
- Go Higher - Get It Done – create student information handout on 2 + 2 requirements
- Support RTTT community partnership emphasizing college access
- Conduct survey of counselors on value of FACTS
- Develop a social networking strategy to communicate with students, parents, and others
- Update online training modules to reflect new graduations requirements

### **Admission Application**

- Phase out common FACTS Admissions Application provide links directly to institutional pages

### **Transient Form**

- Continue participating in Phase II of the DL study in on-line registration
- Support work to adopt Transient Guidelines.

**Florida Center for Advising and Academic Support**  
**Institutional Requirements for Interfacing with the FACTS.org system**  
**2010-2011**  
**Presented to the Articulation Coordinating Committee 5/26/10**

In accordance with Section 1007.28, Florida Statutes, Florida public postsecondary institutions (herein referred to as institutions) shall maintain specified functionality and services as related to the FACTS.org system, Florida's computer-assisted student advising system. The **Institutional Requirements for Interfacing with the FACTS.org system** lists the functions, data, contact information, and due dates that the institutions are required to meet to maintain the integrity of the system. Institutional Managers can go to [www.factsadmin.org](http://www.factsadmin.org) for detailed specifications.

- A) Institutions shall maintain network connectivity with FACTS.org and maintain functionality and service in accordance with published specifications for the following:
- **Audits**
    - **Local** –provide an institutional degree audit in “real time” that will allow students to select different majors at the institution to assess the impact of course applicability to program requirements.
    - **Remote** - Provide the required student course information to FACTS so it can be sent to and received by another institution to produce a degree audit to assess the impact of transferring between institutions.
    - **Guest (i.e. Program Graduation Requirements)** - Provide a degree audit with courses requirements without the student transcript interface
    - **AA Transfer Evaluation** – Maintain a working interface to the FACTS 2+2 evaluation process. Florida Colleges shall provide student course data and a 2-year audit. Universities and 4-year degree granting colleges shall provide transfer program admissions requirements, including foreign language admissions requirements, common pre-requisite requirements, and an upper division audit, suppressing the general education and common pre-requisite requirements.
    - **Sample Transcript** – Provide a test transcript with student and course information and provide a working ID and password that displays valid course data in production.
  - **Transcripts/Grades**- Provide student transcripts or grade reports to FACTS for web display.
  - **Admission Application** – Institutions that have an on-line admissions application, other than the FACTS Common Application, shall provide the date at which they wish to discontinue utilizing the FACTS app and move exclusively to using their own on-line application. Institutions will verify that the URL for their on-line application contained in the Institutional Profile is current and leads students directly to the institution's application. Institutions that rely on FACTS.org for an on-line admissions application shall make arrangements to transition off of the system no later than June 30, 2011. In the meantime, any institution continuing to utilize the FACTS application must be able to receive and process the applications and maintain an up-to-date institutional page. Effective July 1, 2011, students will be directed to the institution's web page to apply for admission. The URL address used will be the one provided in the yearly update to the Institutional Profiles.
  - **Transient Forms** – Provide the ability to electronically send, receive and process via a “pass through” transient student forms.
- B) Institution shall provide data for the following (notices will be sent out from FCAAS in April/May and are due no later than July 31):
- **Transfer Program Admissions Information** – **Due July 31 for upcoming Fall term.** Institutions shall review and update any TPAI information either in their audit systems or in a file format which can be accessed by the 2+2 AA Transfer Evaluation.
  - **Degree Program Data** – **Due July 31 for upcoming Fall term.** Institutions shall provide degree program data used in site searches, degree audits, 2+2 evaluations, and admission

application. Although annual collection of data takes place May through July, changes may be submitted as needed to the FACTS helpdesk.

- **Institutional Profiles** – **Due July 31 for upcoming Fall term.** Institutions shall provide school profile information. Although annual collection of data takes place May-July, changes may be submitted as needed. Changes are submitted online by going to the ‘Counselor and Educator > Postsecondary Access > Institution Profile Forms.
- **Contacts** – **Due July 31.** Institutions shall provide current contact information for various areas. Although this information is collected every year, changes may be submitted as needed.



Articulation Coordinating Committee

May 26, 2010

Item 5

**Subject: Common Prerequisites update**

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**PROPOSED COMMITTEE ACTION**

Approval:

Technical changes to Common Prerequisite Manual

Information and discussion; No action required:

Proposed Board of Governors Regulation

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Supporting Documentation: Materials included in the packet.

