

**MINUTES**  
**ARTICULATION COORDINATING COMMITTEE MEETING**  
**October 28, 2009**

<p>A meeting of the Articulation Coordinating Committee (ACC) was held on Wednesday, October 28, 2009, at the Turlington Building in Tallahassee, Florida. At 12:30 p.m., Chairman, Dr. Edwin Massey, called the meeting to order.</p>	
<p>Members Present</p>	<p>Dr. Judith Bilsky, Florida College System          Dr. Walter Christy, Brevard Public Schools          Dr. Christopher Colwell, Volusia County Public Schools          Ms. Loretta Costin for Ms. Lucy Hadi, Division of Workforce Education          Dr. Christine Cothron, First Coast Technical College          Ms. Brenda Dickenson, nonpublic secondary education          Dr. Michael Grego, Osceola County Public Schools (via phone)          Dr. Francis Haithcock, Division of Public Schools          Dr. Bruce Janasiewicz, Florida State University          Dr. Edwin Massey, Indian River State College (Chair)          Dr. Dottie Minear, State University System, Board of Governors          Dr. David Persky, Saint Leo University          Dr. Gita Pitter, Florida A&amp;M University          Dr. Heather Sherry, Office of Articulation (staff)          Dr. Barbara Sloan, Tallahassee Community College          Dr. Robert Sullins, University of South Florida          Dr. Jill White, Northwest Florida State College</p>
<p>Members Absent</p>	<p>Dr. Stephen Calabro, Southwest Florida College</p>
<p>1. CLAS Workshop</p>	<p>Dr. Heather Sherry provided a historical overview of the College-level Academic Skills Test (CLAST). Dr. Sherry explained that the number of students taking the test has diminished over time since most students meet the requirements associated with CLAST through approved exemptions. Due to budgetary constraints, s. 1008.29, F.S., was repealed and s. 1007.25, F.S., was amended on July 1, 2009. Members of the CLAS workshop panel and audience discussed its implications on students. The following recommendations for next steps were made:</p> <p><u>Mastery of foundational communication and computation skills</u></p> <ul style="list-style-type: none"> <li>• Avoid another CLAST-like test.</li> <li>• Repeal 3 SBE rules that reference the CLAST.</li> <li>• Maintain new BOG regulation (as well as the SBE rule that lists CLA skills) probably until 2011 while we are developing more meaningful process.</li> <li>• Stick with communication and computation for the time being, as opposed to adding any other CLAS areas.</li> <li>• Bring discipline teams together in 2010 to review core lower-division math and communication courses in the SCNS and identify common competencies (expected student learning outcomes) for each course (existing competencies and those needed for entry into subsequent coursework).</li> <li>• Encourage sharing of best practices for assessing student demonstration of identified competencies.</li> <li>• Each instructor teaching these courses will have the responsibility for ensuring that individual students demonstrate mastery of the course competencies before receiving a “C” or higher.</li> <li>• Each institution will be responsible for having in place the program</li> </ul>

	<p>assessment/evaluation mechanisms to substantiate that students are attaining the expected competencies.</p> <p><u>Readiness for success in upper division.</u></p> <ul style="list-style-type: none"> <li>• A two-way postsecondary transition feedback report/system will be developed as part of the Articulation Accountability System.</li> <li>• Try to get the Articulation Accountability statute amended during the 2010 Legislative Session.</li> <li>• Florida’s outstanding data systems will be used report information needed by personnel at different levels in the process (e.g., policymakers, institution administration, faculty) for continuous improvement.</li> <li>• Feedback will be given to institutions where students completed lower-division requirements as to how the students are doing in the upper division.</li> <li>• Information will also be gathered as to how well students are able to make a “smooth transition” into the upper division.</li> </ul> <p>The ACC will begin drafting a “white paper” (to be completed for the February 2010 ACC meeting) that lays out this two-part plan. During the 2011 Legislative Session, efforts will be made to get legislation passed that eliminates current statutory language in s. 1007.25, F.S., in lieu of this new approach.</p>
2. Chairperson’s Comments	Dr. Ed Massey welcomed the committee members and the audience and initiated introductions.
<b>Approval:</b>	
3. Approval: Minutes from May 27, 2009 Meeting	Dr. Massey asked for a motion for approval of the minutes of the May 2009, meeting of the ACC. Motion was seconded and unanimously approved.
4. Approval: Residency-Proposed changes to SBE Rule and BOG Regulation	<p>Dr. Heather Sherry gave an update on the status of proposed revisions to both State Board of Education Rule 6A-10.044 and Board of Governors Regulation 7.005 relating to Residency for Tuition Purposes. As a result of legislation passed during the 2009 Legislative Session and changes to Visa categories (previously approved by the ACC), the rule/regulation required substantial updating.</p> <p>Dr. Sherry explained that there are different requirements regarding the technical manner in which SBE Rules and BOG Regulations must be crafted. Therefore, the proposed rule and the regulation will not have identical language. However, Dr. Sherry assured the committee that Department of Education and Board of Governors staff have been working with the Statewide Residency Committee, legal counsel, and interested cross-sector representatives to craft a rule and regulation that are substantively similar so that students will still be treated consistently across institutions and sectors.</p> <p>The major proposed substantive changes to both the rule and regulation include the following:</p> <ul style="list-style-type: none"> <li>• Provides clarification regarding the classification of a student as “independent” per criteria establish for federal financial aid eligibility;</li> <li>• Removes the “All Florida” classification previously found in rule/regulation;</li> <li>• Stipulates that “clear and convincing” evidence to support reclassification must include 3 documents listed in statute;</li> </ul>