Facilitator/Presenter: Ms. Lynda Page and Ms. Judy Dial

### Technical Changes

CIP	Program	Track	Action
5.0107	Latin American Studies		Delete page.
5.0134	Latin American Studies		Moved from 5.017 to 5.0134.
13.1001	Special Education, General		Added FSU
13.1203 T.1	Jr High/Middle School TE	MG Math/Science Ed	Changed credit hour total for 4 courses.
13.1203 T. 3	Jr High/Middle School TE	MG Math/English Ed	Changed credit hour total for 4 courses.
13.1203 T. 4	Jr High/Middle School TE	MG Math/Social Science Ed	Changed credit hour total for 4 courses.
13.1203 T. 8	Jr High/Middle School TE	MG Math/Spec Ed	Changed credit hour total for 4 courses.
13.1316 T. 1	Science TE	Biology TE	Added course alternatives as previously approved
14.0901 T. 1	Computer Engineering	Computer Engineering	Formatted page according to previously approved recommendations (deleted general education references and footnotes; moved alternative courses to body of prerequisites)
14.0901 T. 2	Computer Engineering	Computer & Info Engineering	Deleted FSU.
19.0701	Home and Family Life		Deleted note regarding inactivity.
19.0901 T.1	Textiles & Clothing		Changed from 1 of 3 tracks to 1 of 2 tracks on page.
19.0901 T.2	Textiles & Clothing	Retail Merchandising and Product Development	Changed from 2 of 3 tracks to 2 of 2 tracks; Changed track name to Retail Merchandising and Product Development.
19.0901 T. 3	Textiles & Clothing	Textiles: Product Development	Deleted track.
24.0101	Liberal Arts & Sciences		Delete UCF.
26.0101 T. 1	Biology, General	Biology, General	Added UF.
26.0908	Applied Physiology and Kinesiology		UF moved its Exercise Science program to this new CIP code area. The common prerequisites
26.1103	Computational Biology		CIP Change from 26.1103 to new CIP 26.1104. Delete 26.1103 page in manual.
30.0000	Multi-/Interdisciplinary		Name and CIP Change for UCF program (from Liberal Arts & Sciences CIP 24.0101)
30.3301	Sustainability & Built Env		UF moved from 30.9995 to this CIP. No change in prerequisites.
30.9995	Sustainability & Built Env		Delete page.

31.0505 T.2	Exercise Science		Removed UF from page. Added comment referring students to 26.0908 for UF program.
40.0899 T.1,2	Physical Science		Course number typo
42.0801	Psychobiology		Delete page.
42.2706	Psychobiology		FAU moved from 42.0801 to 42.2706.
50.0909	Music Mgt & Marketing		Delete page.
50.1003	Music Mgt & Marketing		FAU moved from 50.0909 to this new CIP. No change in prerequisites.
51.1601	Nursing		Deleted both tracks.
51.3801	Nursing		Nursing changed CIPS from 51.1601 to 51.3801. Both tracks moved to new CIP area. No change in prerequisites.
52.0903	Tourism & Travel Services		Delete page.
52.0907	Tourism & Travel Services		Program changed CIP. No change in prerequisites.

Articulation Coordinating Committee

May 26, 2010

Item 6

**Subject: Students with Disabilities-Proposed State Board Rule/BOG Regulation**

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**PROPOSED COMMITTEE ACTION**

Information and discussion; No action required.

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Supporting Documentation: Some materials included in the packet, others provided at the meeting.

Facilitator/Presenter: Ms. Amy Albee and Ms. Lynda Page

**6A-10.041 Substitution for Requirements for Eligible Disabled Students at State Universities, Community Florida Colleges, and Postsecondary Career Centers.**

(1) Each ~~university and community college~~ board of trustees within The Florida College System and each district school board which operates a postsecondary career center shall develop and implement policies and procedures for providing reasonable substitution for eligible students as required by Sections 1007.264 and 1007.265, Florida Statutes. In determining whether to grant a substitution, documentation to substantiate that the disability can be reasonably expected to prevent the individual from meeting requirements for admission to the institution, admission to a program of study, entry to upper division, or graduation shall be provided. In determining whether to grant a substitution, a college may consider pertinent educational records. For purposes of this rule, the following definitions shall apply.

(a) Deaf/Hard of Hearing. A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000, and 4000 hertz (Hz), unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, and acoustic trauma hearing loss or deafness.

(b) Visual Impairment. Disorders in the structure and function of the eye as manifested by at least one of the following: visual acuity of 20/70 or less in the better eye after the best possible correction, a peripheral field so constricted that it affects one's ability to function in an educational setting, or a progressive loss of vision which may affect one's ability to function in an educational setting. Examples include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

(c) Specific Learning Disability. A disorder in one or more of the basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations. Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological processes. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbance, or to an environmental deprivation.

(d) Orthopedic Impairment. A disorder of the musculoskeletal, connective tissue disorders, and neuromuscular system. Examples include but are not limited to cerebral palsy, absence of some body member, clubfoot, nerve damage to the hand and arm, cardiovascular aneurysm (CVA), head injury and spinal cord injury, arthritis and rheumatism, epilepsy, intracranial hemorrhage, embolism, thrombosis (stroke), poliomyelitis, multiple sclerosis, Parkinson's disease, congenital malformation of brain cellular tissue, and physical disorders pertaining to muscles and nerves, usually as a result of disease or birth defect, including but not limited to muscular dystrophy and congenital muscle disorders.

(e) Speech/ Language Impairment. Disorders of language, articulation, fluency, or voice which interfere with communication, pre-academic or academic learning, vocational training, or social adjustment. Examples include, but are not limited to, cleft lip and/or palate with speech impairment, stammering, stuttering, laryngectomy, and aphasia.

(f) Emotional or Behavioral Disability. Any mental or psychological disorder including but not limited to organic brain syndrome, emotional or mental illness, or attention deficit disorders.

(g) Autism Spectrum Disorder. Disorders characterized by an uneven developmental profile and a pattern of qualitative impairments in social interaction, communication, and the presence of restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe.

(h) Traumatic Brain Injury. An injury to the brain, not of a degenerative or congenital nature but caused by an external force, that may produce a diminished or altered state of consciousness, which results in impairment of cognitive ability and/or physical functioning.

(i) Other Health Impairment. Any disability not identified in section 1 a-h., except those students who have been documented as having an intellectual disability, deemed by a disability professional to make completion of the requirement impossible.

(2) The policies and procedures shall include at least the following:

(a) A mechanism to ~~identify~~ inform persons eligible for reasonable substitutions due to ~~vision impairment, hearing impairment, dyslexia or other specific learning disability, a disability.~~

(b) A mechanism for identifying reasonable substitutions for criteria for admission to the institution, admission

to a program of study, entry to upper division, or graduation related to each disability,

(c) A mechanism for making the designated substitutions known to affected persons,

(d) A mechanism for making substitution decisions on an individual basis, and

(e) A mechanism for a student to appeal denial of a substitution or a determination of eligibility.

(3) The policies shall provide for articulation with other state institutions which shall include, at a minimum, acceptance of all substitutions previously granted by a state postsecondary institution.

(4) The policies shall include a provision for students who qualify for a course substitution which would allow such students to be exempt from the college preparatory requirements, as provided in State Board Rule 6A-10.0315, in the basic skill area for which the student is eligible for a course substitution, provided that successful completion of the college preparatory coursework is not considered an essential part of the curriculum in the student's academic program.

(5) (4) The Commissioner of Education shall coordinate with the Chancellor of the State University System; shall to provide for coordination of the provision of technical assistance in the implementation of this rule.

(6) (5) Each public university, community Florida college and postsecondary career center operated by a school district shall maintain and report records on the number of students granted substitutions by type of disability, the substitutions provided, the substitutions identified as available for each documented disability and the number of requests for substitutions which were denied. Each college within The Florida College System shall report such information to the Department of Education, Division of Florida Colleges once a year by July 1. The Course Substitution Report is incorporated by reference herein and can be obtained at <http://www.fldoe.org/cc/educators/Disability/dss.asp>.

*Specific Authority 1007.264, 1007.265 FS. Law Implemented 1007.264, 1007.265 FS. History—New 4-13-87, Amended 12-18-05.*

Articulation Coordinating Committee

May 26, 2010

Item 7

**Subject: Residency Rule**

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**PROPOSED COMMITTEE ACTION**

Information and discussion; No action required.

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Supporting Documentation: Materials included in the packet.

Facilitator/Presenter: Ms. Julie Alexander

## Notice of Change/Withdrawal

### DEPARTMENT OF EDUCATION State Board of Education

RULE NO: RULE TITLE

6A-10.044: Residency for Tuition Purposes

#### NOTICE OF CHANGE

Notice is hereby given that the following changes have been made to the proposed rule in accordance with subparagraph 120.54(3)(d)1., F.S., published in Vol. 36 No. 6, February 12, 2010 issue of the Florida Administrative Weekly.

6A-10.044 Residency for Tuition Purposes.

The purpose of this rule is to establish consistent policies for the classification of students as residents for tuition purposes in accordance with criteria set forth in Section 1009.21, Florida Statutes.