	<ul style="list-style-type: none"> <li>• Clarifies that any document used to support a residency classification must demonstrate that the claimant has maintained legal residence in Florida for at least 12 months prior to his or her initial enrollment in higher education.</li> <li>• Updates outdated Visa Classifications (per recommendations from immigration law firm);</li> </ul> <p>Due to input received from the Florida College System Registrars and Admissions Officers, and additional comments made by legal counsel, there are still some edits that must be made to the State Board Rule draft as well as potential changes made to the Board of Governors draft to ensure consistency. Dr. Sherry told the committee that, upon completion of the SBE and BOG drafts, the language will be sent to the Statewide Residency Committee and the ACC members for review and approval prior to filing public notice of rule/regulation development.</p>
<p>5. Approval: Gold Standard industry certification agreements</p>	<p>Ms. Loretta Costin, Interim Chancellor for Career and Adult Education, explained that twelve (12) statewide articulation agreements based on industry certifications were approved by the SBE as recommended by the ACC in July, 2009. The committee was presented with thirty-seven (37) additional Gold Standard Career Pathways – Industry Certification Articulation Agreements for consideration and approval. Each of the 37 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 involved the Agency for Workforce Innovation (AWI) and Banner Centers, and the Federal Perkins IV Technical Skill Attainment Inventory. Each of the 37 industry certifications have been linked to AAS/AS degree programs by the Division of Career and Adult Education.</p> <p>All 37 were approved by the Occupational Education Standing Committee (Occupational Deans from Florida Colleges) on October 15, 2009, and the Council on Instructional Affairs (Academic Vice Presidents) on October 23, 2009.</p> <p>Dr. Massey stated that the process for vetting these agreements was reviewed and acknowledged by the Florida College System Council of Presidents Steering Committee on October 21, 2009. The ACC unanimously approved the 37 proposed agreements.</p>
<p>6. Approval: Dual Enrollment Equivalencies</p>	<p>Mr. Matthew Bouck presented updates to the <i>Dual Enrollment Course-High School Subject Area Equivalency List</i> for 2010-2011. A general addition was language to ensure that districts and institutions understood that this list did not represent the total number of dual enrollment courses available; additional courses may be used per the Interinstitutional Articulation Agreement. Also included was language to remove barriers to the award of 1.0 high school credit courses not on the list (such as upper-level college courses), or for inclusion of postsecondary courses for less than 3.0 credits. A caution was voiced to ensure these courses for less than 3.0 credits (and perhaps awarded less than 0.5 high school credits) would not cause a problem with the assignment of credit for the Bright Futures Scholarship program.</p> <p>The changes were classified into three types:  (1) Course Number Changes. Some of the existing courses on the equivalency list had undergone a course number change as a result of committee actions via the Statewide Course Numbering System. These new courses reflect the new course numbers. For example because of equivalency determinations, SPC 1016 and SPC 1600 were renumbered to SPC 1017 and</p>

	<p>SPC 1608, respectively.</p> <p>(2) Foreign Language Courses. The list has always included language that guaranteed 1.0 high school elective credit for completion of a 4.0-credit foreign language college course—this guideline is still in effect. The SCNS has completed a process to ensure course numbers reflect whether a postsecondary course is offered for 3.0 or 4.0 credits, and will therefore earn either 0.5 or 1.0 high school credit. These specific course numbers, with the high school credit awarded, are now listed.</p> <p>(3) Career and Technical Education Courses. There have been longstanding issues with certificate courses offered for clock-hour credit and the award of appropriate high school credits. The Division of Career and Adult Education, with assistance from other sectors, determined a formula for these courses: 150 clock hours would equal 1.0 high school credit. Those CTE courses that, because of rounding or some other issue, would not fit into this equation were specially listed in the <i>Dual Enrollment Course-High School Subject Area Equivalency List</i>.</p>
<p>7. Approval: Credit-by-Exam Equivalencies</p>	<p>Mr. Matthew Bouck presented an update to the <i>Articulation Coordinating Committee Credit-by-Exam Equivalencies</i>, which is a listing of examination programs with recommendations for the award of postsecondary courses and credits for successful completion.</p> <p>The CollegeBoard has replaced three of its College-Level Examination Program (CLEP) examinations with two new exams:  <i>College Composition</i> replaces English Composition with Essay  <i>College Composition Modular</i> replaces English Composition and Freshman Composition</p> <p>Both College Composition and College Composition Modular include multiple choice portions that include grammar, sentence skills, source materials, and rhetorical analysis. College Composition includes two essays. One essay tests skills of argumentation, analysis, and synthesis. The second essay requires candidates to synthesize and cite two sources that are provided. College Composition Modular allows institutions to administer and/or score test takers' essays themselves. Institutions may (1) use essays provided by CLEP, (2) use essays provided at the institution, or (3) use another evaluation determined by the institution.</p> <p>The English faculty committee recommended award of both ENC X101 and ENC X102 (six credits) for completion of either exam. There is no minimum credit recommendation for completion of only the multiple choice portion of the College Composition Modular exam. The six credit recommendation is consistent with the American Council on Education (ACE) recommendation.</p> <p>These updates should be effective no later than May 1, 2010.</p>
<p>8. Approval: Common prerequisites for baccalaureate degree programs</p>	<p>Dr. Heather Sherry explained that the 2009-2010 Common Prerequisite Project has officially been completed! She reviewed the highlights of an October 12, 2009 memo to College and University Academic Vice-Presidents which clarified the effective dates of the Manual updates that were previously approved by the ACC. All previous changes will be in effect beginning with incoming freshman in the 2009-2010 academic year. The proposed changes brought before the committee at this meeting (October 2009) will go into effect for freshmen entering in the fall 2010-2011 and thereafter. The proposed changes to the manual included technical changes, a list of inactive or terminated programs, and revisions to the following CIP codes: 3.0103,</p>