~~(1) For Initial Determination of Residency: A dependent person will be one for whom fifty (50) percent or more of his or her support has been provided by another as defined by the Internal Revenue Service. An independent person will be one who provides more than fifty (50) percent of his or her own support as evidenced by the student's most recent tax return or other documentation, including, but not limited to, pay stubs or bank account statements.~~

(a) A dependent student who attended a Florida high school for a minimum of two (2) academic years immediately preceding his or her initial enrollment in an institution of higher education and graduated from a Florida high school or earned a Florida GED within the last twelve (12) months may use their high school transcript or the GED transcript as evidence of Florida residency. At least one (1) additional document identified in Section 1009.21(3)(c)1. or 1009.21(3)(c)2., Florida Statutes, must be presented evidencing parental legal residence.

(b) If a declaration of domicile, pursuant to Section 222.17, Florida Statutes, is being used as one of the documents to establish residency for tuition purposes, the date that an applicant shall be deemed as establishing residency for tuition purposes shall be twelve (12) months hence from the date that the Clerk of Circuit Court notes the declaration was sworn and subscribed to them. Nothing in this subsection shall prevent the use of additional documentation as evidence that legal residency was established by other means pursuant to Section 1009.21(1)(c), Florida Statutes, as of a date earlier than that established by the Declaration of Domicile.

(2) For Residency Reclassification Determination. A student who is classified as a nonresident for tuition purposes may become eligible for reclassification as a resident for tuition purposes by presenting a minimum of three (3) documents identified in Section 1009.21(3)(c)1. or 1009.21(3)(c)2., Florida Statutes, that convincingly demonstrate the establishment of permanent legal residence in Florida other than for the sole purpose of pursuing a postsecondary education. Documentation must demonstrate that the student or, if the student is a dependent, his or her parent, has maintained legal residence in Florida for at least twelve (12) consecutive months prior to his or her request for reclassification. For Initial Determination of Residency:

~~(a) A person or, if that person is a dependent, his or her parent or parents must have established legal residence in Florida for at least twelve (12) consecutive months prior to his or her initial enrollment in an institution of higher education.~~

(b) A dependent student who attended a Florida high school for a minimum of two (2) academic years immediately preceding his or her initial enrollment in an institution of higher education and graduated from a Florida high school or earned a Florida GED within the last twelve (12) months may use their high school transcript or the GED transcript as evidence of Florida residency. At least one (1) additional document identified in Section 1009.21(3)(c)1. or 2., Florida Statutes, must be presented evidencing parental legal residence.



~~(c) If a declaration of domicile, pursuant to Section 222.17, Florida Statutes, is being used as one (1) of the documents to establish residency for tuition purposes, the date that an applicant shall be deemed as establishing residency for tuition purposes shall be twelve (12) months hence from the date that the Clerk of Circuit Court notes the declaration was sworn and subscribed to them.~~

(3) The burden of providing clear and convincing documentation that justifies the institution's classification of a student as a resident for tuition purposes rests with the student or, if the student is a dependent, his or her parent. For documentation to be "clear and convincing," it must be credible, trustworthy, and sufficient to persuade the institution that the student or, if that student is a dependent, his or her parent has established legal residency in Florida that is not solely for the purpose of pursuing an education and has relinquished residency in any other state for at least twelve (12) consecutive months prior to classification. Each institution of higher education may establish submission deadlines for all documentation that will be used to determine residency for tuition purposes. Residency Reclassification Determination. A student who is classified as a nonresident for tuition purposes may become eligible for reclassification as a resident for tuition purposes by presenting a minimum of three (3) documents identified in Section 1009.21(3)(c)1. or 2., Florida Statutes, that convincingly demonstrate the establishment of permanent legal residence in Florida other than for the sole purpose of pursuing a postsecondary education. Documentation must demonstrate that the student or, if the student is a dependent, his or her parent, has maintained legal residence in Florida for at least twelve (12) consecutive months prior to his or her request for reclassification.

(4) A non-United States citizen may be eligible to establish residency for tuition purposes if evidence is presented verifying that he or she is legally present in the United States and the student is one of the following: The burden of providing clear and convincing documentation that justifies the institution's classification of a student as a resident for tuition purposes rests with the student or, if the student is a dependent, his or her parent. For documentation to be "clear and convincing," it must be credible, trustworthy, and sufficient to persuade the institution that the student or, if that student is a dependent, his or her parent has established legal residency in Florida that is not solely for the purpose of pursuing an education and has relinquished residency in any other state for at least twelve (12) consecutive months prior to classification. Each institution of higher education may establish submission deadlines for all documentation that will be used to determine residency for tuition purposes.

(a) A foreign national in a nonimmigrant Visa classification eligible for study and with a date of departure that is not during the term the student will be enrolled. The student, and parent, if the student is a dependent, must present evidence of legal presence in the United States. A Student Visa shall not be accepted as evidence of eligibility to establish residency.

(b) A foreign national, such as permanent resident aliens, parolees, asylees, Cuban-Haitian Entrants, and other legal aliens granted indefinite stay, in a status that is eligible for study in the United States.

(5) Each institution's official residency appeal process established pursuant to Section 1009.21(11), Florida Statutes, shall be in writing and prominently displayed on the institution's web site. Non-U.S. citizens who are currently classified as permanent residents, parolees, asylees, refugees, or other permanent status persons (e.g., conditional permanent residents and temporary residents) must present valid and eligible documentation from the U.S. Citizenship and Immigration Services (USCIS) as identified in subsections (6) and (7) of this rule. Non-U.S. citizens who have applied to the USCIS with no date certain for departure shall be considered eligible to establish Florida residency for tuition purposes. Both student, and parent, if the student is a dependent, must have valid and eligible USCIS documentation. All non-U.S. citizen document categories must be valid and non-expired for the entire term in which a non-U.S. citizen is classified as a Florida resident.

(6) Nonimmigrants holding one of the following visas shall be considered eligible to establish Florida residency for tuition purposes. Individuals with non-immigrant visas must provide evidence that: (1) he or she is in an eligible

visa category (and parent, if a dependent); and (2) he or she has lived in Florida for the required twelve (12) month qualifying period (or parent, if a dependent). Visa categories must be valid and non-expired for the entire term in which a nonimmigrant is classified as a Florida resident. Persons in visa categories not listed herein shall be considered ineligible to establish Florida residency for tuition purposes.

~~(a) Visa category A—Foreign Government Official, including members of their immediate family.~~

~~(b) Visa category E—Treaty Traders and Investors, including their spouse and children.~~

~~(c) Visa category G—Foreign Government Officials to International Organizations, including members of their immediate family.~~

~~(d) Visa category H-1B—Temporary Workers (Specialty Occupations, Department of Defense Workers, Fashion Models, and Nurses in HPSA's), including their spouse and children.~~

~~(e) Visa category I—Foreign Media Representatives, including their spouse and children.~~

~~(f) Visa category K—Fiancé(e)s of United States citizen(s), including their children.~~

~~(g) Visa category L—Intracompany Transferees, (including their spouse and children).~~

~~(h) Visa category N—Parent or child of alien accorded special immigrant status.~~

~~(i) Visa category O-1—Workers of "Extraordinary" Abilities, including their spouse and children.~~

~~(j) Visa category R—Religious workers, including their spouse and children.~~

~~(k) Visa category NATO 1-7—North Atlantic Treaty Organization Representatives and their immediate family.~~

~~(l) Visa category S—Alien witnesses and informants, including their spouse and children.~~

~~(m) Visa category T—Victims of trafficking, who cooperate with federal authorities in prosecutions of traffickers, including their spouses and children.~~

~~(n) Visa category U—Victims of Certain Crimes, including their spouse and children.~~

~~(o) Visa category V—Spouses and children of lawful permanent residents.~~

(7) Non-U.S. citizens who fall within the following categories shall also be considered eligible to establish Florida residency for tuition purposes:

(a) Citizens of Micronesia.

(b) Citizens of the Marshall Islands.

(c) Beneficiaries of the Family Unity Program.

(d) Individuals granted Temporary Protected Status (TPS).

(e) Individuals granted Withholding of Removal status.

(f) Individuals granted Suspension of Deportation status or cancellation of Removal.

(g) Individuals granted a Stay of Deportation status or Stay of Removal.

(h) Individuals granted Deferred Action Status.

(i) Individuals granted Deferred Enforced Departure status.

(j) Applicants for Adjustment of Status.

(k) Asylum applicants with INS receipt or Immigration Court stamp.

(8) Institutions shall establish a residency appeal committee that is responsible for making final residency determinations for students who initiate an appeal according to the institution's official appeal process. The official appeal process shall be written and prominently displayed on the institution's web site.

Rulemaking Specific Authority 1009.21(11) FS. Law Implemented 1009.21(11) FS. History—New 10-6-92, Amended 10-17-00, 3-22-05,\_\_\_\_\_.

<https://www.flrules.org/gateway/readFile.asp?sid=3&tid=8588009&type=1&File=6A-10.044.htm>

Articulation Coordinating Committee

May 26, 2010

Item 8

**Subject: College-Level Academic Skills (CLAS)**

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**PROPOSED COMMITTEE ACTION**

Information and discussion; No action required.

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Supporting Documentation: Materials included in the packet.