	3.0104, 3.0299, 3.0501, 13.1303, 15.1001, 15.1202, 309995, 31.0501, 44.0401, 44.0701, 50.0909, 51.0000, and 52.0903. Dr. Sherry explained that, in the future, the Manual will be updated in a staggered, cyclical manner.
9. Approval: Dual enrollment rule	Ms. Julie Alexander presented members with an initial draft of a State Board of Education rule relating to dual enrollment, as authorized by s. 1007.271, F.S. The rule will be based on the existing Dual Enrollment/Early College Statement of Standards originally approved by the Council of Presidents for The Florida College System and endorsed by the Articulation Coordinating Committee in 2007. Dr. Sherry recommended using the opportunity to include additional provisions in the rule that would facilitate implementation of dual enrollment courses and programs. Dr. Massey asked members for their support in allowing the Department, with collaboration from stakeholders, to continue with rule development and members agreed.
<b>Discussion:</b>	
10. Status: Interinstitutional Articulation Agreement (IAA) electronic reporting	Ms. Julie Alexander provided the status of submission of the interinstitutional articulation agreements by Florida's colleges. Ms. Alexander also explained the Department's review process to ensure that the agreements include at the minimum, the components delineated in section 1007.235, Florida Statutes.
11. Articulation Policy Issues: - College-Level Academic Skills (CLAS) - Excess Hours - Statewide Articulation Agreement	<p>Dr. Heather Sherry summarized the recommendations from the CLAS Workshop held earlier in the morning (see section 1. above for detailed summary).</p> <p>Dr. Sherry also introduced a discussion regarding the implementation of section 1009.286, F.S. – Additional student payment for hours exceeding baccalaureate degree program completion requirements at state universities.</p> <p>The Articulation Coordinating Committee requested an interpretation of the language in the law that states, “The provisions of this section become effective for students who enter a community college or a state university for the first time in the 2009-2010 academic year and thereafter.” Members indicated they hoped it would not apply to transfers entering the SUS in the next couple of years. On October 29, 2009, the Board of Governors General Counsel confirmed that a legal analysis had been performed and that, as written, it was judged that the law would apply to transfers beginning in Fall 2009, and that it would take a change of legislation to delay that expectation.</p> <p>The ACC recommended that, to ensure consistent implementation across the State University System, universities should do the following when a student transfers into a university:</p> <ul style="list-style-type: none"> <li>• The university should complete a one-time analysis of the student's transcript based on the student's declared major at that point in time.</li> <li>• All courses that would apply to the baccalaureate degree for that major should be identified.</li> <li>• The student would be given this one-time opportunity to provide documentation that any of the previous coursework and/or credits should be exempted per the law.</li> <li>• A baseline of courses and related credits that would be used for later calculating any excess hours would be established.</li> <li>• All additional (non-exempted) credit hours for coursework taken at the university would be added to that base number of credit hours.</li> <li>• If a student took any courses as a transient student, those credits would be added to that base number.</li> <li>• If a student changed majors, NO CREDITS WOULD BE REMOVED from that base of courses and credits.</li> </ul>

	<ul style="list-style-type: none"><li>• However, if a student transferred in having taken a course that would apply to the NEW major, but it was not captured in the initial baseline of courses and credits, that course and credit would be ADDED to the baseline for determining if there would be excess hours.</li></ul> <p>Board of Governors staff will send a technical assistance document to the universities that will outline these expectations.</p> <p>Finally, Dr. Sherry informed the committee that a workshop focusing on revising the Statewide Articulation Agreement is expected to be scheduled in conjunction with the February 2010 ACC meeting.</p>
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The meeting adjourned at 3:25 p.m.

Announcements: The next ACC meeting is scheduled February 24, 2010.