Facilitator/Presenter: Dr. Heather Sherry

## **College Level Academic Skills Program (CLASP)**

White Paper

Prepared for the Articulation Coordinating Committee

May, 2010

*It is the intent of the Legislature that the examination of college-level communication and mathematics skills serve as a mechanism for students to demonstrate that they have mastered the academic competencies prerequisite to upper-division undergraduate instruction. It is further intended that the examination serve as both a summative evaluation instrument prior to student enrollment in upper-division programs and as a source of information for student advisers. It is not intended that student passage of the examination supplant the need for a student to complete the general education curriculum prescribed by an institution.*

*(s. 1008.29, F.S., repealed 2009)*

### ***Creation of the CLASP/CLAST Program***

The College-Level Academic Skills Program (CLASP) was established in the early 1980s by the Florida Legislature as a means to ensure that students entering the upper division had mastered a set of communication and computation skills that faculty deemed important for success. The College-Level Academic Skills Test (CLAST) was administered for the first time in October 1982.

By 1984 cut scores had been established and students were required to pass the CLAST as a pre-requisite to earning the Associate in Arts (AA) degree and/or admission to the upper division at a state university. The original intent was to develop cut scores that would indicate mastery of the skills that formed the basis for the test. However, the final scores were not based upon faculty determination of what constituted mastery.

Originally, the intent was for students to take the CLAST as they neared the 60-semester hour mark in their academic career. However, once the test became a requirement (“high-stakes”), students had to be given multiple chances to pass. This resulted in a policy that allowed students to take the CLAST after earning only 18 semester hours of college credit, thereby giving those who did not meet cut scores the opportunity to take the test multiple times before completing the AA degree.

### ***CLAST Alternatives***

Alternatives to the CLAST were first introduced by the Legislature in 1995 and amended in 1997. Per State Board of Education Rule 6A-10.0311, students could be exempted from the testing requirement if they met either of the following criteria: 1) achieved a specified cut score on a nationally standardized examination; or 2) achieved a grade point average of 2.5 on

selected postsecondary level courses. Implementation of the CLAST alternatives resulted in a decline in the number of students sitting for the test. Over the subsequent years, the number of test takers dropped from 53,470 first time takers in public and private institutions in 1994-95 to 16,643 in 2008-09, and the number and percent of students using the alternatives substantially increased.

In 2003, the Articulation Coordinating Committee (ACC) convened the *Task Force on Transition Assessments* to investigate the utilization of the CLAST alternatives and the resultant impact on student performance in the upper division. Results of the investigation indicated that although 2/3 of students were using the CLAST alternatives rather than the test as a means of satisfying CLASP requirements, student preparedness for upper-division (as measured by GPA) did not decrease. As the shift occurred from the test to the alternatives, the average upper-division GPA earned by AA transfers in the SUS remained steady.

Task Force members discussed the potential for a different approach to accountability based on the use of programmatic indicators or proxy measures rather than on the individual attainment of CLAST skills or the alternatives. Recommendations included the following:

1. A mechanism of accountability should remain in place to ensure that students receive quality lower division instruction (in both the universities and colleges) that prepares them for success in upper division coursework.
2. Performance accountability mechanisms should be established to ensure important indicators of lower division quality are quantified and measured.
3. If program performance accountability measures are demonstrated to be valid indicators of preparedness of students for upper division work, and hence the attainment of College-Level Academic Skills, CLASP should be repealed.

### ***Current Situation***

Due to budgetary concerns, Senate Bill 1676 (effective July 1, 2009) repealed section 1008.29, Florida Statutes, and eliminated the College-Level Academic Skills Test (CLAST) as an examination. However, the CLAST alternatives previously in Rule were embedded in section 1007.25, F.S. Specifically, an AA or baccalaureate degree may not be conferred upon any student who fails to successfully complete one of the following requirements:

- 1) Achieve a score that meets or exceeds a minimum score on a nationally standardized examination, as established by the State Board of Education in conjunction with the Board of Governors; or
- 2) Demonstrate successful remediation of any academic deficiencies and achieve a cumulative GPA of 2.5 or above, on a 4.0 scale, in postsecondary-level coursework identified by the State Board of Education in conjunction with the Board of Governors. The Department of Education shall specify the means by which a student may demonstrate successful remediation.

Previously, these requirements were considered to be ways in which a student would be “**exempt**” from taking the examination (CLAST). However, since there is no longer an examination to be “exempt” from, these are now de facto **requirements** for receipt of the AA degree and progression into the upper division of a baccalaureate program.

The Articulation Coordinating Committee (ACC) met on August 13, 2009 to approve recommendations relating to the appropriate standardized examinations and cut scores as well as the identification of postsecondary courses for which the 2.5 GPA requirement could apply. These recommendations were forwarded as proposed amendments to State Board of Education Rule 6A-10.0311 and Board of Governors Regulation 6.017. The ACC recommendations were approved by the State Board of Education on November 11, 2009 (effective 12/15/09) and the Board of Governors on December 10, 2009.

In addition to the adoption of the ACC recommendation in Rule/Regulation, the following State Board of Education Rules relating to the CLAST were repealed by the State Board of Education on March 26, 2010: 6A-10.0312 – Minimum Standard of College-Level Communication and Computation Skills; 6A-10.0314 – Applications of College-Level Communication and Computation Skills; and 6A-10.0317 – Participation in the College-Level Communication and Computation Skills Testing Program by Nonpublic Postsecondary Institutions.

On October 28, 2009, the ACC conducted a workshop to address the current and future direction of the CLASP. There was consensus among the participants that some type of quality control mechanism should remain in place to ensure that students are prepared to be successful in upper-division coursework. However, there was a common sentiment expressed that a “one-size-fits-all” examination (like the CLAST) may not be the most appropriate way to assess student readiness for upper division coursework, particularly in a variety of different majors. In addition, the ACC did not view the current statutory provisions and the associated ACC recommendations as a workable long term solution.

### ***National Perspective***

The current national landscape is characterized by an increased focus on the institutional assessment of student learning outcomes and the utilization of assessment results to promote continuous improvement. The National Institute for Learning Outcomes Assessment (NILOA) conducted a survey of over 2,800 higher education institutions in 2009 regarding their institutional assessment activities. Findings suggested that:

1. Most institutions have identified a common set of learning outcomes that apply to all students.
2. Most institutions use a combination of institution-level and program-level assessment approaches.
3. The most common use of assessment data is related to accreditation.
4. Assessment approaches and uses of assessment results vary systematically by institutional selectivity.
5. Assessment is driven more by accreditation and a commitment to improve than external pressures from government or employers.
6. Most institutions conduct learning outcomes assessment on a shoestring: 20% have no assessment staff and 65% have two or fewer.
7. Gaining faculty involvement and support remains a major challenge. Campuses would also like more assessment expertise, resources and tools.
8. Most institutions plan to continue outcomes assessment work despite budgetary challenges.

*More Than You Think, Less Than We Need:  
Learning Outcomes Assessment in American Higher Education  
NILOA, October 2009*

As referenced above, the accreditation process requires institutional commitment to student learning and achievement as well as to the concept of quality enhancement through continuous assessment and improvement. All Florida public colleges and universities are accredited by the Southern Association of Colleges and Schools, Commission on Colleges. Specifically, Principle 3.5.1 of the SACS Principles of Accreditation: Foundations for Quality Enhancement (2010 Edition) states that institutions are responsible for identifying “college-level general education competencies and the extent to which graduates have attained them.” There is an additional expectation that once institutions identify expected outcomes and the extent to which they are achieved by students, each institution will provide evidence of improvement based on an analysis of data.

### ***Learning Outcomes - Florida Perspective***

#### **State University System**

University students are served best when students and faculty fully engage in a teaching-learning partnership, and this partnership is all the more meaningful if it is made as clear as possible to students what it is they will learn and how program faculty will assess that learning. Therefore, the Board of Governors has promulgated a Regulation that requires universities to develop “Academic Learning Compacts” and related assessment processes to define and demonstrate student achievement in baccalaureate degree programs in the State University System.

Each Academic Learning Compact must include, at a minimum, the expected core student learning outcomes for program graduates, as well as a list of the types of assessments students might encounter in the program (e.g., capstone projects, juried performances, internship performance, standardized exams, common embedded exam questions, research projects, portfolio requirements, etc.). This information must be posted on the university Web site.

In addition to developing Academic Learning Compacts, university personnel must identify the corresponding assessment tools and procedures that faculty use within the context of the program to determine if individual students have met each of the articulated core student learning expectations. They also must develop robust and effective program assessment/evaluation systems to substantiate that graduates have truly attained the expected core competencies. Finally, program faculty must demonstrate the use of results from program assessments/evaluations to continuously improve program effectiveness and student learning.

Currently, the Board of Governors receives a status report from each university on an annual basis. The updates indicate which undergraduate degree programs have implemented Academic Learning Compacts and related assessment processes and are in a continuous improvement mode, and which programs are in a developmental or termination mode. The Board does not dictate the specific outcomes or assessments themselves, but has promulgated the Regulation to ensure that universities are putting into place the infrastructure, policies, and procedures to develop, implement, and review Academic Learning Compacts and related assessment activities. Board staff members continue to work with university personnel to refine processes and products and to share best and promising practices.

In addition to developing the Academic Learning Compacts, several universities (9 of 11) have elected to participate in the Voluntary System of Accountability (VSA), which includes a group of 332 colleges and universities from across the country with a common goal of assessing the extent to which college instruction helps to improve the skills that students will need to succeed beyond college. Although

specific skills vary by major, it is generally accepted that all students need skills related to critical thinking, problem solving, and the ability to communicate complex issues.

### Florida College System

In response to the implementation of Academic Learning Compacts by the State University System, the Florida College System, through its Council on Instructional Affairs, established a Learning Outcomes Task Force in 2008 to address the identification and the assessment of general education outcomes. As a result, statewide general education categories, a statewide glossary of terms, purposes of assessment, and principles of assessment have been established and agreed upon by all 28 colleges. On a common Web site (<http://valenciacc.edu/slo>), each college lists general education outcomes, best practices, and any tools, strategies, and reports that have been created that apply to general education outcomes and assessment. For the 2008-2009 academic year, each of the 28 colleges agreed to provide evidence that they have outcomes for at least one of the five general education outcome categories, pilot a student assessment for that outcome, and share the preliminary results of that assessment and a plan for using the results. Each college then agreed to add at least one category each year for the next five years, with all colleges providing evidence for all five state general education outcome categories by the end of the 2012-2013 academic year.

### Proposed Action Plan for ensuring *student preparedness* (mastery of foundational communication and computation skills):

- Bring postsecondary faculty discipline teams together in 2010 to review core lower division math and communication skills in Rule 6A-10.0316 and update the common competencies (expected student learning outcomes) for all AA degree recipients.
- Review lower level communication and computation courses in the SCNS to determine the current competencies covered in each course and update course descriptions to include the revised competencies adopted in Rule 6A-10.0316.
- Require each institution to have in place student assessment/program evaluation mechanisms to substantiate that students are attaining the expected competencies.
- Develop mechanisms to ensure that each instructor teaching lower-division courses will have the responsibility for ensuring that individual students demonstrate mastery of the course competencies before receiving a “C” or higher.

### ***Using Data as an Accountability Tool***

Florida has a robust data system that makes it possible to track student progression and performance over time and across educational sectors. This ability to track students at the individual student and course level enables the state and individual institutions to identify potential issues related to student success once they progress to the next level.

For example, section 1008.37, F.S., requires the Commissioner of Education to report annually to the State Board of Education, the Board of Governors, the Legislature, and the local school boards on the performance of recent public high school graduates in this state who enroll in a Florida public postsecondary institution. This report, referred to as the “High School Feedback Report,” provides school districts with data related to student preparation for and success in higher education, allowing them to target problem areas and make adjustments to curriculum, instruction, etc.

A similar approach can be taken for postsecondary education. Currently, the Division of Florida Colleges produces an annual report (Articulation Accountability Report) related to 2+2 articulation



which tracks the movement of students from the Florida College System into the State University System. However, this report does not drill down to the student and course level so that problem areas can be specifically identified. Creation of a report that is similar to the High School Feedback Report and focused on 2+2 articulation would allow institutions to get more targeted feedback relating to the performance of their students as they progress to the upper-level. This would not only be useful information for the state as an accountability measure, but could also be useful for institutions in their accreditation process.

Proposed action plan for ensuring *institutional accountability* for student mastery of foundational communication and computation skills:

- Develop a two-way postsecondary transition feedback report as part of a formal statewide Articulation Accountability System.
- Amend the Articulation Accountability statute (s. 1008.38, F.S.) during the 2011 Legislative Session to include an outline of the process for collecting and sharing data related to student performance in the upper division.
- Amend section 1007.25, F.S., to delete the requirements related to the previous “exemption” criteria in favor of an institutional accountability approach.
- Use Florida’s outstanding data systems to report information needed by personnel at different levels in the process (e.g., policymakers, institution administration, faculty) for continuous improvement.
- Provide feedback to institutions where students completed lower division requirements as to how the students are performing in the upper division. \*\*
- Encourage sharing of best practices for assessing student demonstration of identified competencies.

\*\* *Do we expect institutions to act on the feedback in some way if the data reveals a problem?*

Articulation Coordinating Committee

May 26, 2010

Item 9

**Subject: 2+2 Articulation Agreement Workshop**

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**PROPOSED COMMITTEE ACTION**

Information and discussion; No action required.

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Supporting Documentation: Materials provided at meeting.

Facilitator/Presenter: Dr. Heather Sherry